ABSTRACT

Differences in Parental Involvement Typologies among Baby Boomers, Generation X, and Generation Y Parents: A Study of Select Bay Area Region of Houston Elementary Schools

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The purpose of this study was to determine whether differences existed among generations (Baby Boomers, Generation X, and Generation Y) regarding the levels of parental involvement within each of these generations. Also examined were additional factors such as the parents' socioeconomic status, educational level, marital status, and ethnicity. The Parent and School Survey (PASS), based on Epstein's Theoretical Framework, was distributed to parents of elementary students in eight schools in the Bay Area region of Houston, Texas.   Follow–up focus group interviews were conducted to draw inferences about each respective generation and their ideas concerning parental involvement with particular interest dedicated to how parents define parental involvement.

An ANOVA was used to measure the intensity of the effect of the independent variable (parent's generation) on the dependent variable (parental involvement score). Then, additional analyses were done by adding in variables one at a time to determine what effect income (Socioeconomic Status), marital status, or parents' education may

have had on the simple relationship. Finally, the Tukey's HSD test was used to determine which groups of generations differ from one another.

The findings in this study support the literature. This study concluded that there are differences among generations of Baby Boomers, Generation X, and Generation Y regarding the levels of parental involvement and in some cases income (SES), marital status, ethnicity, and parents' education had an impact on level and type of parental involvement.

Differences in Parental Involvement Typologies among Baby Boomers, Generation X, and Generation Y Parents: A Study of Select Bay Area Region of Houston Elementary Schools

by

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A Dissertation

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CHAPTER ONE

There continues to be a concern regarding the quality of education in our country. In response to these concerns, policymakers have taken an active role in educational reform and changed the way schools operate. Legislative policies have moved toward measuring student success through standardized assessment, and along with higher standards, educational goals have been set to help improve student achievement. With higher accountability placed on schools, educators seek strategies to improve student success.

Nationwide efforts have been made to impact student achievement through parental involvement (Epstein, 2004). A key component to this educational reform is parental involvement in children's learning at school and at home. To illustrate, in 1994, the National Governors' Association and the President approved adoption of a national educational goal for schools. This initiative was called Goals 2000: Educate America Act. As part of the goal, an emphasis on school and family partnership was mandated. The goal states, "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (National Education Goals Panel, 1995, p. 1). As a result of this initiative, school improvement efforts have focused on the development of home – school partnerships as a tool to improve student achievement (Desforges & Abouchaar, 2003; Gettinger & Guetschow, 1998).

According to Crozier (2000), the collapse of the traditional family was blamed for numerous social problems, which led to the *back to the basics* drive and the

implementation of school reform. Part of this reform led to the emphasis on the parents'

role in their children's education intending to increase student success. This, in turn,

encouraged educators to improve parental involvement by constantly seeking ways to

enhance the quality of education for all children.

In more recent legislation, the concern of accountability has become a nationwide

issue. Former President George W. Bush's No Child Left Behind Act of 2001 (NCLB)

required states to assess achievement in basic academic skills to ensure that the required

curriculum was taught in order to improve student achievement (U.S. Department of

Education, 2001).

All schools that receive Title I funds must develop policies on partnerships and

conduct programs that involve parents in ways that support student success in school

(Epstein, 2004). The policies and goals set forth by governmental agencies put pressure

on the schools to provide parents with opportunities and information needed to become

involved in their child's education. Likewise, parents were expected to comply by aiding

the school in educating their child (Crozier, 2000; Epstein, 2004). Under this policy,

schools are required to involve parents as follows:

1. To have parent-teacher meetings, in order to report to parents their children's
   progress.

2. To provide support to help parents work with their children to improve
   achievement.

3. To provide volunteer opportunities to parents, and

4. To involve parents in the decision-making process regarding school programs
   (U.S. Department of Education, 2001).

Statement of the Problem

The process by which children learn and the question of what role the parents play in the educational development of children provide the groundwork for research and discussion (O'Donnell, Kirkner, & Meyer-Adams, 2008; Scott, Stein, & Thorkildsen, 1999). Over the past few decades, researchers have examined the impact of parental involvement on children's success in school. Studies supporting positive parental involvement have found that effective parental involvement in a child's education affects academic success (Griffith, 1996; Henderson & Mapp, 2002; Hoover-Dempsey & Sandler, 1997; Shaver & Walls, 1998). Regardless of socioeconomic status or ethnicity, students whose parents are involved in their education have proven to be successful by exhibiting higher motivation and better test scores and grades (Barnard, 2004; Epstein, 2001; Simons-Morton & Crump, 2003;).

Although the belief that parents can enhance their children's education has become well understood among policymakers and educators, a reading of both professional journals and textbooks suggest that, despite the evidence supporting parental involvement, there continues to be a lack of parental involvement in the schools (Henderson & Mapp, 2002; O'Donnell, Kirkner, & Meyer-Adams, 2008; Swap, 1993). Educators continue to struggle to understand why some parents become involved while others do not. Based upon the differences in characteristics and values that define each of America's generations concerning lifestyle, career, family, and parenting, there is sufficient reason to believe that these differences might influence the application of parental involvement typologies. For example, within the areas of communication, clear differences exist among generations, which might affect the successful implementation of this typology. While members of Generation Y prefer a high technology form of

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communication (e.g., picture phones, email, cell phones, Instant Messages, text messages), Generation X prefers a basic technology form of communication (e.g., cell phones, email), and Baby Boomers rely on a more traditional form of communication (e.g., face-to-face conversations, touch tone phones).

Ultimately, the lack of parental involvement can result in academic and behavioral ramifications for students in elementary schools if programmatic approaches used by educators are not modified in order to get parents involved in their children's education. At the same time, parents of various generations (Baby Boomer, Generation Xers, and Generation Y) hold differing values based on individual experiences, causing sufficient reason to believe that these differences carry over into their own mindsets about parental involvement.

The problem examined in this study was the level of parental involvement among various generations of parents in their children's education. Additional factors that could have an impact on parental involvement such as the parent's socioeconomic status, educational level, marital status, and ethnicity were also examined.

Purposes of the Study

While many studies have focused on parental involvement, the purposes of this study (which had not previously been investigated) were unique. The first purpose of this study was to determine whether differences existed among generations of parents in their levels of involvement with the education of their children. Additional factors that could have an impact on parental involvement such as the parent's socioeconomic status, educational level, marital status, and ethnicity were also studied.

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The second purpose of this study was to examine and recommend programmatic approaches to increasing levels of parental involvement among various generations of parents.

Research Questions

In collecting the information needed to formulate a solution to the problem, these research questions guided the study:

1. Do differences in levels of parental involvement typologies exist among generation types (Baby Boomers, Generation Xers, and Generation Y) of parents?

2. Are there differences among levels of parental involvement typology when considering the socioeconomic status of the parent?

3. Are there differences among levels of parental involvement typology when considering the educational level of the parent?

4. Are there differences among levels of parental involvement typology when considering the marital status of the parent?

5. Are there differences among levels of parental involvement typology when considering the ethnicity of the parent?

6. How do parents of each generation (Baby Boomers, Generation Xers, and Generation Y) define parental involvement?

7. What changes in parental involvement programs may be appropriate as a result of this research?

Significance of the Study

Although the education field has rigorously analyzed parental involvement, the programs and policies are often broad-based and offer a one-size-fits-all approach to program application. However, a key determining factor in parental involvement has been overlooked: the generation of the parent. Based upon the main differences in mindsets and values that define each of America's generations concerning lifestyle, career, family, and parenting, there is sufficient reason to believe that these value differences might carry over into mindsets about being involved with the education of their children in the public schools.

Also worthy of consideration during this discussion of parental involvement are additional variables such as a parent's socioeconomic level, education level, marital status, and ethnicity. The socioeconomic status may affect a parent's access to resources that might deter or encourage parental involvement. The educational level of the parent might affect the parent's capacity to expose children to various activities and to contribute to the child's homework assignments. In addition, the marital status may influence the time and type of interaction that the child receives from each parent. Finally, ethnicity may have an effect on the importance placed on certain parental involvement activities. Given that the lack of parental involvement continues to be a concern for educators, the issue of modifying programmatic approaches based on parents' needs is crucial. In light of this, the outcome of this research could provide avenues to enhance educational tools along with implementation techniques for the following areas:

1. Suggest program modifications in order to increase participation in parental involvement programs.

2. Better prepare educators for involving parents regardless of the parent's age, income level, educational level, marital status, and ethnicity.

3. Contribute to the knowledge base regarding the involvement of parents in their children's education.

4. Recommend programmatic approaches to increase parental involvement for each of the three generations of parents studied.

Theoretical Framework of the Study

Though models and theories of parent involvement vary in some aspect, ultimately they use the term to refer to a range of parental behaviors and beliefs that contribute to student success. For the purpose of this study, Epstein's (2001) model of school, family, and community partnerships known as Epstein's Theoretical Framework was used to examine whether differences exist among generations of parents in their definitions and levels of involvement in their children's education

In her well-known work on parental involvement, Joyce Epstein (2001) maintains that parental involvement is based on a comprehensive theoretical model of "overlapping spheres of influence" (p. 16) stating children learn and grow in three basic environments: home, school, and community. She defines parental involvement as a combination of the following six major category types: parenting skills, communication, volunteering, learning at home, participation in the decision-making process, and collaboration with the community. She contends that the six types of involvement are not hierarchical or mutually exclusive, because each type is important for producing different outcomes (Epstein, Jansorn, Sheldon, Sanders, Salinas et al., 2008). She defines parental involvement as follows:

Type 1-Parenting: Assisting families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level;

Type 2-Communicating: Increasing the effectiveness of the schools' basic obligation to communicate clearly about school programs and children's progress through school to home and through home to school communications;

Type 3-Volunteering: Improving the organization, work, and schedules of audiences to involve families at the school and other locations to support the school and the students;

Type 4-Learning at Home: Involving families with their children in academic learning activities at home, including homework, and other curriculum-related activities and decisions;

Type 5-Decision Making: Including families in decision making, governance, and advocacy;

Type 6-Collaborating with Community: Coordinating the work and resources of community businesses, agencies, colleges or universities, and order to strengthen school programs, family practices, and student learning and development. (Epstein et al., 2008, pp. 58-60)

Definition of Key Terms

1. *Baby Boomers* – Anyone born in the United States between the years 1946 and 1964.

2. *Generational Differences* – The theory that people born within an approximately 20-year time period share a common set of characteristics based on the historical experiences, economic and social conditions, technological advances, and other societal changes they have in common.

3. *Generation X (Xers)* – Anyone born in the United States between the years 1965 and 1980.

4. *Generation Y (Millennials)* – Anyone born in the United States between the years 1981 and 2000.

5. *Parent/Guardian* – The person in the child's life who resides under the same roof as the child and has the most contact with the child including mother,

father, stepmother, stepfather, aunt, uncle, grandmother, grandfather, guardian, caretaker, or other relative. Parent includes a person standing in parental relation.

6. *Parental Involvement* – The meaningful participation of parent(s)/ guardian(s), who reside under the same roof as the child, in the education of a public school student as defined by Joyce Epstein.

7. *Socioeconomic Status* – Based on family income, parental education level, parental occupation, and social status in the community.

8. *Strategy* – A careful plan or method for achieving a desired outcome.

Delimitations

The study was designed to specifically address parents of different generations (Baby Boomers, Generation X, and Generation Y) in elementary schools. Thus, the results may not be applicable to parents of children in older age groups. In addition, the configuration of the schools vary from pre–kindergarten through second grade, third grade through fifth grade, and pre-k through fifth grade which may result in a disproportionate number of parents from a particular generation due to the wide range of parental ages. The fact that the data from the survey used in this study were based on self reports rather than behavioral observations or other measureable means must also be taken into account.

Limitations

Certain limitations of this research study are apparent and require consideration regarding the study design. Consideration has been given to each of these limitations,

and while they may affect the applicability of research findings to other populations, they are not factors that compromise the ability to identify relationships sought within the scope of this study.

The first limitation consideration is that the subjects for the research study were chosen from elementary schools of Alvin Independent School District (ISD), Angleton ISD, Brazosport ISD, and Dickinson ISD located in the Bay Area Region of Texas. Therefore, the results of this study may not be applicable to populations in other contexts or geographical regions.

The unequal number of parents of various generations who participated in the study may also be a limitation. The number of respondents may vary according to school, resulting in an unequal representation of completed surveys from each participating elementary school. Additionally, because of the chosen sampling method, there may not be equal or significant representation of parents from within each generation, and there is the possibility of receiving an unequal representation of parents that volunteer to participate in focus groups as well.

Finally, what could be considered a complex phenomenon, variation in parental involvement by generation, is being studied from a relatively narrow empirical perspective that could influence the ability to generalize the study outcomes. For this reason, the methodology is triangulated, integrating quantitative with qualitative methods, in an effort to provide a more comprehensive approach to data collection and to broaden the research perspective.

Basic Assumptions

It is assumed that all participants have answered the questions in both the written survey and the interview session honestly.

Organization of the Study

The study is organized into five chapters. Chapter One includes an introduction to the study, a statement of the problem, purpose of the study, research questions, an overview of Epstein's Theoretical Framework, definition of key terms, and delimitations and limitations of the study. Basic assumptions regarding the study are also included in this chapter.

Chapter Two provides a review of literature on parental involvement focusing on definitions, policies, and effects of parental involvement with regards to students, parents, and schools. Also included in this chapter is literature regarding ethnicity, education level, marital status, and generation of the parents in relation to parental involvement.

Chapter Three explains the methodology of the study and provides an analysis and review of the data collection. In doing so, it describes the research design, participants in the study, instrumentation, and data collection.

Chapter Four presents descriptive data of participating school districts, demographic data of the respondents, survey findings, and analysis of the data results gathered in both quantitative and qualitative measures.

Chapter Five presents a summary of the study, discussions, implications, recommendations, and conclusions from data analysis and review.

CHAPTER TWO

Review of Literature

Over the past few decades, researchers have examined the positive impact that

parental involvement has had on children's success in schools. Studies supporting

positive parental involvement have found that effective parental involvement in a child's

education affects academic success for all students (Barnard, 2004; Epstein, 2001;

Griffith, 1996; Hoover-Dempsey & Sandler, 1997; Shaver & Walls, 1998; Simons-

Morton & Crump, 2003). In fact, parental involvement studies have identified student

success as one of the major positive outcomes of parental involvement. Furthermore,

existing research maintains that the primary factor influencing student success or failure

is parent interest and support (Berger, 1999; Sheldon, 2002). To illustrate, a recent study

explored the benefits of parental involvement in their children's school (O'Donnell et al.,

2008). The results revealed that one of the greatest changes reported by these

participants was that children's school performance improved. This suggests that, from

the perspective of the parents, their participation in school-based activities can positively

influence children's academic performance. These findings are similar to other studies in

which parental involvement at the school resulted in increases in children's motivation

and academic success (Dearing, Kreider, Simpkins, & Weiss, 2006; Jeynes, 2005; Smith,

2006). As a result of these studies, researchers have consistently found that when parents

and educators work together, children benefit academically, socially, and emotionally

(Desimone, 1999; Griffith, 1996; Okpala, Okpala, & Smith, 2001; Pena, 2000; Reynolds,

Ou, & Topitzes, 2004; Shaver & Walls, 1998; Watkins, 1997; Zellman, & Waterman, 1998).

In spite of socioeconomic status, ethnicity, or gender, a number of studies have established that parental involvement is an effective way to increase student achievement (Berger, 1987; Christenson, 2004; Edwards, 2004; Epstein, 2001; Epstein & Sanders, 2000; Henderson & Mapp, 2002; Sanders & Sheldon, 2005). However, a review of research in this area suggests that despite the positive evidence supporting parental involvement, there continues to be a lack of parental involvement in the schools (Long & Williams, 2005; Swap, 1993).

This chapter presents a review of literature related to the implications of parental involvement within generational differences among parents. The literature addresses the following aspects of parental involvement: the definition, national policies, types of involvement, benefits of parental involvement, and involvement among parents based on their income, ethnicity, and marital status. Generational differences and characteristics of Baby Boomers, Generation Xers, and Millennials are also described.

Parental Involvement Defined

In the review of the literature, the research revealed that there is no single definition of parental involvement. Researchers and experts suggest that parental involvement is a multifaceted-term. Reglin (1993) defines parental involvement by stating, "Parental involvement is any significant or influential member of the child's family becoming actively involved in the educational process or maintaining high visibility in the educational process of the child" (p. 4). In the broadest definition,

parental involvement includes any type of family member involvement, which supports the child's school or enhances the child's education (Hollinger, 2001).

On the other hand, Stacey (1991) refers to parental involvement as the parents' state of being based on a continuum from passive to active contributions. Each state is based on a variety of roles assumed by the parent. On the passive end, Stacey (1991) labels the parents who attend social or fundraising events as a sole involvement of activity supporters. Parents who are regarded as learners are those who attend parent meetings and receive information. Parents who are invited into the classroom to carry out designated tasks are deemed as helpers. Finally, on the active side of the continuum, parents who take on the responsibility of teaching the children are referred to as teachers.

Moreover, some researchers view parental involvement as a unified concept of parent and teacher perceptions. To illustrate, Crozier (2000) explains that individuals have an idea of what parental involvement means to them based on their past experiences and current situation. Furthermore, he states, "Parents have divergent views of their involvement that do not always match the expectations of the teacher" (p. 29). In support of this unified concept, Watkins (1997) states that parental involvement is described as "the attempts made by teachers to involve parents in the classroom" (p. 3).

Based on Epstein's (2001) research, Sheldon (2000) groups parent involvement activities into two categories: (a) involvement at home and (b) involvement at school. The first type focuses on parent-child interactions at home on school-related activities, while the second focuses on teachers and other school personnel interacting with families.

Berger (1987) describes the definition of parental involvement based on six roles assumed by parents: policymakers, teachers of their own children, spectators, accessory volunteers, volunteer resources, and employed resources. The policymaker role entails decisions about the educational process made by the parent. Teachers of their own children refer to the fact that parents teach their children in an informal manner in their home environment. Spectators, as Berger (1987) defines them, involve observations of what the school does with their children in the educational process. Accessory volunteers usually provide needed services unrelated to the educational process while parents serving as volunteer resources assist the teacher in the school's instructional program. Finally, Berger (1987) refers to employed resources as those parents who serve as both an employee of the school district and as a parent.

Rich (1997), on the other hand, reports that in order to sustain the alliance of the home and school working together, parents and teachers need to fulfill the "educational pledge" (p. 122). The "educational pledge" requires for the school and parent to live up to the following commitments: providing an environment conducive for learning, preparing the child for learning, providing a consistent discipline structure, spending time with the child, and having constant communication between the home and school. She reports when parents and teachers work together, "Children do improved work at school and the schools they go to are improved" (p. 122).

Susan Swap (1993) addresses the issue of involving parents in their children's education by providing the following three models: (a) protective model, (b) school-to-home transition model, and (c) curriculum enrichment model.

The protective model is intended to protect the school from interference by parents (Swap, 1993). In this model, the parents entrust the school with the responsibility of educating their child and being accountable for academic results. Next, the school-to-home transition model aims to obtain the cooperation of the parents to support the objectives of the school. This model is the most commonly used among schools. The parents' role is to reinforce the school's expectations by providing the child with a home that is conducive to learning and ensuring that the child meets the academic and social requirements of the school. Finally, the goal of the curriculum enrichment model is "to expand and extend the school's curriculum by incorporating into it the contributions of the families" (p. 38). The parents reinforce the concepts taught at school by providing the child with experiences and expertise on the subject being taught at school as well as parents' involvement in learning activities at home (Swap, 1993).

In Joyce Epstein's (1987) definition of parental involvement, she provides a Framework of Six Types of Involvement, which includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Parenting is described as the strategies parents use to help children at home. Communicating is referred to as the home-to-school connection. Volunteering is parents helping and supporting the school through volunteer efforts. Epstein (1987) describes learning at home as the curriculum related activities that take place in the home such as homework and projects. Decision making refers to the inclusion of parents in school decisions such as serving on campus/district based decision making committees. Finally, she describes collaborating with the community as the integration of community resources to strengthen the school programs and increase student learning.

For the purpose of this study, parental involvement refers to any family member or caregiver being involved with school-related issues as described by Joyce Epstein's (1987) Framework of Six Types of Involvement.

Parental Involvement as Policy

The importance of parental involvement has been noted by policymakers to the point that policies have been written to include parental involvement in the schools. A historical overview of the policies written within the last 15 years supporting the notion that parent involvement is a key component of student success follows.

The Goals 2000: Educate America Act (P.L. 103-227) was signed into law in 1994 (National Education Goals Panel, 1995). This Act established a framework which identified academic standards to measure student progress and to provide support to educators. Legislation states, as goal eight of the act, that by the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children (National Education Goals, 1995).

Shortly after the enactment of Goals 2000, in January 2002, then President George W. Bush signed into law the No Child Left Behind Act of 2001 (NCLB) (U.S. Department of Education, 2001). This act drastically changed the focus of education in the United States. NCLB provided a framework for public schools that focused on accountability, local control of teaching methods, parental involvement, and flexibility in the use of federal funds (Jorgensen & Hoffmann, 2003).

As part of NCLB, policymakers included revisions to the Elementary and Secondary Education Act (ESEA). Within the ESEA guidelines, funds are provided to

schools and school districts for professional development, instructional materials, resources to support educational programs, and the promotion of parental involvement. The intent of the funds was to support school districts so that they are able to implement strategies that are designed to improve performance for students. This Act categorizes the purpose of the funds into seven categories, which are designated as Title I – Title VII (Elementary and Secondary Education Act of 1965, as amended, Title I, Part A; 20 U.S.C. 6301-6339, 6571-6578.)

Title I of the ESEA distributes funding to schools and school districts with a high percentage of students from low-income families. The funds are used to ensure that all children have a fair and equal opportunity to achieve academic success. Section 1001 of this Title provides twelve strategies to help accomplish this goal. The strategy that promotes parental involvement is stated as the following: (the schools are) "affording parents substantial and meaningful opportunities to participate in the education of their children" (Elementary and Secondary Education Act of 1965, as amended, Title I, Part A; 20 U.S.C. 6301-6339, 6571-6578). With the educational legislation emphasis on parents becoming more involved in their children's schools, schools and communities seek effective ways to engage parents (Marschall, 2006).

Effects of Parental Involvement

A review of research in this area suggests that the benefits of increased parental involvement are many. According to researchers, the student, the parent and the school profit from a successful parental involvement program (Barclay & Boone, 1996; Fuller & Olsen, 1998; Epstein, 2001; Mo & Singh, 2008; Redding & Thomas, 2001). The

following three topics discuss the benefits received by each of these groups: student, parent, and school.

Student Advantages of Parental Involvement

Students benefit tremendously when parents are involved in their child's education (Barnard, 2004; Epstein, 2001; Reynolds, Ou, & Topitzes, 2004; Simons-Morton & Crump, 2003). According to Barclay and Boone (1996), regardless of whether parental involvement takes place in the home or at school, it positively influences the educational progress of the child. Researchers have consistently found that parental involvement at all grade levels, regardless of educational background or social class, resulted in increased student achievement, test scores, and grades; higher school attendance; lower drop-out rates; improvement in student motivation; attitudes; behavior; and self-esteem (Desimone, 1999; Epstein, Sanders, & Sheldon, 2005; Griffith, 1996; Okpala, Okpala, & Smith, 2001; Pena, 2000; Reglin, 1993; Shaver & Walls, 1998; Watkins, 1997; Zellman & Waterman, 1998;). Furthermore, Fuller and Olsen (1998) claim that students not only increase their learning skills, but also receive more individualized attention in the home. According to Marchant, another advantage students receive when their parents are involved in their education, is a positive attitude towards school and a higher self-perception (Marchant, Paulson, & Rothlisberg, 2001).

In his study, Reglin (1993) addressed the issue of parental involvement among low socioeconomic status students who were unmotivated and under-achieving and found that they benefited greatly from active parental involvement. Based on his study, he noted that because some families in the home did not always reinforce many positive behaviors and values learned at school, there was a clear need for improved parental

involvement. In order to remedy this issue, he noted that parents needed to make a conscientious effort to model good behaviors that reinforced what was taught in the school. As a result of his findings, he advised parents to take an active role in modeling problem solving skills, good social skills, and strong listening skills.

Parent Advantages of Parental Involvement

In a study conducted by Hoover-Dempsey and Sandler (1997), parents reported a stronger sense of self worth when they saw that their help was improving their child's academic achievement. Parents' levels of self-efficacy have been found to be related to the parents' levels of involvement in their children's schools (Dryfoos, 2002; Dryfoos, Quinn, & Barkin, 2005; Dupper & Poertner, 1997; Mapp, 2003). In addition to higher self worth, according to Hara and Burke (1998), parents reported a greater interest and appreciation for education, better attitudes about the school and the teachers, and an increased level of respect for the teachers and for the impact they have on their children (Hara & Burke, 1998; Redding & Thomas, 2001). Reglin (1993) adds that when parents witness their children succeeding in school, they will focus on their own good behaviors and less on negative behaviors, which results in more stability and consistency of expectations for the child and a feeling of control in their personal lives.

Advantages to Schools of Parental Involvement

The effects of parental involvement contributed to a positive impact on the school. Hara and Burke (1998) found that the schools' programs gained popularity, the teachers reported fewer discipline referrals, and schools received greater assistance from community members and businesses due to contacts and requests made by the parents

(Hara & Burke, 1998; Redding & Thomas, 2001). Additionally, Fuller and Olsen (1998) found that when parents are involved, schools benefit from higher graduation rates, fewer placements in special education programs, and the ability to implement programs that involve parents in a variety of ways. Also, Reglin (1993) reported that teacher expectations for academic performance and student behavior increased when parents became involved in the schools.

Socioeconomic Status (SES) and Parental Involvement

A family's socioeconomic status (SES) is based on family income, parental education level, parental occupation, and social status in the community (Demarest et al., 1993). Arnold found socioeconomic status was significantly correlated to parental involvement (Arnold, Zeljo, & Doctoroff, 2008).

Research has shown that higher SES is associated with greater parental involvement; while despite the benefits of parent involvement, low-income parents participate less in schools (Jeynes, 2005; Orozco, 2008). Parental involvement in the schools is connected with student improvement in a variety of areas including academic performance, attitudes and behavior, attendance, school adjustment and engagement, and graduation rates (Barnard, 2004; Epstein, 2001; Simons-Morton & Crump, 2003).

Families with high socioeconomic status often have more success in preparing their children for school because they typically have access to a wide range of resources to promote and support student achievement (Clemons, 2008). High-income parents have the financial resources that enable them to provide their children with high-quality child care, books, and experiences that support learning. In addition, families with high

socioeconomic status often seek out information to help them better prepare their children for school (Clemons, 2008).

Low-income parents have multiple factors that may keep them from being involved in their child's education. Van Velsor and Orozco (2007) maintain that low-income parents experience both demographic and psychological barriers to school involvement. In addition to these barriers, low income parents experience issues involving their work such as inflexible work schedules, may work more than one job, work more than 40 hours a week, and/or are just tired from work (Benson & Martin, 2003; Plunkett & Bámaca-Gómez, 2003; Van Velsor & Orozco, 2007). Other barriers to parent involvement may include: parents' fatigue; parents' lack of awareness of their rights, school policies, and procedures; and limited opportunities for parent involvement (Geenen, Powers, & Lopez-Vasquez, 2001). Furthermore, low-income parents have unequal resources with which to participate in their children's schools (Hill & Taylor, 2004; Lareau, 1987). The less fortunate that parents are financially, the more difficult it is for them to support a child's educational development. In other words, the fewer resources parents have can prevent them from providing their children with educational materials, experiences, or services that would normally enhance a child's education.

