

AN ABSTRACT OF THE THESIS OF Beth N. Perez for the Master of Education in Administration and Supervision presented April 23, 2001.

Title: Parental Involvement at One High School on Guam as Perceived by Students, Parents, Teachers, and Administrators

Approved: _____


Dr. Jose Cruz, Chairman, Thesis Committee

This study was designed to understand parental involvement at one high school on Guam as perceived by students, parents, teachers, and administrators.

The sample population consisted of systematically selected students enrolled in an English class for school year 2000-01 and their parent or guardian. All English teachers and administrators were also requested to participate.

The study addressed various dimensions of parental involvement as derived from the review of literature. All participants were given questionnaire surveys that consisted of no more than 20 items. A Likert assessment was used and analysis consisted of itemized scoring to determine the ranking of dimensions as perceived by each group of respondents. Graphics of responses by grade level further presents a picture of the findings.

Conclusions drawn from this research are that students, parents, and teachers perceive elements of parental involvement differently. Schools need to be sensitive to student and parent's needs. Schools need to continue to keep the avenue of

communication open between them, parents, and students. And perhaps a push for 20% of parent attendance may be set as a standard to achieve during parent teacher organization meetings. Administrators' perceptions are discussed separately.

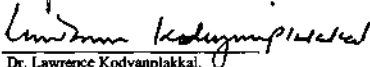
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**PARENTAL INVOLVEMENT AT ONE HIGH SCHOOL ON GUAM AS
PERCEIVED BY STUDENTS, PARENTS, TEACHERS, AND
ADMINISTRATORS**

BY

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"I have heard your prayers, and seen your tears..." Isaiah 38:5

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CHAPTER 1

INTRODUCTION

For schools to be truly successful they must rethink their boundaries. It is counterproductive for schools; administrators and teachers, to believe that what happens outside of the school walls are irrelevant to student success. Positive parent-teacher and parent-school relationships must be established. Schools must actively strive to find ways to open the lines of communication between parents and teachers (McCulloch, 1997).

"Don't talk to me, my friends are watching!" These words are all too familiar for many parents of preteens and adolescents. Parents find it very difficult to strike a balance between "letting go" and "being there" for their children. The middle and high school years are difficult for young people; filled with growing peer pressure, dramatic physical changes, and an awakening need for more independence. Research shows that parent involvement begins to decline at the onset of the pre-teen and adolescent years (National PTA, 2000).

Flaxman and Inger (1991) point out that parent involvement at all grade levels is important. "The benefits of parental involvement are not confined to early childhood or the elementary grades. There are strong positive effects from involving parents continuously through high school, not only for enhancing the educational success of high school parents, but also because of a number of social changes which are occurring." (p.2)

Background and Setting

Three decades of federal and state legislation has attempted to define more clearly the role parents can and should play in the education of their children. Requirements for parent-family involvement were first enunciated at the national level in the 1960's as part of the Title I legislation and then reemphasized in the latest re-authorization of the Title I program in 1995. Federal mandates for parental involvement were also included in Title VII and the Individuals with Disabilities Education Act (IDEA) (U.S. Department of Education, 1994).

On Guam, Board Policy of Education 820 recognizes the important role, which parent-teacher groups can play in the school system and offers these groups its full cooperation and urges parents and school personnel to become active participants.

The Agreement of the Guam Federation of Teachers and the Territorial Board of Education (1994) recognized the importance of family involvement in the Guam public schools. The contract contains a "Family School Partnership" section that was specifically added to meet the goals of the Department. In the Agreement, teachers must provide course outlines, skills and knowledge requirements, class rules, and an explanation of expectations of parents.

Schools must develop procedures for teachers to communicate with parents at least once a week as suggested by Chargualaf, 1996. In addition, the contract mandates that schools create policies to increase the family's role in the educational process of their school children.

The ultimate goal of educators is to educate children, regardless of race, socioeconomic status, or gender. However, educators alone cannot accomplish this

task. They need and want the help and support of their student's families (McColluch, 1997).

Guam's Department of Education has taken steps in search of programs that will generate more parental involvement in education. Ongoing attempts to increase parental and family involvement remain a top priority of the Department. It is evident that school and family partnerships are becoming a bridge for students to experience success.

Guam's educational system is reflecting the need and demands of modern society. Standards and ways of living today have left educators searching to improve and provide better education for students. School and family partnerships as a communication channel have become one solution in this search (Chargualaf, 1996).

More parents are involved with their children's schools at the elementary than at the secondary school level. Perhaps this is due to teens discouraging their parents from coming to school (Henderson and Berla, 1994). Parents of secondary students are uncertain how to help their children and many high schools do not make parental involvement a top priority.

Purpose of the Study

The purpose of this study is to explore parental involvement at one high school on Guam. Perceptions of students, parents, teachers, and administrators were surveyed and analyzed.

Research Questions

The study investigated the following questions:

1. How do students perceive parental involvement at their school?
2. How do parents or guardians perceive parental involvement at their school?
3. How do teachers perceive parental involvement at their school?
4. How do administrators perceive parental involvement at their school?
5. Are there differences in perceptions between students, parents, teachers, and administrators?

Definition of Terms

The following definition of terms apply to the study:

Barriers— factors that may discourage parent-family involvement in the classroom, school setting or at home.

Family—refers to people related by blood, marriage adoption, or legal guardianship. Family members include: biological parents (custodial and noncustodial); adoptive parents; foster parents; stepparents; grandparents and other relatives of significance to the child; all siblings (half, step, full). In addition, any individual who is in extensive contact with the child and/or is a significant person in the child's life is extended family.

Family Involvement—refers to the support and activities of families in their children's education at school, home, and in the community.

High School Families—refers to the families who have a child or children in the grades 9th, 10th, 11th, and 12th grade at the high school.

Independence—parent or guardian playing no or a minimal role in participating in their child’s school related activities.

School or home related activities—any school gathering, home projects or assignments, conferences, and special attendance requested by teacher, child, counselor, administrator or parent.

Chapter 2 unfolds research and other considerations that has been done on parental involvement and provided useful information for the study.

CHAPTER 2

REVIEW OF LITERATURE

Parent involvement is cited in the literature as one of the important factors in successful schools that report improved student achievement (Loucks, 1992). Students achieve higher grades and test scores, have better attendance, complete more assignments, graduate at higher rates, and have a greater enrollment in higher education when families are involved in positive ways (U.S. Department of Education, 1994; Henderson & Berla, 1994; Becher, 1984).

Epstein (1993) claims that school administrators realize the importance of the home and family in helping children succeed in school. There are many programs that concentrate on parental involvement at the elementary level and researchers documented the positive effects of that involvement on student achievement at that level. However, as children begin to progress through school, family participation decreases along with schools' efforts to keep parents involved (Jackson & Cooper, 1992).

Factors Related to the Decline in Parental Involvement

Reasons for the decline in parental involvement just as teens are entering middle and high school are two-fold. First, maturing children have a growing need to develop a sense of self and independence that is separate from their families. They begin to weigh choices and consequences, make more decisions on their own, learn from their mistakes, and establish their own set of values to guide their decisions and actions. They begin refusing help from their parents and don't want them along when they're with friends (National PTA, 2000).

Second, parents' roles begin changing, too, in order to allow for their children's self-identity development. While parents continue to offer support and love, they begin stepping back a little in all aspects of their children's lives in order to show their respect for their children's growing independence. Parents must begin to let adolescents make their own choices—good and bad—and have them take responsibility for their actions and decisions (National PTA, 2000).

In *Playing Their Parts*, a 1999 study by the research group Public Agenda, 35% of parents with children in secondary grade believed that a child's embarrassment over a parents' involvement was a major reason why parents became less involved in school as children get older. And, 25% of parents think that kid's can handle school on their own and need less in secondary schools. It becomes less a challenge, as kids grow, for some parents to remain involved in their child's lives at home let alone at school.

The decline in parental involvement in the middle and high school years can also be attributed to changes in attitude. Young people make it clear they don't want their parents playing the same role in their upbringing and schooling that they once did. Many parent-student activities that children find acceptable in elementary school, like registering for classes, attending school events, or walking to and from school, are seen as student-only events by middle and high school students (National PTA, 2000).

Mundschenk and Foley (1994) research on home-school partnerships between secondary schools, parents and educators found a decline in the strength of the home-school partnerships when students progress into secondary schools. Intimidation of

the parents by teachers and/or school system, and self-perceptions of parents that lack training and skills to assist their teenage children, especially when the subject matter becomes increasingly difficult are other contributory factors.

As children begin to adjust to their new school environments and meet the challenges of their new courses, parents may have less understanding of the work their kids are doing in school. According to Public Agenda's study (1999), the number one reason high school parents gave for becoming less involved in their children's education was that "school work becomes more difficult for parents to help with." Parents feel they are unable to help with homework and hesitate to discuss curriculum issues with teachers, resulting in their becoming less involved overall.

Strengthening Parent-Family Involvement

According to Henderson and Berla (1994) parents should understand and be involved in the design, development, implementation, and evaluation of student assessment and testing programs.

Little attention or training has been given to show school personnel how to develop productive partnerships (Chavkin, 1995). Training for all parties is essential for successful partnerships. Professional development for teachers may include programs for increasing understanding of parents, effective parent conferencing skills, confidentiality, and shared decision-making. Chavkin (1989) further emphasizes that specific attention should be directed to helping parents develop effective strategies for supporting the learning of their children.

