
Thank you for your request to our REL Reference Desk regarding research on whether parent involvement improves student achievement among high school students. Ask A REL is a **collaborative reference desk service provided by the ten regional educational laboratories (REL)** that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research based education questions.

The information below represents the most rigorous research available. Researchers consider the type of methodology and give priority to research reports that employ well described and thorough methods. The resources were also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource.

Question: *Does parent involvement improve student achievement among high school students?*

Key words and search strings used in the search: *parental involvement AND student achievement AND high school*

Search databases and websites:

1. ERIC: <http://www.eric.ed.gov/>
2. JSTOR: <http://www.jstor.org/action/showAdvancedSearch>
3. Google Scholar: www.google.com/scholar
4. Institute of Education Sciences (IES) Resources: <http://ies.ed.gov/pubsearch/>
5. What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Citations Retrieved: (NOTE: Abstracts and executive summaries are copied directly from the reports when possible to ensure accuracy):

Wang, M., & Sheikh-Khalil, S. (2014). Does Parental Involvement Matter for Student Achievement and Mental Health in High School? *Child Development*, 85(2), 610-625.
<http://eric.ed.gov/?id=EJ1027459>.

Abstract/Summary: Parental involvement in education remains important for facilitating positive youth development. This study conceptualized parental involvement as a multidimensional construct--including school-based involvement, home-based involvement, and academic socialization--and examined the effects of different types of parental involvement in 10th grade on student achievement and depression in 11th grade (approximately ages 15-17 years). In addition, this study tested whether parental involvement influenced adolescent outcomes by increasing their academic engagement in school. A total of 1,056 adolescents participated in the study (51% males; 53% European American, 40% African American, and 7% other). Parental involvement was found to improve academic and emotional functioning among adolescents. In addition, parental involvement predicted adolescent academic success and mental health both directly and indirectly through behavioral and emotional engagement.

Karbach, J., Gottschling, J., Spengler, M., Hegewalk, K., & Spinath, F. (2013). Parental Involvement and General Cognitive Ability as Predictors of Domain-Specific Academic Achievement in Early Adolescence. *Learning and Instruction, 23*, 43-51.
<http://eric.ed.gov/?id=EJ1001852>.

Abstract/Summary: Numerous studies showed that general cognitive ability (GCA) is a reliable predictor of academic achievement. In addition, parental involvement in their children's academic development is of major importance in early adolescence. This study investigated the incremental validity of parental involvement over GCA in the prediction of academic performance within the domains of math and language. We examined four dimensions of perceived parental involvement: autonomy supporting behavior, emotional responsiveness, structure, and achievement-oriented control. Results from a sample of 334 adolescents ("mean age" = 12.4, SD = 0.9, "range" = 10-14 years) showed that GCA was the strongest predictor of achievement in both domains. While autonomy support and emotional responsiveness had no predictive value over GCA, high levels of achievement-oriented control and structure were detrimental to academic success. These findings provide new evidence for the significance of parental involvement in their children's achievement in school even after the most powerful predictor of academic success has been accounted for. (Contains 1 table and 2 figures.)

Chen, W., & Gregory, A. (2009). Parental Involvement as a Protective Factor during the Transition to High School. *Journal of Educational Research, 103*(1), 53-62.
<http://eric.ed.gov/?id=EJ860539>.

Abstract/Summary: The authors investigated whether student-perceived parental involvement predicts improvement in academic, behavioral, and relational outcomes for low-achieving adolescents. With a sample of 59 racially diverse 9th-grade students, the authors measured 3 dimensions of parental involvement: direct participation, academic encouragement, and expectations for grades and attainment. Analyses revealed associations between 2 types of parental involvement and outcomes, which held after considering student gender and race. Students whose parents had higher expectations about grades and attainment had higher grade point averages and were rated as more academically engaged by their teachers. Students who reported that their parents were more academically encouraging experienced more care from their teachers. Results suggest certain types of parental involvement may be more effective than others in supporting low-achieving adolescents' school performance. (Contains 5 tables.)

Kaplan Toren, N. (2013). Multiple Dimensions of Parental Involvement and Its Links to Young Adolescent Self-Evaluation and Academic Achievement. *Psychology in the Schools, 50*(6), 634-649. <http://eric.ed.gov/?id=EJ1014461>.

Abstract/Summary: Drawing on early research on parental involvement and its effect on

children's school functioning, it was hypothesized in this study that parents' educational involvement is positively related to two indicators of school functioning: academic self-competence and academic achievement. However, in light of research on the distinction between parents' home- and school-based educational involvement in terms of their different provisions of parents' school-related support, this study examined the relationship between each of these two bases and two adolescent outcomes: self-evaluation (consisting of global self-worth and scholastic self-evaluation) and school-reported academic achievement. Analyses using structural equation modeling (SEM) on data collected from 397 (187 girls) Israeli seventh-graders (first year of junior high school) confirm the distinction between home- and school-based parental involvement and their different links to adolescent outcomes. SEM analyses carried out separately for girls and boys showed positive links between home-based parental involvement for girls and parent's volunteering for boys and global self-worth. This analysis also showed direct negative links between school-based parental involvement and academic achievement for boys. The discussion addresses these differences and their implication for the school experiences of young adolescents in the wake of the transition to junior high school. (Contains 4 tables and 3 figures.)

Al-Alwan, A. (2014). Modeling the Relations among Parental Involvement, School Engagement and Academic Performance of High School Students. *International Education Studies*, 7(4), 47-56. <http://eric.ed.gov/?id=EJ1069284>.

Abstract/Summary: The author proposed a model to explain how parental involvement and school engagement related to academic performance. Participants were (671) 9th and 10th graders students who completed two scales of "parental involvement" and "school engagement" in their regular classrooms. Results of the path analysis suggested that the parental involvement influences school engagement directly. Also, parental involvement influences academic performance indirectly through its effects on school engagement. In addition, school engagement influences academic performance directly.

Referrals

Federally Funded Resources:

- Institute of Education Sciences (IES), public search engine available at: <http://ies.ed.gov/pubsearch/>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>
- National Parental Information and Resource Centers (PIRCs): nationalpirc.org

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