In addition to the tangible resources listed above, students from impoverished families encounter prejudices and biases based on their level of income. According to researchers, students from low-income families face barriers related to both teacher attitudes and school climate (Samaan, 2000; Caughy, O'Campo, & Muntaner, 2003). In addition, researchers have found that children of poverty are significantly more likely than children from middle-class backgrounds to report increased levels of anxiety and

depression, a greater incidence of behavioral difficulties, and a lower level of positive engagement in school (Samaan, 2000; Caughy, O'Campo, & Muntaner, 2003). These students often times experience a greater incidence of school failure, developmental difficulties and delays, lower standardized test scores and graduation rates, and higher rates of school tardiness, absenteeism, and school dropout than their middle-class peers (Fontes, 2003). These aforementioned barriers are only some of the barriers that low-income students face.

Ethnicity and Parental Involvement

Research has shown most families care about their children and want them to succeed in school. They are eager to obtain better information about how to help their children succeed; however, there may be important cultural differences in how families think about and construct their home environment that influence the success of children in schooling (Davis-Kean & Sexton, 2009).

Since parent involvement means different things to different people, depending on one's perspective, it is important to understand the beliefs and circumstances of people from various cultural backgrounds. It is also important to note that traditional school practices focus mainly on a definition of parent involvement, which may not be culturally sensitive to the approaches that support the home-school connection between schools and parents of differing cultures. For example, while Hispanic and Asian parents differ from the traditional types of parental involvement, they are still involved in their children's education.

Researchers have found Hispanic parents view parental involvement as twofold; one being that the school is responsible for instilling knowledge in the child and the other

is the belief that it is the parent's responsibility to nurture, support, and discipline the child (Tinkler, 2002). Other variables to consider when discussing the parental involvement of Hispanic parents are the economic status and the education level of the parent. It is important to note that a large proportion of Hispanic parents are economically disadvantaged, limited English speaking, and less educated than other parents (Hernandez, 2006). As a result, Hispanic parents are less likely to participate in parental involvement activities such as two-way communication with the school, volunteering in the school, and decision-making activities regarding school decisions. Furthermore, due to the lack of education and resources, Hispanic parents are often unable to assist their children with homework due to work obligations and lack of knowledge concerning the child's homework (Hernandez, 2006).

In regards to Asian parents, some recent studies have discovered that, instead of participating and intervening in school teaching, Asian parents prefer to be involved by investing in additional resources and time in home efforts to help their children (Chan & Lee, 2004; Ho, 2000; Sy, 2006). According to Sy (2006), unlike most traditional parental involvement activities, Asian American parents have the tendency to become involved at home in indirect ways rather than at school in more direct ways. She asserts, similar to the Hispanic culture, parents from many Asian cultures tend to endorse a clear separation of parent and teacher responsibilities. She maintains that as a form of respect to teachers and to recognize teachers as the educational authority figures, Asian parents find it disrespectful to talk to teachers because it looks like they are checking up on them (Sy, 2006). Consequently, similar to Hispanic parents, Asian parents holding such cultural values may be less likely than other parents to volunteer in their child's classroom or

participate in other school activities or decision-making groups. However, according to researchers, Asian American parents highly value education as a means for success, and thus prioritize educational activities over personal or social events (Schneider & Lee, 1990; Sy, 2006). For this reason, Asian American parents limit the amount of time their children engage in non-school-related activities, and require their children to spend a certain amount of time each day on schoolwork. Thus, Asian American parents indirectly communicate to their children that education and academics come first (Schneider & Lee, 1990; Sy, 2006).

Parenting Style and Parental Involvement

According to Brooks (1981), parenting is referred to as a continuous series of actions using learned skills to raise a child. These skills differ among parents and are dependent on what a parent believes will be most effective with his/her child. However, the approach one takes in raising a child is acquired based on his/her own personal experiences and knowledge.

While parenting style may vary, according to Baumrind (1991), parents tend to fall into at least one category: authoritarian-style, permissive-style, or authoritative-style. Authoritarian-style, according to Marie Hughes (2002), is when parents believe that a structured and ordered approach is the only way to parent. They set high standards for their kids, and they expect their children to meet all of the pre-determined goals that are set for them. They are often strict and domineering, setting up many rules for the house and the kids. Children with authoritarian parents are likely to have several responsibilities at home, and they are also likely to be expected to excel scholastically (Hughes, 2002).

The permissive parenting style, on the other hand, is at the opposite end of the spectrum. Permissive parents are more lenient and tolerant when it comes to their children. They believe that their kids should make their own choices, and that a parent should be there to support the choices that the child makes, regardless of what those choices may be (Hughes, 2002).

Finally, the third style of parenting is referred to as authoritative parenting style. Hughes (2002) asserts that parents who are authoritative set rules and limits, but explain why they are necessary and consider their children's point of view when making the rules. They communicate regularly with their children and encourage them to be independent. Authoritative, according to Rosenau (1998), is identified as the preferred style because it includes parental warmth, inductive discipline, non-punitive punishment practices, consistency in child rearing, and a clear communication of interest in the day-to-day lives of children.

Education Level and Parental Involvement

Educational attainment is generally measured in one of two ways: (a) asking parents how many years of education they have completed or (b) asking them about the highest degree they have attained (allowing options for people who pursued but did not complete a degree) (Smith, 1995). For the purpose of this study, the second option was used to measure the educational level of the parent.

Researchers of parent involvement who seek to find factors that are associated with student success found that educational level of the parent is often related. A review of research in this area suggests that parents' level of education has a significant correlation with parenting style and involvement. In addition, there is direct evidence to

support the notion that parents with higher educational attainment are attending school conferences, volunteering at schools, and supporting school events to enrich their children's learning achievement (Archaya & Joshi, 2008; Clemons, 2008; Epstein et al., 2005). According to Clemons (2008), parents with higher levels of education may have resources available to them that other parents may not have; such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education. Also, parents with higher education may be more resourceful as teachers in their home. To illustrate, these parents are more likely to be aware of what is being taught in the school; therefore, they are more likely to be able to assist their children at home (Epstein et al., 2005). Archaya and Joshi's (2008) study support this notion of a correlation between parental education level and student achievement. They purport that highly educated parents have greater success in providing their children with the cognitive and language skills that contribute to early success in school. Additionally, the higher level of education attained by both the mother and the father has a significant effect on the achievement motivation of the adolescents in academic area.

Marital Status and Family Structure as They Relate to Parental Involvement

For the purpose of this study, marital status of the parent is the position of being married or unmarried; and family structure describes the living conditions of the child. In the context of this study, it is plausible to assume that both the parent and the spouse have some parenting role in terms of parental involvement in the child's education. With this in mind, according to the U.S. Department of Commerce, Economics, and Statistics Administration (2003), children live in a two-parent family if they are living with a

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parent who is married with his or her spouse (biological, step, or adoptive parent) present; and a single parent is defined as a parent who is not currently living with a spouse.

Despite the belief that single parents will not or cannot spend as much time helping their children at home as do two parents with more education and leisure time, Epstein (1984) reports that children living with a single parent, whether living with mother or father, are about equally likely to have parents who are highly involved in their schools. She also maintains that single parents have levels of involvement in their children's schools that are quite similar to mothers in two-parent families, and are much higher than fathers in two-parent families. Although the research indicates that the amount of parental involvement is about equal, it does not always delineate whether or not the type of involvement affects students in a positive manner. For example, single parents often have the responsibility of dealing with the issues that affect their family, and then spend an inordinate amount of time dealing with these issues. The more time spent on resolving family issues, leaves less time to do activities that positively affect student success, such as reading and assisting with homework (Epstein, 1984).

Parental Involvement Typologies

Joyce Epstein of the Center on School, Family, and Community Partnerships at Johns Hopkins University has developed a comprehensive framework for defining six different types of parent involvement. Her research shows that parental involvement can have a positive impact on students' academic work at all grade levels and among students with diverse backgrounds (Epstein, 1984, 2004; Epstein, Sanders, & Sheldon, 2005). This framework assists educators in developing school and family partnership programs.

Definition

Researcher Joyce Epstein (1987) defines parental involvement by organizing parent involvement into six categories: basic obligations of families; basic obligations of schools; involvement at school; involvement in learning activities at home; involvement in decision-making, leadership, and governance; and community collaboration. In the first type of involvement, parents are obligated to prepare children for success in school by providing a home environment that is conducive to active learning. The second type refers to the school's obligation to communicate with the parents about student progress or school programs through memos, notices, phone calls, report cards, and parent teacher conferences. Involvement at school is described as parents volunteering to assist school staff and students at the school. Involvement in learning activities at home is explained as parents assisting their children with class work or providing their children with guidance about school issues. The fifth type of involvement requires the parent to take a decision-making role in the school. The final category is improved community collaboration.

Application (One Size Does Not Fit All)

Unfortunately, one size does not fit all when it comes to implementing effective parental involvement programs. In order to have effective parental involvement programs, educators must understand how parental differences impact parental programs. School personnel understand the importance of parent involvement, and educational writers promote the idea of the home-school partnership (Chan, & Lee, 2004; Pelco, Jacobson, Ries, & Melka, 2000; Raffaele & Knoff, 1999). However, many approaches to parent involvement primarily focus on school needs as they relate to children's education.

For example, parents are invited to support school activities in the classroom, on field trips, and in the library or school office. Although these strategies are essential to parent involvement, plans targeting parents of generational subgroups for involvement may call for a broader focus. Sometimes, a lack of understanding can lead to deficiencies in a program. When developing strategies and activities for parents, it is imperative to understand that not all parents share the same experiences, ideas, and values. Rather than continuing to implement the same strategies year after year, educators must take into account the generational differences among the parents. In doing so, educators must first recognize that there are vast differences among parents of different generations. Then, they need to understand what makes each generation different. Finally, educators must rethink the current strategies and implement new strategies that meet the needs of all parents (Grant and Krufka, 2003). As new strategies are implemented, it is important that educators vary the activities to meet the needs of all parents.

Epstein's Theoretical Model of Parental Involvement (1987) describes the key components of a comprehensive parental involvement program. Therefore, when developing the program, the educator must apply his/her knowledge of generational mindsets and values regarding parenting skills, communication, volunteering, learning at home, participation in the decision-making process, and collaboration with the community.

Under the Title I requirements, schools receiving funds are mandated to implement programs, activities, and procedures for the involvement of parents in programs funded by Title I funds. School personnel must involve the parents in planning and implementing such programs, activities, and procedures. Although most parental

involvement programs include all required components, educators continue to see a lack of parental involvement. By continuing to do the same thing and not taking into account different variables such as age, gender, ethnicity, etc., it is unlikely to improve the existing programs.

Parental Generations and Influence on School Involvement

After careful review of the literature, the research revealed the following: there is no single accepted year range or label for each of the generations (Denham & Gadbow, 2002; Gaylor, 2002; Thielfoldt & Scheef, 2004). Generational labels and dates have varied among researchers. For instance, throughout the literature it was noted that Baby Boomers are also known as the Boom Generation and Baby Boom Generation; the X Generation has also labeled 13th Generation and Generation Xers; and Generation Y has been called Millennial Generation, Echos, Baby Busters, Generation Next, Digital Generation, and Nexters. Furthermore, it was noted that the dates among the generations have varied: Baby Boomers varied from the mid 1940s to the mid 1960s; Generation X ranged from early 1960s to 1980; and Generation Y fluctuated from late 1970s to 2000 (Denham & Gadbow, 2002; Gaylor, 2002; Reeves & Oh, 2007; Thielfoldt & Scheef, 2004). Regardless of the exact years, the term generation is generally referred to as a 20-year period. Most researchers agree that each of the generations is defined by a collective set of characteristics based on historical experiences, economic and social conditions, technological advances, and other societal changes they have in common (Lancaster & Stillman, 2002, Reeves & Oh, 2007). As a result, members of a generation often develop shared values and behaviors. For the purpose of this study, the three generations that will be discussed are Baby Boomer, Generation X (Xers) and Generation Y (Millenials).

Lifestyle

According to Dennis Gaylor (2002), Baby Boomers were born between the years 1946 and 1964 and grew up with very different circumstances than the previous generations. Some of the historical events and economic conditions that took place during this time period had implications that created a generation that was rebellious of convention. The events taking place at this point in time were the Civil Rights Movement, Vietnam War, Sexual Revolution, Cold War/Russia, and Space travel.

The lifestyle experienced by the previous generation was foreign to the Baby Boomers since they grew up as post-war babies. Low fertility and female labor force participation soared among the boomers, and young women began moving into previously male-dominated professions. In addition, while marriage rates declined, divorce rates increased substantially (Macunovich, 2000). Also during the time period, the average male earnings fell considerably; however; their spending habits did not change. This way of living resulted in this generation being known as high-consumers and low-savers.

As a result of their experiences, Baby Boomers tend to be idealistic, ambitious, materialistic, and self-based. Some of the core values of people within this generation are optimism, team orientation, personal gratification, materialistic, health wellness, personal growth, youth, work, and involvement (Gaylor, 2002; Reeves, & Oh, 2007).

Career

Baby Boomers consider their career to be a central focus in their life and seek personal fulfillment through their work. Ideally, they make every effort to build a stellar career by taking charge in the workplace. They view work as an exciting adventure and strive for advancements in the workplace. Their perceptions are based on a "me" attitude with a tendency to be self-absorbed and confident while seeking personal growth and gratification (Gaylor, 2002). Regarding authority, while having respect for their supervisors, Boomers prefer to be viewed and treated as equals. However, their respect does not keep them from being skeptical to the point that they often challenge and question their supervisors' decisions. They are also driven and tend to be workaholics in the workplace. They view "face time" as the ingredient to success hence they work long hours. By working long hours, Baby Boomers gain self worth, identity, and fulfillment. As a result of their work ethic, they are hesitant to take time off work for the fear of losing their place on the team. Consequently, they have created an imbalance in their home life (Gaylor, 2002; James, Swanberg, & McKechnie, 2007).

Family

During the years in which the Baby Boomers were growing up, their parents were experiencing the effects of the Depression, which led to hard times. These difficult times experienced by the Traditionalist (generation prior to Baby Boomers), was followed by times of prosperity. Therefore, the mothers of the Baby Boomers were able to stay at home and take care of the family while the father worked and provided financially for the family. As children, the Baby Boomers were brought up in a home where family was valued and children were viewed as "special." Unfortunately, as adults, Baby Boomers' experienced an increase in the divorce rate, which led to the disintegration of the family

unit. Since divorce was becoming more common, remarriage became an acceptable

practice (Gaylor, 2002; James, Swanberg, & McKechnie, 2007).

Parenting

Baby Boomers, who were indulged as children, raised their children differently

than they were raised. In comparison to the previous generation, the parent child-

involvement was protective and hovering. Baby Boomers, who tend to be competitive,

raised their children with that in mind. They had high expectations for their children,

constantly pushing them to do better than they themselves had done. Baby Boomers

spent a lot of money on providing their children with resources that would help them to

become successful. For example, they paid for their children to be involved in many

activities such as sports, music, scouts, etc. As their children matured, they paid for their

college educations and supported them financially.

Generation X (Xers) – (1965-1983) Current Age: 27-45

Lifestyle

According to Dennis Gaylor (2002), Xers were born between the years 1965 and

1983. Some of the historical and economic conditions they experienced were Watergate,

Energy Crisis, Y2K, the end of the Cold War, the fall of the Berlin Wall, and the Reagan

Administration. Furthermore, they witnessed every major institution being questioned,

including organized religion, higher education, and corporate America. Even within the

institution of marriage, the divorce rate tripled during their birth years (Lancaster &

Stillman, 2002). These difficulties resulted in Xers who grew up to be self-reliant and

individualistic. This generation is characterized as being independent, informal,

pragmatic, accepting of diversity, global thinkers, cynical, stressed out, serious about life, skeptical, spiritual, and survivors (Gaylor, 2002; Spector, Merrill, Merrienboer, & Driscoll, 2007).

Career

Many Xers witnessed their parents working long hours and devoting themselves to one company, only to be downsized during the 1980s when the economy was suffering. As young adults, Gen Xers found themselves facing limited economic prospects (Brown, 1997) which led to few career opportunities and advancements. According to Theifoldt and Scheef (2004), these factors influenced their perception of work. As a result, Xers are mistrustful of corporations and are not loyal to any one company. Due to their lack of loyalty, Xers often change jobs, even if it means taking a lateral move.

Knowing that they must be marketable in today's workforce, Generation Xers are lifelong learners. They want their work to be meaningful to them, and when learning something new they must understand how it can be applied to their jobs. As a result of this desire to learn, they view their job environment as a place to learn and grow professionally (Brown, 1997). Unfortunately, they perceive their managers as unreceptive to new ways of learning, which gives them reason to be unimpressed by authority consequently often ignoring their managers (Gaylor, 2002).

Unlike the Baby Boomers, they tend to be indifferent about advancement and care more about creating a work-life balance. They view work as a contract; hence, are less likely to work extended hours and believe it is important to get the job done quickly with

the purpose of being able to go home earlier and enjoy a personal life (Gaylor, 2002; Spector, et al., 2007; Thielfoldt & Scheef, 2004).

Family

With the divorce rate tripling during the birth years of the Xers, single parent households and working mothers became more prevalent, which led to a generation of distress. This change in the roles of mothers caused this generation to be the first "day care" and "latch key" generation resulting in them becoming self reliant and distrustful of interpersonal relationships (Lancaster & Stillman, 2002). Having grown up with both parents working and furthering their education, Xers are used to getting things done on their own. Hence, they tend to be independent problem solvers and self-starters. They want support and feedback, but they do not want to be controlled.

Thielfoldt and Scheef (2004) describe the current family dynamics of the Xers as a dispersed family and, if they are married, Generation Xers have created a dual income family where mothers are expected to work and no longer serve as the homemakers. Furthermore, Gaylor (2002) states that Generation Xers' view of family has become non-existent or dysfunctional. According to researchers, Xers create surrogate families when necessary and rely on friends rather than family members. Therefore, they value the contributions of other individuals in the community when it comes to making important decisions. However, although relationships are important, relationships for Xers are limited and useful while values are self-based (Gaylor, 2002; Spector, Merrill, Merrienboer, & Driscoll, 2007).

Parenting

Parents of this generation generally waited to have children until their late 20s when they were financially secure (Murray, 1997) and mature enough to take the parenting role seriously. For example, Xers assumed an active role in exposing their children to many social and cultural events in order to broaden their experiences and knowledge. Then, once their children were of school age, they became actively involved in their children's schooling and their academic and extracurricular success. As educated parents, Xers saw the value of higher education and aspired for their children to attend college (Denham & Gadbow, 2002; Reeves & Oh, 2007).

Generation Y (Millenials) – (1984-2002) Current Age: 8-26

Lifestyle

According to Dennis Gaylor (2002), members of Generation Y were born between the years 1981 and 2000. They have been influenced by dreadful events such as the Gulf War, the Columbine High School shooting, the Columbia Space Shuttle disaster, and September 11th, and wars in Iraq and Afghanistan, all of which had a global impact resulting in an inundation of media coverage depicting tragic images and a heightened sense of fear. The members of Generation Y who experienced violence, readily available illegal drugs, and the increase of gang related violence, are realistic about the challenges of life (Denham & Gadbow, 2002; Reeves & Oh, 2007).

Because of their experiences, Generation Y individuals feel empowered to take positive action when things go wrong, and they are a civic, community-minded generation. They believe preceding generations have made huge mistakes, resulting in

problems in the world. These problems, according to Generation Y members, cause them to have the desire to correct perceived wrongs in society, government, and relationships. Having been brought up by parents who provided them with experiences and diversity, expression and acceptance has been highly important to this generation (Howe & Strauss, 2000). They are optimistic, practical, motivated, respectful, structured rule followers, protected and sheltered, cooperative and team-oriented, talented achievers, and confident (Emelo, 2009; Reeves & Oh, 2007; Strange, 2004; Thiefoldt & Scheef, 2004).

Career

Researchers have found that members of Generation Y have an optimistic outlook and are purpose driven. They are more affluent, better educated, and ethnically diverse (Howe & Strauss, 2000; Reeves & Oh, 2007). Howe and Strauss (2000) found them to be tolerant of other viewpoints and appreciative of diversity in the workplace.

Growing up in a technical society, individuals from the Y Generation view technology as ethereal and intangible. They take technology for granted and the utilization of technology comes naturally for them. Through the use of multiple mediums of technology, such as internet, laser disk player, Digital Video Disc (DVD), Personal Digital Assistant (PDA), picture phones, and email, Generation Y members are technologically savvy. In fact, the use of electronic communication has become an accepted mode of communication among them (Gaylor, 2002).

In regards to work habits, the Generation Y individuals are multi-taskers and enjoy working collaboratively with others. As a style of communication, research shows Generation Y prefers communication that is direct and constructive. They are loyal to

their manager and exhibit integrity. This generation seeks happiness within their careers, and if they are unhappy retaining them will be difficult (Sujansky, 2002).

Family

Whether raised in a traditional family, single-parent family, or a merged family, individuals from the Y generation were raised by parents who were devoted to them. Generation Y members were raised by their parents to prize personal fulfillment over duty. They were raised in the most child-centric time in our history (Thiefoldt & Scheef, 2004). Their parents sheltered and protected them from the hardships of life. Their parents kept them busy as kids due to the many scheduled activities in which they participated. Because of their childhood experiences, they view their parents and grandparents as heroes.

Parenting

In terms of raising a family, Generation Y members are driven and believe it is their responsibility to correct the wrongs of their parents by becoming better, more ideal parents. Their goal as parents is to produce healthier, more functional children. These individuals, who were brought up by protective parents, are also very involved with their childrens' life. They purposefully provide their children with valuable experiences for learning. They also raise their children to be nonjudgmental, accepting of diversity, and willing to help their fellow man. As they raise their children to be independent, they encourage them to volunteer and give back to the community (Gaylor, 2002).

Research on Parental Involvement Program and Activities

Mandated by law, No Child Left Behind requires schools to develop ways to get parents more involved in their child's education and in improving the school. The impact parental involvement has on student success is great. Many studies have documented the importance of parental involvement in schools and the effect it has on student success (Henderson & Mapp, 2002; Mo & Singh, 2008; Simon, 2004; Sy, 2006; Tinkler, 2002).

According to Epstein (2004), the following schools are identified as having a comprehensive program of family involvement:

Harborside Middle School in Milford, Connecticut, designed and implemented strategies to get information from workshops on state standards, school tests and assessments, and school programs to parents who could not attend. The school produced videotapes and audiotapes of workshops, created a Website, printed summaries and reading lists for parents, and organized opportunities for parents to ask questions and discuss workshop topics with school staff in face-to-face meetings, by phone, or via email.

Collinwood Computech Middle/High School in Cleveland, Ohio, is working to raise students' test scores. The school's Action Team for Partnerships, with support from business partners, hosted a breakfast for parents, students, teachers, and community members about state tests and student work. The morning included proficiency games and information about practice tests and the services and assistance available to help students improve their skills.

The school reported that more students reached proficiency levels after the activity than in the prior year. The Proficiency Breakfast also raised parents'

awareness of the state tests and how to help at home by supporting students' schoolwork and homework.

Franklin D. Roosevelt Middle School in Cleveland, Ohio, conducted a Spring Family Affair with workshops on family literacy, student goal setting, student and family health, and summer learning opportunities for students.

Thurmont Middle School in Thurmont, Maryland, conducted math workshops for sixth grade students and parents to help students prepare for Maryland's Functional Math Test. At monthly meetings, parents and students worked with teachers in practice sessions, with extra help given to students as needed. More than 80 percent of the sixth graders passed the required math test, exceeding the school's expectations. By involving parents and students, teachers brought the importance of math to everyone's attention.

Madison Junior High, in Naperville, Illinois, fosters a welcoming environment for all families by implementing activities for all six types of involvement in the National Network of Partnership Schools (NNPS) framework. This strategy includes evening discussions to help parents share effective parenting strategies, a Thursday Things newsletter to send information home once a week, a database of volunteers, honor roll breakfasts, family literacy nights, connections with business partners, Dad's Day, and more. All activities are linked to goals for students in the school improvement plan.

Byrd Middle School in Sun Valley, California, found that students' math scores were not improving as fast as reading scores. The school conducted math sessions for parents that focused on the math skills taught at each grade level,

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teachers' approach to new concepts and skills in algebra and problem solving, parents' questions about math, and samples of children's math skills and problems. The sessions helped many parents understand the demands that are made on students in math and how they can support students' math work at home. Lowndes Middle School in Valdosta, Georgia, conducted a Fitness Fair with students and families to link good health and fitness (aerobics, salsa dancing, tennis, football, jump rope, wall climbing) with good work in school. The Action Team for Partnerships (ATP), a school improvement committee, believes that students' health and self esteem influence achievement. Moreover, family involvement in such activities helped create a sense of community at the school. De Anza Junior High in Calexico, California, serves a high percentage of migrant families and English language learners who want their children to succeed in school. If parents of sixth graders attended information sessions on such topics as student development, drug abuse prevention, gang affiliation, and preparation for middle school, their students could participate in a field trip at the end of the year. (pp. 12-17)

Concluding Comments

Established in this literature review, the most promising practices involving parents seem to be those that are developed based on parental needs. In order for the school and parents to build and develop a partnership, a comprehensive parent involvement program needs to be in place. Central to this success is the school's development of training programs that meets the needs of the parents, which enables them to assist and support their children at home. We know that when parents are

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involved in their children's education, a positive outcome is likely to occur. Unfortunately, a vast amount of the literature focusing on parental involvement is linked to parental involvement programs that are often broad-based, offering a one size-fits-all approach to program application.

Based on the literature review, what is not known is just what modifying programmatic approaches based on parents' needs, regardless of parent's age, income level, marital status, and ethnicity, is crucial. In addition, if programs are made available to all parents, what factors facilitate the success of these programs?

CHAPTER THREE

Methods

This chapter describes the research design, procedures for analysis of data, population, selection of the sample, instrumentation, data collection procedures, and reporting data.

This study was designed to determine whether differences existed among generations (Baby Boomers, Generation X, and Generation Y) regarding the levels of parental involvement within each of these generations. Also examined were additional factors that could have an impact on parental involvement such as the parent's socioeconomic status, educational level, marital status, and ethnicity. Guiding the study were seven research questions:

1. Do differences in levels of parental involvement typologies exist among parental generation types (Baby Boomer, Generation X, and Generation Y)?

2. Are there differences among levels of parental involvement typology when considering the socioeconomic status of the parent?

3. Are there differences among levels of parental involvement typology when considering the educational level of the parent?

4. Are there differences among levels of parental involvement typology when considering the marital status of the parent?

5. Are there differences among levels of parental involvement typology when considering the ethnicity of the parent?

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6. How do parents of each generation (Baby Boomer, Generation X, and Generation Y) define parental involvement?

7. What changes in parental involvement programs may be appropriate as a result of this research?

Data were collected from eight elementary schools in the Bay Area region of Texas, using a survey design that employed a questionnaire. The methodology and procedures used to investigate the research questions is presented in this chapter as well as a description of the research design, participants, instrumentation, data collection and the data analysis procedures.

Research Design

This study was a non-experimental descriptive study intended to collect data about the typology of involvement of three generations of parents of elementary school children. As a descriptive study, the research included both quantitative and qualitative approaches in order to examine whether differences exist among generations in their levels of parental involvement. The study examined the differences among the level of parental involvement and parent income, level of education of the parent, marital status of the parent, and ethnicity of the parent.

Two instruments were used to collect data for this study. The first instrument used was the Parents and Schools Survey (PASS) (Ringenberg, Funk, Mullen, Wilford, & Kramer, 2005). This survey was used to determine the level of involvement of the parents. The second instrument used in the study was the Interview Focus Groups Questions. The interview was used to get in-depth and rich information about the perceptions of parents regarding parental involvement.