In 1994, a survey of 50 states and Washington, D.C., asking if specific course work and/or competency were required in the area of parent involvement for someone

to become a licensed teacher or administrator, clearly demonstrated this lack of attention (Nathan & Radcliff, 1994). In Washington state, researchers found that some course work and/or competency was required for a general professional certificate but that there were no requirements for specific training in the area of parent involvement for elementary teachers, secondary teachers or administrators. It was also noted that throughout the country was much the same, with only 14 states requiring parent involvement training for elementary teachers; only six requiring parent involvement training for middle school or high school teachers and only seven requiring parent involvement training for administrators (Nathan & Radcliff, 1994).

In January 1997, Washington State adopted three teaching standards with a total of eighteen supporting criteria as a step toward creating a performance-based educator certification system. Listed below the effective teaching standard is the requirement that a candidate for a professional certificate shall demonstrate "informing, involving, and collaborating with parents and families to support student success (Common School Manual, 1998).

In addition, the State Board of Education in Washington has adopted the following requirements (Common School Manual, 1998).

An approved preparation program shall require all candidates for certification as teacher, administrator, school counselor, school psychologist, and the school social worker to demonstrate in their field experience...their ability to integrate education policies with the school, home, and community by: (a) participating in the designing of activities that involve parents in the learning process of their children; (b) using home and community resources to enhance the school program; and (c) working cooperatively with students, parents, colleagues and community members in a professional manner. (p. 25)

Roosevelt High School in Dallas, Texas has taken a proactive stand in parent training to support learning at home by providing their parents classes on topics such

as helping their children with homework. According to the principal, this training is especially useful for parents whose past school experiences have been negative, or did not progress very far in school themselves (Schaeffer & Betz, 1992).

In addition, during the school year 1995-1996, a group of teachers developed three-hour, twice-weekly classes for parents, based on needs identified during the Neighborhood Walk for Success. Sessions focused on adult literacy, computer literacy, English as a Second Language, and parenting skills. The school faculty hoped providing parents with information about what their children should be learning could lead to more opportunities for students to spend time at home with their parents developing and honing these skills through discussions of their homework.

Benefits of Parental Involvement

Research states that student achievement is maximized through parental involvement. Lazar and Slostad (1999) claim that there are numerous benefits including higher grades and test scores, long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools. Williams and Chavkins (1989) report an increase in student attendance, a reduction in dropouts, an improvement in student motivation, self-esteem and more parent and community support for schools.

Therefore, parental involvement not only improves the performance of individual students, but also the quality of the school. The benefits of parental involvement can be divided into many categories: student, parent, teacher, and school.

Parent

Increased understanding of the work of schools

Improved communication between parents and their children as well as parents and teachers

Increased involvement of parents in learning activities at home

Increased understanding that parents are the primary influence in their children's education

Teacher

Increased understanding of the culture of the school and community

Increased parental satisfaction with teacher's skills

School

More successful programs

Increased effectiveness of school

Enhanced home-school relationship

Increased parent and community support of the school (Lazar & Slostad, 1999).

When parents show a strong interest in their children's schooling, they promote the development of attitudes that are key to achievement, attitudes that are more a product of how the family interacts than of its social class or income. If schools treat parents as powerless or unimportant, or if they discourage parents from taking an interest, they promote the development of attitudes in parents, and consequently their children, inhibits that achievement (Henderson & Berla 1994).

Contributory Factors To Successful Parental and Community Involvement

Williams and Chavkin (1989) describes seven elements of strong parent involvement programs: a) written policies, b) administrative support, c) training, d) partnership approach, e) two-way communication, f) networking and g) evaluation.

It was also found that legislation and regulation can provide powerful motivation for the fostering and support of parental involvement (Kessling, 1980),

Effective programs should include: considering parents' needs; creating an active teachers' role; including varied innovative activities; communicating; training (for

both teachers and parents); and developing policy and commitment (Schaeffer & Betz, 1992).

Further, such programs should be centered on parents' interests rather the school's needs. She states that the roles which parents are interested in filling fall along a continuum from basic support to leadership positions, and schools should offer opportunities for involvement across the continuum in order to meet the needs of all parents.

According to Becher (1984) successful programs:

i) recognize and value the important contributions parents already make to their children's development and education and help them identify what new contributions they are capable of making; ii) recognize that the perspectives parents have on their children are important and useful to teachers; iii) recognize the positive relationship provided for the child through parent involvement; iv) choose activities to match the goals and purposes of the programs so that parents feel their involvement is productive; v) consider staff skills and resources available when planning how much to attempt; vi) recognize variations in parents' skills and tailor involvement to parents; vii) communicate clear task expectations, roles and responsibilities to parents; viii) place a strong emphasis on the communication information, allowing parents to participate in decision making problems, which are viewed as the result of program goals, objectives, activities, tasks or roles, rather than as faults of parents; and ix) seek optimum rather than maximum involvement so that all those involved enjoy rather than resent their involvement. (p.88)

The principal plays a vital role as well. "We observed that the backing of the principal appears to be essential in reaching out strategies because they require extra work on the part of school staffs and they represent clear deviations from the standard operating procedures in traditional schools" (Davies, 1992). In addition, parents need to feel welcomed and should be considered as vital components in any successful school program. The attitude of staff members is also a crucial part in promoting parental involvement. When teachers have a positive attitude toward parental

involvement, there seemed to be an increase of parent involvement. Parents then become willing and interested in becoming involved.

There are a variety of different types of activities parents and families may have time to get involved in. According to Delong and Moffat (1996) the key to increasing involvement is allowing people to opt in at a comfortable position. And to change their levels of involvement as their needs and situations change. Each level is equally valuable.

Researchers and practitioners have developed a frame of reference for family involvement in education which is defined by the following continuum of types of involvement: basic obligations of families to support their children's health, safety and development, basic obligation of schools to communicate with families about school policies and programs, family involvement in the school in various roles: volunteers, aides, audience, and attendees at workshops and training meetings.

Further, family involvement can mean:

a) reading a story to a child, b) checking homework every night, c) limiting television viewing, d) discussing your child's progress with teachers, e) getting involved in PTA activities, f) asking simple questions to your child "How was school today?", g) helping students with their homework/projects, h) attending parent-teacher conferences; i) getting involved in governing your school, and/or, j) becoming an advocate for better education in your community. (Delong & Moffat, 1996, p.33)

Linking Parents to the Classroom Through Technology

Schools are using a number of new technologies to communicate with families and students after school hours. One widespread arrangement is a district wide homework hotline to help guide students with assignments. The United Federation of Teachers in New York City has operated a homework hotline for more than 12 years.

Voice mail systems have been installed in several hundred schools across the country. Parents and students can call for taped messages from teachers describing classroom activities and daily homework assignments. Parents can also leave messages for the teacher, and an auto dialing system that can place calls to any set of parents to convey changes in school or class related events or other information (Fruchter, Galleta, & Whyte, 1992).

Audio and videotapes are also being utilized as alternatives to written communication for parents. These methods are helpful in reaching families who do not read (DeLong & Moffat, 1996).

The number of families who use the internet is rapidly increasing. The state of Maryland has initiated a program to offer free internet connections to all families. As much as Americans are eager to get on the "information Highway," getting an old fashioned telephone into every classroom might be one of the most effective ways to improve communication between families and teachers (U.S. Department of Education, 1994).

Barriers Affecting Family Involvement

Several major barriers to family involvement exist in public schools. First, school environments may discourage family involvement, "due to lack of adequate time and training of teachers and administrators and a predominant institutional culture in the schools that places little value on the views and participation on parents" (National Task Force on School Readiness, 1991, p.24). The traditional philosophy, still held by many public schools and teachers, focuses on the needs of

children, with little regard for their family life and circumstance. Burton (1992) states that this narrow focus may contribute to lower levels of family involvement.

Second, according to Krasnov (1990) not all types of family involvement are equally acceptable to both parents and teachers. Teachers and administrators often are more comfortable with traditional family involvement activities, such as parents' supporting school programs and attending school meetings, while parents are often interested in advocacy and decision making (National PTA, 2000).

Negative attitude toward family involvement commonly held by both teachers and parents is the third barrier to family involvement in children's schooling. Teachers often believe that parents are *neither interested in participating in their children's education nor qualified to do so* (Fine and Vanderslice, 1990).

According to Riley (1994) parents in turn, sometimes feel intimidated by school administrators, staff, and teachers, and feel that they lack the knowledge and skills to help educate their children. Likewise, teachers often lack the confidence to work closely with families, especially if they have no experience. Epstein (1991) found that although teacher's thought that family involvement would improve student achievement, they had reservations about whether they could motivate parents to become more involved.

The fourth barrier, changing demographics and employment patterns may further complicate the development of strong home-school partnerships (Krasnov, 1990; Marburger, 1990). Murphy (1991) states that as the population becomes increasingly ethnically diverse, teachers and parents will likely come from contrasting values and beliefs. In addition, the increase in the number of dual-worker families affects overall

family involvement in children's education because dual-worker families have less time to spend on school involvement than families in which only one family member works.

This factor, combined with teachers' many time-consuming responsibilities that often limit their availability to meet with family member outside of class, can interfere with the development of strong home-school relationships (Swick, 1992).

Lastly, a lack of teacher preparation in involving family members in schooling efforts raises another barrier to effective family involvement. Teachers need concrete skills, knowledge, and positive attitudes about family involvement in order to carry it out effectively (Burton, 1992; Edwards & Jones, 1992).

