



PARENTAL INVOLVEMENT IN EDUCATION

Comparing Academic Outcomes for High School Students with Emotional and Behavioral Risks Compared to Their Peers

Parental involvement in school is an important element of a student's success. Poor educational outcomes tend to be experienced by students with elevated emotional and behavioral risks (EBR) that may result in behavioral problems at school. Research suggests increased parental involvement has the potential to narrow the achievement gap between students with elevated EBR and their peers in the general population.

ABOUT THE STUDY

Researchers analyzed national data to better understand associations between parental involvement and educational outcomes for ninth grade students with elevated EBR.

The study examined the degree to which:

- Parental involvement differed between high school students with elevated EBR and students without EBR.
- Parental involvement was related to academic outcomes.
- The gap in academic achievement between students with elevated EBR and students without EBR could be attributed to differences in parental involvement.



High School Longitudinal Study (2009)



900+

high schools in nationally representative sample



2,500

students with elevated EBR



10,000+

students in comparison group



WHAT IS PARENTAL INVOLVEMENT?

Six domains or areas of parental involvement in school:

- School and parent communication
- Parent participation in school activities
- Home-based educational activities
- Homework support
- Parent-child communication about education future
- Parents' aspirations for their child's education

WHAT WE LEARNED

The study shed light on the importance of parental involvement in supporting the academic success of high school students with increased risk of emotional and behavioral issues and in reducing the achievement gap between students with EBR and their peers.

Key Findings

1 *Students with elevated EBR had substantially lower levels of parental involvement than their peers. Data from parents of students with EBR:*

- Parental aspirations
 - **71%** had lower levels of aspirations compared to parents of peers.
- School activities
 - **60%** engaged in lower levels of school activities compared to parents of peers.
- Home-based activities
 - **59%** engaged in lower levels of home-based activities compared to parents of peers.
- Parent-child communication
 - **58%** had lower levels of parent-child communication compared to parents of peers.

2 *Parental involvement domains significantly predicted academic achievement.*

- Parental aspirations
- School activities
- Parent-child communication
- Home-based activities
- Homework confidence

Parents' aspirations for their children — their hopes and expectations — were a major factor in predicting students' academic success. Aspirations included beliefs about how far their child would advance in their education and academic degrees they would earn.

3 *There was a large achievement gap between students with elevated EBR and their peers.*

- Nearly 3 out of 4 students with EBR had a lower grade point average (GPA) than their peers.

4 *Differences in parental involvement accounted for a significant proportion of the achievement gap.*

- 69% of the gap was attributable to differences in parental involvement.



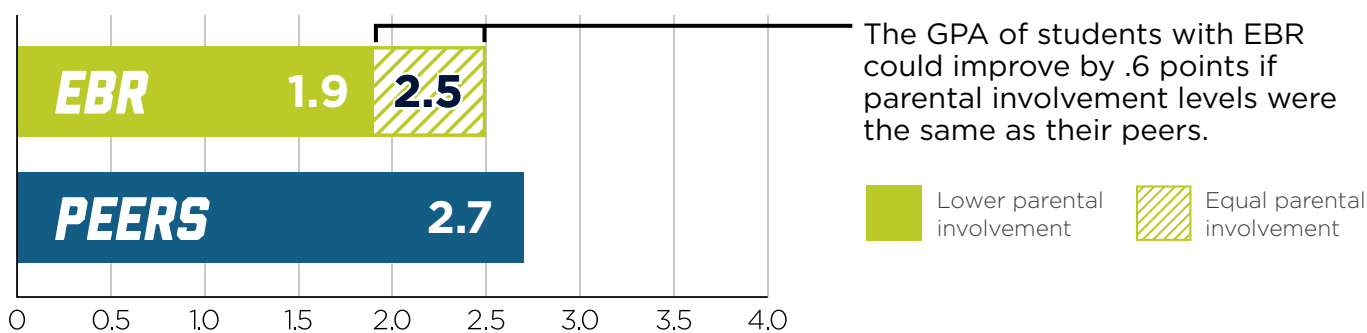
WHAT THIS MEANS

- There is a substantial link between parental involvement and academic achievement of high school students with elevated EBR.
- Interventions to increase parental involvement in school could have an impact on high school students' academic achievement.

POTENTIAL PARENTAL INVOLVEMENT IMPACT

As a group, students with EBR had significantly lower GPA and parental involvement (PI) levels than their peers. Statistical models showed that when PI levels for the EBR group are made equal to their peers, GPA for the EBR group could improve substantially.

Grade Point Average



The GPA of students with EBR could improve by .6 points if parental involvement levels were the same as their peers.

WHAT'S NEXT?

Researchers will continue to examine practical ways to improve parental involvement in schools for families of students with EBR, including being more intentional in how we think about different types of involvement.

Find more study details at: cehs.unl.edu/acfw/parental-involvement

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The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A190055 to University of Nebraska–Lincoln. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. Communications and media support for this report was provided by the Nebraska Center for Research on Children, Youth, Families and Schools.

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