Participants in the Study

There are 19 public school districts in the Houston, Texas Bay Area that range in student enrollment from approximately 1,098 to 52,000. These are identified in Table 1.

Table 1

Texas Bay Area Districts

Available Districts		
Alvin ISD	Angleton ISD	Barbers Hill ISD
Brazosport ISD	Channelview ISD	Clear Creek ISD
Deer Park ISD	Dickinson ISD	Fort Bend ISD
Friendswood ISD	Galena Park ISD	Galveston ISD
Goose Creek ISD	La Marque ISD	La Porte ISD
Pasadena ISD	Pearland ISD	Santa Fe ISD
Texas City ISD		

For the purpose of this study, four of the 19 districts were selected on the basis of random selection. Once the district names were chosen, a central office administrator was asked to select two campuses within their district to participate. To limit discrepancies in school configurations, if a primary campus (Pre-K – 2) or an elementary (3rd – 5th) was chosen, the sister school was automatically chosen to participate. For example, when Alvin Primary was chosen, the sister school of Alvin Elementary was elected to also participate in the study. Table 2 shows the breakdown of the school districts and the eight elementary campuses that were selected.

Table 2

Participating Districts and Campuses

School District	Participating Campuses	
Alvin ISD	Alvin Primary	Alvin Elementary
Angleton ISD	Ranch Isabella Elementary	Angleton Middle School
Brazosport ISD	Gladys Polk Elementary	Bess Brannen Elementary
Dickinson ISD	Hughes Road Elementary	Jake Silbernagel Elementary

Parents in eight selected elementary schools in the Bay Area region of Houston, Texas participated in the study. The survey was sent to 5,319 parents of selected campuses and 2,554 (48%) were returned. The specific numbers of surveys sent/returned by parents from each campus are presented in Table 3.

Table 3

Returned Surveys

District	Surveys				By Generational Type		
Campus	Sent	Returned	% Returned	Sent/Ret. Blank	BB	X	Y
Alvin ISD							
Alvin Primary	731	252	34	9	58	168	17
Alvin Elem.	596	389	65	2	37	301	49
Angleton ISD							
Ranch Isabella Elem.	373	202	54	6	35	146	15
Angleton Middle	910	352	38	3	16	264	49
Brazosport ISD							
Gladys Polk Elem.	495	328	66	6	37	243	42
Bess Brannen Elem.	510	272	53	7	56	186	23
Dickinson ISD							
Hughes Road Elem.	784	362	46	7	85	227	43
Jake Silbernagel Elem.	920	410	44	11	126	250	23

The Parent and School Survey (PASS)

The researcher began by collecting quantitative preliminary data through a survey (Spanish and English) that measured parental involvement in their children's education. The Parent and School Survey (PASS) (Appendix A, Appendix B), developed by Ringenberg, Funk, Mullen, Wilford, and Kramer (2005), measures parental involvement in their child's education. The researchers, following an unsuccessful search for a broadly applicable instrument that would define parental involvement and measure it based on the parent's point of view, developed this survey. The PASS is a Likert scale survey and is based on Epstein's six-construct framework: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. In the PASS Survey, four items are devoted to each construct. The remaining six questions address issues that may cause difficulty for the parents to be involved in his/her child's school. Parents with multiple children were asked to report only on their oldest child.

While PASS is a relatively new method of quickly, accurately, and inexpensively evaluating parental involvement, this broadly applicable tool has undergone testing for reliability and validity (Ringenberg et al., 2005). It is important to note that during the course of test-retesting for reliability, survey questions that did not demonstrate acceptable reliability and variance were altered to correct for flaws, and the instrument utilized to generate parental involvement scores in this research study was the one that utilizes these altered questions. According to Ringenberg et al. (2005) who conducted the aforementioned test-retest reliability study of the PASS, "While further testing may reveal the need to alter or remove items in the future, it is likely that the most serious

psychometric limitations of the PASS have already been addressed" (p. 1). This carries

the implication that the survey tool is one that can readily be used to effectively measure

parental involvement. To date, the use of the PASS has not been cited in any other

published research, though the tool has been recommended for use by other researchers

when evaluating levels of parental involvement (Westmoreland, Bouffard, O'Carroll, &

Rosenberg, 2009).

Focused Interview Instrument

A qualitative approach was used in order to seek a better understanding of

parents' perceptions of parental involvement. The goal was to interview parents from

different generations regarding issues, opinions, and perspectives of parental involvement

in small groups of eight to ten participants per group. The focus group method of

interviewing generated in-depth and rich information about the perceptions of parents by

asking probing questions and allowing participants to react to comments of their peers in

the group. By utilizing the interactions of participants in an in-person discussion,

responses elicited were more thorough and in-depth than those recorded on a written

survey.

Description of How Interview Questions Were Developed

The researcher developed a set of questions that provided an overall direction for

the discussion (Appendix C). The questions were formulated to gather general

information related to parental involvement and then became specific to address issues

related to the purpose of the study (generational differences). The questions were

designed to be open-ended, simple, and unbiased. The primary purpose of the questions

was to stimulate discussion and address the definition of parental involvement; the beliefs
about what constitutes good parental involvement; and perceptions about parental
involvement in regards to parent's age as having an impact on beliefs and perceptions.

Interview Questions

1. Do you consider yourself to be an involved parent? Why or why not?

2. What does someone who is parentally involved look like?

3. What different methods do you use to communicate with your child's teacher regarding schoolwork or activities?

4. How do you define parental involvement?

5. How would you define someone who is extremely involved versus someone who is moderately involved?

6. What do you think hinders parents from being parentally involved at that level?

7. Who do you think might be more parentally involved in their child's education: someone forty-five and older; someone in his/her early thirties; or someone in his/her early twenties? Why?

   a. Parenting

   b. Communicating

   c. Volunteering

   d. Learning at home

   e. Participation in Decision Making regarding school issues

   f. Collaboration with the community in which you live

8. What recommendations or suggestions do you have for teacher and administrators who are responsible for designing parental involvement activities and programs?

Interview Focus Group Protocol

The following procedures were followed for the focus group protocol:

1. Respondents enter the room, check in with the focus group coordinator, and receive a name badge.

2. All participants are asked to sign a consent form at the sign-in table that provides permission for their responses to be recorded and for their responses to be used as part of the research study.

3. All participants are invited to share refreshments and mingle before the focus group begins.

4. Interviewer introduces herself and her research assistant to the group and explains the purpose of the meeting, which would last for one hour.

5. Interviewer presents ground rules for the study, which include:

   - Session will be recorded (or scribed) for research purposes, but the recordings will not be used for any other purposes other than this original research.

   - Identify yourself by first name prior to giving a response.

   - Please allow others the courtesy of completing their answers without interruption prior to commenting on a question.

   - Honesty is encouraged for all responses.

   - No participant's responses will be judged.

- There is no right or wrong answers for the purposes of this study.

- There is no need to raise your hand to answer a question.

6. Interviewer asks questions directly from the Interview Questions list, allowing all respondents to answer at will.

7. The interviewer calls on the less-responsive participants by stating their name and asking for their input on questions.

8. At the conclusion of the focus group interview, the researcher thanks participants and asks for any comments or questions. Following the comments/questions, the researcher officially ends the focus group.

Procedures for Collection of Data

The following procedures were followed for the collection of data:

1. Permission was obtained from the Baylor University Committee for Protection of Human Subjects in Research to conduct the study (Appendix D).

2. Contacts were made with district level administrators to request permission and confirm the district's willingness to participate in the study.

3. Participating school campus administrators were contacted to request permission to complete this study in his/her campus (Appendix E). The researcher explained the study and the significance of the parents' responses and explained the procedures for distribution of the surveys and collection of the surveys.

4. Classroom Teachers were provided a detailed explanation of the procedures for administration and collection of the survey.

a. Teachers sent the surveys home in their homework folder with a letter from the researcher. All surveys were numbered in order to determine the number of surveys distributed and returned.

b. On the top portion of the survey, the researcher identified herself as a doctoral student researching perceptions held by parents regarding parental involvement.

c. Parents were informed that participation was voluntary and their responses were confidential, anonymous (identified only by a number), and used solely for the purpose of this study.

d. At the bottom of each PASS survey, respondents were given the opportunity to indicate their desire to participate in a focus group interview (via a two-phase sampling design in which a subsample of the initial sample is taken) by providing their email or telephone contact information at the bottom of the survey (Appendix F).

5. Upon return of completed surveys, the teachers with the highest percentage of returned surveys were in a drawing to receive a $25.00 gift certificate.

6. Once the written surveys had been returned, the researcher organized the completed surveys in groups based on generation categories which were determined by the age that the parent reported on the survey.

7. Twelve survey respondent parents were invited to participate in the focus group interviews. Representatives from each of the generation categories were asked to be present at the meeting.

8. The researcher contacted the first 12 participants, by phone, who accepted an invitation to the focus group interview.

9. Three different focus groups were held with respondents being grouped accordingly by generation.

10. Each focus group was audio taped or scribed and followed a structured protocol.

Data Analysis

Quantitative Analysis

Quantitative analysis for the research study was conducted on three levels. First, after all surveys were collected, the results were integrated into a summary table that represented the data set used to calculate each parent's PASS parental involvement scores. The categories in this data set included each parent's identifier number and corresponding columns for each survey question into which the parent's response to each of the questions was recorded. The data set was analyzed in Statistical Product and Service Solutions (SPSS) to generate scores for parental involvement levels. After being calculated, these scores were utilized in the next level of quantitative analysis.

Next, a summary table was developed that represented the data set for examining the differences among parental involvement and generation. The categories in this data set included parent's identifier number, parental involvement score, year of birth, number of children, marital status, socioeconomic status, and educational level. The data set was analyzed in SPSS by using ANOVA (Analysis of Variance), a statistical method utilized when one or more of the predictor variables (or a single predictor with 3 or more levels)

is categorical as opposed to continuous. The ANOVA procedure measured the intensity of the effect of the independent variable on the dependent variable. In this study, the independent variable was the parent's generation (categorical), and the dependent variable was the parental involvement score (continuous) (McMillan & Schumacher, 2001). After analyzing the simple relationship between parental involvement score and generation, additional analyses were done by adding in variables one at a time to determine what effect income (SES), marital status, or parents' education may have had on the simple relationship, if any. Last, a more complex analysis was performed wherein each of the additional variables was added in step-wise fashion to determine whether any significant interactions existed when the variables were aggregated. Upon the conclusion of this analysis, an ANOVA summary table was generated to report means, standard deviations, F values, and levels of significance.

Finally, the third level of analysis was a post-hoc test: the Tukey's Honestly Significant Difference (HSD) test. This test, commonly utilized in experiments where there are three or more conditions and when one wants to conduct unplanned paired comparisons, often follows an ANOVA in order to determine which groups differ from one another (McMillan & Schumacher, 2001). It is only used in cases where the null hypothesis may be rejected after the ANOVA procedure is run; because it is theorized that the null hypothesis will be rejected in the case of this study, the post-hoc Tukey's HSD test is deemed necessary to run. Especially notable for the purposes of this study, one of the greatest benefits of using Tukey's HSD is that it can be used for unequal sample sizes because it will offer a weighting for groups that may be underrepresented. This gives the researcher greater insight into levels of significance that might not be

detected in the ANOVA. This helped to address the limitation of having an unequal representation of responses from a particular generational group in the sample.

Qualitative Analysis

A qualitative analysis was performed on both the survey data and the data collected through focus group interviews. Certain elements of the survey data reported descriptively, including a summary of the demographics of the population used in the research study, their income, their marital status, and their educational levels. Descriptive data were reported in a summary table as percentages.

Next, the data collected through focus group interviews comprised of representatives from each generational group was reported both descriptively (for demographic information) and inferentially. After focus group notes were recorded, the notes were coded in order to identify and track recurring themes and trends among responses within and among generations. These results were then grouped into classifications according to their fit within each of Epstein's Six Types of Parental Involvement: parenting skills, communication, volunteering, learning at home, participation in the decision-making process, and collaboration with the community (Appendix G, Appendix H). Finally, to draw inferences to each respective generation, the researcher interpreted the results and their ideas concerning parental involvement with particular interest dedicated to how parents define parental involvement.

CHAPTER FOUR

Findings

This chapter presents information from the analyses of data that was collected from a descriptive study of parental involvement among generations of parents. The purpose of this study was to determine whether differences existed among generations of parents in their levels of involvement with the education of their children. Also examined were additional factors such as the parent's socioeconomic status, educational level, marital status, and ethnicity. In addition to reporting the findings of each research question, a discussion for each is included. The sections of this chapter include: descriptive data, survey findings, analysis of data from focused interviews, and parents' responses regarding parental involvement.

Descriptive Data of Participating School Districts

Alvin Independent School District (ISD)

Descriptive data. Alvin ISD is an Exemplary rated school district by the Texas Education Agency. Located in Brazoria County, it covers 250 square miles and serves the communities of Alvin, Amsterdam, Arcola, Iowa Colony, Liverpool, Manvel, parts of Rosharon, and Pearland. The district has experienced a 33% growth rate since 1999, and continues to grow at a rapid rate. Alvin ISD is the second largest school district in Brazoria County, with about 16,800 students and 2,300 employees. The district consists of two high schools, one behavior alternative education school, one academic alternative

school, five junior high schools, and 13 elementary schools. The district's student

information is summarized in Table 4.

Table 4

Alvin ISD Student Information

Demographics	Percentage
Ethnicity	
African American	10.9
Hispanic	42.3
White	41.2
Native American	.2
Asian/Pacific Islander	5.4
Economically Disadvantaged	47.6
Limited English Proficient	12.5
Students with Disciplinary Placement	5.1
At-risk	37.8
Mobility	14.2

Title I district parental involvement program. The Alvin Independent School

District is dedicated to providing a quality education for every student in the district. To

achieve this goal, the district develops and maintains partnerships with

parents/caregivers. Parents and staff work to create and implement the Parent

Involvement Policy. Alvin ISD publicizes the policy via the school district's website and

student handouts. A copy is also included in the student's handbook.

Committee meetings. Each year, Alvin ISD holds three Parent Involvement District Meetings with a parent representative from each Title I School Wide Campus. The purpose of the meeting is to review policy and guidelines and update parents on any changes in the program. The meetings are held at a convenient time in the administration building. Notices of the meetings are provided through invitation to parents and public notices. Additionally, Title I Campus Representatives meet with parents at the end of the year to discuss policy and evaluate the program. Throughout the year, representatives are encouraged to visit the school to get information, volunteer, and go to meetings and events.

School parent-compacts. The teachers at Title I School wide campuses are required to hold annual parent/teacher conferences to discuss students' progress and their role in the federally mandated School-Parent Compacts. The agreement outlines parent, staff, and student roles in sharing the responsibility of promoting high student achievement. Students, parents, and staff are required to sign an acknowledgement of receipt, and parents are encouraged to talk about it with their children.

Parent communication. In accordance with the No Child Left Behind Act, parents of limited English proficiency, parents with disabilities, and parents of migratory children are provided information and school reports in an understandable format/ language. This includes parent newsletters, brochures, forms, district websites, student handbooks, and documents pertaining to Title I components.

Parental involvement activities. Each school wide campus provides many opportunities for parents to become involved in the learning experience of not only their

child, but for all students. Some of the activities include: Meet the Teacher Night, Bilingual Parent Night, Open House, Parent/Teacher Conferences, Family Academic Night, Title I Parent Meeting, Book Fair, Grandparent Breakfast, Veteran's and Dad's Breakfast, Breakfast with Mom, Thanksgiving Luncheon, Campus Based Site Based Decision Committee, Walk Across America, Winter Holiday Music Program, Rodeo Art Show, University Interscholastic League (UIL), Science Fair, Spring Music Program, TAKS Informational Evening, 5th Grade Celebration, Class Parties, Award Ceremonies, Field Trips, Field Day, Fundraisers, etc.

Parent notification. Parents are notified of opportunities to participate in their children's education through the campus/district website, newsletters, posters, email, and personal contacts. Every effort is made to translate this communication in the language that parents can easily understand. Parent participation is also encouraged by school administrators and staff by arranging school meetings at a variety of times or by conducting in-home conferences.

Evaluation. Alvin ISD works with its Title I Advisory Committee to evaluate the effectiveness of the district's Parent Involvement Program. Revisions to the Title I Program and the Parental Involvement Policy are developed and agreed upon with parent input and are communicated to the parents in the district or school.

Alvin Elementary School

Alvin Elementary School opened its doors to students in 1974. It is located at 1920 Rosharon Rd., Alvin, TX in the county of Brazoria on the east side of the District.

Alvin Elementary School is a 3rd through 5th grade school serving approximately 604

students. The campus student information is summarized in Table 5.

Table 5

Alvin Elementary School Student Information

Demographics	Percentage
Ethnicity	
African American	3.2
Hispanic	39.8
White	52.1
Native American	4.9
Asian/Pacific Islander	1.0
Economically Disadvantaged	54.9
Limited English Proficient	15.2
Students with Disciplinary Placement	0.0
At-risk	27.4
Mobility	14.2

The campus offers a wide range of programs designed to meet the instructional

needs of students, including gifted and talented education, special education inclusion at

all grade levels, Bilingual and English as a Second Language(ESL) instruction, Neuhaus

and Scottish Rite intervention programs for dyslexic students, and an award winning

health and physical education program.

Alvin Primary School

Alvin Primary School is the oldest primary school in the district, dating back to the founding of the district in 1894. It is located in the southwest corner of the city at 2200 West Park Drive. Housing 727 students in grades pre-kindergarten through 2nd, it is one of the largest primary campuses in the district. The campus student information is summarized in Table 6.

Table 6

Alvin Primary School Student Information

Demographics	Percentage
Ethnicity	
African American	2.8
Hispanic	46.0
White	45.0
Native American	.7
Asian/Pacific Islander	5.5
Economically Disadvantaged	63.1
Limited English Proficient	26.4
Students with Disciplinary Placement	0.0
At-risk	47.1
Mobility	18.6

The campus has a wide range of programs designed to meet the instructional needs of students, including gifted and talented education, early childhood instruction (age three), Reading Recovery, special education inclusion at all grade levels, Bilingual

and ESL instruction, Neuhaus and Scottish Rite intervention programs for dyslexic

students, and an award winning health and physical education program.

Angleton Independent School District

Descriptive data. The Angleton Independent School District, located 30 miles

from Houston and 12 miles from the Gulf of Mexico, has a Recognized rating by the

Texas Education Agency. Angleton ISD encompasses 396 square miles in Brazoria

County. The district provides quality education services for pre-kindergarten through

12th grade students. Angleton ISD serves about 6,400 students and consists of one high

school, one behavior alternative education school, one academic alternative school, one

intermediate school, one middle school, and six elementary schools. The campus student

information is summarized in Table 7.

Title I district parental involvement program. The Angleton Independent School

District is dedicated to providing a quality education for every student in their district.

The district develops and maintains partnerships with parents/caregivers. Parents and

staff work together to create and implement the Parent Involvement Policy. Angleton

ISD publicizes the policy via the school district's website and student handouts.

Additionally, in an effort to involve parents, the district has implemented a web-based

program that allows parents to view grades, attendance, assignments, and student

discipline issues.

Committee meetings. Angleton ISD annually has two Parent Involvement district

meetings with parent representatives from each Title I School Wide Campus. These

meetings are held at central office at a convenient time for parents. Parents review policy

and guidelines and are updated on any changes in the program. Title I campus

representatives and district employees meet in May to discuss policy and evaluate the

program. Representatives are encouraged to visit the school to gain information, actively

volunteer, and attend meetings and events. Notice of the meeting is provided through

invitation to parents and public notices. Translators are available at the meetings upon

request.

Table 7

Angleton ISD Student Information

Demographics	Percentage
Ethnicity	
African American	15.5
Hispanic	38.4
White	44.8
Native American	.4
Asian/Pacific Islander	.8
Economically Disadvantaged	48.0
Limited English Proficient	8.0
Students with Disciplinary Placement	2.2
At-risk	45.1
Mobility	14.5

School parent-compacts. Teachers at all Title I Schoolwide campuses are

required to hold annual parent/teacher conferences to discuss students' progress and

participate in the School-Parent Compact, which is required by federal law. The compact outlines parent, staff, and student responsibilities for sharing the promotion of high student achievement. Parents, students, and staff are encouraged to sign an acknowledgement of receipt of the compact and to discuss this with their children.

Parent communication. In accordance with the No Child Left Behind Act, parents are provided information and school reports in an understandable format in a language they understand. This includes parent newsletters, brochures, forms, and documents pertaining to Title I components.

Parental involvement activities. Each School wide campus provides many opportunities for parents to become involved in the learning experience of not only their children but of all students. Some of the ways they can become involved are through activities such as Open House, Parent/Teacher Conferences, Math/Reading Night, Parent Teacher Organization (PTO), Campus Site-Based Decision Committee, volunteering, Meet the Teacher Night, choir and band Concerts, athletic events, carnivals, and fund raisers, etc.

Parent notification. Parents are notified of volunteering opportunities through the campus/district website, newsletters, posters, email, and personal contacts.

Evaluation. These data were not provided therefore, they are not included in the scope of this study.

Rancho Isabella Elementary School, located at 100 Corral Loop, Angleton, Texas, is in the county of Brazoria. Rancho Isabella Elementary is an Exemplary campus in Angleton ISD. Rancho Isabella Elementary School serves students in first through fourth grades, enrolling approximately 373 students. The campus student information is summarized in Table 8.

Table 8

Rancho Isabella Elementary School Student Information

Demographics	Percentage
Ethnicity	
African American	3.2
Hispanic	39.8
White	52.1
Native American	4.9
Asian/Pacific Islander	1.0
Economically Disadvantaged	54.9
Limited English Proficient	15.2
Students with Disciplinary Placement	0.0
At-risk	27.4
Mobility	14.2

The campus offers a wide range of programs designed to meet the needs of students, including gifted and talented education, special education inclusion at all grade levels, Bilingual and ESL instruction, and a health and physical education program.

Angleton Middle School

Angleton Middle School, located at 1001 West Mulberry, Angleton, Texas is in the county of Brazoria. Angleton Middle School is a Recognized campus that develops and enriches the intellectual, physical, and social capabilities of all students. Angleton Middle School serves students in fifth and sixth grade, serving approximately 887 students. The campus student information is summarized in Table 9.

Table 9

Angleton Middle School Student Information

Demographics	Percentage
Ethnicity	
African American	14.4
Hispanic	39.2
White	45.7
Native American	.3
Asian/Pacific Islander	.3
Economically Disadvantaged	51.4
Limited English Proficient	5.2
Students with Disciplinary Placement	1.5
At-risk	34.3
Mobility	11.3

The campus offers a variety of programs designed to meet the needs of students, including gifted and talented education, bilingual education, special education inclusion at all grade levels, and a health and physical education program.

Brazosport Independent School District

Descriptive data. The Brazosport Independent School District encompasses 200 square miles in Brazoria County and serves the communities of Clute, Freeport, Jones Creek, Lake Jackson, Oyster Creek, Quintana, Richwood, and Surfside Beach. Brazosport ISD received an Academically Acceptable rating from the Texas Education Agency. The district has 11 elementary schools, two middle schools, three intermediate schools, two high schools, and one alternative placement center. The district provides a quality education for pre-kindergarten through 12th grade. The district serves a population of 13,000. The campus student information is summarized in Table 10.

Title I district parental involvement program. The Brazosport Independent School District is dedicated to providing a quality education for every student in the district. In order to accomplish this expectation, the parents and the district work together. Brazosport ISD makes it a priority to involve parents/caregivers in all aspects of the programs offered in Brazosport ISD schools. It is their belief that when parent, staff and the community work together, everyone benefits.

Committee meetings. Brazosport ISD holds at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. Copies of the District Parent Involvement Policy and a School Compact are distributed and discussed at the meeting. Parents/caregivers are encouraged to become

involved in revising and updating the policy as necessary and parent volunteers are recruited for various district committee appointments. The meetings are held at a convenient time and location. Notice of the meeting is provided through invitation to parents/caregivers and public notices. Interpreters are available to help with non-English speaking parents/caregivers.

Table 10

Brazosport ISD Student Information

Demographics	Percentage
Ethnicity	
African American	10.3
Hispanic	34.6
White	52.3
Native American	.2
Asian/Pacific Islander	2.6
Economically Disadvantaged	51.7
Limited English Proficient	9.5
Students with Disciplinary Placement	2.8
At-risk	46.0
Mobility	20.9

School parent-compacts. In accordance with Title I regulations, each Title I school and parent representatives evaluate annually and revise, if needed, their School Compact. This compact identifies ways the school, parents/caregivers, and students can share the responsibility for student performance and success.

The school handbook contains a copy of the School Compact detailing these responsibilities. Parent/student signatures are not required; however, parents are encouraged to discuss the contents of the compact with their child/children.

Parent involvement activities. Title I schools support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Parents and community members contribute through volunteer programs at school as well as create a supportive home atmosphere. Suggestions from parents and community members for improving the district's schools are encouraged and welcomed.

Parent notification. Newsletters, conferences, personal contacts, and written notices are utilized in English and Spanish to establish and maintain an open line of communication. Staff members make every effort to communicate positively and work effectively with parents and community members.

Evaluation. Parents and school staff are given the opportunity to review the effectiveness of the district and campus parent involvement programs based on a needs assessment and offer suggestions for improvement.

Bess Brannen Elementary School

Bess Brannen Elementary School is one of 11 elementary schools in the Brazosport ISD and one of four located in Lake Jackson, Texas. The population of Lake Jackson is approximately 26,000 and is one of eight small communities that make up the Brazosport Area. Approximately 600 children attend school at Bess Brannen

Elementary, which serves Early Childhood through 4th Grade. The campus student information is summarized in Table 11.

Table 11

Bess Brannen Elementary School Student Information

Demographics	Percentage
Ethnicity	
African American	5.7
Hispanic	23.7
White	65.7
Native American	.6
Asian/Pacific Islander	4.3
Economically Disadvantaged	24.5
Limited English Proficient	6.1
Students with Disciplinary Placement	0.0
At-risk	39.8
Mobility	12.9

The campus offers a wide range of programs designed to meet the needs of students, including: gifted and talented education; special education inclusion at all grade levels; a health and physical education program; bilingual education program; migrant services; Accelerated Reader Program (reading initiative); Bronco Lunch Bunch program; Creative Education Institute (reading and math programs); Intensive Phonics; Connections (After-School day care provided by the Boys and Girls Club); and B.E.S.T. Club (After-School Enrichment provided by the Boys and Girls Club).

Gladys Field Polk Elementary School

     Gladys Polk Elementary is an Exemplary campus with a goal to develop passion and provide opportunity for their students to learn and gain knowledge. Polk Elementary School is a pre-kindergarten through fourth grade school serving approximately 508 students. The campus was constructed in 1980 and opened its doors beginning with the 1980-81 school year. The campus student information is summarized in Table 12.

Table 12

Gladys Field Polk Elementary School Student Information

Demographics	Percentage
Ethnicity	
African American	12.8
Hispanic	48.2
White	36.2
Native American	.2
Asian/Pacific Islander	2.6
Economically Disadvantaged	56.7
Limited English Proficient	15.6
Students with Disciplinary Placement	.2
At-risk	52.6
Mobility	18.1

     The campus offers a wide range of programs designed to meet the needs of students, including: programs in gifted and talent education, special education inclusion at all grade levels, a health and physical education program, Accelerated Reader Program

(reading initiative), Creative Education Institute (reading and math programs), Intensive

Phonics, Connections (After-School day care provided by the Boys and Girls Club), and

B.E.S.T. Club (After-School Enrichment provided by the Boys and Girls Club).