Chavkin (1995) states that teacher education in family involvement is one of the most potentially effective methods of reducing almost all of these barriers to strong home-school partnership.

Family and School Partnership

According to Comer and Haynes (1991) parents are viewed as "natural link" to the communities. They are an asset to management and planning school activities because they bring a community perspective to the schools. Parents are able to give the educators a closer look at how their child views the world. Teachers will have a better idea of what to plan and what is culturally appropriate for students when they meet with parents.

Viable partnerships are created between parents and teachers when both are engaged in joint, learning activities, supporting each other in their respective roles, carrying out classroom and school improvement activities, conducting collaborative

curriculum projects in the classroom, participating together in various decision-making activities and being advocates for children (Swick, 1992).

In addition, Swick further states that the needs and interests of parents and the unique situations of schools and teachers must be taken into consideration, which will influence the level of success. Home visits, parent centers, telecommunication, involvement in the classroom, participatory decision-making, parent and adult education programs, home-learning activities, and creative uses of technology offer new possibilities for building partnerships between schools and parents.

Chapter 3, describes the research design of the study on parental involvement.

CHAPTER 3

RESEARCH DESIGN

Design

The research design of this study was a quantitative descriptive study. One high school on Guam was chosen to participate in this study. The researcher systematically selected students who were enrolled in an English class to participate in the study, likewise a parent or guardian was also given a survey. All English teachers and administrators were requested to participate as well. A Likert assessment was used and analysis of itemized scoring to determine that ranking of dimensions as perceived by each group of respondents: students, parents, and teachers.

Methods

A survey questionnaire for students, parents, teachers, and administrators was developed and used to gather data about parental involvement from the sample population.

Population

Population consisted of students enrolled in a regular, LOFE, honors, advanced placement, and resource 9th, 10th, 11th, and 12th grade English classes. Total enrollment of students for 2nd semester for school year 2000-01 in all English classes was 1,311 students. The students who were selected determined the parent or guardian to participate in the study.

There are 27 English teachers and 4 administrators at the school. All were selected and asked to participate.

Sample Population: Students and Parents

The sample population consisted of systematically selected students in all English classes per grade level. The researcher was interested in surveying at least 25% from each grade level. The researcher randomly selected every 4th person from an alphabetized class list. Parent or guardian participants were generated based on the students who were selected. The survey was to be filled out by one parent or guardian.

The 9th grade enrollment at John F. Kennedy High School in all English classes was 310 students. A total of 78 students in the 9th grade were identified to participate in this research. The 10th grade enrollment was 335. A total of 83 tenth graders were selected to participate. The 11th grade enrollment was 330. A total of 84 students were identified to participate. Lastly, the 12th grade enrollment was 336. A total of 84 students were selected to participate in this research.

The total sample population of students was 329, when combined with the parent population it equals 658. The total population for teachers and administrators combined was 31.

Procedure

Permission was received by the University Review Board (See Appendix A). A letter of approval from Research Planning and Evaluation (RP&E), Guam Department of Education was obtained (See Appendix B). In addition, approval was granted from the principal of the high school to conduct the study (See Appendix C).

Upon receiving the approval from the principal, the researcher was able to obtain an alphabetized class listing of all students enrolled in an English class for SY

2000-01 was obtained through the school's computer technician. Likewise, an alphabetized listing of all English teachers was provided.

A cover page describing the study accompanied all surveys. A selected teacher at the school assisted the researcher by personally distributing all surveys to teachers and administrators. All English teachers were requested to distribute and collect surveys from identified students from their class roster and their parent. All surveys were to be dropped off at a designated box in the teacher's lounge or to a specific room on campus.

The respondents had a total of eight days to complete and submit their survey. The researcher's assistant sent out three reminder notices. The first reminder was sent out on the third day after distribution, the second reminder was sent out on the fifth day after the first reminders went out, and the final reminder was given on the seventh day before all surveys were to be collected.

Incentives were provided to those individuals who participated in the research. Two water park passes were raffled off for the students and a one \$50 gift certificate to a local restaurant was raffled off to a parent or guardian. Teacher and administrator participants were each given \$5 upon submitting a survey.

Raffle tickets were stapled to all surveys. Participants removed the bottom ticket stub and were requested to leave the top ticket stub upon returning their survey. The raffle tickets served as a validation of participation and was very useful in assisting the researcher when it came time to provide teachers and administrators with their monetary incentive and in raffling off the two prizes. Raffle tickets were marked with

different icons to represent the different populations, which helped in sorting out the tickets to be raffled.

Instrument

A questionnaire survey was used in this study. It was derived from the literature view and subsequently evolved with the assistance from the program chair. A pilot study was conducted at another public high school. A few items in the parent and student surveys were reworded for clarity and easier reading. In addition, the researcher was able to determine the amount of time needed to complete the survey for each population through the pilot study.

Student surveys consisted of 12 items (See Appendix D.) Questions 1 and 2 asked demographic information. The additional 7 items focused on: a) family and school happenings, b) family and homework, c) school and home d) benefits of parental involvement, e) student interests e) school and family needs and f) parents and students understanding parental roles. Students used the following scale to select their answer "Agree," "Disagree," and "Don't know." The remaining 3 items focused on students' action a) PTC attendance, b) teacher request meetings, and c) parent display of their growing need for independence. Students identified their answer by checking the box that corresponded to their feelings.

Parent surveys consisted of 18 items (See Appendix E.) Questions 1, 2, and 3 asked demographic information. The additional 6 items focused on the following elements: a) giving child independence, b) the importance of not feeling intimidated when visiting the school, c) understanding child's course work, d) attending parent

teacher organization meetings, e) providing basic needs for child, and f) attending parent teacher conferences.

Parent or guardians circled the numerical value that corresponded with their feelings of importance for each item. A Likert scale consisted of the following scheme: 1 "Not Important," 2 "Somewhat Important," 3 "No Opinion," 4 "Important," and 5 "Very Important."

Further the remaining 9 items explored the following student action or elaborations: a) when grade level independence would be given, b) number of times visited the school, c) number of course syllabus received, d) interest in parent governance workshop, e) interest in homework assistance workshop, f) the number of parent teacher organization meetings attended, and g) which parent conferences attended, h) reasons for not attending parent teacher organization meetings and i) reasons for not attending parent conferences. Participants selected their answer by placing a check in the box next to the answer of their choice.

Teacher surveys consisted of 15 items (see Appendix F). Item one asked demographic information. The remaining 14 items explored the following areas: a) parent or guardian attendance during parent conferences, b) parent or guardian involvement during parent teacher organization meetings, c) recognizing students good behavior and academics, d) training teachers in parent conferencing skills, e) communication between teachers and parents regarding students academic performance, f) communicating between teachers and parents regarding students' behavior in class, g) parents "letting go" to give their child independence, h) administrators and teachers cooperatively in encouraging parental involvement, i)

easing conflict of parent work schedule, j) lessening intimidation, k) providing resources for parents, l) collaborating with parents to ensure success in school, m) increasing community resources for class, and n) implementing home visitations.

Teachers responded to each item by circling the numerical value that corresponded to their perceived importance of each item. The following marking scheme was used: 1 "Not Important," 2 "Somewhat Important," 3 "No Opinion," 4 "Important," and 5 "Very Important."

Administrator surveys consisted of 12 items (See Appendix G). Areas of inquiry included: a) working in cooperation with teachers and counselors to encourage parental involvement, b) providing parents with resources that will help their child succeed, c) valuing parent roles in providing basic needs for their child, d) creating a non-intimidating school atmosphere for parents, e) recognizing parental need to give their child room for independence during their high school years, f) balancing the need for student independence and the need for continual parental communication, g) providing for more parent or guardian input about Parent Teacher Organization meetings, h) increasing parent teacher communication regarding students' academic in school, i) providing appropriate student intervention regarding students' behavior in school, j) recognizing students' good behavior and academics, k) providing teacher training to increase positive parent attitudes during conference time and l) providing teachers and parents with the best way to increase attendance come parent conference time.

Administrators were to respond to each item by circling the numerical value that corresponded with their perceived importance for each item. The following marking

scheme was used: 1 "Not Important," 2 "Somewhat Important," 3 "No Opinion," 4 "Important," and 5 "Very Important."

Analysis of the data was frequency counts, percentages, and a ranking of items as to the level of importance or perceived. Further, responses were by students were sorted as to the 60%, 70%, or 80% agreement or rating above.

A ranking of responses by students, parents, and teachers are therefore to be rated as follows:

80% or more-1st level of significance

70%-79%-2nd level of significance

60%-69%-3rd level of significance

59% and below-not significant

The same level of significance as shown above is used in regard to parent and teacher perceptions when determining the overall responses.

questions which students, parents, and teachers addressed about parental involvement.

The activity, which is the subject of this report, has been authorized by the Guam Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the Department, and no official endorsement by the Guam Department of Education or the Government of Guam should be inferred. The writer accepts full responsibility for the contents of this document.

Table 1 displays the grade level, sample population, and the number of completed surveys that were submitted.