Dickinson Independent School District

Descriptive data. The Dickinson Independent School District encompasses 61

square miles in Galveston County and serves the communities of the city of Dickinson,

Bacliff, San Leon, and portions of League City and Texas City. Dickinson ISD is an

accredited district with a Recognized rating from the Texas Education Agency. The

district has five elementary schools, two middle schools, one junior high school, one high

school, and one alternative placement center. The district provides a quality education

for pre-kindergarten through 12th grade. The district serves 8,750 students. Also

provided are special education programs for pre-school age children and a career and

technology education program on the secondary level. The campus student information

is summarized in Table 13.

Title I district parental involvement program. The goal for the Title I Statewide

School Support/Parental Involvement Initiative is to increase collaboration between

Texas Education Agency, the Education Service Centers, and Local Education Agencies

to impact student achievement and build the capacity of parents to better meet the

academic needs of their children.

Committee meetings. Dickinson ISD holds at least one meeting annually to

review Title I, Part A parent involvement guidelines and services offered through the

district. Copies of the District Parent Involvement Policy and a School Compact are distributed and discussed at the meeting. Parents/caregivers are encouraged to become involved in revising and updating the policy as necessary, and parent volunteers are recruited for various district committee appointments. The meetings are held at a convenient time and location. Notice of the meeting is provided through letters sent home with the child through invitation to parents/caregivers and public notices. Interpreters are available to help with non-English speaking parents/caregivers.

Table 13

Dickinson ISD Student Information

Demographics	Percentage
Ethnicity	
African American	15.4
Hispanic	33.1
White	47.5
Native American	.6
Asian/Pacific Islander	3.4
Economically Disadvantaged	62.6
Limited English Proficient	11.3
Students with Disciplinary Placement	1.6
At-risk	47.2
Mobility	22.3

School parent-compacts. In accordance with Title I regulations, each Title I school and parent representatives evaluate annually and revise, if needed, their School

Compact. This compact identifies ways the school, parents/caregivers and student can share the responsibility for student performance and success.

The school handbook contains a copy of the School Compact detailing these responsibilities. Parent/student signatures are not required; however, parents are encouraged to discuss the contents of the compact with their child/children.

Parent involvement activities. The Title I Statewide School Support/Parental Involvement Initiative provides the following services: networking opportunities, professional development opportunities, Statewide NCLB Parental Involvement Conference (annually), parental involvement newsletters, informative website offering, NCLB Parent Involvement State Plan, resources, materials, online registration, contacts, correspondence, and professional development dates and locations.

Parent notification. Newsletters, conferences, personal contacts, and written notices are utilized in English and Spanish to establish and maintain communication between the parents and the school. Staff members make every effort to communicate positively and work effectively with parents and community members.

Evaluation. Parents and school staff are given the opportunity to review the effectiveness of the district and campus parent involvement programs based on a needs assessment and offer suggestions for improvement.

Hughes Road Elementary School

Hughes Road Elementary School is a Recognized campus in Dickinson ISD. Hughes Road is one of five elementary schools in the Dickinson ISD and is located at

11901 Hughes Road, Dickinson, TX. Approximately 745 children attend school at

Hughes Road Elementary, which serves Early Childhood through 4th grade. The campus

student information is summarized in Table 14.

Table 14

Hughes Road Elementary School Student Information

Demographics	Percentage
Ethnicity	
African American	28.7
Hispanic	31.1
White	36.2
Native American	.5
Asian/Pacific Islander	3.4
Economically Disadvantaged	68.0
Limited English Proficient	4.2
Students with Disciplinary Placement	0.0
At-risk	34.9
Mobility	23.2

The campus offers several programs designed to meet the needs of students,

including gifted and talented education, special education inclusion, a health and physical

education program, dyslexia, bilingual education, and CHAMPS Club (Community

Helpers Accelerate Many Promising Students).

Silbernagel Elementary School

Silbernagel Elementary School is an Exemplary campus in Dickinson ISD.

Silbernagel Elementary School is a pre-kindergarten through fourth grade school serving

approximately 900 students. The campus student information is summarized in Table 15.

Table 15

Silbernagel Elementary School Student Information

Demographics	Percentage
Ethnicity	
African American	13.1
Hispanic	66.8
White	19.5
Native American	.1
Asian/Pacific Islander	.6
Economically Disadvantaged	78.2
Limited English Proficient	27.1
Students with Disciplinary Placement	0.0
At-risk	49.5
Mobility	15.6

The campus offers a wide range of programs designed to meet the needs of

students, including gifted and talented education, special education inclusion, health and

physical education, dyslexia, bilingual education, and CHAMPS Club (Community

Helpers Accelerate Many Promising Students).

Demographic Data of Respondents

As indicated in Table 4, a total of 5319 surveys were distributed to eight Texas Bay Area region area schools representing four different school districts: Alvin, Angleton, Dickinson, and Brazosport. Schools returned 2554 completed surveys, resulting in a response rate of 48%. Most of the survey respondents were females (83%), either mothers or primary caregivers of children at the participating schools. Fathers, or male primary caregivers who completed the survey, comprised 16% of the sample.

Upon review of the question "How do you classify your race?", there were two dominant ethnic groups that emerged in the study that were almost equally represented in terms of proportion of the sample. Hispanic/Latinos comprised 43% of the sample, while whites comprised 42%. Each of the remaining ethnic groups combined (American Indian, Asian/Pacific Islander, Black/African American, and Other) represented the remaining 15% of the sample. To this question, "How do you classify your race?", 1% of respondents chose to answer "Other" and 1% did not respond.

The ages of the respondents were grouped according to Baby Boomers (age 45 and older), Generation X (age 29 – 44), and Generation Y (age 28 and younger). The largest group of generation respondents was the Generation X group, representing 70% of all surveys returned. The next highest generation response rate was from Generation Y at 18%, and Baby Boomers represented the smallest group of respondents at 10% of the overall sample. The overwhelming majority of respondents, 68% of them, were married. The next largest group in terms of marital status was the "Single, Divorced" group. The remaining respondents, which represented slightly more than 20% of the sample, were

either "Married but separated," "Single and never married," "Widowed," "Other," or they offered no response to the "What is your current living situation?" question.

In terms of education, the majority of respondents' highest level of education attained was "High School diploma/GED." Following this group, the next highest educational level was "Some College Hours" at 20%, followed by "Bachelor's Degree" at 12%. Each of the other educational levels, "Technical/Trade School" (7%), "Associates Degree" (10%), "Some Graduate Work" (2%), "Master's Degree" (3%), and "Doctorate Degree" (1%) comprised the remainder of the group. This survey question, which asked, "How much formal education do you have?" also yielded the largest "No response" rate of all of the questions on the descriptive portion of the survey with 277 people, or 11% of the sample not answering this question. It is possible that some survey respondents who had not attained a high school diploma or GED as their highest level of education had no other alternative but to skip the question because their educational category was not represented as an option.

The item requesting income information was stated as, "What is your total household income for the past year, including work and all government assistance checks? (check one, best guess if necessary)." Nearly half of all respondents' household income was $45,000 or less. While 25% of respondents were in the $20,000 - $45,000 range, 24% reported being in the $20,000 or less household income bracket. The next largest group was $45,000 - $65,000; then $65,000 - $90,000 followed by $90,000 - $125,000 representing 13%, 11%, and 11% respectively. This survey item yielded the second highest "No response" rate with 202 respondents, or 8% of the sample, choosing not to answer this question or report their household income.

The descriptive characteristics of parent respondents on the surveys are listed in Table 16.

Table 16

Demographic Data of Respondents

Demographic	N	Percentage
Gender		
Male	412	16
Female	2106	83
No response	32	1
Ethnicity		
American Indian	25	1
Asian/Pacific Islander	80	3
Black or African American	202	8
Hispanic/Latino	1104	43
White	1073	42
Other	33	1
No response	37	1
Age		
28 or younger (Gen Y)	458	18
29-44 (Gen X)	1791	70
45 or older (Baby Boomer)	266	10
No response	36	1
Marital Status		
Married	1744	68
Married but separated	121	5
Single, divorced	287	11
Single, never married	242	9
Widowed	40	2

(continued)

Demographic	N	Percentage
Marital Status		
Other	74	3
No response	47	2
Education		
High school diploma/GED	870	34
Technical/trade school	168	7
Some college hours	518	20
Associate's degree	265	10
Bachelor's degree	297	12
Some graduate work	60	2
Master's degree	75	3
Doctorate degree	23	1
No response	277	11
Income		
Under $20,000	621	24
$20,000-$45,000	646	25
$45,000-$65,000	330	13
$65,000-$90,000	279	11
$90,000-$125,000	273	11
$125,000 plus	204	8
No response	202	8

Analysis of Data – PASS Survey

The completed dataset contained N=2554 observations. Obvious data entry mistakes and cases with missing data were discarded from the further analysis, bringing the number of cases analyzed to N=2513.

Respondents utilized a Likert scale to report their agreement or disagreement with 30 items presented on the PASS for elementary schools. The instructions for the

completion of the survey were as follows, "Below are several statements followed by answers. Please read them and circle the answer that best describes how much you agree with the statements. It is most helpful if you try to answer honestly and accurately. This information helps us plan how to make the program as helpful to parents as possible."

The survey was divided into two quantitative parts. In the first section of the survey, items 1 through 24, the possible answers that survey respondents could indicate for each item were: 1 for "Strongly Agree", 2 for "Agree", 3 for "Partially Agree/Partially Disagree", 4 for "Disagree", and 5 for "Strongly Disagree." In the second part of the survey, items 25 through 30, the possible answers that survey respondents could indicate for each item were: 1 for "A lot", 2 for "Some", and 3 for "Not an Issue."

Survey Findings

The results of the PASS Survey are listed in Table 17. In order to determine if a relationship was present among the generational groups mean answer, an ANOVA was conducted on each survey question and examined to see if a relationship existed among the mean scores.

Item 1 stated, *"I feel very comfortable visiting my child's school."* The mean response for this survey item was 1.42 (s = 0.791). This trend towards the affirmative indicated that parents generally did feel comfortable visiting their child's school. The ANOVA yielded an F-ratio of 0.845 (p = 0.430). The result was not significant at the $\alpha = 0.05$ level, suggesting that there is no difference between a parent's level of comfort in visiting a child's school and his/her generation.

Table 17

ANOVA Results of PASS Survey

Q	Variable	Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups	1.058	2	.529	.845	.430
	Within Groups	1572.339	2512	.626		
	Total	1573.397	2514			
2	Between Groups	2.232	2	1.116	1.321	.267
	Within Groups	2122.939	2512	.845		
	Total	2125.171	2514			
3	Between Groups	1. 887	2	.944	1.196	.302
	Within Groups	1981.767	2512	.789		
	Total	1983.654	2514			
4	Between Groups	2.243	2	1.122	1.588	.204
	Within Groups	1773.668	2512	.706		
	Total	1775.911	2514			
5	Between Groups	1.854	2	.927	2.508	.082
	Within Groups	928.189	2512			
	Total	930.042	2514			
6	Between Groups	13.607	2	6.803	3.023	*.049
	Within Groups	5653.837	2512	2.251		
	Total	5667.443	2514			
7	Between Groups	4.630	2	2.315	2.467	.085
	Within Groups	2357.145	2512			

(continued)

Q	Variable	Sum of Squares	df	Mean Square	F	Sig.
7	Total	2361.775	2514			
8	Between Groups	8.492	2	4.246	1.869	.154
	Within Groups	5706.207	2512	2.272		
	Total	5714.698	2514			
9	Between Groups	30.095	2	15.048	9.992	*.000
	Within Groups	3782.840	2512	1.506		
	Total	3812.936	2514			
10	Between Groups	22.642	2	11.321	4.720	*.009
	Within Groups	6025.611	2512	2.399		
	Total	6048.253	2514			
11	Between Groups	52.651	2	26.326	11.506	*.000
	Within Groups	5747.299	2512	2.288		
	Total	5799.950	2514			
12	Between Groups	3.547	2	1.774	1.051	.350
	Within Groups	4239.334	2512	1.688		
	Total	4242.881	2514			
13	Between Groups	8.390	2	4.195	1.917	.147
	Within Groups	5496.765	2512	2.188		
	Total	5505.155	2514			
14	Between Groups	3.215	2	1.608	1.753	.173
	Within Groups	2303.566	2512	.917		
	Total	2306.781	2514			

Q	Variable	Sum of Squares	df	Mean Square	F	Sig.
15	Between Groups	24.082	2	12.041	7.326	*.001
	Within Groups	4128.695	2512	1.644		
	Total	4152.778	2514			
16	Between Groups	16.217	2	8.109	3.712	*.025
	Within Groups	5487.159	2512	2.184		
	Total	5503.376	2514			
17	Between Groups	2.621	2	1.310	.679	.507
	Within Groups	4851.453	2512	1.931		
	Total	4854.074	2514			
18	Between Groups	2.585	2	1.292	.617	.539
	Within Groups	5258.358	2512	2.093		
	Total	5260.942	2514			
19	Between Groups	4.428	2	2.214	1.846	.158
	Within Groups	3013.180	2512	1.200		
	Total	3017.608	2514			
20	Between Groups	12.569	2	6.284	2.544	.079
	Within Groups	6205.993	2512	2.471		
	Total	6218.562	2514			
21	Between Groups	1.847	2	.924	.563	.570
	Within Groups	4124.250	2512	1.642		
	Total	4126.098	2514			
22	Between Groups	8.949	2	4.474	2.131	.119

(continued)

Q	Variable	Sum of Squares	df	Mean Square	F	Sig.
22	Within Groups	5274.194	2512	2.100		
	Total	5283.143				
23	Between Groups	10.236	2	5.118	2.169	.115
	Within Groups	5927.539	2512	2.360		
	Total	5937.776	2514			
24	Between Groups	63.624	2	31.812	15.637	*.000
	Within Groups	5110.424	2512	2.034		
	Total	5174.048	2514			
25	Between Groups	2.225	2	1.112	1.223	.295
	Within Groups	2285.391	2512	.910		
	Total	2287.616	2514			
26	Between Groups	2.554	2	1.277	1.395	.248
	Within Groups	2300.436	2512	.916		
	Total	2302.990	2514			
27	Between Groups	46.301	2	23.150	21.689	*.000
	Within Groups	2681.298	2512	1.067		
	Total	2727.598	2514			
28	Between Groups	9.585	2	4.793	4.879	*.008
	Within Groups	2467.804	2512	.982		
	Total	2477.389	2514			
29	Between Groups	1.086	2	.543	.557	.573
	Within Groups	2446.666	2512	.974		
	Total	2447.752	2514			

(continued)

Q	Variable	Sum of Squares	df	Mean Square	F	Sig.
30	Between Groups	.525	2	.262	.232	.793
	Within Groups	2838.770	2512	1.130		
	Total	2839.295	2514			

Note: *Significant at the α = 0.05 level.

Item 2 stated, *"My child's schoolwork is always displayed in our home (e.g., hang papers on the refrigerator)."* The mean response for this survey item was 1.63 (s = 0.920). This suggests that, on average, survey respondents do display their children's schoolwork in the home. Analysis using the ANOVA yielded an F-ratio of 1.321 (p = 0.267). Thus, the result was not significant at the α = 0.05 level, indicating that there is no difference among generations as it pertains to the display of their children's schoolwork in the home.

Item 3 stated, *"If my child misbehaved at school, I would know about it soon afterward."* The mean response for this survey item was 1.52 (s = 0.889). This suggests that, on average, parents are aware of issues concerning their children's unacceptable behavior that has occurred at school soon after it occurs. The ANOVA results for this item produced an F-ratio of 1.196 (p = 0.302). The results of this ANOVA analysis were not significant at the α = 0.05 level, thus implying that there is no difference among generations concerning parents' timely knowledge of their children's misbehavior at school.

Item 4 stated, *"I frequently explain difficult ideas to my child when he/she doesn't understand."* The mean response for this survey item was 1.53 (s = 0.841). These results point to the notion that, on average, parents do take the time to frequently explain

ideas that children may be struggling with for the purpose of helping them to understand challenging issues. The ANOVA analysis for this survey item yielded an F-ratio of 1.588 (p = 0.204). Thus, the results were not significant at the α = 0.05 level, signifying that there is no difference among generations when it comes to frequently explaining difficult ideas to their children when they do not understand.

Item 5 stated, *"Every time my child does something well at school, I compliment him/her."* The mean response for this survey item was 1.21 (s = 0.608). This strongly suggests that, on average, parents in this sample compliment their children each time their children do something well at school. The ANOVA for this survey item resulted in an F-ratio of 2.508 (p = 0.082). The ANOVA results were not significant at the α = 0.05 level, which suggests that there is no difference among the parents' generations as it pertains to their complimenting their children each time they do something well at school.

Item 6 stated, *"Talking with my child's principal makes me **un**comfortable"* (note that "un" was bolded in the item on the actual survey). The mean response for this survey item 3.67 (s = 1.501). This mean suggests that, on average, parents are generally not uncomfortable in talking with their child's principal. The analysis of the ANOVA for this item produced an F-ratio of 3.023 (p = 0.049). This was the first item on the survey that yielded a significant result at the α = 0.05 level, which implies that there is a difference among generations concerning the parents' level of discomfort in talking with their child's principal.

Item 7 stated, *"I always know how well my child is doing in school."* The mean response for this survey item was 1.66 (s = 0.967). This suggests that, on average, parents are generally informed about their children's progress in school. The ANOVA

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analysis for this item resulted in an F-ratio of 2.467 (p = 0.085). These results were not significant at the α = 0.05 level, which points to the idea that parents' knowledge of how well their children are doing in school does not differ by generation.

Item 8 stated, *"I am confused about my legal rights as a parent of a student."* The mean response for this survey item was 3.59 (s = 1.507). This level of response implies that, on average, parents are generally not confused about their legal parental rights as it pertains to their children being students at the school. The statistical analysis of the ANOVA yielded an F-ratio of 1.869 with a (p = 0.154). The results of this analysis were not significant at the α = 0.05 level, indicating that there is no difference among generations about parents' level of clarity concerning their legal rights as the parents of students.

Item 9 stated, *"I read to my child every day."* The mean response for this survey item was 2.28 (s = 1.230). These results suggest that, on average, respondents generally do read to their children every day. ANOVA statistical analysis resulted in an F-ratio of 9.992 (p < 0.001). Thus, the results for this survey item are significant at the α = 0.05 level, demonstrating that there is a difference among the generations in whether they read to their child every day.

Item 10 stated, *"I talk with other parents frequently about educational issues."* The mean response for this survey item was 2.67 (s = 1.338). These results indicate, on average, the prevalence of a more neutral response by survey participants, which suggests that though they might talk with other parents about educational issues, they may not do it frequently. The ANOVA for this survey item produced an F-ratio of 4.720 (p = 0.009). Therefore, the results of this analysis were significant at the α = 0.05 level, supporting the

idea that there is a difference among parents of different generations in whether they talk with other parents frequently about educational issues.

Item 11 stated, *"My child attends community programs (e.g., YMCA, park/rec, community theatre) regularly."* The mean response for this survey item was 2.90 (s = 1.519). The mean for this item indicates, on average, a trend towards more neutral responses regarding whether the children of respondents attend community programs. The statistical analysis of the ANOVA yielded an F-ratio of 11.506 (p < 0.001). Thus, this survey item yielded significant results at the $\alpha = 0.05$ level, indicating that there is a difference among parents of the different generations in regards to their children's attendance at community programs like the YMCA, parks, and community theatre.

Item 12 stated, *"I have visited my child's classroom several times in the past year."* The mean response for this survey item was 2.37 (s = 1.299). This indicates that, on average, parents generally have visited their children's classrooms several times in the past year. The ANOVA analysis of this item returned an F-ratio of 1.051 (p = 0.350). These results were not significant at the $\alpha = 0.05$ level, representing that there is not a difference among the generations when it comes to having visited their children's classroom several times in the past year.

Item 13 stated, *"I have made suggestions to my child's teachers about how to help my child learn."* The mean response for this survey item was 2.70 (s = 1.351). This reveals responses that, on average, trend towards a more neutral position, perhaps an indication of the frequency with which the parent has made suggestions or even the number of suggestions that the parent has made to the teacher. The results of the ANOVA analysis produced an F-ratio of 1.917 (p = 0.147). This survey item did not

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produce significant results at the α = 0.05 level, which suggests that there is no difference among the generations in their making suggestions to their children's teachers about how to help their children learn.

Item 14 stated, *"There are many children's books in our house."* The mean response for this survey item was X = 1.57 (s = 0.958). This strong pattern of responses toward the affirmative indicates that, on average, among parents participating in this study, there are many children's books in their homes. ANOVA analysis resulted in an F-ratio of 1.753 (p = 0.173). Thus, the results of this survey item were not significant at the α = 0.05 level, indicating that there is no difference among generations in regards to their having many books for children in their homes.

Item 15 stated, *"In the past 12 months, I have attended activities at my child's school several times (e.g., fun nights, performances, awards nights)."* As shown in Table 17, the mean response for this survey item was 2.07 (s = 1.285). This indicates, on average, a generally strong response rate to parents' agreement with having attended activities at their child's school several times for special events. The ANOVA statistical results for this analysis yielded an F-ratio of 7.326 (p < 0.001). These statistical results were clearly significant at the α = 0.05 level, supporting the notion that there is a difference among generations when it comes to having attended activities at their child's school several times within the past 12 months.

Item 16 stated, *"My child misses school several days each semester."* The mean response for this survey item was 3.72 (s = 1.480). This indicates, on average, a trend towards disagreement with this statement, a sign that survey respondents' children do not miss several days of school each semester. Analysis utilizing an ANOVA presented an

F-ratio of 3.712 (p = 0.025). The results of this statistical analysis are significant at the α

= 0.05 level, implying that there are differences among the generations in regards to their

children missing school several days each semester.

Item 17 stated, *"Talking with my child's current teacher makes me somewhat*

un*comfortable"* (note that "un" was bolded in the item on the actual survey). The mean

response for this survey item was 4.06 (s = 1.390). In general, survey participants

reported, on average, that they were somewhat comfortable talking with their child's

current teacher. A statistical analysis of ANOVA produced an F-ratio of 0.679 (p =

0.507). These analytical results were not significant at the α = 0.05 level, indicating that

there is no difference between the different generations' comfort level when talking with

their child's current teacher.

Item 18 stated, *"I don't understand the assignments my child brings home."* The

mean response for this survey item was 3.72 (s = 1.447). This indicates, on average, a

drift towards disagreement with the statement, which suggests that parents in the sample

generally do understand the assignments that their children bring home. The ANOVA

analysis of this survey item generated an F-ratio of 0.617 (p = 0.539). Statistical analysis

reveals that these results are not significant at the α = 0.05 level, meaning that there is no

difference between how parents responded to the survey item regarding the parents'

understanding of the assignments their child brings home.

Item 19 stated, *"Reading books is a regular activity in our home."* The mean

response for this survey item was 1.86 (s = 1.096). This suggests that, on average,

parents in this survey do generally read books as a regular activity in their home. An

ANOVA analysis resulted in an F-ratio of 1.846 (p = 0.158). The statistical results of this

survey item were not significant at the α = 0.05 level, signaling that there is no difference among parents of different generations and their book reading activities in the home.

Item 20 stated, *"If my child was having trouble in school, I would not know how to get extra help for him/her."* The mean response for this survey item was 3.44 (s = 1.573). These results, on average, subtly point to the idea that if their child was having trouble in school, they would know how to get extra help for him/her. The analysis of the ANOVA yielded an F-ratio of 2.544 (p = 0.079). These analytical results were not significant at the α = 0.05 level, supporting the notion that there is no difference among parents of different generations and how they respond to the survey item of knowing how to get extra help for their children if the child was having trouble in school.

Item 21 stated, *"I know the laws governing schools well."* The mean response for this survey item was 2.52 (s = 1.281). This indicates that, on average, parents do know the laws governing schools well, but it also suggests that there may also be a lean towards some ambiguity in knowing the laws governing schools. The ANOVA analysis for this survey item resulted in an F-ratio of 0.563 (p = 0.570). The results of this analysis were not significant at the α = 0.05 level, indicating that there is no difference among the generations in the parent's level of knowledge of laws that govern the schools.

Item 22 stated, *"In the past 12 months, I attended several school board meetings."* The mean response for this survey item was 3.80 (s = 1.450). This average supports the idea that parents generally disagree with this statement, meaning that the average respondent has not attended several school board meetings in the past 12 months. An ANOVA statistical analysis reveals an F-ratio of 2.131 (p = 0.119). These statistical

results were not significant at the α = 0.05 level, suggesting that there is no difference among generations in their attendance of school board meetings in the past 12 months.

Item 23 stated, *"In the past 12 months, I volunteered at my child's school at least 3 times."* The mean response for this survey item was 3.48 (s = 1.537). These responses, on average, indicate a position between neutrality and disagreement, which signifies that parents have not volunteered at their child's school at least 3 times in the past 12 months. The statistical analysis of the ANOVA for this item produced an F-ratio of 2.169 (p = 0.115). The results of this analysis were not significant at the α = 0.05 level, indicative of the notion that there was no significant difference among generations of the parents' volunteerism at least 3 times in the past 12 months in their child's school.

Item 24 stated, *"I know about many programs for youth in my community."* The mean response for this survey item was 2.76 (s = 1.435). Such a mean suggests, on average, a trend towards a more neutral position concerning parents' knowledge about many programs in the community. The ANOVA analysis yielded an F-ratio of 15.637, the second-highest ratio of the research study, with a (p < 0.001). Thus, the outcome of this analysis is clearly significant at the α = 0.05 level, signifying that there is indeed a difference between generations' knowledge about many programs for youth in their communities.

The remaining five items on the second half of the survey were preceded by the statement, *"How difficult do the following issues affect your involvement with your child's school?"* Participants were to indicate their responses to the following items based on this question.

Item 25 offered the response option, *"Lack of Time."* The mean response for this survey item was 2.82 (s = 0.954). This indicates that, on average, respondents did not see the lack of time as an issue in affecting their involvement with their child's school. Statistical analysis of the ANOVA resulted in an F-ratio of 1.223 (p = 0.295). This outcome was not significant at the $\alpha = 0.05$ level, indicating that there was no difference between how the generations responded to this survey item addressing a lack of time for involvement.

Item 26 offered the response option, *"Time of Programs."* The mean response for this survey item was 2.0 (s = 0.957). This suggests that on average, the times schools offer programs affects parents' involvement with the school some, but not a lot. Statistical analysis through the ANOVA generated an F-ratio of 1.395 (p = 0.248). Statistical results for this survey item were not significant at the $\alpha = 0.05$ level, showing that there is no difference among the generations as it pertains to the time of programs affecting their involvement with their child's school.

Item 27 offered the response option, *"Small Children."* The mean response for this survey item was 2.20 (s = 1.041). These results indicate that while the presence of small children offers somewhat of a challenge, on average, parents in general do not see it as having a big affect on their involvement with their child's school. The ANOVA results for this survey item reveal an F-ratio of 21.689 (p < 0.001), the highest F-ratio of the research study. This indicates that the results of the analysis were clearly significant at the $\alpha = 0.05$ level and that there does exist a difference among generations on how small children contribute to their involvement with their child's school.

Item 28 stated, *"Transportation."* The mean response for this survey item was 2.48 (s = 0.992). These results point towards the suggestion that, on average, transportation is generally not an issue that affects parents' involvement with their child's school. A statistical analysis of the ANOVA yielded an F-ratio of 4.879 ($p < 0.008$). Thus, the results of the analysis for this survey question were significant at the $\alpha = 0.05$ level and support the notion that there is a difference among parental generations on how transportation affects their involvement with their child's school.

Item 29 stated, *"Work Schedule."* The mean response for this survey item was 1.81 (s = 0.987). Analysis of this outcome indicates that, on average, parents' work schedule affects their involvement with their child's school some, but not a lot. Statistical analysis through the ANOVA produced an F-ratio of 0.557 ($p = 0.573$). These results were not significant at the $\alpha = 0.05$ level, implying that there is no difference among generations of parents in how their work schedules affect their involvement with their child's school.

Item 30 stated, *"Other (Specify _____)."* There were a number of responses that survey participants filled in for this item. Responses included: "family problems"; "school does not communicate well with parents"; "I don't receive much material about district activities"; "I have to care for my adult mom"; "I don't understand some of her homework"; "I don't like to take care of other people's bad kids"; "etc. ". . . and ranged from "negative feelings about the school" to "home circumstances." After filling in the items, respondents rated the extent to which the items affected their involvement at their child's school. The mean response for this fill-in item was 0.52 (s = 1.063). Thus, the mean suggests that these items affected their involvement greatly. An ANOVA statistical

analysis was performed based on the level to which these fill-in items were scored, producing an F-ratio of 232 (p = 0.793). The results for this fill-in item were not significant at the $\alpha = 0.05$ level.

As noted in Table 17, the ANOVA analysis, at the $\alpha = 0.05$ level of significance, found that there were statistically significant differences for items 6, 9, 10, 11, 15, 16, 24, 27 and 28. Consequently, corresponding null hypotheses were rejected.

For each of these items that the ANOVA produced a statistically significant F-ratio, Tukey's HSD, a multiple comparison test, was utilized to determine which of the generation groups significantly differed from the others at the $\alpha = 0.05$ level of significance. The null hypothesis tested was that for each group, there was no significant difference. The alternative hypothesis was that at least one of the generation groups was different from others:

$$H_{0,i}: \mu_1 = \mu_2 = \mu_2$$

$$H_{A,i}: \text{At least one of the means is different}$$

The results to the nine survey questions from the PASS Survey indicate a significant difference; therefore, requires a Tukey test (Table 18).

In Item 6, the survey presented respondents with the item, "*Talking with my child's principal makes me **un**comfortable.*" Post hoc analysis suggests that there was a statistically significant difference between Generation Y and Generation X (p < 0.047). On average, Generation X scored by 0.186, higher than Generation Y (i.e., Generation X parents were more inclined towards disagreement with this statement than their Generation Y counterparts). The Baby Boomer group was not significantly different from the other two groups.

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Table 18

Tukey HSD – Multiple Comparisons

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Q6	Gen Y	Gen X	-.186*	.079	.047	-.37	.00
		BB	-.211	.116	.162	-.48	.06
	Gen X	Gen Y	.186*	.079	.047	.00	.37
		BB	-.024	.099	.967	-.28	.21
	BB	Gen Y	.211	.116	.162	-.06	.48
		Gen X	.024	.099	.967	-.21	.28
Q9	Gen Y	Gen X	-.220*	.064	.002	-.37	-.07
		BB	-.404*	.095	.000	-.63	-.18
	Gen X	Gen Y	.220*	.064	.002	.07	.37
		BB	-.185	.081	.058	-.37	.00
	BB	Gen Y	.404*	.095	.000	.18	.63
		Gen X	.185	.081	.058	.00	.37
Q10	Gen Y	Gen X	.244*	.081	.007	.05	.43
		BB	.254	.119	.084	-.03	.53
	Gen X	Gen Y	-.244*	.081	.007	-.43	-.05
		BB	.010	.102	.995	-.23	.25
	BB	Gen Y	-.254	.119	.084	-.53	.03
		Gen X	-.010	.102	.995	-.25	.23

(continued)

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Q11	Gen Y	Gen X	.315*	.079	.000	.13	.50
		BB	.514*	.117	.000	.24	.79
	Gen X	Gen Y	-.315*	.079	.000	-.50	-.13
		BB	.198	.099	.113	-.03	.43
	BB	Gen Y	-.514*	.117	.000	-.79	-.24
		Gen X	-.198	.099	.113	-.43	.03
Q15	Gen Y	Gen X	.225*	.067	.002	.07	.38
		BB	.333*	.099	.002	.10	.57
	Gen X	Gen Y	-.225*	.067	.002	-.38	-.07
		BB	.109	.084	.400	-.09	.31
	BB	Gen Y	-.333*	.099	.002	-.57	-.10
		Gen X	-.109	.084	.400	-.31	.09
Q16	Gen Y	Gen X	-.170	.077	.071	-.35	.01
		BB	-.289*	.114	.030	-.56	-.02
Q16	Gen X	Gen Y	.170	.077	.071	-.01	.35
		BB	-.119	.097	.438	-.35	.11
	BB	Gen Y	.289*	.114	.030	.02	.56
		Gen X	.119	.097	.438	-.11	.35
Q24	Gen Y	Gen X	.400*	.075	.000	.22	.58
		BB	.468*	.110	.000	.21	.73

(continued)

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Q24	Gen X	Gen Y	-.400	.075	.000	-.58	-.22
		BB	.068	.094	.750	-.15	.29
	BB	Gen Y	-.468*	.110	.000	-.73	-.21
		Gen X	-.068	.094	.750	-.29	.15
Q27	Gen Y	Gen X	-.300*	.054	.000	-.43	-.17
		BB	-.477*	.080	.000	-.66	-.29
	Gen X	Gen Y	.300*	.054	.000	.17	.43
		BB	-.177*	.068	.025	.02	.34
	BB	Gen Y	.477*	.080	.000	.29	.66
		Gen X	.177*	.068	.025	.02	.34
Q28	Gen Y	Gen X	-.155*	.052	.008	-.28	-.03
		BB	-.183*	.076	.044	-.36	.00
	Gen X	Gen Y	.155*	.052	.008	.03	.28
		BB	-.028	.065	.902	-.18	.12
Q28	BB	Gen Y	.183*	.076	.044	.00	.36
		Gen X	.028	.065	.902	-.12	.18

Note: Baby Boomer (BB) – 45 or older, Gen X – 29-44, Gen Y – 29 or younger; *The mean difference is significant at the .05 level.

In Item 9, the survey presented respondents with the item, "*I read to my child every day.*" Post hoc analysis reveals that Generation Y was significantly different from Generation X and the Baby Boomers ($p < 0.002$, $p < 0.001$). On average, Generation Y

scored 0.22 lower than Generation X and 0.404 lower than Baby Boomers (i.e.,

Generation Y parents were more inclined towards agreement with this statement than

Generation X and two times more than Baby Boomer parents). No statistically

significant differences between Generation X and Baby Boomers were found.

In Item 10, the survey presented respondents with the item, *"I talk with other*

parents frequently about educational issues." Post hoc analysis reveals that Generation

Y was significantly different from Generation X ($p < 0.007$). On average, Generation Y

scored 0.244 higher than Generation X (i.e., Generation Y parents were more inclined

towards disagreement with this statement than Generation X). No statistically significant

differences were found between the other pairs of variables.

In Item 11, the survey presented respondents with the item, *"My child attends*

community programs (e.g., YMCA, park/rec, community theatre) regularly." Post hoc

analysis reveals that Generation Y was significantly different from Generation X

($p < 0.001$) and Baby Boomers ($p < 0.001$). On average, Generation Y scored 0.315

higher than Generation X and 0.514 higher than Baby Boomers (i.e., Generation Y

parents were more inclined towards disagreement with this statement than Generation X

and Baby Boomers). No statistically significant differences were found between Baby

Boomers and Generation X.

In Item 15, the survey presented respondents with the item, *"I attend activities at*

my child's school several times each semester (e.g., fun nights, performances, awards

nights)." Post hoc analysis reveals that Generation Y was significantly different from

Generation X ($p < 0.002$) and Baby Boomers ($p < 0.002$). On average, Generation Y

scored 0.225 higher than Generation X and 0.333 higher than Baby Boomers (i.e.,

Generation Y parents were more inclined towards disagreement with this statement than Generation X and Baby Boomer parents). No statistically significant differences were found between Baby Boomers and Generation X.

In Item 16, the survey presented respondents with the item, *"My child misses school several days each semester."* Post hoc analysis reveals that Generation Y was significantly different from Baby Boomers ($p < 0.03$). On average, Baby Boomers scored 0.289 higher than Generation Y (i.e., Baby Boomers were more inclined towards disagreement with this statement than their Generation Y counterparts were). No statistically significant differences were found between other pairs of variables.

In Item 24, the survey presented respondents with the item, "*I know about many programs for youth in my community."* Post hoc analysis reveals that Generation Y was significantly different from Generation X ($p < 0.001$) and Baby Boomers ($p < 0.001$). On average, Generation Y scored 0.4 higher than Generation X and 0.468 higher than Baby Boomers (i.e., Generation Y parents were more inclined towards disagreement with this statement than Generation X and Baby Boomer parents). No statistically significant difference was found between Baby Boomers and Generation X.

In Item 27, the survey presented respondents with the item, "*Small Children."* Post hoc analysis reveals that there was a statistically significant difference for all three groups. On average, Generation X ($p < 0.001$) scored 0.300 higher than Generation Y. Baby Boomers ($p < 0.001$, $p < 0.025$) scored higher than Generation X by 0.177 and higher than Generation Y by 0.477 (i.e., Baby Boomers were more inclined towards disagreement with this statement than Generation X parents, and the difference was two

times higher than Generation Y parents). This data indicates that small children of Gen Y keeps them from being as involved as they would like to be in their child's school.

In Item 28, the survey presented respondents with the item, *"Transportation."* Post hoc analysis reveals that Generation Y was a significantly different from Generation X ($p < 0.008$) and Baby Boomers ($p < 0.044$). On average, Generation Y scored 0.155 lower than Generation X and 0.183 lower than Baby Boomers (i.e., Generation Y was more inclined towards agreement with this statement than Generation X and Baby Boomer parents). No statistically significant difference was found between Baby Boomers and Generation X. As Gen Y strives to be involved in their child's school, transportation keeps them from being as involved. Gen X and Baby Boomers are not as affected by transportation in their endeavors to be involved.

Research Question #1

"Do differences in levels of parental involvement typologies exist among parental generation types (Baby Boomers, Generation Xers, and Millennials) of parents?"As indicated in Table 17, the differences in levels of parental involvement typologies exist among parental generation types of parents. According to the results of the research, 9 of the 30 Parent and School Survey (PASS) questions indicated a significant difference in levels of parental involvement. Given that the Parent and School Survey (PASS) is based on Epstein's six-construct framework and each question corresponds to one construct, the study revealed that differences existed when questions associated with the following were asked: collaborating with the community (three questions), learning at home (one question), volunteering (one question), parenting (one question), and communicating (one question). In addition, differences in levels of parental involvement typologies exist

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among parental generation types when referring to transportation and small children as a hindrance for parental involvement.

Research Question #2

　　"Are there differences among levels of parental involvement typology when considering the socioeconomic status of the parent?" The statistical analyses of the ANOVA regarding socioeconomic status are listed in Table 19.

Table 19

Socioeconomic Status

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Q1	3.993	6	0.666	1.123	0.346
Q2	3.683	6	0.614	0.736	0.621
Q3	8.884	6	1.481	1.939	0.071
Q4	0.807	6	0.135	0.196	0.978
Q5	1.212	6	0.202	0.569	0.756
Q6	4.496	6	0.749	0.356	0.907
Q7	3.809	6	0.635	0.710	0.642
Q8	16.956	6	2.826	1.335	0.238
Q9	9.271	6	1.545	1.044	0.395
Q10	6.518	6	1.086	0.642	0.697
Q11	11.443	6	1.907	0.897	0.496
Q12	18.303	6	3.050	1.866	0.083

(continued)

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Q13	10.557	6	1.759	0.993	0.428
Q14	5.036	6	0.839	1.006	0.419
Q15*	20.177	6	3.363	2.203	0.040
Q16	22.205	6	3.701	1.790	0.097
Q17	9.969	6	1.661	0.924	0.476
Q18	22.850	6	3.808	2.056	0.055
Q19	5.289	6	0.881	0.778	0.587
Q20	12.970	6	2.162	0.929	0.472
Q21	5.854	6	0.976	0.637	0.701
Q22	16.219	6	2.703	1.443	0.194
Q23	19.429	6	3.238	1.435	0.197
Q24	15.331	6	2.555	1.401	0.210
Q25	7.252	6	1.209	1.381	0.219
Q26	4.386	6	0.731	0.864	0.521
Q27	4.970	6	0.828	0.854	0.528
Q28	6.679	6	1.113	1.345	0.234
Q29	7.102	6	1.184	1.269	0.268
Q30	2.586	6	0.431	0.389	0.887

Note: * Indicates an α level is significant at the α = 0.05 level.

In reviewing the data results of the socioeconomic status, there was only one question, out of the 30 questions asked, that indicated a significant difference. The

question with a significant difference was Question #15, which states: *"In the past twelve months, I have attended activities in my child's school several times (e.g., Fun nights, performances, awards nights)."* This item, as it relates to Epstein's constructs, is associated with volunteering. Several of the responses from the surveys, related to income, stated the following, "Cost of activities", "Gas Money", and "Money" as reasons for not taking their children to school-related activities. The statistical analysis of the ANOVA revealed a main effect of socioeconomic status with an F-ratio of 2.206, $p = 0.040$, where α level is less than or equal to 0.05. With only one question of the 30 showing a difference, the analysis reveals that when asked if socioeconomic status affects participation in school, generally the level of household income does not have an effect on parental involvement in his/her child's school.

Research Question #3

"Are there differences among levels of parental involvement typology when considering the educational level of the parent?" The statistical analyses of the ANOVA regarding educational level are listed in Table 20.

While analyzing the data, the results of the educational levels reveled that six questions indicated a significant difference. The first question was Question #11, which states: *"My child attends community programs (e.g., YMCA, park/rec, community theatre) regularly."* This question, as it relates to Epstein's constructs, is associated with collaborating with the community. As indicated in the survey results, lack of education and the pursuit of education affected their level of involvement.

Table 20

Educational Level

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Q1	8.405	9	0.934	1.576	0.117
Q2	8.266	9	0.918	1.101	0.358
Q3	7.534	9	0.837	1.096	0.362
Q4	5.417	9	0.602	0.875	0.547
Q5	2.389	9	0.265	0.747	0.665
Q6	26.592	9	2.955	1.402	0.181
Q7	10.001	9	1.111	1.243	0.264
Q8	27.185	9	3.021	1.427	0.171
Q9	12.406	9	1.378	0.931	0.497
Q10	23.776	9	2.642	1.562	0.121
Q11*	38.746	9	4.305	2.025	0.033
Q12	23.585	9	2.621	1.603	0.109
Q13	27.639	9	3.071	1.733	0.076
Q14	13.123	9	1.458	1.748	0.073
Q15	32.783	9	3.643	2.389	0.011
Q16	29.820	9	3.313	1.602	0.109
Q17	24.275	9	2.697	1.500	0.142
Q18*	34.248	9	3.805	2.054	0.030
Q19	11.792	9	1.310	1.156	0.320

(continued)

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Q20	38.702	9	4.300	1.849	0.055
Q21	15.495	9	1.722	1.124	0.342
Q22*	38.028	9	4.225	2.256	0.016
Q23	26.314	9	2.924	1.296	0.234
Q24	19.735	9	2.193	1.202	0.289
Q25	10.778	9	1.198	1.368	0.197
Q26*	21.012	9	2.335	2.758	0.003
Q27*	17.451	9	1.939	1.999	0.036
Q28*	24.866	9	2.763	3.337	0.000
Q29	11.719	9	1.302	1.396	0.184
Q30	7.307	9	0.812	0.733	0.679

Note: * Indicates an α level is significant at the $\alpha = 0.05$ level

For example, some of the responses to the surveys were "College schedule", "College", "School work – nursing program", "College Hours", and "I work full time and go to school part time. My child is also involved in sports; with my job, someone has to replace me if I am not there. It makes it hard to get away." These responses indicate several of the survey participants were in pursuit of their educational goals; therefore, in this case, the parent's educational level had an effect on the level of parental involvement of the parent. The statistical analysis of the ANOVA revealed a main effect of educational level with an F-ratio of 2.025, $p = 0.033$, where α level is less than or equal to 0.05.

The second question with a significant difference was Question #18 that states *"I don't understand the assignments my child brings home."* As it relates to Epstein's constructs, this question is associated with learning at home. Some of the responses that are related to understanding assignments at home were, "Don't know a lot of English"; "Sometimes I don't understand homework"; "Does not speak English"; and ". . . the directions aren't clear on the homework paper and I don't have a clue what is suppose to be done." Revealed from the statistical analysis of the ANOVA was the impact of educational level on Question #18 to be an F-ratio of 2.054, p = 0.030, where α level is less than or equal to 0.05.

Question #22 states: *"In the past 12 months, I attended several board meetings."* had a significant difference. This question, as it relates to Epstein's constructs, is associated with decision making. In reviewing discussions and responses from surveys, it is important to note that there were no comments made that directly addressed school board meetings; nevertheless, in this case, the educational levels have a significant impact on parental involvement regarding decision making. As illustrated in the data, the significant difference, α level that is less than or equal to 0.05, indicated that p = 0.016 with an F-ratio of 2.256.

In Questions #26, #27, and #28 when asked *"How difficult do the following issues effect your involvement with your child's school?"* – (#26 – *Time of programs*, #27 – *Small children*, #28 – *Transportation*), the following statements were made in regards to this issue.

- #26 - Time of Program Responses

  o "Sports conflict"

  o "College schedule"

  o "Sports and dance"

  o ". . . you can't possibly be involved in everything your child does."

  o "I work full time and go to school part time. My child is also involved in sports; with my job, someone has to replace me if I am not there. It makes it hard to get away."

  o "Other children's activities and family"

  o "Baby sitter problem"

  o "Time I can get off work sometimes"

  o "Church meetings"

- #27 - Small Children Responses

  o "Multiple age levels in home"

  o "New baby"

  o "Other kids involved"

  o "Four children still at home"

  o "I had a baby the 2nd day of school . . ."

- #28 - Transportation Responses

  o "Distance parents work 40 minutes away"

  o "Distance from Galveston"

  o "Gas money"

To support the statement that educational levels have a significant impact relating to Questions #26, #27, and #28, the following statistical analyses were done. On Question #26, the ANOVA revealed an impact of educational level with an F-ratio of 2.758, p = 0.003, where α level is less than or equal to 0.05. Also with a significant difference at a level less than or equal to 0.05, was Question #27 with an F-ratio of 1.999, p = 0.036. Finally, Question #28's results were an F-ratio of 3.337, p = 0.000.

Based on the 6 of 30 questions that indicate a significant difference, the analysis reveals that when asked if educational level has an impact on parental involvement, the answer is yes.

Research Question #4

"Are there differences among levels of parental involvement typology when considering the marital status of the parent?" The statistical analyses of the ANOVA regarding marital status are listed in Table 21.

Does marital status have an impact on parental involvement in the school system? As Table 21 indicates, a majority of the time there is not a significant difference. Although item 23, as it relates to Epstein's constructs, shows a significant difference regarding volunteering. The statistical analysis of Question #23's ANOVA reveals that the marital status has an F-ratio of 3.093, p = 0.005, where α level is less than or equal to 0.05. Question #23 states: *"In the past 12 months, I volunteered at my child's school at least 3 times."* Some of the survey responses that support reasons for impact of marital status are "single parents"; "family problems"; and "divorced."

Table 21

Marital Status

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Q1	6.321	6	1.054	1.777	0.100
Q2	4.612	6	0.769	0.921	0.478
Q3	8.984	6	1.497	1.961	0.068
Q4	3.170	6	0.528	0.768	0.595
Q5	1.166	6	0.194	0.547	0.772
Q6	15.672	6	2.612	1.239	0.283
Q7	4.997	6	0.833	0.931	0.471
Q8	10.280	6	1.713	0.810	0.562
Q9	8.970	6	1.495	1.010	0.417
Q10	14.295	6	2.383	1.408	0.208
Q11	19.559	6	3.260	1.533	0.163
Q12	17.552	6	2.925	1.790	0.097
Q13	14.042	6	2.340	1.321	0.244
Q14	12.014	6	2.002	2.400	0.026
Q15	2.113	6	0.352	0.231	0.967
Q16	17.849	6	2.975	1.439	0.196
Q17	13.608	6	2.268	1.261	0.272
Q18	7.407	6	1.234	0.666	0.677
Q19	3.424	6	0.571	0.503	0.806

(continued)

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Q20	21.392	6	3.565	1.533	0.163
Q21	11.431	6	1.905	1.243	0.281
Q22	8.230	6	1.372	0.732	0.624
Q23*	41.866	6	6.978	3.093	0.005
Q24	3.661	6	0.610	0.335	0.919
Q25	0.322	6	0.054	0.061	0.999
Q26	3.438	6	0.573	0.677	0.668
Q27	5.968	6	0.995	1.025	0.407
Q28	4.768	6	0.795	0.960	0.451
Q29	7.595	6	1.266	1.357	0.228
Q30	6.748	6	1.125	1.015	0.414

Note: * Indicates an α level is significant at the α = 0.05 level

Research Question #5

"Are there differences among levels of parental involvement typology when considering the ethnicity of the parent?" The statistical analyses of the ANOVA regarding ethnicity are listed in Table 22.

As evidenced in Table 22, no significant differences were indicated. With multiple parental involvement typologies, there was no impact on parental involvement based on ethnicity alone. However, there is a note of importance in understanding the impact of ethnicity where there were responses and comments made to indicate that the lack of understanding for the English language has impacted some involvement of parents in school-related activities. Overall, when analyzed with the "Tests of Among

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Subjects Effects" – ANOVA, none of the 30 questions showed a significant difference in

parental involvement.

Table 22

Ethnicity

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Q1	3.810	6	0.635	1.071	0.377
Q2	4.332	6	0.722	0.866	0.519
Q3	5.336	6	0.889	1.164	0.323
Q4	3.139	6	0.523	0.760	0.601
Q5	3.215	6	0.536	1.509	0.171
Q6	9.470	6	1.578	0.749	0.610
Q7	3.843	6	0.640	0.716	0.637
Q8	5.644	6	0.941	0.445	0.849
Q9	10.578	6	1.763	1.191	0.308
Q10	7.352	6	1.225	0.724	0.630
Q11	14.003	6	2.334	1.098	0.361
Q12	18.390	6	3.065	1.875	0.081
Q13	8.983	6	1.497	0.845	0.535
Q14	5.364	6	0.894	1.072	0.377
Q15	15.697	6	2.616	1.716	0.113
Q16	6.215	6	1.036	0.501	0.808
Q17	10.964	6	1.827	1.016	0.413

(continued)

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Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Q18	3.141	6	0.523	0.283	0.945
Q19	7.421	6	1.237	1.091	0.365
Q20	13.246	6	2.208	0.949	0.458
Q21	9.856	6	1.643	1.072	0.377
Q22	1.540	6	0.257	0.137	0.991
Q23	4.156	6	0.693	0.307	0.934
Q24	2.352	6	0.392	0.215	0.972
Q25	5.134	6	0.856	0.978	0.439
Q26	5.516	6	0.919	1.086	0.368
Q27	3.178	6	0.530	0.546	0.774
Q28	8.356	6	1.393	1.682	0.121
Q29	1.127	6	0.188	0.201	0.976
Q30	12.273	6	2.046	1.846	0.087

Analysis of Data - Focused Group

Concluding the survey was a question asking the participant if he/she would be willing to participate in a focus group with the researcher. The researcher contacted by phone the first four members of Generation Y, the first four from Generation X, and the first four Baby Boomers who agreed to participate in a focus group meeting. This same process was followed for the other two focus group meetings. Of the 36 respondents who agreed to attend one of the three meetings, 16 participated. The focus group structure is listed in Table 23.

Table 23

Focus Group Participants

Interview Session	Generation Y Representatives	Generation X Representatives	Baby Boomers Representatives
Session 1	1	1	3
Session 2	2	2	3
Session 3	1	3	1

The interview responses applicable to Epstein's Theoretical Framework was coded by category (parenting, communicating, volunteering, learning at home, decision making, and collaborating with community) and analyzed to answer the eight interview questions (Appendix H). Below is a brief analysis of data from focused interviews.

Do you consider yourself to be an involved parent? Why or why not?

Interview responses regarding parental involvement-level aligned with survey findings. Most parents considered themselves to be involved in their child's education. They based their level of involvement on time availability and access to the school.

Time availability was a common concern among parents of all generations. For example, working parents expressed concern regarding hours spent away from the child, lack of flexibility from their employer, and time divided with other children and their activities in the home.

What does someone who is parentally involved look like?

Interview responses regarding the definition of parental involvement aligned with activities described in Epstein's Theoretical framework. The types of activities described

by the participants regarding parental involvement indicated that most parents view "a parentally involved parent" as someone who falls into one or more of these categories.

What different methods do you use to communicate with your child's teacher regarding schoolwork or activities?

Interview responses regarding communication reflect the research, which states that Generation Y members are technologically savvy and prefer electronic communication as their mode of communication whereas Baby Boomers preferred face-to-face conversations, and Generation X members were comfortable with face-to-face conversations, telephone calls, and email conversations.

How do you define parental involvement?

Interview responses regarding parental involvement were aligned with what we know about members of the various generations. Each participant shared their definition as it related to their own involvement. As the comments were shared, it was apparent their definition supported what we know about generational characteristics. For example, Baby Boomers emphasized teaching values such as respect and work ethic as a critical part of parent involvement. While Generation X responses were associated with characteristics such as valuing both work and home life, continuously involved in a variety of activities, and needing to be kept informed regarding their child.

How would you define someone who is extremely involved versus someone who is moderately involved?

Interview responses regarding the definition of someone who is *extremely involved* versus *involved* mirrored the answers given in the previous interview question.

What do you think hinders parents from being parentally involved at that level?

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Interview responses regarding what hinders you from being parentally involved is reflective of the generation that the parent belongs. In other words, the given answers were based on characteristics that describe the generation to which the respondent belongs.

Who do you think might be more parentally involved in their child's education: someone forty-five and older; someone in his/her early thirties; or, someone in his/her early twenties? Why?

The Generation X and Baby Boomer participants indicated that either the previous generation or the generations in which they belong were the most parentally involved in their child's education. However Generation Y participants mainly responded by stating their generation was the generation that was most parentally involved in their child's education.

What recommendations or suggestions do you have for teachers and administrators who are responsible for designing parental involvement activities and programs?

Recommendations are discussed in Chapter Five.

Research Question #6

"How do parents of each generation (Baby Boomers, Generation Xers, and Generation Y members) define parental involvement?"

It is important to note that most participants considered themselves to be involved in their child's education, based on their own definition of parental involvement that is associated with the characteristics of the generational groups in which they belong. Based on observations and responses during the focus group interviews, it was evident

that parents among different generations placed higher value on specific attributes associated with their membership of a particular generation.

First of all, Baby Boomers define parental involvement as a parent who is actively involved with their child both at home and at school. They place importance on keeping their children busy and involved in several extracurricular activities such as ballet, gymnastics, sports, YMCA, community plays, etc. They believe that exposing their children to a variety of activities will give them experiences for learning. Ultimately, their goal is to expose their children to a variety of experiences that teach them valuable lessons on how to be multi-taskers, structured and organized, and rule followers.

Next, Generation Xers place importance on other things such as volunteering at their children's school. The general belief of this generation is that the more time spent volunteering, the more parentally involved the parent is in their children's education. Generation X parents are involved parents and do whatever they can to be sure their children are raised in a good environment, schooled well, and treated fairly.

Generation Y parents, on the other hand define parental involvement as parents who are responsible for teaching their children how to be well-rounded and problem solvers. In order to fulfill this goal, they expect to know what is going on in the schools to the point that they expect communication from the teachers to occur on a regular basis. They teach their children how to be flexible and accepting of diversity. Doing activities in the home is a vital way to educate their child; therefore, Generation Y parents often spend time reading to their children and assisting their children with their homework. Since the idea that they are fixing the wrong doings of the previous generation, these parents do not feel it is necessary to enroll their children in all the community activities

available to them; instead, they allow their children to choose for themselves which activities to participate in.