Table 1

Enrollment in an English class for SY 2000-01

<u>Grade</u>	<u>Population</u>	<u>Sample Population</u>	<u>Completed</u>
9 th	310	78	50
10 th	335	83	51
11 th	330	84	49
12 th	336	84	51
Total	1,311	329	201

A total of 78 students from the 9th grade were selected to participate in this research, 64% of the surveys were completed which is the highest return rate

compared to the other grade levels. At the 10th grade level, there were 83 students selected, 61% were returned. A total of 84 surveys were given to 11th grade students resulting in a 58% response which was the group with the least responses. At the 12th grade level, 84 surveys were distributed and 61% completed and submitted their surveys.

It should be noted that the responses from administrators could not be reported because only one responded. The survey collected could not be used because of a lack of aggregation and in order to protect the anonymity of administrators surveyed.

Student Response

The first research question was, how do students perceive parental involvement at their school?

The study explored seven dimensions of parental involvement as perceived by the students. These included a) family understanding of school happenings, b) homework training for parents, c) home and school working together, d) benefits of parental involvement, e) school and parent considerations of student needs, f) school understanding family and needs, and g) parent and student understanding parental roles.

Follow up questions on student action on parent involvement included responses to: a) parent-teacher conference attendance, b) teachers' request for meetings, and on: c) *how parents may display their respect for student independence.*

Rating or Parent Noted

80% and above

70%-79%

60%-69%

59% and below

Significance

1st level of significance

2nd level of significance

3rd level of significance

Not Significant

Table 2 presents responses to family understanding of school happenings.

Table 2

Student Rating of Family Understanding School Happenings

	Frequency	Percent
Agree	154	76.6
Disagree	16	8.0
Don't Know	31	15.4
Total	201	100.0

A total of 77% of the students wished their family understood their school and all that goes on. Only 8% of students "Disagree," and 15% "Don't Know" what role their family should play in understanding their school and other related activities that deal with their everyday routine or activities in school. The overall, perceptions of the students is noted at the 2nd level of significance about family understanding of school happenings.

Figure 1 presents student perceptions of understanding school happenings by grade level

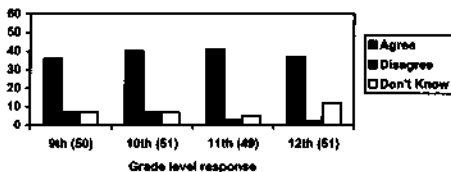


Figure 1. Student grade level rating of family understanding school happenings.

A total of 36 of the 50 students in the 9th grade "Agree" that their family and school should understand their school and all that go on. Students in the 10th grade responded in agreement as well; 40 out of 51. For the 11th grade students; 41 out of 49, and for the 12th graders; 37 out of 51 responded in like manner. Interestingly, the 11th and 12th graders had a higher response of "Don't Know" or "Disagree," but the 9th and 10th graders were evenly split usually disapproving or not knowing how to respond to the issue.

Table 3 displays responses on homework training for parents.

Table 3

Student Rating of Homework Training for Parents

	Frequency	Percent
Agree	125	62.2
Disagree	38	18.9
Don't Know	38	18.9
Total	201	100.0

A total of 62% of the students "Agree" and would encourage their parent or guardian to participate in workshops on homework training. And only, 19% "Disagree," and "Don't Know." The responses indicate a 3rd level of significance overall.

Figure 2 is a pictorial of grade level responses.

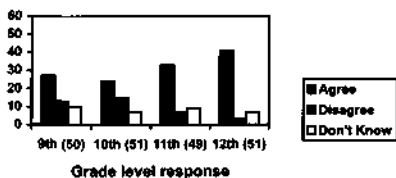


Figure 2. Student grade level rating of homework training for parents.

A total 27 out of the 50 students in the 9th grade “Agree” that they would encourage their parent or guardian to attend a homework training workshop if the school should sponsor one. In comparison, 24 out of the 51 students in the 10th grade also “Agree.” Interestingly, the higher the grade level, the more favorable responses are revealed. A total of 33 out of the 49 “Agree,” in the 11th grade and in the 12th grade, 41 out of the 51 also “Agree.”

Table 4 reveals student rating on home and school collaboration.

Table 4

Student Rating of Home and School Collaboration

	Frequency	Percent
Agree	132	65.7
Disagree	36	17.9
Don't Know	33	16.4
Total	201	100.0

Students in the respective grade levels responding in agreement to their home and school working together was 66%. Only 18% responded in disagreement, closely followed by 16% who "Do Not Know." Of student responses combined "Agree" that their school and home work closely together. Only 18% "Disagree," and 17% "Don't Know."

Figure 3 is a pictorial of responses by grade level.

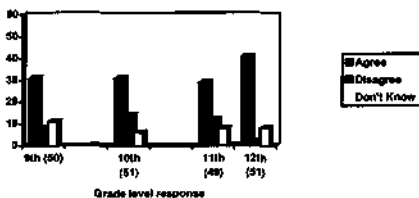


Figure 3. Student grade level rating of home and school collaboration.

Students responding favorably to their home and school working together was favored by the 12th graders (41) with 11th graders the least (29). The 10th graders disagreed the most (14), while the 12th graders the least (2). And, the 9th grade students responded the most with not knowing about the issue (11).

Table 5 displays perceptions on the benefits of parental involvement.

Table 5

Student Rating of Benefits of Parental Involvement

	Frequency	Percent
Agree	150	74.6
Disagree	25	12.4
Don't Know	26	12.9
Total	201	100.0

Students in this instance showed great interest in wanting to let their parents know the benefits of parental involvement. A total of 75% of students "Agree," though 12% "Disagree" and 13 % "Don't Know" their feelings or position on the issue. The overall responses concerning the benefits of parental involvement is at the 2nd level of significance.

Figure 4 is a pictorial of grade level responses.

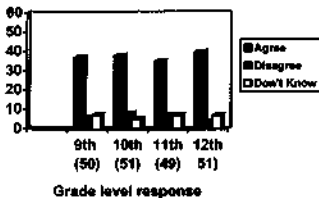


Figure 4. Student grade level rating of benefits of parental involvement.

Figure 4 gives the grade level perceptions of the students. Evidently, all grade levels “Agree” that their school should communicate the benefits of parental involvement. The 12th graders had the highest agreement (40), followed by the 10th (38), 9th (37) and the 11th graders (35). The 10th graders had the highest disagreement (9) and the least by the 12th graders (5). Those that had no feelings or didn’t know about the issue was most noted by the 9th graders and least with the 10th graders.

The element of parental involvement on school and parent considerations of student needs is shown in Table 6.

Table 6

Student Rating of School and Parent Considerations of Student Needs

	Frequency	Percent
Agree	165	82.0
Disagree	18	9.0
Don't Know	18	9.0
Total	201	100.0

A total of 82% of students want their school and parent or guardians to consider their needs and interests

Figure 5 is a pictorial of grade level responses.

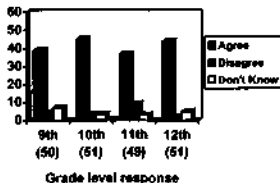


Figure 5. Student grade level rating of school and parent considerations of student needs.

Student responses to school and parents considering their interests and needs are greater in agreement by the 10th graders(45) followed by the 11th graders (44), then the 9th (39) and then the 11th graders (37). Frequency of those who “Disagree” is lowest by the 12th graders (4) and those who “Don’t Know” is lowest by the 10th grade (3).

Table 7 shows parent involvement perceptions on the school understanding family and their needs.

Table 7

Student Rating of School Understanding Family and Needs

	Frequency	Percent
Agree	156	77.6
Disagree	25	12.4
Don't Know	20	10.0
	201	100.0
Total		

A total of 78% of students “Agree” that their school should understand their family and needs, but only 12% “Disagree,” and 10% “Don’t Know.” This appear to be a high degree of agreement by the student respondents about the school understanding their family and needs.

It approached the 1st level of significance but as is, it is at the 2nd level of significance.

Figure 6 is a pictorial of grade level responses.

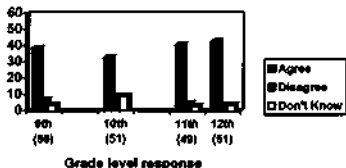


Figure 6. Student rating on school understanding family and needs.

Both 11th and 12th grade students "Agree" that their school should understand their family and needs. The 10th grade students were the highest in responding to not knowing the topic. Table 8 shows the next element of parent involvement that of parent and student understanding parental roles.

Table 8

Student Rating of Parent and Student Understanding Parental Roles

	Frequency	Percent
Agree	162	80.6
Disagree	15	7.5
Don't Know	24	11.9
Total	201	100.0

A total of 81% of parent or guardians “Agree” that parent and students should understand parental roles, with 20% disagreeing and not knowing how to respond when responses are combined and rounded off this is a 1st level of significance response as set by the study.

The pictorial in Figure 7 furthers the elaboration of the perceptions of the students.

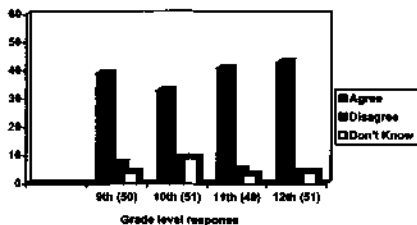


Figure 7. Student grade level rating of parent and student understanding parental roles.

Students in the 9th, 11th, and 12th grade are in agreement of parents and students understanding parental roles. Interestingly though students in the 10th grade equally “Disagree,” and didn’t know when responding to respond to the question. Again, the 10th graders have the greater number of responses for disagreeing and not knowing how to answer the question as compared to the other grades.

A more elaborated response on certain parent involvement issues now follow. It further seeks the actions of students about the noted parental involvement or issue.