Research Question #7

"What changes in parental involvement programs may be appropriate as a result of this research?"

Although the answer to this question will be briefly explained in this section, the greater part of this answer will be addressed in Chapter Five under the section titled "Recommendations to School Principals and other Administrators."

Generally, parents who participated in the interview sessions believe that school personnel develop parent involvement activities that are accommodating to the school's needs rather than the parent's needs. For example, it was mentioned several times that parents did not feel welcome in the schools. When asked to explain, they stated that they were not allowed to go into the classes without first setting an appointment with the teacher. Another common concern was that there was a lack of communication. Several parents felt that the teachers should be better communicators. For instance, they stated they would like teachers to keep their websites updated, answer phone calls on the same day they receive them, and send information (graded papers, newsletters, notes to parents, etc.) home on a regular basis. Recommendations that are more specific will be found in Chapter Five in the section titled Programmatic Recommendation for Practitioners.

CHAPTER FIVE

Discussion of Findings, Recommendations, and Conclusions

As an aide to the researcher, the introduction of this final chapter will briefly restate the problem and review major methods used in this study. Following the introduction, the remainder of this chapter presents a discussion of findings, recommendations, and conclusions.

The purpose of this study was to determine whether differences existed among generations (Baby Boomers, Generation X, and Generation Y) regarding the levels of parental involvement within each of these generations. Also examined were additional factors that could have an impact on parental involvement such as the parent's socio - economic status, educational level, marital status, and ethnicity.

Discussion of Findings

The purpose of this study was to determine whether differences existed among generations (Baby Boomers, Generation X, and Generation Y) regarding the levels of parental involvement within each of these generations. This study shows that differences do exist among generations.

While many researchers examine the topic of parental involvement by generating a composite parental involvement score and then comparing these scores for various groups, this study chose a different approach. There is no practical significance in determining whether levels of parental involvement vary among generations. If the null hypothesis of such a study was affirmed – or whether it was not supported – all the

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researcher would be left with is a "yes" or "no" answer. Only with a deeper investigation into what factors comprise one's level of parental involvement do research results become both practical and useful for advancing improvements in the field.

This study examined 24 items that, together, define parental involvement for the purpose of this study. Based on Epstein's typology of parental involvement, each survey item represented a dimension that has been determined to affect levels of parental involvement. All survey items were analyzed utilizing an ANOVA, and nine of the items had outcomes that were statistically significant. Out of the nine significant items for which the null hypothesis was rejected and that underwent post-hoc testing, several outcomes were revealed that suggest a variety of interpretations.

Possible Explanations for Responses to Survey Question #6

On item 6, which stated, *"Talking with my child's principal makes me **un**comfortable,"* Generation X scored significantly higher than Generation Y (i.e., Generation X parents were more inclined towards disagreement with this statement than their Generation Y counterparts). This indicates that Generation X is more comfortable, or more precisely, less uncomfortable, than Generation Y when it comes to talking to their child's principal. As revealed in the surveys and follow-up interviews, it was determined that this is for a variety of reasons.

Generation X Think Communally

One characteristic of Generation X is that they value the contributions of individuals in the community when it comes to making important decisions. Less prone to operate in a vacuum or to consider their own mindset as the ultimate one, they will

seek out the advice and support of others to help them make the wisest choices in life. This behavior carries over into the education of their children. Instead of trying to steer their children through the educational system by themselves, they openly welcome the contributions, ideas, and suggestions of others who are directly involved in their children's success, namely the principal. This characteristic of their culture contributes to making them less uncomfortable when talking with their child's principal concerning their child's educational well-being.

Generation X Is Cultured to Question Authority

One of the most prevalent and well-known characteristics of Generation X is the notion that there are "no absolutes." As a generation, they rebut structure, reject authority, and are suspicious of organized institutions. Thus, the idea of being intimidated or uncomfortable talking with their child's principal is not as likely for a Generation X parent. If this parent has an issue with the way his/her child is being educated or related to at the school, it would be a cultural expectation for the parent to confront the issue head on, starting first with a challenge to the principal.

On the other hand, one characteristic of Generation Y is that they are groomed to be more trusting of elders and to defer to authority. As such, if they encounter an issue with their child at school, when compared with Generation Xers, the Generation Y parent would be significantly less likely to go to the school and confront the issue head-on with the principal.

Generation X Age is Similar to Principal's Age

Considering the average age of elementary school principals, it is most probable that the principal is a member of the X Generation. This would increase the level of easy interaction between the parent and the principal more so than it would for those in Generation Y. Since no significant difference was found among Baby Boomers and Generation X in terms of comfort in communicating with the principal, this also suggests that older parents do not have a problem talking to someone younger than they are, especially a school principal that is responsible for their child's well-being. Generation Y parents, who may be slightly younger than a principal of average age, might experience a measure of intimidation or fear in talking to someone older than themselves, especially someone of such prime importance in academia.

Next, if average-aged principals fall in Generation X categorically, Generation X parents may be less uncomfortable than Generation Y in talking to the principal because they have more in common, simply by virtue of being a part of the same generation. Generation Xers tend to be quite social within their own generation group. Perhaps their children are of similar ages, they share the same exposure to culture, or they have similar hobbies or tastes in music, while their younger counterparts of Generation Y have less in common to talk about with them.

Possible Explanations for Responses to Survey Question #9

On item 9, which stated, *"I read to my child every day,"* Generation Y scored higher than Generation X, and scored two times higher than Baby Boomers (i.e., Generation Y parents were more inclined towards agreement with this statement than Generation X and two times more than Baby Boomer parents). This indicates that

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Generation Y parents read to their children every day, on average, twice as much the average Baby Boomer parent. Various factors may contribute to Generation Y parents reading more to their children every day than Generation X and Baby Boomer parents.

Baby Boomers Work Hours

Since the Baby Boomers were the first generation who had ample opportunities to obtain higher education and careers, many of these individuals, due to their effort and drive, became successful executives in North American corporations (Osland, Kolb, & Rubin, 2001). Well-publicized as the "Yuppies," many members of this generation group are faced with the heavy responsibility of driving value to a company's bottom line by ensuring its profitability. Corporations operating in the fiercely competitive marketplace, place a heavy expectation of sacrifice on their managers and executives who in return are usually compensated nicely. However, the sacrifices that these Baby Boomer executives are expected to make come with a cost.

Occupying such prominent positions in the workplace, many times the positions that represent the very pinnacle of Baby Boomers' careers, may mean the company requires frequent travel along with the need to be able to access the employee 24-hours a day with unlimited communications via smart phone and the Internet. Thus, the Baby Boomer generation has career advantages over younger generations in terms of career training and years of experience, which leads to disadvantages to their home lives. The intense responsibilities that come along with these great career strides and coveted professional positions mean less quality time with children in the home, more precisely, lack of quality time spent reading to children every day.

In the case of non-executive Baby Boomers, research indicates that, "Whether blue-collar, new-collar, or white collar, Boomers have always been highly individualistic" (Sheehy, 1995, p. 34). Thus, the case still stands for Baby Boomer parents, so named the "Workaholic Generation" regardless of occupation type.

Generation Y Is Educated about the Research-based Information

Today's age is a research age, where more resources, funding, and emphasis are placed on the lessons produced through scientific and longitudinal research results and how this information can be used to help people live more productive lives. Generation Y parents, who grew up in the middle of the research age, no-doubt have many of their mentalities formed by "what the research says." Less traditional and prone to rely on conventional wisdom concerning how to govern the various aspects of their lives, Generation Y parents who read to their children might be directly responding to years of parenting research that clearly spells out the positive and definitive impact of reading to one's child in the early formative years.

Generation Y Has a Desire to Correct Perceived Wrongs

The Generation Y parents were raised, on average, by Baby Boomers. Generational studies show that Generation Y feels that Baby Boomers left a huge mess for them to clean up in the world. Consequently, the Generation Y parents look at society and see all of the ills that their parents and grandparents left behind, spotlighting the many things they did wrong in raising them. As a result, this driven generation may carry an innate, subconscious desire to correct the wrongs of their parents by becoming even better, idealistic parents in order to produce healthier, more functional children. Part of

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this drive to produce healthier, more functional children is to read to them on a daily basis.

Generation Y Value Quality Time and Family Time

The Baby Boomer Generation is characterized as the "Me" Generation. They enjoyed unprecedented access to opportunities in education and employment. They helped to produce Generation X, which was also a very driven, accomplished generation. However, their level of accomplishment was on their own terms and different from their Baby Boomer predecessors. Over half of Generation X come from broken homes or live in blended families. Considering these observations, it is understandable why Generation Y, which is more conventional, positive, and traditional than both Generation X and Baby Boomers, would want to return to the basics: a focus on family and spending quality time with those most important in life. Thus, it is possible that Generation Y is simply more intentional in spending time with their younger children, reading books to them as a means of rebuilding the type of family atmosphere that once existed.

Generation X Use Technology for Education

Since the members of Generation X were reared at the helm of the technology age (they were the first real Information Age generation), Generation X parents tend to lean on more high-tech video tools. For example, in order to assist children with their educational development, these parents purchase systems such as Leap Frog, V-Tech learning consoles, and other high-tech applications that can be hooked up to a television to help children learn to read and problem solve. Also, because Generation X parents were the first to experience computer learning games, they tend to utilize computer

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games such as Reader Rabbit, Elmo, Dora, and a host of other very popular computer games designed to help elementary school-age children increase in their educational proficiencies.

<p style="text-align: center;">*Possible Explanations for Responses to Survey Question #10*</p>

On item 10, which stated, *"I talk with other parents frequently about educational issues,"* Generation Y parents scored higher than Generation X parents (i.e., Generation Y parents were more inclined towards disagreement with this statement than Generation X). Several factors contribute to this outcome.

Generation X Are Cultured to Function in Community

Generation X has often been referred to as the "Friends Generation," the "Seinfeld Generation," or the "Cheers Generation." Towns and Bird (2000) explain,

> Why is it that in the mid-1990s the most popular and most copied television program was Friends? In the late 1990s the highest paid syndication rights went to Seinfeld. Dozens of other shows have tried to use the same concept – a group of friends trying together to make sense of life. In both shows, the friends have become a community of people who care for each other. They have become the family they all lacked growing up . . . Generation X has helped form a new sense of extended American family . . . Xers are turning more and more to their friends as a new family. (p. 60)

As a result of this cultural "tribalism" among Generation X, it is not uncommon for the members of this generation to seek out counsel, advice, suggestions, and input from others who are participating in the same context that they are. For that matter, it would not be uncommon for one Generation X parent to simply approach another Generation X parent and begin to speak to him/her about issues concerning their education. Because of their generational grooming, a certain comfort level is built in that puts them at ease allowing them to see such input from others as normal behavior. Consequently, they

would be expected to be more likely than other generations to talk to other parents about educational issues.

Generation Y Are Not Considered Social

While great strides in technological advancements were introduced during the acculturation process of Generation X, Generation Y parents received the full impact of the movement. They were completely immersed in the Internet, many grew up with more than 50 channels on cable television, and it was considered "normal" to constantly be plugged into an MP3 player while playing a video game and talking on the telephone at the same time. Because of this technology immersion, such a high-tech lifestyle resulted in a low-touch trend of socialization, where people learned to relate more to technology than to other individuals. The high-tech upbringing by which many Generation Y parents were groomed contributes to the reason why they are less likely to talk with other parents frequently about their children's educational issues. Their lack of confidence in approaching who they may deem to be strangers possibly produces a measure of hesitancy that their Generation X counterparts do not have.

Possible Explanations for Responses to Survey Question #11

On item 11, which stated, *"My child attends community programs (e.g., YMCA, park/recreation, community theatre) regularly,"* Generation Y parents scored higher than Generation X, and Generation Y parents also scored two times higher than Baby Boomers (i.e., Generation Y parents were more inclined towards disagreement with this statement than Generation X and Baby Boomers). Several explanations may be possible to help understand this difference.

Generation Y Have Small Children at Home

The results of this research study revealed this idea true. That is, Generation Y parents, on average, indicated that small children contributed greatly to the difficulty of their level of involvement with their child's school. It goes to reason that Generation Y parents, being the youngest of the three generations represented in this research study, would be more likely than the other generations to still have small children at home, as many Generation Y families are either relatively new or just beginning. The presence of small children in the home places greater demands on a parent at home, from having to tend to infants and toddlers to dealing with multiple small children. Due to these greater demands at home, parents may opt out of taking multiple small children to such events, not considering it worth their time or effort. If a parent is unaccompanied by help, having to deal with the demands of multiple small children at a public program or event can be challenging, exhausting, or outright frustrating.

Generation Y Are Cultured to Be Overscheduled

A primary characteristic of Generation Y parents is that they tend to pack their schedules, multi-tasking every part of their lives. As children, they were the generation that was encouraged to do it all: piano lessons, tennis lessons, karate lessons, ballet, tap, jazz, gymnastics, baseball, soccer, football, and more. These busy children became conditioned to such a lifestyle, and eventually busy children became busy teenagers, and busy teenagers became busy parents. Multi-tasking and maintaining a schedule that obligates every part of their day is part of normalcy for this generation. Thus, while children participate in events that are regularly scheduled on certain days of the week,

there may be no time or room on the schedule to "squeeze in" non-recurring special events or programs that occur at the YMCA or the community theatre.

Generation Y Struggle Financially

In an era where community events and programs are rarely free, newer families headed by Generation Y parents may not possess the financial resources to participate in a number of community activities, especially if they have multiple children. This is a limitation that many more established Baby Boomer or Generation X families do not have. Therefore, this factor accounts for one difference why their children do not attend community programs regularly.

Generation Y Do Not Participate in "Low Tech" Programs

Different types of programs interest people of varying generations differently. Understanding that Generation Y is the video game generation, which some also refer to as the "Attention Deficit Hyperactivity Disorder (ADHD)" generation because of their short attention span, traditional community programs do not have an appeal to Generation Y parents and their children. While traditional theatre is, in many regards, an ideal tool for acculturation and exposure, and while programs at the YMCA might be interesting demonstrations or expositions that would make for good learning experiences, Generation Y may simply be uninterested in attending these events, and consequently, their children will not attend either. They do not have the desire to sit still for one hour to watch a non-interactive presentation. Programs that appeal to this generation incorporate: highly interactive activities, creative and innovative uses of cutting-edge technology, significant stimulus with many mental transitions, a wide range of colorful moving

visuals, and a sensory experience that appeals to every kind of learner (i.e., auditory, visual, and kinesthetic).

Generation Y Have Transportation Issues

The transportation factor was revealed in the research study results. More specifically, Generation Y parents noted that transportation was something that presented a certain level of difficulty in being involved at their children's school. When a family is young – just getting started and not financially stabilized as one might expect the case to be for some Generation Y parents – the family's finances do not allow for more than one mode of transportation. That is, the family only has one car that is to be shared by everyone. Due to a lack of transportation, if a Generation Y parent hears about a community program or event, he/she would not have the means to get there if the family's vehicle is already scheduled to be in use for another purpose. (*Note*: This study was conducted in areas that did not provide access to public transportation.)

Possible Explanations for Responses to Survey Question #15

On item 15, which stated, *"In the past 12 months, I have attended activities at my child's school several times (e.g., fun nights, performances, awards nights),"* Generation Y parents scored higher than both Generation X and Baby Boomer parents (i.e., Generation Y parents were more inclined towards disagreement with this statement than Generation X and Baby Boomer parents). A variety of dynamics may come into play to explain this difference.

Generation Y Have Multiple Small Children at Home

As previously discussed, if a Generation Y family has multiple small children at home, which is more likely to be the case than with Generation X or Baby Boomer families, the chore of packing up all of the children to take them out on a public outing to extracurricular activities might not be worth the effort. Further, if there are multiple small children at home, the number of demands on the Generation Y parent might be so great that they are simply unable to attend due to these family and household responsibilities.

Generation Y Lack Access to Transportation

Also previously discussed, participants in the research study revealed that transportation was an issue that contributed to making involvement in their child's school difficult. If a parent does not have reliable transportation available at the time of the school event, this would prohibit the parent from attending activities at their child's school. While one might suggest that the Generation Y parent request assistance or a ride from another parent, a previous discussion highlighted how less prone Generation Y parents are to engage other parents for the sake of working out issues or providing support or advice.

Generation Y Are Occupied with Children's Existing Activities

One cannot assume that Generation Y parents do not attend extracurricular activities at their child's school because they desire to apathetically sit at home and do nothing. Generation Y, including their children, is the overscheduled generation, as parents try to expose their children to the opportunities that will shape the best life

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possible for them. Thus, it is worth considering that these parents do not attend these extracurricular evening events because the event times are already booked up for their children and themselves on their overscheduled calendars. When scheduling conflicts occur with extracurricular events, they choose the consistency of their children's activities.

Generation Y Have Low Attendance at Extracurricular Activities

Generation Y parents, who are characteristically a civic/community-minded generation, are often obligated in many different directions. As their schedules are filled to the brim, and being good multi-taskers they are often overtaxed, and many of them expressed that there is just not enough time in the day to complete all that needs to be done. When they get home in the evenings, often the very times when extracurricular activities at the school occur, they desire nothing more than to rest before they begin the task of caring for the family and preparing them for the following day. Placing more weight on this important activity, they may sacrifice their attendance at an extracurricular event at their child's school.

Generation Y Show Little Interest in After School Activities

The possibility exists that, on average, while there may be a demand by Baby Boomer and Generation X parents for the fun nights, performances, etc. that the school offers, Generation Y parents do not place the same level of importance for this requirement and therefore do not attend. Whether the events are not entertaining, are uninteresting, or whether they perceive them as a complete waste of time is an issue that requires further investigation. However, business provides an important key

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consideration concerning this: if there is a demand and a value for something, it is not necessary to coerce or even obligate someone to partake in it. If the demand were there for the Generation Y parents, on average, they would be at the events. Their general lack of participation sends a message that must be investigated more fully.

Possible Explanations for Responses to Survey Question #16

On item 16, which stated, *"My child misses school several days each semester,"* Baby Boomers scored higher than Generation Y parents (i.e., Baby Boomers were more inclined towards disagreement with this statement than their Generation Y counterparts). Several factors contribute to this outcome.

Baby Boomers Have a Strong Work/School Ethic

The "Silent Generation," also known as the "Builders" (1927 – 1945), raised the Baby Boomer parents. This generation held a strong appreciation for discipline, hard work, and self-denial. In fact, the Silent Generation was the backbone of the traditional work ethic. They braved the elements and their own physical discomfort for the sake of being a stable and reliable fixture in the workplace. The parents of the Baby Boomers strived to instill these same values within them, although the lessons translated to their schooling since they did not yet have a career. Thus, if the child was well, he went to school. If he had a fever, he took some Tylenol – and he went to school. If he had a cold or cough, he took some cold or cough syrup or a home remedy – and he went to school.

Once the Baby Boomer parents had children, it is logical to deduce that they would pass on these same values to their children. In essence, it may stand to reason that the reason why Baby Boomers' children do not miss several days each semester is due to

the idea that when their children are sick missing school is not an option. Unless they are severely ill or need to go see the doctor immediately, a Baby Boomer's child will be in class. As a generational value, it is almost unheard of to miss school for any reason. This idea is contrary to what one might expect from a Generation Y parent. Because Generation Y parents were not groomed with the same level of appreciation for self-denial, when their children fall slightly or moderately ill, they may be more inclined to keep them home and allow them to get better.

Generation Y Parenting Style

While Baby Boomer parents tended to be more strict and regimented, Generation Y parenting is often focused on correcting the mistakes that their parents and grandparents made in parenting. Part of this repair may be directly related to the level of strictness that the Generation Y parent employs. The child of a Generation Y parent might be more likely to be taken out of school for a few days for a special family vacation, for a special event that has come to town, because the child is overly tired and sleepy on a school morning after a late night, because the child wants to prepare for an upcoming event he/she is a part of, or any number of reasons. Overall, it is significantly more likely that a Generation Y parent would allow a child to stay home than a Baby Boomer parent would.

Baby Boomers' Belief of Education is "The Key to Success"

As previously discussed, Baby Boomers enjoyed unprecedented opportunities in education and employment. This generation regards education as the key to employment and a successful life. As a result, allowing their child to miss school represents a

potential missed opportunity to gain the knowledge that is necessary to excel at school and consequently excel in life. Any blemish on their child's academic record may be regarded by a Baby Boomer parent much more seriously than it would be by a Generation Y parent. Missing class is more likely to be associated with missing an academic competitive advantage in some way for a Baby Boomer parent (e.g., the child may miss information; the child may not be able to catch up on schoolwork; the child may fall behind altogether). For this reason, it would make sense that a Baby Boomer would want his/her child in school and in class for each and every opportunity that the school was open. While Generation Y is also education-oriented, they feel that their predecessors have made huge mistakes, including shortcomings concerning parenting, and it is their job to fix them.

Generation Y Define Success More Broadly than Education

The fact that Generation Y is the most well-educated generation speaks volumes about their value for education. They are indeed education-oriented and consider education to be critical. However, unlike older generations, they do not regard education as the ultimate key to success. Generation Y is a more civic-minded generation that defines success on a broader basis. That is, success for a member of Generation Y is more about making a meaningful impact on society and the lives of others than making good grades in order to make a lot of money on a job. They have a more well-rounded definition of success and are a civic, community-minded generation that values the group whole rather than a focus on self. Thus, as it pertains to allowing their children to miss school, Generation Y parents, who do not necessarily perceive education to be the all-in-

all key to their child's success, might be inclined towards more leniency in this area than their more mature generation counterparts.

Possible Explanations for Responses to Survey Question #24

On item 24, which stated, *"I know about many programs for youth in my community,"* Generation Y parents scored higher than both Generation X and Baby Boomers (i.e., Generation Y parents were more inclined towards disagreement with this statement than Generation X and Baby Boomer parents). There may be several possible explanations for this disparity.

Generation Y Utilize Internet for Desired Community Programs

As the Internet generation, Generation Y parents are inclined to use the Internet to provide any information they need regarding all aspects of life. This behavior carries over to their parental activities as they seek out specific community programs of particular interest to their child. Consequently, instead of relying on traditional means of communicating community programs that may solicit their participation, these parents rely on their own exhaustive Internet research, decide on what they desire for their youth to participate in, and make direct contact with those community programs directly. As a result, they are not as open to the solicitation efforts of community programs and may not be as receptive to the traditional marketing efforts of these programs designed to make them aware of programs for youth in the community.

Generation Y Have Their Child's Life All Mapped Out and There Is No Room for Any Other Programs

These parents tend to ignore that other programs for youth exist in the community. As previously noted, Generation Y parents develop schedules for themselves and their children that are overflowing with activities. The chosen activities for the child are those that the parent deems the best fit to equip the child for the future he/she has planned for the child. When special notices arrive in the mail or via email about programs, the Generation Y parent may promptly dispose of them since there is no available time left in the schedule. Additionally, the Generation Y parent may not know about youth programs in the community simply because he/she does not look for them, as there is already a plan laid out for the child.

Overextended and Overscheduled Generation Y Misses Out on Information

When a parent is racing throughout the day, critical items often are overlooked. This goes for community organization mailers, deleted email or sent to the spam folder because it is not deemed critical, or any other number of reasons. Overall, if another parent does not share the information with the parent, or if another child does not share the information with the parent's child, the parent may be so busy that he/she is never exposed to the information about the programs for youth in the community.

Possible Explanations for Responses to Survey Question #27

On item 27, which stated, *"How difficult do the following issues affect your involvement with your child's school? Small Children,"* Generation X parents scored higher than Generation Y, and Baby Boomer parents scored higher than both Generation X and Generation Y parents (i.e., Baby Boomers were more inclined towards

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disagreement with this statement than Generation X parents; the difference was two times higher than Generation Y parents). A variety of explanations may be offered to understand this difference.

Generation Y Parents May Have Multiple Small Children

As previously discussed for other items, having multiple small children can contribute to a parent's inability to find the time to be involved at their child's school. The results of this item revealed that small children affected Baby Boomers the least, then Generation X parents, then it affected Generation Y parents the most. This is to be expected mainly because of their relative youthfulness. Generation Y parents would be the most inclined to have multiple small children, while Generation X parents would be expected to have at least more mature children, perhaps with some or all of these children attending junior high or high school. Finally, one might expect for Baby Boomer parents, on average, to have older children in high school or even college; thus, they would be less prone to agree with small children being a reason for difficulty in being involved with their child's school. As such, the presence of small children in the households of Generation Y parents imposes greater demands on the time, focus, and their attention. Since smaller children require closer supervision and assistance on a daily basis, this distracts Generation Y parents away from school involvement.

Reluctance to Take Multiple Small Children on Public Outings

When Generation Y parents have multiple small children at home, the required time, effort, and patience for preparations to take multiple small children for an event detract from a parent's desire to participate in public outings. The Generation Y parent

has to double that effort when getting their small children to behave in public, especially if they are not actively engaged at the outing. As a result, parents are less inclined to pack up their children and take them to activities and events that would increase their levels of parental involvement.

Possible Explanations for Responses to Survey Question #28

On item 28, which stated, *"How difficult do the following issues affect your involvement with your child's school? Transportation,"* Generation Y parents scored lower than both Generation X parents and Baby Boomer parents (i.e., Generation Y was more inclined towards agreement with this statement than Generation X and Baby Boomer parents). There are a few potential points that may offer a rationale for this variation.

Younger Families Are Less Established

It makes sense that older, more established generations may have additional disposable resources that would afford them the opportunity to have multiple vehicles, as in the case of the Baby Boomers. Generation X parents might also have multiple means of transportation because they may have been working longer, have established careers, and can afford more than one vehicle to travel throughout the community. The group that one would expect to be least established in both finances and their lifestyle by virtue of relative youth, Generation Y parents, are the parents that report to be the ones that transportation makes involvement in their school difficult.

In summation, there were more similarities between how Generation X parents and Baby Boomer parents answered the questions on the PASS Survey, indicating that they tend to be similar in various dimensions of parental involvement. Out of all of the items on the survey, there was only one, Question #27 *"How difficult small children make involvement at their child's school,"* where the mean difference among them was significant at the 0.05 significance level. Small children made involvement of Generation X parents more difficult than they did for Baby Boomer parents. Otherwise, there was no significant difference among the levels of parental involvement between these two groups.

The group that stood out as being the most significantly different in various dimensions of parental involvement was Generation Y. In the analysis, on average, Generation Y parents reported the following:

1. Being more uncomfortable talking to principals.

2. They read more to their children every day.

3. They do not talk to other parents about educational issues as frequently.

4. They are less likely to attend community programs regularly.

5. They are less likely to have attended school activities in the past 12 months.

6. They are more likely to report that their child misses school several days each semester.

7. They are less likely to know about programs for youth in the community.

8. Both the presence of small children and transportation make their involvement at their child's school more difficult.

When they did report in ways significantly similar to any other generational group, they were always more similar in their reporting to the Generation X parents than Baby Boomer parents.

Additional Factors Examined

Also examined were additional factors such as the parent's socioeconomic status, educational level, marital status, and ethnicity. This section discusses the possible explanations for these differences.

Socioeconomic Status

In regards to socioeconomic status, the only question with a significant difference was Question #15, which states, *"In the past twelve months, I have attended activities in my child's school several times (e.g., Fun nights, performances, awards nights)."* Several of the responses to surveys, related to income, stated that the following were reasons for not taking their children to school related activities: "Cost of activities", "Gas Money", and "Money". Based on parent comments declared on the surveys, it is evident that income affects the resources parents have available to them to assist their children.