Table 9 displays student action concerning PTC attendance.

Table 9

Student Action of PTC Attendance

	Frequency	Percent
Encourage	147	73.1
Discourage	23	11.4
Don't Tell	31	15.4
Total	201	100.0

Students responded positively toward attendance in parent teacher conferences. Seventy-three percent of students would encourage attendance versus 15% who wouldn't tell their parent or guardian and 11% who would discourage attendance. This is at the 2nd level of significance though.

Figure 8 is a pictorial of grade level action response on PTC attendance.

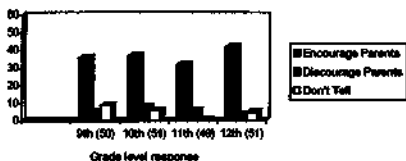


Figure 8. Student grade level action response of PTC attendance.

Students in the 12th grade would encourage more highly parent participation (42) as compared to those in the 11th grade (32). Interestingly though students in the 9th grade responded in greater numbers in not telling their parents about parent teacher conferences (9) in contrast to 11th grade students (1). The 10th grade level responded in greater numbers in discouraging parent participation during parent teacher conferences (8).

Table 10 shows the student action about teacher request meetings.

Table 10

Student Action of Teacher Request Meetings

	Frequency	Percent
Inform them immediately	132	65.7
Hesitate, yet tell them	43	21.4
Not Inform them	26	12.9
Total	201	100.0

Distinctly, students continue to keep the lines of communication open between them and their parent or guardian (66%). Only 21% would hesitate to inform their parents, yet still inform them about teacher meetings and the remaining 13% would not consider informing their parent or guardian at all. Those informing their parents immediately evidence a 3rd level of significance response.

However, one should note that when the “inform immediately” and “hesitate, yet tell” responses are combined, the significance level as set by the study up to the 1st level of significance.

Figure 9 is a pictorial of grade level action response of teacher request meetings.

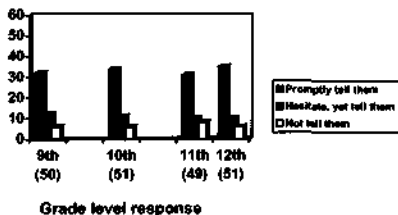


Figure 9. Student grade level rating of teacher request meetings.

Grade level responses of students who responded favorably in promptly telling their parent or guardian of teachers' requests for meetings are noted in Figure 4.

Most students in each grade level would promptly inform their parent or guardian should a teacher request to meet with their parents. The 12th grade students responded the most favorably (42) followed by the 10th grade students, then by the 9th and 11th grade students (32).

For those who would hesitate, yet still inform them; the 9th grade student responses were greater (12), closely followed by the 10th grade (11) and then immediately by the 11th and 12th grade, both at (10). The grade level that responded in favor of not telling their parent or guardian at all was the 11th grade students (8).

Table 11 is an elaboration of how students perceive parental respect for their independence should be.

Table 11

Student Rating of How Parents Display their Independence

	Frequency	Percent
No participation, open Communication	128	63.7
No participation, No Communication	23	11.4
Active participation upon request only	50	24.9
Total	201	100.0

A total of 64% of the students prefer no participation from parent or guardians, yet they want open communication about their academics and behavior in school. Only 11% want no participation and no communication, but 25% of the students want active participation from parent or guardians only if they request it. One fourth of the students want participation to be a signal from them.

Figure 10 is a pictorial of student level responses.

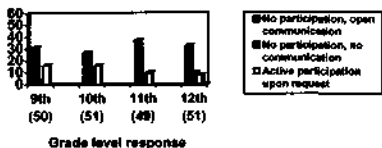


Figure 10. Student grade level rating of how parents should display their independence.

Students who responded preferred no participation, yet want open communication is greatest with the 11th graders (37). The least is with the 10th graders (27). The 11th graders pushed more that of open communication. Those who want no participation and no communication is greatest with the 12th graders (10). Those who want participation only when requested is greatest with the 9th and 10th graders.

Table 12 provides an overall ranking of the agreements expressed by the students of the respective parental involvement elements. The ranking is based on the highest level of agreement by the student followed by the next highest and so on.

Table 12

Ranking of Elements as Perceived by Students

Element	%	Rank	Significance
School and parent considerations of student needs	82	1	1 st level
Parents and students understanding parental roles	81	2	1 st level
Benefits of parental involvement	79	3	2 nd level
School understanding family and needs	78	4	2 nd level
Family understanding school happenings	77	5	2 nd level
Home and school working together	66	6	3 rd level
Homework training for parents	62	7	3 rd level

The item of greatest agreement by the students is school and parent considerations of student needs followed by parent and student understanding parental roles, then by school communicating benefits of parental involvement.

The next section discusses the perceptions about parental involvement.

Table 13 displays the parent sample population and completed surveys.

Table 13

Parent or Guardian Population for SY 2000-01

Child's Grade	Total Population	Sample Population	Completed
9 th	310	78	50
10 th	335	83	51
11 th	330	8	49
12 th	336	8	51
Total	1,311	329	201

A total of 329 parent surveys were distributed. The number of parent surveys completed corresponded to the number of surveys submitted by the students. All student participants in each grade level who submitted a survey also included a parent survey. The use of incentives perhaps contributed to the participation of both populations.

A raffle ticket was attached to all student and parent surveys. Participants were informed that if they were to complete and submit their survey the top ticket stub they returned with their completed surveys would be placed in a bin and prizes for students and parents would be raffled off and announced in the school bulletin.

Parent Response

The second research question was, how do parent or guardians perceive parental involvement at their school?

The study explored six elements of parental involvement. These included a) giving child independence, b) intimidation, c) understanding course work, d) taking part in parent teacher organization meetings, e) providing basic needs for child, and f) attending parent teacher conferences.

Follow up questions of parent action or elaborations on some of the parental involvement elements were asked which included: a) grade level of independence, b) number of visitations, c) number of syllabus received, d) workshop attendance, e) number of PTO meetings attended, f) reasons for PTO non attended, g) number of PTC meetings attended, and h) reasons for PTC non attendance.

Table 14 displays the first parent rating of child's independence.

Table 14

Parent Rating of Child's Independence

	Frequency	Percent
Not Important	1	.5
Somewhat Important	50	24.9
No Opinion	14	7.0
Important	76	37.8
Very Important	60	29.9
Total	201	100.0

A total of 38% of the parents view giving their child independence as "Important," 30% as "Very Important," 30% as "Somewhat Important," 7% as having "No Opinion," and 1% as "Not Important." There appears to be some need for more serious considerations of this topic as evidenced by the almost even split of importance level.

Figure 11 displays the grade level pictorial of parent independence perceptions.

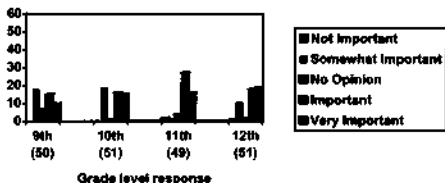


Figure 11. Parent grade level rating of child's independence.

Parents of 10th and 12th graders share the same opinion in granting their child independence as important to very important, while the 11th grade parents exceed in greater numbers in agreement of importance. Parents of 9th graders had the highest response rate of having "No opinion" whereas those parents of 10th graders has the least.

Table 15 displays the second element of parent involvement rated, that of visiting school and not feeling intimidated.

Table 15

Parent Rating of Intimidation

	Frequency	Percent
Not Important	3	1.5
Somewhat Important	23	11.4
No Opinion	24	11.0
Important	62	38.0
Very Important	89	44.3
Total	201	100.0

A total of 44% of parent participants feel it's "Very Important" not to feel intimidated when visiting their child's school and 38% feel it's "Important," as shown in Table 15. The two views when combined have greater percentage compared to those who responded "Not Important," or "Somewhat Important."

Figure 12 is a pictorial of parent grade level response.

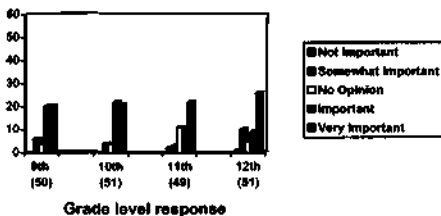


Figure 12. Parent grade level rating of intimidation.

The 9th, 10th, and 11th grade parents are in agreement that visiting their child's school and not feeling intimidated is "Very Important." However, the 12th grade parents responded in greater numbers. The 11th grade parents had greater response in having "No Opinion" on the issue.

Table 16 displays the third element of parent involvement that of understanding their child's course work.

Table 16

Parent Rating of Understanding Child's Course Work

	Frequency	Percent
Not Important	3	1.6
Somewhat Important	22	10.9
No Opinion	4	2.0
Important	64	31.8
Very Important	108	53.7
Total	201	100.0

A total of 54% of the parent or guardians viewed understanding their child's course work as "Very Important," followed by 32% who feel it's "Important," and 11% viewing it as "Somewhat Important." Parents support a need to understand their child's course work.

Figure 13 is a pictorial of parent grade level responses.

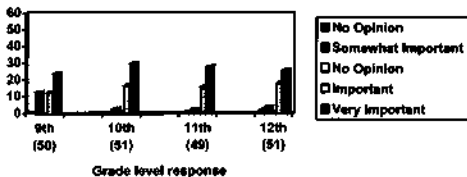


Figure 13. Parent grade level rating of understanding child's course work.

The 10th and 11th grade parents feel it's "Very Important" to understand their child's course work. With the 9th and 12th grade parents following, but at a lesser degree. When the "Important," and "Very Important" ratings are combined, overall parents felt this element to be as an important matter in their child's life.

Table 17 displays the fourth element of PTO attendance.

Table 17

Parent Rating of PTO Attendance

	Frequency	Percent
Not Important	6	3.0
Somewhat Important	46	22.8
No Opinion	18	9.0
Important	48	23.9
Very Important	83	41.3
Total	201	100.0

A total of 41% of parent or guardians view attending parent teacher meetings as "Very Important," and 24% feel it's "Important." The remaining 9% have "No Opinion," while 23% feel it's "Somewhat Important," and 3% feel it's "Not Important."

Figure 14 is pictorial of parent grade level responses.

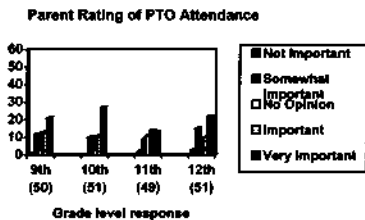


Figure 14. Parent grade level rating of PTO attendance.

The 10th grade parents responded the highest in agreeing that parent teacher organization meetings are "Very Important" (28) followed by the 9th and 12th grade parents. The 11th grade parents were showed the most "No Opinion" on the issue.

Table 18 displays the fifth element of parent involvement about, that of providing basic needs.

Table 18

Parent Rating of Providing Basic Needs

	Frequency	Percent
Not Important	1	.5
Somewhat Important	8	4.0
No Opinion	5	2.5
Important	20	10.0
Very Important	167	83.1
Total	201	100.0

A total of 83 % of participants view providing basic needs for child is "Very Important," 10% view it as "Important," 3% having "No Opinion," 4% feel it's "Somewhat Important," and 1% feel it's "Not Important." Altogether providing basic needs is a top priority for parents and is shown to be a 1st level significance as set by the study.

Figure 15 shows grade level of response.

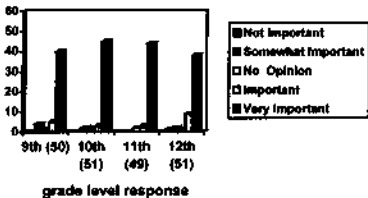


Figure 15. Parent grade level rating of providing basic needs.

Overwhelmingly, parents from all grade levels agree that providing for their child's basic needs is "Very Important."

Table 19 displays the sixth element of parent involvement, that of PTC attendance.

Table 19

Parent Rating of PTC Attendance

	Frequency	Percent
Not Important	8	4.0
Somewhat Important	44	21.9
No Opinion	10	5.0
Important	42	20.9
Very Important	97	48.3
Total	201	100.0

A total of 48% of the parent or guardians view attending parent teacher conferences as "Very Important," 21% feel it's "Important," 5% have "No Opinion," 22% view it as "Somewhat Important," and finally 4% feel it's "Not Important."

There is a strong indication that at overall parent or guardians view PTC attendance as "Important," while 26% feel it's "Not Important," and the remaining 5% have no feelings on the issue.

Figure 16 is a pictorial of grade level response.

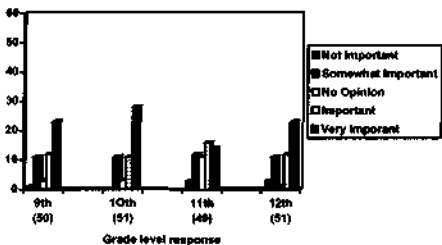


Figure 16. Parent grade level rating of PTC attendance.

Parents or guardians across the grade levels are in agreement that parent teacher conference attendance is “Very Important,” however, 11th grade parents had the highest “No Opinion” response and had the most responses of “Not Important.”

The next section explored more of the perceptions of parents about certain practices, activities, and issues of parental involvement.

Table 20 is an elaboration of when independence would be given.

Table 20

Parent Rating of When Independence Would Be Given

	Frequency	Percent
9 th	78	38.8
10 th	19	9.5
11 th	31	15.4
12 th	28	13.9
None	45	22.4
Total	201	100.0

Parents were more supportive at the 9th grade level to give their child independence (39%). However, there were parents who would not give their child independence (22%) at all. This percentage is lower across the grade levels.

Figure 17 is a pictorial of grade level response.

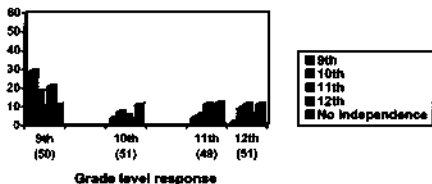


Figure 17. Parent grade level rating of when independence would be given.

The 9th grade level parents indicated that they would give their child independence at the 9th grade level. The rest of the grade level parents interesting showed the most feelings about not granting independence at the respective grade levels. This is a very interesting perceptions.

Table 21 shows parent grade level action response on the number of visitations to the school.

Table 21

Parent Rating of Visitations

	Frequency	Percent
1-2 Times	78	38.8
3-4 Times	31	15.4
None	92	45.8
Total	201	100.0

Table 17 reveals that parent or guardians visited their child's school less frequently (1-2 times) than more frequently (3-4 times). Interestingly, 46% had not visited their child's school for school year 2000-01. More parents have stayed away from school than visiting.

Figure 18 is a pictorial of grade level response.

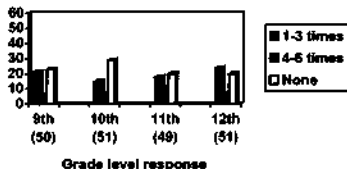


Figure 18. Parent grade level rating of visitations.

The 9th and 12th grade parents similarly have visited their child's school 1-3 times. The 11th grade parents have the greatest numbers of 4-6 visits and 9th grade parents the least.

Table 22 shows the number of course syllabus received by the parents.

Table 22

Parent Rating of Course Syllabus Received

	Frequency	Percent
1-2	41	20.4
3-5	45	22.4
All 6	89	44.3
None	26	12.9
Total	201	100.0

A total of 20% parent or guardians received course syllabi for “1-2” subjects, 22% received “3-5,” 44% received “All 6,” and 13% received none. This is a clear indication that teachers are abiding to the Board Union Contract Article V Family and School Partnership. Parents are basically informed about the course expectations of their children.

Figure 19 is a pictorial of grade level response.

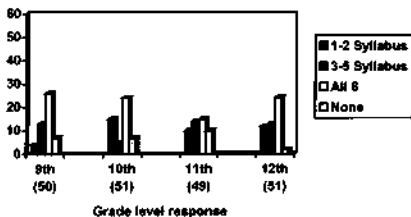


Figure 19. Parent grade level rating of course syllabus received.

A high number of parent or guardians across the grade levels received all 6 syllabi. Interestingly it's the 11th grade parents who numbered the lowest in not receiving all 6 course syllabi and even in receiving none.

Table 23 shows parent grade level action response about homework workshop attendance.

Table 23

Parent Rating of Homework Workshop Attendance

	Frequency	Percent
Would Attend	155	74.6
Not Attend, Intimidated	24	13.4
Not Attend, Uninterested	22	11.9
Total	201	100.0

An overwhelming number, 75%, of parent or guardians would attend a workshop sponsored by the school to assist them with their child's homework. Only 13% would feel intimidated and not attend, and the remaining 11% would not attend because they're not interested. The overall is at the 2nd level of significance set by this study.

Figure 20 is a pictorial of grade level response.

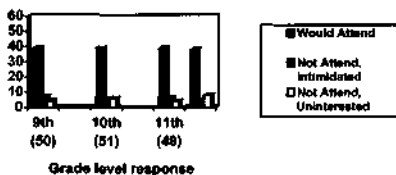


Figure 20. Parent grade level rating of homework workshop attendance.

Across the grade levels, parent or guardians feel positively about attending a school sponsored workshop that would help their child with their homework. However, the 9th grade parents responded with most parents feeling intimidated. The 12th grade showed parents responding higher in showing no interest in attendance.

Table 24 shows parent grade level action of PTO attendance.

Table 24

Parent Action of PTO Attendance

	Frequency	Percent
1-3	35	17.4
4-6	5	2.5
None	161	80.1
Total	201	100.0

A total of 80% of the parent and guardians did not attend any parent organization meeting for school year 2000-01. Most attended only "1-3" meetings (17%) as compared to those who attended "4-6" meetings (3%). This is a 1st level of significance response by the parents as set by this study.

Figure 21 is a pictorial of grade level response.

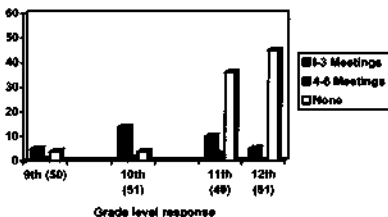


Figure 21. Parent grade level action response of PTO attendance.

The 11th and 12th grade parents did not attend PTO meetings the most. The 10th grade parents significantly responded by attending 1-3 meetings, compared to the parents of 11th graders who claimed to attend 4-6 meetings which was still a low attendance.

Table 25 shows parent rating of reasons for PTO non attendance.

Table 25

Parent Rating of Reasons for PTO Non Attendance

	Frequency	Percent
Work Schedule	94	46.6
Family Duties/No Sitter	23	11.4
Unaware of time and date	13	6.5
Child discourages	11	5.5
No transportation	11	5.5
English is second language/ Intimidated	10	5.0
Attended Meetings	39	19.5
Total	201	100.0

Parent or guardians identified the major reasons for non attendance was because of work schedule (47%). Family duties or no sitter available (11%) came in second as a top reason for non attendance. Unaware of scheduled time and date (7%) came in third as a top reason for non attendance. Other reasons followed respectively.