Barriers such as work, lack of transportation, and even lack of time for the parent are additional explanations for why parents do not attend activities in the schools. For example, work can be an issue if parents have inflexible work schedules or may need to work more jobs. As revealed from the surveys, transportation is limited due to lack of funds to purchase gas or even additional vehicles in single car families. Finally, low-income parents lack time due to caring for other children in the family, working two jobs, or even just being tired from daily responsibilities. Although these issues exist with low-

income families, the results from this study indicate that income had very little impact on parental involvement in their children's school.

Level of Education

While analyzing the data, the results of the parents' educational levels revealed that six questions indicated a significant difference. These results suggest that educational level of the parent has more of an impact than any other factor examined in this study. It is also important to note that when discussing the educational level of the parent, the socioeconomic status may be associated with the level of education as well.

There are many reasons for the differences when considering education level of the parent. For instance, parents who are educated with college degrees place value on the importance of education. These parents will support their expectations for their children to ensure adequate education is ascertained. Another reason for the differences may be that parents who do not have much education may not have an understanding of the materials taught to their children and are unable to assist with homework and school projects.

Since the educational level of a parent is associated with socioeconomic status, less educated parents may be dealing with other issues such as unemployment, lack of resources, and poverty. The educational level of a parent does have an impact on the level of parental involvement, but this does not solely determine whether a parent is involved in their children's education.

Marital Status

Another variable examined was the impact of marital status on parental involvement. The results of this study reveal that there is not a significant difference among parents with differing marital statuses. Only one question revealed a significant difference among the categories (married, single, divorced, married but separated, widowed, never married, and other). Question #23 states, *"In the past 12 months, I volunteered at my child's school at least 3 times."* Some of the survey responses that support reasons for impact of marital status are: single parents, family problems, and divorced. These responses were reasons why parents felt they were not able to be parentally involved in their children's education regarding school volunteerism. Likely reasons for not being involved could be lack of time, lack of assistance from a spouse, or even lack of financial resources.

Ethnicity

In terms of ethnicity, based on the researcher's Question #5, *"Are there differences among levels of parental involvement typology when considering the ethnicity of the parent?"*; no significant differences were determined. To summarize, with multiple parental involvement typologies, there was almost no impact on parental involvement based on ethnicity alone.

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Summary

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When additional factors such as the parent's socioeconomic status regarding educational level, marital status, and ethnicity were examined, impacts on parent involvement were discovered; nonetheless, these factors had minimal impact and should

not be considered as reasons for lack of parental involvement. As discussed in the

Literature Review section, most promising practices involving parents seem to be those

that are developed based on the needs of the parents. When implementing a

comprehensive parent involvement program, the needs of the parents must be met in

order to enable them to assist and support their children at home.

Implications of the Study for Parental Involvement Programs

The implications of this research are potentially far-reaching, especially as it

pertains to the development of parental involvement programs for elementary school

parents. Program developers should be able to utilize this information to produce

systematic ways of increasing the parental involvement for different generations,

especially for the Generation Y parents, whose differences from other generations in

various dimensions of parental involvement clearly stood out.

One of the most obvious implications of this research is that a parent's generation

should be considered in the development of parental involvement programs. This

research has demonstrated that the generations do differ in the way that they respond to

several dimensions defining parental involvement, which means that while a parent of

one generation might be inclined to participate in a program or event with his/her child, a

parent of a different generation will not be.

School administrators should re-evaluate a one-size-fits-all approach when it

comes to their level of programming and expectations concerning parental involvement.

They would do well to consider the parents' generation when addressing a lack of

parental involvement, and their solutions to increasing involvement should be research-

based rather than based on traditional, conventional, and broad-based expectations of

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what to expect in terms of involvement from parents. Approaches that are in some way grounded in the results of this research would not support the development of a broad-based approach. Instead, they would develop different approaches that are suited to parents of differing generational groups, recognizing that all parents do not have the same needs, that one size does not fit all, and that parents will ultimately respond to what suits their generation best.

Another implication is that proponents of parental involvement should pay much closer attention to the unique needs of Generation Y parents. While there was often little difference between the way Baby Boomers and Generation X parents responded to various dimensions of parental involvement, the standout generation was Generation Y. This generation, which will increasingly comprise the majority of our elementary school age children, must be acknowledged as a different generation – a generation whose culture, values, and interests are markedly different from the current class of educational administrators and policy makers. These administrators and policy makers are likely a part of older generations (Baby Boomers and Generation X) and are the very ones that design the programs which Generation Y parents are more inclined to reject.

Rather than asking Generation Y parents and their children to conform to the current policies and systems that are expected to impact parental involvement levels, administrators should include the parents of this generation in making decisions and planning the programs that are designed to increase their levels of involvement. As evidenced by the outcomes of this study, in several dimensions, the current programs are not succeeding as administrators would hope with parents across all generations, and thus change is both necessary and inevitable.

Educational administration and programming in this millennium require the ability to respond to a rapidly changing world or risk the marginalization of a younger group of parents that are less receptive to the traditional/conventional programs and communication styles that are the products of the mentalities of older generations. Effective educational administration demands leadership that is not afraid to challenge its own belief systems, to take risks, employ innovation, and most of all embrace a flexibility to entertain the ideas of new ways of accomplishing the objectives of old.

Recommendations for Future Research

In light of the extensive research and analysis, the following recommendations are based on items that were discovered to be significantly important for future study and implementation.

1. *Design a study that examines relationship between parents' exact age and parental involvement typologies.*

The PASS survey utilized to report each respondent's descriptive data requested the respondent's age in the following manner: *"How old are you?"* The possible responses to be indicated by each respondent included: "29 or younger (Gen Y)", "29 – 44 (Gen X)", and "45 or older (Baby Boomer)."

Because the respondents' ages were reported in groups, we were not able to examine the relationship between parental involvement and parent's age. If respondents were provided with the opportunity to provide their exact age, some type of relationships could have been observed as opposed to examining such a relationship by the generational categories as defined by the researcher.

It is possible that some type of relationship might have been observed among certain age groupings that fall within these researcher-designated categories; however, these potential relationships, if they exist, may be obscured by the groupings. Further, because they occur within the researcher's age groupings, other age groups within the same generation category could cancel out the small effect associated with the relatively small relationship of others within the group. Future researchers who expand upon this study would do well to consider asking for each respondent's year of birth. If one examines the respondents' continuous age, relationships between parental involvement and age may exist.

2. *Future studies should examine the effect of the number of pre-school age children in the home on the parental involvement typology.*

Among the descriptive statistics that were requested on the survey, the number of small children was not one of them. However, the survey tool did ask the question, *"How difficult do the following issues affect your involvement with your child's school?"* For the purposes of Question #27, the possible selection was *"Small Children."*

The research results revealed that there are differences among the responses of the parent generations in regards to this question. This suggests that if the survey had requested the specific number of small children occupying each survey respondents' households, the analysis could potentially generate different study results by analyzing differences in responses among the three generations on the question regarding the presence of small children while taking into account the number of small children that were present in the household. Thus, a recommendation to future researchers is the

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inclusion of the question, "How many elementary-age school children occupy your household?"

    3. *Replicate this study using a larger, more diversified sample of parents from other regions of the state and/or nation.*

    The PASS survey was distributed to eight schools in the Houston, Texas Bay Area. Thus, the results of this study can be generalized to the parental involvement levels of parents residing in this geographical region at best. Because of the limited range of the sampling geography, it could be argued that parents who reside in the same region think similarly and are involved in their children's lives at similar levels. If the data collection was more expansive and incorporated surveys of parents from a broader section of the region or the state, the research results might have told a different story as a result of more diverse parental representation.

    4. *A future study might expand and validate PASS to make it a more reliable and usable research instrument.*

    A comprehensive review of the literature reveals that there are relatively few research studies utilizing the PASS survey, which was the tool utilized to collect data for this research study. This represents a point of conflict; because since few, if any, have utilized the tools, we have limited information on how valid and reliable it is. The only evidence for reliability of this PASS survey rests on only one article (Ringenberg, Funk, Mullen, Wilford, & Kramer, 2005), which calculated the ICC, found some of the questions to be unsatisfactory, and recommended changes to these questions. No other evidence for reliability is readily identifiable in the literature.

Further, while this article proposes alternative questions to include on a modified PASS survey, a survey that incorporates these proposed questions has not been tested for validity (at least according to what is available in published research literature). While it is acceptable to pilot the utilization of a relatively new psychometric tool, such a tool always carries the potential of producing flaws in the credibility of the research generated by the use of such a tool. Future researchers who expand upon or replicate this study would do well to ensure that the tool has been tested and retested for both validity and reliability.

Recommendations to Educators

The secondary purpose of this study was to recommend programmatic approaches to heightening parental involvement along certain dimensions among generations that demonstrated the need for such programmatic support. This information was also asked as Research Question #7 which states, *"What changes in parental involvement programs may be appropriate as a result of this research?"* The reason for examining this question was to assess best practices used by educators in regards to planning successful parental involvement programs. The programmatic recommendations offered in this section are based on the findings of the study, current literature, and personal experiences. The recommendations are grouped according to parental involvement typologies and are included for their relative importance for promoting successful parental involvement programs.

Future studies should examine the effect of the age of the children occupying each survey respondents' households, the analysis could potentially generate different study

results by analyzing differences in responses among the three generations on the question, "I read to my child every day."

The research results revealed that Generation X and Baby Boomers parents are less likely to read to their children than General Y. The question does not take into account the age of the child. This suggests that if the survey had asked the age of the children of these parents, the analysis could potentially generate different results due to the differing skills of children of various ages. For example, a parent is more likely to read to a young child rather than an older child since the young child is incapable of reading alone without any help. Thus, a recommendation to future researchers is the inclusion of the questions, "What are the ages of the children who occupy your household?"

Communication

In regards to communication, the following is a list of recommendations for school personnel.

1. Be visible and greet parents as they enter the school in order to help them feel comfortable and welcome.

2. Be accessible to all parents by creating a web based question and answer forum that allows parents to communicate with the principal without having to be present.

3. Keep parents informed of their children's performance and school activities by means of notes, telephone calls, newsletters, conferences, and meetings.

4. Establish an environment that is conducive to welcoming parents in the school by creating opportunities for open, honest dialogue by holding monthly parent

socials and meetings. The dates and times should vary in order to accommodate the parents' schedules.

5. Create a section on the webpage that allows parents to communicate with the principal on a regular basis. This page should be a resource that allows parents to make comments or ask questions anonymously. It should also allow parents the opportunity to ask questions or share their point of view regarding a specific topic without physically attending the school.

6. Report information to parents regularly through a variety of modes of communication such as telephone calls, emails, posting on the website, home visits, notes home in students' folders, and face to face conversations.

7. Offer a Saturday morning and weekday evening workshops sponsored by the principal to provide important information to the parents that work and are unavailable during the week. Topics to be discussed should include parent-generated topics.

Volunteering

In regards to volunteering, the following are a list of recommendations for school personnel.

1. Provide volunteer activities that allow the parent to be creative with the product.

2. Provide opportunities for parents to visit the school, observe classes, and provide feedback to the educators.

3. Open a parent resource room where parents can convene and work individually or as a team to accomplish a task. The resource room should be

open throughout the day so that parents can set their own schedule and volunteer when it is convenient to them.

4. In order to build trust between the school personnel and the parents, invite parents to attend informal social events.

5. Conduct a "Needs Assessment" to determine the interest of the parent before assigning a task.

6. Provide working parents with a way to sign-up for volunteering or donating items to the school.

7. When a volunteer arrives, make sure that someone is available to greet the parents and make them feel welcome. Also, provide a variety of tasks to be completed.

8. Accommodate parents' work schedules when creating parent-involvement opportunities.

Learning at Home

In regards to learning at home, the following is a list of recommendations for school personnel.

1. Assemble monthly home achievement packets that can be completed at home.

2. Provide regular meetings to discuss homework, behavior, and curriculum in order to help the student at home.

3. Provide parents with information (through newsletters, emails, and meetings) designed to promote learning at home and topics related to child learning.

4. Provide opportunities for parent-teacher conferences where teachers and parents discuss how the student learns best so they can practice good learning habits in school and home.

5. Provide opportunities for class assignments to be completed at home with the family members supporting the student.

Community Collaboration

In regards to collaborating with the community, the following is a list of recommendations for school personnel.

1. Offer community education classes to get parents to come to the school to receive services.

2. Create a website of community/volunteer tasks with specific timelines.

3. Conduct participatory activities that include the entire family's participation.

4. Hold a weekend or evening public information fair regarding community services.

5. Have a large volunteer project, with sufficient timeline, that will bring volunteers together.

6. Ask parent volunteers to speak to other parents about community activities, events, and resources that are available to families.

7. Use community members to participate in school programs such as tutoring, reading, and mentoring.

Parenting

In regards to parenting, the following is a list of recommendations for school personnel.

1. Conduct special parenting skills seminars that emphasize the importance of learning experiences at home.

2. Provide parents with a variety of reading materials to keep in the home.

3. Assign homework projects that engage each child's parents and family and make learning more meaningful for the student, such as a family history, interviews with grandparents, or descriptions of parents' daily work.

4. School facilitates a mentor program with experienced parents and community members as the mentors to other parents.

5. Staff member or parent volunteer can be used to supervise the children during the workshop or event.

6. Offer volunteer activities that can be completed at home.

Decision Making

1. Invite parents to serve on school or district committees.

Transportation

In regards to transportation, the following is a list of recommendations for school personnel when developing parental involvement programs.

1. Provide the parents transportation to and from school for school activities.

2. Facilitate the organization of car pool groups.

3. Provide workshops in neighborhood buildings closer to home (e.g., Apartment meeting rooms).

Conclusion

The primary purpose of this study was to determine whether differences exist among three generations (Baby Boomers, Generation X, and Generation Y) in their levels of parental involvement along certain dimensions. In addition, this study examined the relationship regarding parental involvement with income, level of education, marital status, and ethnicity of the parent.

Each generation is a "product of historical events that have profoundly shaped its members' values and views of the world," and these events "deeply shape our feelings about institutions, authority, materialism, family, and careers" (Osland, Kolb, & Rubin, 2001, p. 10). Accordingly, the anticipated outcome of the study was that there would be a difference among generations concerning various dimensions of parental involvement, because historical context shapes the attitudes and values of different generations differently.

APPENDICES

APPENDIX A

Parent and School Survey

Parent and School Survey

Hi, my name is Elizabeth Veloz and I am a doctoral student at Baylor University. I am working on my dissertation in Educational Administration. The purpose of my study will be to determine whether differences exist between generations of parents regarding their levels of parental involvement in their child's education.

For this research, you will be asked to respond to a thirty question survey that will take no more than ten minutes. The survey is completely voluntary. The information I obtain from the survey will provide valuable information that can be used by educators to better prepare them for involving parents in their child's education. All responses will be confidential. The teachers will be directed to keep all information in a secure location. The code number on the form will be used for follow-up with non respondents. However, the responses will not be identified with the parents in any way and they will not be named in any report.

If you have any questions regarding your rights as a participant, or any aspect of the research as it relates to you as a participant, please contact the Baylor University Committee for Protection of Human Subjects in Research, Dr. Michael E. Sherr, PhD, Chair, Baylor University, P.O. Box 97334, Waco, TX 76798. Dr. Sherr may also be reached at (254)710-2236.

Please direct all inquiries to Elizabeth Veloz at *elizabethveloz@yahoo.com*. Thank you for participating in the parental involvement study.

I would appreciate your assistance by completing this and returning it to your child's classroom teacher by **TOMORROW.**

Demographic Information

1) Gender of person completing the survey.

___ Male   ___ Female

2) How do you classify your race?

___ American Indian ___ Asian/Pacific Islander   ___ Black or African American

___ Hispanic/Latino   ___ White   ___ Other

3) How old are you?

___ 29 or younger (Gen Y)   ___ 29-44 (Gen X)   ___ 45 or older (Baby Boomer)

4) What is your current living situation?

___ Married   ___ Married but separated   ___ Widowed

___ Single, divorced   ___ Single, never married   ___ Other _____

5) How much formal education do you have?

___ High school diploma/GED   ___ Technical/trade school   ___ Some college hours

___ Associate's degree   ___ Bachelor's degree   ___ Some graduate work

___ Master's degree   ___ Doctorate degree

6) What is your total household income for the past year, including work and all government assistance checks? (check one, best guess if necessary)

____ Under $20,000   ____ $20,000-$45,000   ____ $45,000-$65,000

____ $65,000-$90,000   ____ $90,000-$125,000   ____ $125,000 plus

If you are interested in participating in a discussion group, please provide your name and telephone number below.

_____

Parents and School Survey (Elementary)

Below are several statements followed by answers. Please read them and circle the answer that best describes how much you agree with the statements. It is most helpful if you try to answer honestly and accurately. This information helps us plan how to make the program as helpful to parents as possible.

	Strongly Agree	Agree	Partially Agree Partially Disagree	Disagree	Strongly Disagree
1. I feel very comfortable visiting my child's school.	1	2	3	4	5
2. My child's schoolwork is always displayed in our home (e.g., hang papers on the refrigerator),	1	2	3	4	5
3. If my child misbehaved at school, I would know about it soon afterward.	1	2	3	4	5
4. I frequently explain difficult ideas to my child when he/she doesn't understand.	1	2	3	4	5
5. Every time my child does something well at school, I compliment him/her.	1	2	3	4	5
6. Talking with my child's principal makes me **un**comfortable.	1	2	3	4	5
7. I always know how well my child is doing in school.	1	2	3	4	5
8. I am confused about my legal rights as a parent of a student.	1	2	3	4	5
9. I read to my child every day.	1	2	3	4	5
10. I talk with other parents frequently about educational issues.	1	2	3	4	5
11. My child attends community programs (e.g., YMCA, park/rec, community theatre) regularly.	1	2	3	4	5
12. I have visited my child's classroom several times in the past year.	1	2	3	4	5
13. I have made suggestions to my child's teachers about how to help my child learn.	1	2	3	4	5
14. There are many children's books in our house.	1	2	3	4	5

15.	In the past 12 months, I have attended activities at my child's school several times (e.g., fun nights, performances, awards nights).	1	2	3	4	5
16.	My child misses school several days each semester.	1	2	3	4	5
17.	Talking with my child's current teacher makes me somewhat **un**comfortable.	1	2	3	4	5
18.	I don't understand the assignments my child brings home.	1	2	3	4	5
19.	Reading books is a regular activity in our home.	1	2	3	4	5
20.	If my child was having trouble in school, I would not know how to get extra help for him/her.	1	2	3	4	5
21.	I know the laws governing schools well.	1	2	3	4	5
22.	In the past 12 months, I attended several school board meetings.	1	2	3	4	5
23.	In the past 12 months, I volunteered at my child's school at least 3 times.	1	2	3	4	5
24.	I know about many programs for youth in the community.	1	2	3	4	5

How difficult do the following issues effect your involvement with your child's school?	A lot	Some	Not an issue
25. Lack of time	1	2	3
26. Time of Programs	1	2	3
27. Small Children	1	2	3
28. Transportable	1	2	3
29. Work Schedule	1	2	3
30. Other (Specify _____)	1	2	3

APPENDIX B

Parent and School Survey – Spanish

Encuesta de Padres y Escuelas

Abajo ay varias afirmaciones sequidos con respuestas. Porfavorlea y marque la respuesta que mejor describa que tán de acuerdo esta con las declaraciónes. Es muy util si usted intenta responder con honestidad y

		Totalmente de acuerdo	De acuerdo	Parcialmente de Acuerdo y desacuerdo	Desacuerdo	Totalmente desacuerdo
1.	Yo me siento comodo(a) cuando visito la escuela de mi hijo(a).	1	2	3	4	5
2.	El trabajo escolar de mi hijo(a) siempre lo mostramos en la casa (ejemplo: colgar los trabajos en la nevera).	1	2	3	4	5
3.	Si mi hijo(a) se porta mal en la escuela me gustaría saber de ello poco despues de que pase.	1	2	3	4	5
4.	Con frecuencia le explico ideas difíciles a mi hijo(a) cuando no entiende.	1	2	3	4	5
5.	Cada vez que mi hijo(a) hace algo bien en la escuela, yo le dejo saber que me da gusto.	1	2	3	4	5
6.	Hablando con el director de la escuela me hace sentir incómodo.	1	2	3	4	5
7.	Yo siempre se lo bien que va mi hijo(a) en la escuela.	1	2	3	4	5
8.	Estoy un poco confundido de mis derechos como padre de estudiante.	1	2	3	4	5
9.	He leído a mi hijo(a) todos los dias.	1	2	3	4	5
10.	Yo hablo frequentemente con otros padres de problemas educativos.	1	2	3	4	5
11.	Mi hijo(a) asiste en programas de comunidad regularmente (por ejemplo YMCA, park/rec, community theatre).	1	2	3	4	5
12.	Yo he visitado el salon de mi hijo(a) varías veces este año escolar.	1	2	3	4	5
13.	He hecho sugerencias al maestro(a) de mi hijo(a) de como ayudarlo a que aprenda mejor.	1	2	3	4	5

14.	Tenemos muchos libros de niños en nuestra casa.	1	2	3	4	5
15.	En los 12 meses pasados, Yo he asistido a actividades en la escuela de mi hijo(a) (por ejemplo: noches de divercion, actuaciones, noche de reconocimiento).	1	2	3	4	5
16.	Mi hijo(a) ha perdido varios dias de escuela este semester.	1	2	3	4	5
17.	Hablando con el maestro(a) de mi hijo(a) me hace sentir incomodo.	1	2	3	4	5
18.	Yo no entiendo las tareas que mi hijo(a) trae para la casa.	1	2	3	4	5
19.	Leer libros es una actividad que hacemos en nuestra casa regularmente.	1	2	3	4	5
20.	Si mi hijo(a) tuviera problemas escolares, yo no sabría a donde acudír para ayuda.	1	2	3	4	5
21.	Yo se que las leyes estan gobernando a las escuelas bien.	1	2	3	4	5
22.	En los pasados 12 meses, he asistido reuniones de consejo escolar.	1	2	3	4	5
23.	En los pasados 12 meses, yo me he ofrecido como voluntario en la escuela de mi hijo(a) mas de 3 veces.	1	2	3	4	5
24.	Estoy al tanto de programas para los jovenes en mi comunidad.	1	2	3	4	5

¿Que dificultad tiene lo siguiente para que usted este involucrado con la escuela de su hijo(a)?	Mucho	Un Poco	No es Problema
25. No tengo tiempo	1	2	3
26. Horario de Programas	1	2	3
27. Hijos Pequeños	1	2	3
28. Transportacion	1	2	3
29. Horario de trabajo	1	2	3
30. Otro (Por favor de especificar _____)	1	2	3

APPENDIX C

Interview Questions

Interview Questions

Eight questions were asked and used to guide the interview session.

1. Do you consider yourself to be an involved parent? Why or why not?

2. What does someone who is parentally involved look like?

3. What different methods do you use to communicate with your child regarding schoolwork or activities?

4. How do you define parental involvement?

5. How would you define someone who is extremely involved versus someone who is moderately involved?

6. What do you think hinders parents from being parentally involved at that level?

7. Who do you think might be more parentally involved in their child's education: someone forty five and older; someone in his/her early thirties; or someone in his/her early twenties? Why?

   a. Parenting

   b. Communicating

   c. Volunteering

   d. Learning at home

   e. Participation in Decision Making regarding school issues

   f. Collaboration with the community in which you live

8. What recommendations or suggestions do you have for teacher and administrators who are responsible for designing parental involvement activities and programs?

APPENDIX D

IRB Approval

DATE: February 12, 2010

TO: Elizabeth Veloz
FROM: Baylor University Institutional Review Board

STUDY TITLE: [153763-2] Differences in Parental Involvement between Baby Boomers, Generation X, and Generation Y Parents: A Study of Select Gulf Coast Region Elementary Schools.

IRB REFERENCE #:
SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED
APPROVAL DATE: February 12, 2010
EXPIRATION DATE: February 12, 2011
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 7

Thank you for your submission of Amendment/Modification materials for this research study. Baylor University Institutional Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.

Please note that all research records must be retained for a minimum of three years.

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

If you have any questions, please contact Michael Sherr at (254) 710-4483 or michael_sherr@baylor.edu. Please include your study title and reference number in all correspondence with this office.

Sincerely,

Michael E. Sherr, Ph.D.
Chair, Baylor IRB

APPENDIX E

Principal Consent Form

Principal Consent Form

My name is Elizabeth Veloz and I am a doctoral student at Baylor University. I am currently writing my dissertation on parental involvement. To ensure that the survey is comprehensive and includes the input and perspectives of parents in the Bay Area region of Houston, I ask that one adult parent/guardian/caregiver in each household complete and return the Parent and School Survey.

For this research, parents will be asked to respond to a thirty question survey that will take no more than ten minutes. The survey is completely voluntary. The information I obtain from the survey will provide valuable information that can be used by educators to better prepare them for involving parents in their child's education. All responses will be confidential. The teachers will be directed to keep all information in a secure location. The code number on the form will be used for follow-up with non respondents. However, the responses will not be identified with the parents in any way and they will not be named in any report.

Each classroom teacher will be given an envelope with a class set of parent surveys. The teacher should pass out one form per child. The teacher will ask the children to take the survey home and have their parents complete it and return it to the school the following day. When all forms are returned, the teacher will turn it in to the office. As a token of my appreciation, all teachers who get 100% of the surveys returned will be allowed to place his/her name in a drawing for a $25.00 gift certificate. I plan on picking up the surveys in 5 days.

If you have any questions regarding participant rights, or any aspect of the research as it relates to a participant, please contact the Baylor University Committee for Protection of Human Subjects in Research, Dr. Michael E. Sherr, Ph.D., Chair, Baylor University, P.O. Box 97334, Waco, TX 76798. Dr. Sherr may also be reached at (254)710-2236.

Please direct all inquiries to Elizabeth Veloz at elizabethveloz@yahoo.com. Thank you for participating in the parental involvement study.

I appreciate your assistance in this endeavor.

I agree to the distribution of the surveys on my campus.

Principal _____ Date _____

APPENDIX F

Focus Group Consent Form

Focus Group Consent Form

Hi, my name is Elizabeth Veloz and I am a doctoral student at Baylor University. I am working on my dissertation in Educational Administration. The purpose of my study will be to determine whether differences exist between generations of parents regarding their levels of parental involvement in their child's education.

The information I obtain from the interviews will provide valuable information that can be used by educators to better prepare them for involving parents in their child's education. Your participation is completely voluntary. I would appreciate your assistance by participating in my focus group which will take no more than forty five minutes.

Please direct all inquiries to Elizabeth Veloz at elizabethveloz@yahoo.com. Thank you for participating in the parental involvement study

If you have any questions regarding your rights as a participant, or any aspect of the research as it relates to you as a participant, please contact the Baylor University Committee for Protection of Human Subjects in Research, Dr. Michael E. Sherr, PhD., Chair Baylor IRB School of Social Work, Baylor University, One Bear Place # 97320 Waco, TX 76798-7320. Dr. Sherr may also be reached at (254)   710 – 4483.

During this meeting, you are encouraged to ask any questions at any time about the nature of the study and the methods that I am using. Your suggestions and concerns are important to me. I guarantee that the following conditions will be met:

1) Your real name will not be used at any point of information collection, or in the written case report; instead, you and any other person involved in our discussion will be given pseudonyms that will be used in all verbal and written records and reports.

2) If you grant permission for audio taping, no audio tapes will be used for any purpose other than to do this study, and will not be played for any reason other than to do this study. At your discretion, these tapes will be destroyed.

3) Your participation in this research is voluntary; you have the right to withdraw at any point of the study, for any reason, and without any prejudice, and the information collected and records and reports written will be turned over to you.