Figure 22 is a pictorial of grade level response.

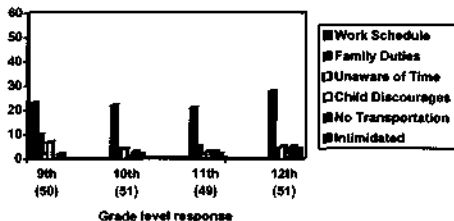


Figure 22. Parent grade level rating of responses of PTO non attendance.

Parents from each grade level showed that their work schedule does not allow them to attend PTO meetings. The 9th grade parents the most about family duties and child discouraging participation as the next reasons for non attendance

Table 26 shows parent grade level action response of PTC attendance.

Table 26

Parent Action of PTC Attendance

	Frequency	Percent
1 st quarter	42	20.9
3 rd quarter	7	3.5
Both	11	5.5
None	141	70.1
Total	201	100.0

A total of 70% have not attended any parent teacher conference for school year 2000-01. This response is at the 2nd level of significance as set by this study.

Figure 23 is a pictorial of grade level response.

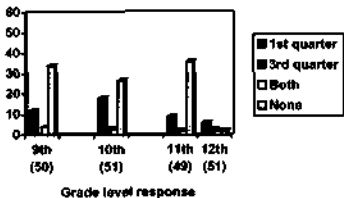


Figure 23. Parent grade level action of PTC attendance.

The responses are somewhat related to PTO meeting attendance where 80% of the parent or guardians had not attended.

Table 27 shows parents rating of reasons for PTC non attendance.

Table 27

Parents Rating of Reasons for PTC Non Attendance

	Frequency	Percent
Work Schedule	66	32.8
Family Duties/No Sitter	28	13.9
Unaware of time and date	9	4.5
Child discourages	14	7.0
No transportation	14	7.0
English is second language/ Intimidated	11	5.5
Some Conference Attended	59	29.4
Total	201	100.0

Parent or guardian identified the major reason for non attendance was because of work schedule (33%). Family duties or no sitter available (14%) came in second as a top reason for non attendance. Child discourages and no transportation both came in third as reasons for non attendance.

Figure 24 is a pictorial of grade level response.

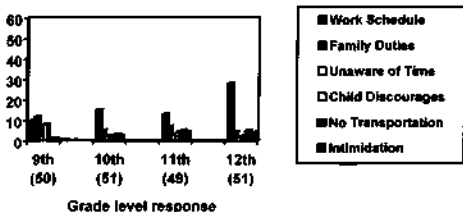


Figure-24. Parent grade level rating of PTC non attendance.

The parents of 12th graders gave work schedule conflict as the highest reason for non attendance. The 10th, and 11th grade parents followed suit. Interestingly though the 9th grade parents gave the reason of child discouraging their participation in greater number than the other grade levels.

Table 28 follows with the ranking of all elements of parental involvement as perceived by the parents or guardians. The ranking was based on the combining of the percentage responses of "Important," and "Very Important."

Table 28

Ranking of Elements as Perceived by Parents

Element	Percent	Rank	Significance
Basic Needs	93	1	1 st level
Coursework	86	2	1 st level
Intimidation	82	3	1 st level
PTC	69	4	3 rd level
Independence	68	5	3 rd level
PTO	65	6	3 rd level

Parents ranked providing basic needs as the greatest need or most important. This evidenced by adding the important and very important responses of the percentage response of the parents (See Table 24). The next most important element that parents raised was understanding their child's course work. The next of the descending importance rating are shown on the same table (Table 28). One may say that the lowest importance to the parents is PTO attendance. The parents appear practical in their ratings.

Teacher Response

The third research question was, how do teachers perceive parental involvement at their school?

Table 29 displays the teacher population.

Table 29

Teacher Population for SY 2000-01

Group	Population	Completed
English Teachers	27	15
Total	27	15

The total number of English teachers for school year 2000-01 was 27. Fifteen of the Teachers completed a survey. This section now explores the dimensions of parental involvement perceived by teachers.

The fourteen dimensions of parental involvement as perceived by teachers include: a) parent or guardian attendance during conference time, b) parent or guardian attendance during parent teacher organizations, c) communicating good behavior and academics, d) training teachers on parent conferencing skills, e) academic performance communication, f) communicating behavior, g) parent or guardian's "letting go" to give their child room for independence, h) administrators and teachers collaborating, i) easing conflict of parent or guardian's work schedule, j)

lessening intimidation for parents, k) providing resources for parents, l) collaborating with parents, m) providing resources for class, and n) implementing home visitations.

The first dimension parent or guardian attendance during parent teacher conferences is discussed in Table 30 followed by a pictorial of responses.

The perceptions of the teachers in regard to parent conference attendance is presented in Table 30. Since most of the responses of the teachers were centered on "Very Important" or "Important" their perceptions' will be based on these two rating scales.

Table 30

Teacher Rating of PTC Attendance

	Frequency	Percent
Important	6	33.3
Very Important	9	66.7
Total	15	100.0

A total of 67% of the teachers view parent or guardian's attendance in parent teacher conferences as "Very Important." Only one-third responded to this as "Important," but when combined, the teacher's think of this parental involvement element as of high importance.

Table 31 displays perceptions of teachers on PTO attendance.

Table 31

Teacher Rating of PTO Attendance

	Frequency	Percent
Important	6	40.0
Very Important	9	60.0
Total	15	100.0

A total of 60% of teachers feel that parent or guardian input and involvement in parent teacher organization meetings is "Very Important," with 40% viewing it as "Important"

Table 32 displays communicating students' good behavior and academics.

Table 32

Teacher Rating of Communicating Good Behavior and Academics

	Frequency	Percent
Important	3	20.0
Very Important	12	80.0
Total	15	100.0

A total of 80% of teachers view communicating students' good behavior and academics as "Very Important." Only 20% feel it's "Important." This overall response is quite high in this instance.

Table 33 displays the perceptions of teacher in teacher training in parent conferencing skills.

Table 33

Teacher Rating of Training in Parent Conferencing Skills

	Frequency	Percent
Important	6	40.0
Very Important	9	60.0
Total	15	100.0

The view about teachers' training in parent conferencing skills is similar to this perception about the importance of PTO attendance (Table 17). Sixty percent rate it as "Very Important," and 40% feel it's "Important." The need to be trained in conferencing skills is supported but somewhat of lower importance.

Table 34 displays the dimension of perceptions by teachers about academic performance communication.

Table 34

Teacher Rating of Academic Performance Communication

	Frequency	Percent
Important	3	20.0
Very Important	12	80.0
Total	15	100.0

An overwhelming total of 80% of the teachers surveyed feel that communication with parents regarding students' academic performance is "Very Important" with only 20% viewing it as "Important." This level of importance similar to that shown in Table 32 about communicating good behavior and academic.

Table 35 displays the perceptions of teachers' about communicating behavior.

Table 35

Teacher Rating of Communicating Behavior

	Frequency	Percent
Important	3	20.0
Very Important	12	80.0
Total	15	100.0

The same 80% of the teachers feel that communication between parents or guardians regarding students' behavior is "Very Important with 20% feeling it's "Important." This is another area where teachers are emphasizing that communication with parents is important.

Table 36 displays the teacher perceptions about giving their child independence.

Table 36

Teacher Rating of Independence

	Frequency	Percent
Important	10	66.7
Very Important	5	33.3
Total	15	100.0

Interestingly, teachers and parents share the same view that giving students independence during their high school years is not very important. This is similar to Table 14 of when parents were asked about the same phenomenon.

Table 37 displays the eighth element on administrators and teachers collaborating to promote parental involvement.

Table 37

Teachers Rating of Administrators and Teachers Collaborating

	Frequency	Percent
Important	4	26.7
Very Important	11	73.3
Total	15	100.0

Teachers view this aspect as "Very Important," with a rating of 73% of responders. This aspect is encouraging when contrasted to Table 33 about the training of conferencing skills. Teacher feel the need to collaborate with administrators.

Table 38 displays the teacher perceptions on easing work schedule conflict.

Table 38

Teacher Rating of Easing Work Schedule Conflict

	Frequency	Percent
Important	4	26.7
Very Important	11	73.3
Total	15	100.0

A total of 73% of the teachers responded that easing parent or guardian's work schedule is "Very Important," with only 27% feel it's "Important."

Teachers are in agreement that accommodating work schedule of parents is important. This is relatively responsive to what parents shared about conflicts and complications in their family life (See Table 5 and 27).

Table 39 displays the tenth element on lessening intimidation for parents when visiting their child's school.

Table 39

Teacher Rating of Lessening Intimidation

	Frequency	Percent
Important	7	46.7
Very Important	8	53.3
Total	15	100.0

A total of 53% of the teachers feel lessening intimidation for parent or guardians is "Very Important," with 47% feeling it's "Important." There appears to be a toss up in regard to this issue. However, note that it is still in the "Very Important" and "Important" rating perceptions.

Table 40 displays the perceptions of teachers about providing resources for parents.

Table 40

Teacher Rating of Providing Resources for Parents

	Frequency	Percent
Important	5	33.3
Very Important	9	60.0
Total	15	100.0

* 7% somewhat important.