Do you grant permission to be quoted directly?
Yes _____   No _____

Do you grant permission to be audiotaped?
Yes _____   No _____

_____

I agree to the terms
Respondent _____ Date _____

APPENDIX G

Comments from Survey

Participant #	Comments
39	I was raised here in the U.S. since I was 3 years old now I'm 28. My parents were never involved in my schooling because they were too busy working. As I grew up I follow the American ways and know how important it is to be involved and to encourage your child. So as a parent myself now it's great to see that parents required to check homework. No matter how busy you are it reminds us just to take a little time for our child.
40	Greetings and sincere well wishing in your chosen endeavor. You have chosen a topic of vast intrigue, into the extensive domain of what? goes on in the minds and actions of a PARENT? Which in turn aroused my curiosity of how? One such as yourself will breakdown or categorize your sought and attained Information? So many variances in the variables involved in the chose subject? One must apply the individual parents love for their children. The desire for the child's life to be of a greater quality also quantity than that of the loving parent. This stated love should hold a great level of bearing in the comparability of one's statistics. My opinion favors the utter impossibility of generalizing individuality? Educational Administration appears to be an excellent career choice. The difficult part, as in life, is to be objective without being judgmental! If one applied their self for the betterment of the whole all will prosper. Best wishes, all children shall benefit under your guidance and tutelage. I apologize for the writing and possible misspelling of any words? I do not do email, if any questions, feel free to call or write! I felt compelled to (specify ____). Thank you, sincerely…

67	My child is special needs so my knowledge of laws and communication with the school may not be typical.
213	I filled out and turned in another survey for my other child. I don't know if that has any effect on your results, so I wanted to make note.
395	Older brother at Alvin Elementary with same day and time for events
438	Other school activities at the same time. 3 kids, 3 different schools
447	I am an AISD School Board Member. We are not asked.
448	Disabled school age brother and sick grandmother
451	Don't have transportation
479	College
484	Money
494	Disabled
501	I am back in school
503	Divorced
506	There have been no announcements or invites to join PTA
511	Other school activities
525	Distance parents work 40 minutes away
528	My past
537	Our school doesn't have a PTS
557	Multiple age levels in home

572	Autism – not a lot offered for them
578	College schedule
583	Sports conflict
591	Child with mental issues
599	Sports and dance
600	Caring for a sick parent
613	Why is U.S.M.C. not an option? Do veterans not count in your survey?
662	Sports activities
673	Legally blind
681	Health problems – I have MS. I think it is important to say my son helps me because of my health problems.
682	College hours
686	You make time
746	Having schedule appointments for another child sometimes
755	Money
770	Church meetings
775	I work full time and go to school part time. My child is also involved in sports with my job someone has to replace me if I am not there. It makes it hard to get away.
858	Motivation, the programs suck

874	Some households have one or 2 working parents and makes it hard to complete assignments or attend extra activities. I person can only do so much. If you have older and younger children and work nights (sleep during the day) and have no outside help, you can't possibly be involved in everything your child does.
880	Lack of advanced notice
899	Doctors appointments
902	Financially
929	New baby
943	School work – nursing program
945	The line to get the children to school on the car rider line is too slow, it affects them and me.
946	Don't know about most functions
971	The line to get the children to school on the car rider line is too slow, it affect them and me.
1027	Never notified about sports or after activities
1043	Don't know a lot of English
1044	Other children's activities and family
1103	Finances
1106	Special needs child
1123	Health issues, teen issues
1140	Language

1148   Awareness

1150   My school schedule

1187   Distance from Galveston

1206   Not enough programs

1213   Lack of notice

1230   School

1264   School does not communicate well with parents and completely disregards
        parents' wishes.

1273   Lack of programs. Lack of productive communication from teachers –
        wait on replies for several days even weeks

1281   Baby sitter problem

1293   I teach while she is at school

1300   Volunteer programs

1307   Have a mentally challenged and autistic son.

1310   Health issues

1320   School

1325   A teacher with similar schedule

1350   Self employed, other kids involved

1368   My health

1377   Time I can get off work sometimes

1380   Anxiety problems, can't be around a lot of people

1411   My only worry is that his bus takes 1½ hours to get home. We live 6 minutes from school.

1421   College

1446   I just feel that every child learns on different levels and you need more variety in strategies.

1447   College

1448   Disabled

1459   Illness

1467   Don't like other people's bad kids

1472   School/college

1479   All high school but one, four children still at home, job and business, conflicts with other events; other children who have after school activities and run a restaurant.

1484   Awkward school p lunch time is at 10:50 a.m. that's too early for a child's lunch for me to leave work to eat with her and for holiday meals.

1498   The welcoming of parents at the school. The feeling of what happens behind the school closed doors concerns me, but the principal has never returned my call. Also, when you don't allow parents to come "pop" in is very discouraging for parents to get involved at the school.

1525   Sometimes I don't understand homework.

1544   Two kids, two different grade levels

1566	Feels the last sentence before #25 is worded poorly. Extracurricular activities
1574	I had a baby the 2nd day of school, he caused some difficulty the first couple of weeks of school
1579	Lack of support
1594	Caring for elderly mom as well
1595	I am disabled
1610	Disagreements
1613	Taking care of child
1616	Personal health issues
2283	Not enough notice about school activities.
2285	Ill family member
2296	Preparation time – notified more than 1-2 weeks in advance so that accommodations can be made
2307	Adults, teachers, principals not doing their job and being responsible for their own actions
2329	Sometimes I forget
2342	I hate these surveys
2354	Family problems
2362	School does not communicate well with parents.
2374	Single parents

2402   Does not speak English

2421   Disabled child in home

2431   Don't receive much material about district activities

2479   Cost of activities

2494   Gas money

2508   Completely a work and timing problem

2512   I'm not, but I would like to comment; I work full time at a very stressful
        job and so does my husband. By time I get home (5:30 or 6:00) and cook
        dinner I'm exhausted. When I do help with homework I usually fall
        asleep or the directions aren't clear on the homework paper and I don't
        have a clue what is suppose to be done. It seems now in the present time
        the school wants the parents to do more basic teaching because there to
        busy teaching for the test. Also on math it's been years since I've been in
        math and I don't remember everything so it gets frustrating when we both
        don't know.

2518   Not enough notice or child does not bring/give flyers or letters

2521   Was hurt in a car wreck

2540   Such short notice

2548   Other activities for my other daughters time conflict

2550   Illness (disabled child that is ill)

APPENDIX H

Responses to Interview Questions

The following information are responses, grouped according to a parental involvement type, used from the focus group interviews to draw inferences about each respective generation and their ideas concerning parental involvement.

Interview Question 1

Do you consider yourself to be an involved parent? Why or why not?

Interview responses regarding involvement level aligned with survey findings. Most participants considered themselves to be involved in their child's education. Participants based their level of involvement by how much the school allowed them to volunteer and their time availability to be involved.

MP (BB) "Yes, I am involved as much as the school will allow me. I am a nonworking parent and have offered to volunteer in the school but I rarely get called to go help. They mostly call me in to help during fundraiser time. I think since I am a school board member, they don't invite me to help."

JD (Gen Y) "I am as much as I can be involved. My husband is out of work right now so I have to work a lot. I wish I had more time to be with my kids at school. I also have two small children that keep me from being involved as much as I would like to. Although I don't volunteer at school, I do make sure my son does his homework every night."

SH (Gen X) "I used to be more involved and feel that I can't be since the principal doesn't allow us to visit the classrooms like the other principal did. I used to be up at the school all the time; but now I feel the principal doesn't want us there."

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LV (Gen X) "I am not as involved up at the school but I feel I am at home with my son. Since I work, I can't be up at the school but when I am home, I spend a lot of time with my son. I help him with his homework; I take him to soccer practice; and we like to read at night before my son goes to sleep. One of the things I think is crucial for a parent to be involved in their child's life is to ask questions about his day or allow them to ask questions. I also think it is important to be a role model so that they learn to have."

AJ (BB) "Yes, I am involved. I am a stay at home mom, Girl Scout leader, school volunteer, and sports mom. We often go to the library to do story time."

GQ (BB) "I feel like I am really involved. Since I work at the school my daughter goes to, I can be at all of her parties and activities. When I have to stay at work late, she can stay there too. I even signed up to be my daughter's volleyball coach so we go to all her sports activities."

Interview Question 2

What does someone who is parentally involved look like? Interview responses regarding the definition of parental involvement aligned with activities described in Epstein's Theoretical framework. The types of activities described by the participants regarding parental involvement indicated that most parents view "a parentally involved parent "as someone who falls into one or more of these categories.

Parenting

DW (Gen X) "I see someone who teaches the child about responsibility and gives him love. I am adopting my son and he has had a hard life. I am trying to put structure and routine into his life so I help him with his homework, give him chores to do, and

make him go to bed at the same time each night. He came from a home where the mother took drugs and the dad left them. He had to take care of everything and never had the opportunity to be a kid. Since he was left home alone often, he did whatever he wanted like watching t.v. and eating junk food all day. So, I limit the time he watches t.v. and I teach him that he needs to eat all types of foods like meat, breads, and vegetables."

BT (Gen Y) "I think it is a responsible, caring, and loving parent. A person who is very easy to talk to and listens well is a good parent. The kids need to feel that they can talk to you without you being judgmental. I think it is important for us to help them feel good about themselves. If they feel good about themselves, they will become well adjusted adults."

AJ (BB) "I think that person would be someone who is a person where all the kids in the neighborhood want to come. This person should be a role model and act in the way she wants her children to act."

DD (Gen X) "I think it is way more than going to the school to volunteer. I think it is someone who takes the child to sports activities; sits down together as a family for dinner; talks to him about his day at school; helps him with his homework; disciplines him when he does something wrong and rewards him was he does something right. It is way more than going to a Book Fair or Math Night."

Communicating

JD (Gen Y) "I think it is someone who can stay in touch with what is going on at school. I know I am supposed to talk to the teacher about my son but I don't feel comfortable. I am very shy and it is hard for me to go in and talk. It isn't the teacher's

fault, I just don't feel comfortable approaching her. I usually just write a note or send an email instead of going to talk to her in person."

BT(Gen Y) "I think it is someone who knows what is going on at school and the only way you can do that is to talk to the school people. I work and don't have time to go see the teachers during the school day; but I do email them all the time. Like the other day, my son told me he wasn't going to GT classed so I e-mailed the teacher to ask her about it. Also, the school has a spiral that I write in when I need the teacher to know something."

Volunteering

SH (Gen X) "I think it is someone who devoted her time to her kids. She isn't working but instead she is spending her day up at the school volunteering. I think more parents should be like that so that their kids can be successful."

AJ (BB) "I work so I don't think you have to be a nonworking mom to be a parentally involved parent. I think I consider myself to be parentally involved. I know it seems hard to volunteer if you are working but the school often has after school activities, fundraisers, Saturday carnivals, and night time family nights. Those of us that are working can still be involved if we do one of something of that nature. Also, I also try to volunteer by asking my son's teacher if I can work on something while I am at home. She sometime sends things to be cut or games to be made. I feel that I am contributing by doing things like that."

Learning at Home

BT (Gen Y) "The most involved parents are the parents who teach their children by providing them with a variety of experiences. I really enjoy being with my children. Their minds are like sponges. My son and his cousin love to do science experiments. I allow them to experiment even if it time consuming and messy. You should see their little minds going. They ask great questions and are not afraid to try something new. We also read a lot at home. I am going to school two evenings a week so my children see me studying all the time. They see me reading so they see it as part of your daily routine."

LV (Gen X) "I think a parent that is really involved when they know what their children are learning and doing. The only way this is going to happen is if we can build a trusting and loving relationship with their child. Our kids will be young only once so we need to take advantage of this time in their life. Kids at this age want to learn so I think a parentally involved parent will motivate their child. I also think a parentally involved parent will build their child's self esteem by being encouraging and loving."

JD (Gen Y) "An involved parent is someone that is supportive and always looking for ways to better the school. I rarely have time to teach my kids at home. I have five children and my youngest son is Autistic. It is hard for me to get him to calm down after school so it is really hard to work with him. I usually let him help me in the kitchen. I have to keep him busy otherwise he gets to wild. My oldest daughter is a lifesaver; she helps me so much. She is the one that actually works with him with his homework."

Participation in Decision Making Regarding School Issues

JD (Gen X) "A parentally involved parent wants to be able to help with the decisions. I am really involved on this part because I have a special education child and

we meet to discuss his progress all the time. The only bad thing is that I don't understand everything. When you have a child with autism, you are not sure what is best for him; but because I work for the district, I have a lot of friends who work as teachers and I often talk to them about my concerns. After meetings I have with the school and I don't understand, I ask one of them. In fact, the girl in the next cubicle was a teacher's aide before she came into this job so she seems to know how things work."

SH (Gen X) "Well I am in the PTA and there are only five of us so I help out quite a bit and help make decision regarding several things. The teachers need some leveled books for their classroom and the counselor needed a kit for counseling. We had to decide what could be bought with our limited funds. We ended up buying the leveled books because so many more children would benefit from the books. It feels good to be able to help the school since we know how hard it is to find funds.

SW (BB) "I think someone who is parentally involved looks like a parent who helps her child to be successful by helping him and the school for the right reasons. I have experienced times when parents get involved for what seems to me to be the wrong reasons. At our school we have a group of parents that appear to be a "clique" and don't welcome others into their group. They make all the decisions because they run the parent program. They are not a true representative of the parents at our school but make the decisions because they are the ones that are there at the school. I think people don't want to join that group because of the way they are treated. I have heard other parents say that it is not worth the effort to come to school to help if people are going to treat her like she doesn't belong. I do see this group as being in control of the parent involvement program and picky about whom they allow assisting them. So to me a parent that is really

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involved will help make good decisions for the school because she believes that the decision will be what is best rather than what is popular."

MP (BB) "I don't feel like we can make decisions regarding PTA funds. The principal usually tells us what she needs for the school and we usually buy it. That can be both good and bad. Sometimes I feel that we are just making money for the school. I wish we could impact students more directly."

Collaboration with the Community in which You Live

MP (BB) "I think a parent who is involved and encourages community involvement brings in a group of people that can really make a difference for the school. When the community helps the school it seems that everything we do together is so much easier. As a board member, we talk about trying to get more involvement from the community. When the community supports the school system, resources that are not usually part of the school are available to them. For example, we just visited a school celebration where HEB was donating $25,000.00 to the school. Can you imagine how those funds can help the school? We also have a program called Tutor Train (a parent coordinates the program); this program brings community members into the school to work with children who need extra assistance. Many times we have retired teachers, grandparents, and business people participating in the program. The kids who get to work with one of these volunteers get the extra attention that they may not be getting at home. In fact, we see relations being built and the child has a role model who cares enough to spend time with him. The parent who coordinates this program is amazing. She is always seeking out different community members to help. This seems to be a full time job; but what benefits the children get for it."

LV (Gen X) "I am not sure which parent organizes this but it is such a neat thing that the community does for us. At our school, my son brings things home in his folder that is donated by companies. He loves getting them. The other day he brought home a coupon to use at a restaurant. My son was so excited about it that he asked me to take him that day. Later I thought about it and wondered why he had been so happy since we go to that restaurant often and then it dawned on me . . . he was happy because he earned it and was rewarded for it."

DW (Gen X) " . . . one other thing I like about going up to the school is that I am with other parents. So many of us have become friends and do things together outside of school. We have something in common, our children. We talk about all kinds of things like which teacher I should request, science fair ideas, our kids projects, etc."

JD (Gen Y) "Because of my work hours, I don't get to know the other parents in my son's class. Our day is so busy that we just get home, eat dinner, do homework, and go to bed."

Interview Question 3

What different methods do you use to communicate with your child's teacher regarding schoolwork or activities?

Interview responses regarding communication reflect the research which states that Generation Y members are technologically savvy and prefer electronic communication as their mode of communication whereas Baby Boomers preferred face to face conversations and Generation X was comfortable with emails, telephone calls, and face to face conversations.

AJ (BB) "I like to Email so that I can get an immediate response. The best way to communicate is face to face. I like to read the teacher's body language so that I get the real understanding."

JD (Gen Y) "I feel intimidated when I talk to my son's teacher. I really don't like going in to talk to her. I prefer to email for a couple of reasons; one because we are so busy and the other because I am shy and don't like talking to the teacher. It isn't because she does anything to make me feel bad, it is just because I am shy."

SH (Gen X) "I prefer to go up the school and speak face to face. Well, it really depends on the issue. If it is something I can take care of in an email then I will do that. Since I volunteer so much, she and I have become friends. I even text the teacher because she gave me her phone number."

MP (BB) "I like to meet in person but the teacher doesn't seem to have time or I have to set an appointment. That makes it hard because by the time I get in for the appointment the issues have already been resolved. It is really frustrating to try to communicate and she is not returning my call."

Interview Question 4

How do you define parental involvement? Interview responses regarding parental involvement were aligned with what we know about members of the various generations. Each participant shared their definition as it related to their own involvement. As the comments were shared, it was apparent their definition supported what we know about generational characteristics. For example ,Baby Boomers emphasized teaching values such as respect and work ethic as a critical part of parent

involvement. While Xers responses were associated with characteristics such as valuing both work and home life, involved in a variety activities, and confident.

AJ (BB) "Parent involvement is more than what we do with our kids in school. I think sports is a great way to teach your kids sportsmanship, respect for others. By being on a team my daughter knows that I am there to support her. I think it is also important to try to make your kids happy and my girls love sports, church, homework, grade monitoring, health check- ups, role model."

DW (Gen X) "Parental involvement to me is helping your child be successful. I'm not as involved at the school as I want to be. I work full time at a very stressful job and I am a single mom. By time I get home (5:30 or 6:00) and cook dinner I'm exhausted and so is my son. We barely have time for homework much less for other things. I wish I could volunteer more at the school but since I work during school hours, I can't be there. But I do work with my son on his homework, we eat together, we read together, and we talk often. I think this kind of involvement is just as important as any other."

JH (Gen X) "I work full time and go to school part time. My child is also involved in sports. If I go to school events someone has to take my place at work so that makes it hard for me to get away. So the way I define parent involvement is very different from the way it was when I grew up. My mom was a stay at home mom and went to every school event that we had. I think it is more important to teach your child about how to be successful by helping him with homework, taking him to sports, and other extracurricular activities."

Interview Question5

How would you define someone who is extremely involved versus someone who is moderately involved? Interview responses regarding the definition of someone who is extremely involved versus involved mirrored the answers given in the previous interview question.

SH (Gen X) "I think an extremely involved parent is someone that is a stay at home mom and spends most of their time at the school. I think she is a PTA member, fund raisers, and classroom volunteer. I think volunteering is giving to the school as a whole and not just to your child. This person spends most of her day at the school. I know a lady that got to school before the teachers and stayed later than the teachers."

AJ (BB) "I think it is different for everyone. You see, I have older children and when they were young, I was a stay at home mom, Girl Scout leader, school volunteer, and sports mom. We often went to the library to do story time and went to the Y for swimming. Now that I am working, I feel that I can't do the things I used to do but I feel just as involved as I was then but in different ways."

Interview Question 6

What do you think hinders parents from being parentally involved at that level?

Interview responses regarding what hinders you from being parentally involved is reflective of the generation the parent belongs to. In other words, the answers that were given were based on characteristics which describes the generation in which she belong.

SH (Gen X) "When the principal doesn't want any help from the parents. You can tell by her body language that she prefers you were not there. I think that the

teacher's feel that the parents are hovering over our children or we are questioning their actions."

JD (Gen Y) "The unwelcoming of parents at the school. The feeling of what happens behind the school closed doors concerns me, but the principal has never returned my call. Also, when you don't allow parents to come "pop in" is very discouraging for parents to get involved at the school."

MP (BB) "I have asked the teachers or the principal if I could help out in the classroom, I was told they didn't need my help. Eventually, having asked several times and being told no, I was offended so I stopped asking. The few times that I have been invited up, the people are unprepared to have a volunteer so I sit around and wait for things to do. It becomes a waste of my time."

JD (GenY) "Because I don't volunteer very often, I am not familiar with the classroom and the teacher is not prepared for me to do the work. When I go up to the school, I need the teacher to show me where things are and it takes too much time and I don't get much of the work done."

AJ (Gen X) "I don't get to go the parent meetings because my child does not bring home notes to tell me when they are and the teacher does not send reminders. There should be a better way to notify parents of meetings."

SH (Gen X) "Since I work full time, and the meetings are usually during the day, I am unable to attend. I have shared my concern with the principal and the meetings are still during the day. I have spoken to several parents and they feel the same way. It seems that a few people are the same ones that always volunteer; usually the moms that don't work. The working moms would like to have the opportunity to volunteer in other

ways but we don't get asked. If the teacher could just send something home, I could be

of more help."

SW (BB) "I used to be part of the PTA and attended all the meetings but didn't

feel very welcome by the other parents. If you are a new member like I was, it is difficult

to become part of the "in" group. I was not part of the "in" group so I wasn't asked to do

things at the school."

Interview Question 7

Who do you think might be more parentally involved in their child's

education: someone forty five and older; someone in his/her early thirties; or

someone in his/her early twenties? Why?

The Generations X and Baby Boomers participants indicated that either the

previous generation or the generations in which they belong were the most parentally

involved in their child's education. However Generation Y participants mainly

responded by stating their generation was the generation that was most parentally

involved in their child's education.

Parenting

AJ (Gen X) "I think Gen X are the most involved parents since you have two

parents involved rather than just the mom. They are more open and flexible to new ideas.

They enroll their kids in several activities so the kids have opportunity to choose what

they like to do.

SH (Gen X) "I think the older generation(Baby Boomers) was probably the most

involved because there was a stay at home mother that was always available to her

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children and a father who supported the mother in her efforts to raise good kids." The main focus on the parents lives were the kids. Think about it, they were like the *Leave it to Beaver* family. That generation of parents had their lives so put together that the parents were great role models who taught their children about discipline, work ethic, and instilled in their children the importance of education."

JD (Gen Y) "I think Gen Y is the best because we are not as strict as our parents before us. Our kids can become who they are without us forcing them to do it. Even though time is a constraint for us, our time is quality time with our kids."

SW (BB) "I feel the Baby Boomers are the best. With my young child, I have already experienced the things that are difficult for younger parents to face. So now I know how to raise my child. My experiences lead me to know what to do and how to handle different situations."

Communicating

BT (Gen Y) "I feel we are the best at communicating with the teachers because my generation knows how to use websites, emails, and other types of technology. We don't have to wait for answers. It is pretty instantaneous. For example, last week I emailed my son's teacher and within a few minutes I received a response. I have had the opportunity to go to her website and see what she expects the parents to do for the children. Today the communication is much more accessible than in years past."

JH (Gen X) "I think generation X because we are usually the same age as the educators; we communicate more efficiently because we have things in common. It is easier to talk to someone your own age."

LV (Gen X) "I think it is our people around my age that talks best to teachers. When I was younger I had less confidence and didn't feel comfortable going up to a teacher or principal and initiating a conversation. Now that I am older, I have more experiences and it is easier talking with people."

JH (Gen X) "I feel Gen X or BB is more assertive. They don't feel intimated about talking with educators. When my son was in 7th grade he was taken to the bathroom and shaved. I was younger at the time and felt intimidated going to the principal or administration about the issue. Now, I would go directly to the principal and if that didn't solve the problem, I would go directly to administration."

MP (BB) "BB are the best age group to be assertive in communication with educators when it pertains to their children. I am very protective of my son because of the environment he is exposed to these days. I have no problem calling the school and discussing any situation with the principal and try to find a resolution to any conflict."

Volunteering

JO (Gen X) "I feel the BB are the best at volunteering as they have more time. People in that generation seems to be more settled and can go on field trips, etc. People that are younger and work 9-5 have a hard time asking for time off."

BT (Gen Y) "I feel that our generation is the best at volunteering. We have more energy to do so as we work and can deal with several matters at one time."

SH (Gen X) "Well, I volunteer a lot and I see who is at the school. I see mostly parents my age. I am not sure why they are the people always volunteering. I rarely see the younger people going. The older people sometimes offer to help at the school. Most of my friends volunteer at school.

Learning at Home

JO (Gen X) "Gen X are better at dealing with homework. When my older children were younger, I was on them all the time to get their homework done. Now, I am a little more lacks on my younger children. I think sometimes it could be the age that you have your child that affects what how strict you are about homework and rules."

GQ (BB) "I feel that Gen X deals better with learning at home. They have more time than my generation and they have more resources. When I was younger, I was always at work. Now we have moms and dads that work and help out with the kids. Before, when I was younger, it was basically the moms that dealt with school issues."

BT (Gen Y) "I can only speak from my experience. I know I do a lot of things with my kids at home. So I would assume I would continue to do these things when I get older. I think it is not the generation that matters; it is the way someone is. Like my sister is my age and she never does things with her kids. She lets them watch t.v. from the time they get out of school until the time they go to bed. I am not like that."

Participation in Decision Making Regarding School Issues

JO (Gen X) "I think it is either the Gen X or the Baby Boomers since the young ones are not as comfortable as we are to speak up at meetings or going in to talk the principal and teacher."

BT (Gen Y) "I feel that X's and BB's are the ones that usually join PTA and try to run the schools. They seem to know all about what should be done and how to do it."

MP (BB) "I think the school administrators make the decisions and we just help make it happen. For example, although there is a PTA board whose job is to make

decisions about how to use the money that was earned by a fundraiser, it is really is the principal who tells us what to buy."

Collaboration with the Community in which You Live

JO (Gen X) "I feel Gen X is more involved with the community activities. They are not too old to be too tired and not too young to not know what is going on."

Interview Question 8

What recommendations or suggestions do you have for teachers and administrators who are responsible for designing parental involvement activities and programs?

MP (BB) "Volunteers want to feel welcomed and appreciated so recognize parents and the skills that they have that could be used when volunteering. We also want you to be prepared for us. It is frustrating when I am asked to help with the fundraiser and the administrators haven't even prepared for me to come. The other thing I think could help is if the principal could make the classrooms and the school a comfortable place. I know that is a hard task but it is important to us parents that when we walk into a school we are welcomed. It is funny how a person can measure the climate as soon as you step into the building. As a board member, I have the opportunity to go into other schools and can immediately tell if the parents are made to feel welcome."

JD (Gen Y) "The most important thing is the school staff can do is to make the school a place where people feel they are wanted. We often hear how teachers want our help but when we go in to help, we feel as if we are bothering the teacher. I think it is extremely important to make the school a warm and friendly place."

JD (Gen Y) "Volunteers want to be able to come in when they are available and leave when they need to. Sometimes I chose not to go in because they only want me when it is convenient for them. They should make volunteering convenient for us volunteers."

SH (GenX) "More communication and better communication. If they communicated in several ways, it is more likely the school will get in touch with parents. They can email, make phone calls, or even send notes home. It seems that we usually get only notes home."

SW (BB) "When I was a PTO mom, I felt that there was an "in crowd" and if you weren't part of it, you were left out. I think it is important for all volunteers to be socially connected. I also think that our skills are not taken into consideration when they assign us projects. Principals should assign us interesting work that we do well. For example, I am an accountant and can easily be in charge of the fundraiser account; but instead, they have a person who isn't comfortable with the task since she has always been the fundraiser mom, she continues to do the work."

GQ (BB) "I think it would be very helpful for the parents to be able to plan for school activities but many of us don't hear about it until it is too late. I know some school districts use the telephone as a way to communicate about events or even about good news. If there isn't a system, have a parent volunteer make a personal contact with other parents."

BT (GenY) "Sometimes I think it is as simple as the school not knowing what keeps parents from participating. Maybe the school could have a facebook account and allow parents to share privately why parents are not involved. I know this can be

dangerous because you may get someone who is not a nice person who may say things

that are inappropriate. If that is the case, someone can monitor the site."

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