A total of 60% of the teachers feel that providing resources for parent or guardians is "Very Important," with 33% feel it's "Important." Here teachers opined a lower watch with 7% viewing it as "Somewhat Important." This is to be inferred in Table 40 it was of little importance, it was not included in the tabulation for Table 40.

Table 41 displays the dimension of teacher and parent collaboration as perceived by teachers.

Table 41

Teacher rating of Teacher and Parent Collaboration

	Frequency	Percent
Important	5	33.3
Very Important	9	60.0
Total	15	100.0

* 7% somewhat important

A total of 60% of the teachers feel that collaboration with parent or guardians to ensure success in school is "Very Important" and 33% of the teachers feeling it's "Important," Although not shown in Table 41, 7% feel it's "Somewhat Important." But the rating of teachers in this instance showed some departure. This phenomenon needs to be contrasted to Table 37. Interestingly, teachers feel that they and administrators need to collaborate so that they may be supported in their collaboration with parents.

Table 42 displays perceptions of providing resources for class be the teacher.

Table 42

Teacher Rating of Increasing Community Resources for a Class

	Frequency	Percent
Important	5	33.3
Very Important	9	60.0
Total	15	100.0

* 7% somewhat important

A total of 60% of the teachers view providing community resources for their classroom as "Very Important," with only 33% rating it as "Important." Again, a variation needs to be inferred, 7% of the teachers responded with a rating of "Somewhat Important."

This rating is similar to the teacher responses about providing resources for parents (Table 40). There is some variations in perceptions though especially when considering the "Somewhat" rating.

The final dimension of teacher perceptions about parental involvement is displayed in Table 43. It is on the issue of implementing home visitations.

Table 43

Teacher Rating of Implementing Home Visitations

	Frequency	Percent
Important	4	73.3
Total	15	100.0

* 27% somewhat important

Only 73% of the teachers feel that implementing home visitations is "Important." The remaining 26% view it as "Somewhat Important," however it is not included in Table 43 demonstrated an issue by teachers which appear as not too important. Teachers did respond about it but only at the "Important" level.

Table 44 provides an overall ranking of the agreements expressed by the teachers of the respective parental involvement elements. The ranking is based on the highest level of agreement by the teachers followed by the next highest and so on.

Table 44**Ranking of Elements as Perceived by Teachers**

Element	Rank	Significance
Communicating students' good behavior and academics	1	1 st level
Communicating students' behavior	2	1 st level
Communicating students' academics	3	1 st level
Administration and teachers collaborating	4	2 nd level
Easing work schedule conflict	5	2 nd level
PTC Attendance	6	3 rd level
PTO Attendance	7	3 rd level
Teacher Training in Parent Conferencing Skills	8	3 rd level
Providing Resources for Parents	9	3 rd level
Providing Community Resources for Class	10	3 rd level
Teacher Collaborating with Parents	11	3 rd level

The top three parent involvement elements that teachers ranked as first, second, and third that is recognized as the 1st level of significance are communicating students' good behavior and academics, communicating students' academics, and communicating students, academics.

The other parent involvement elements and their level of significance is presented in Table 44.

Administrator Responses

The fourth question sought administrator's perceptions on parental involvement. Attempts were made to get all four administrators to respond. Only one administrator responded out of the four that was distributed.

It is the decision of the writer that the research attempt could not be answered quantitatively. A discussion of this will be addressed in Chapter 5, which follows.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of the study was to assess the perceptions of students, parents, and teachers regarding parental involvement. Five research questions were presented: a) How do students perceive parental involvement at their school? b) How do parents or guardians perceive parental involvement at their school? c) How do teachers perceive parental involvement at their school? d) How do administrators perceive parental involvement at their school? and e) Are there differences in perceptions between students, parents, teachers, and administrators?

A major conclusion of the study is that students, parents, and teachers shows similarities in regard to parental involvement in the school. These are shown in the same Tables 6, 11, 7, 14, 18, and 36.

Another conclusion is that differences exist between students, parents, and teachers regarding parental involvement. These are shown in Tables 3, 15, 16, 39, and 42.

By school level, similarities and differences were evidenced by the responses of the students and parents when grade level perceptions were taken into consideration.

A problem arose in the study in the lack of response from the administrator. This may be due to their absences or lack of time that needed to be devoted to answer the survey questionnaire. One administrator did respond but it was not enough for any comparison purpose.

High school students begin to weigh their choices and consequences, make more decisions on their own, learn from their mistakes, and establish their own set of values to guide their decisions and actions (National PTA, 2000) .

However, this research has shown that students, yes recognize this need for independence, but have revealed their concern in having their needs and interests addressed by their school and family and uppermost.

Interestingly though parents perceive providing basic needs for students as number one. As Delong and Moffatt (1996) noted basic obligations of families to support their child's health, safety, and development as very valuable. This study supports this important dimension of parental involvement.

This study reveled that the teachers of Guam are in compliance with Board Union Contract Article V Section I, under the Family and School Partnership. A total of 44% of parents claim they have received all six syllabi from their child for school year 2000-01.

Further, teachers maintain to some degree communication with their student and their parents or guardians. Student, parents, and teachers continually and favorably want communication to occur between themselves.

A triangular image of communication between the three groups evoke based on these findings.

Based on the findings and conclusions of this study, recommendations are put forward.

Recommendations

1. The same study may be replicated in another high school or more high schools in order to compare and contrast perceptions.
2. Because of the problem for site based management, a school "case" study may be the better venue for parental involvement studies so that schools may focus on their particular perspectives and therefore be able to address parent involvement more specifically.
3. The study should be expanded to other required subject student population to determine evidence of differences. This study used only students in English classes.
4. The study should be expanded to other teacher samples to enable all teachers to participate in the school and to determine whether subject area teachers exhibit differences in perceptions.
5. In the school studies, combine the responses of the administrators so that the threat to anonymity may be greatly reduced.
6. Let the school involved in this study take the results and present them during staff development workshops. This may allow for specific plans of action for increased parental involvement and a better understanding of the dimensions of parental involvement.
7. Set a 20% attendance standard at PTO meetings, then analyze attendance throughout the high schools for comments and feedback. It may be a good standard to be reported to the Guam PTO. This is evidenced by Table 25.

8. Parent partnership should be expanded, but specific practice of giving parents copies of course syllabi should be continued and enhanced.
9. Pursue the concern of the students about communicating with their parents and providing for their parents to understand an appreciation of school work and expectations. Parents, teachers, and administrators need more focus in actively pursuing these issues.
10. Parents, teachers, and administrators, need continuing understanding of student needs in order that school programs become focused in student expectations. This was a very high concern by the students altogether.

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APPENDIX A

LETTER OF APPROVAL FROM THE UNIVERSITY REVIEW BOARD



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RESEARCH COUNCIL
COMMITTEE ON HUMAN SUBJECTS IN RESEARCH
March 20, 2001

MEMORANDUM

TO: Beth Perez, Graduate Student, COE

FROM: Ulta Katrina Craig, DPH, ChE *Ulta*

SUBJECT: Approval of your study "A Case Study: Understanding Parental Involvement at Jobo F. Kennedy High School". CHSR #06-01

Your study meets the requirements for expedited review under the federal guidelines CFR 45, Part 46. Participation in the study is voluntary. Informed Consent will be sought from the participant's parents. Sufficient precautions have been taken to protect the student's anonymity and the confidentiality of their responses. No physical or emotional harm will accrue to the research participants.

The study is approved and we wish you the best of luck.

APPENDIX B

LETTER OF APPROVAL FROM RESEARCH, PLANNING, AND EVALUATION



Ruben R. Yomborog
Director of Education

DEPARTMENT OF EDUCATION

P.O. Box 06
Agaña, Guam 96922
Tel: (671) 477-8427
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Hawaii Strategic Center, P.H.E.
Administration
Research, Planning & Evaluation

April 24, 2001

Boh Perez
P.O. Box 6315
Tanung, Guam 96931

Re: Research Proposal - "A case study: understanding parental involvement at John F. Kennedy High School"

Dear Ms. Perez:

The Guam Department of Education Research Review Panel has granted approval of your request to conduct research on the above-referenced project title in the Guam Public Schools.

Please be advised that the Panel has since given school principals the final say in participating in any research activity such as yours. We will do our best to encourage the school principals to participate in this study. Please also be advised that you are responsible for contacting the school principals to request approval for conducting your survey at their respective schools. In addition, because your research involves a survey of students, please provide the school principal a copy of the parental permission form.

We also request that your completed paper contain the following statements to the same effect:

"The activity, which is the subject of this report, has been authorized by the Guam Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the Department, and no official endorsement by the Guam Department of Education or the Government of Guam should be inferred. The author accepts full responsibility for the contents of this document."

Since your survey also offers some form of compensation for participants, we also remind you to place a disclaimer on the parental consent form and other survey forms to the same effect as was also discussed in meetings with you:

"The Guam Department of Education assumes no responsibility for the disbursement of any compensation or gifts as a result of participating in this survey. All such awards are the full responsibility of the author of this survey."

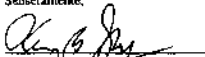
Please also note that *nowhere* in the final report should reference be made to schools/divisions where the participants work.

COMMONWEALTH NOW!

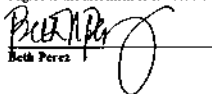


Finally, the Department requires three (3) bound copies of the completed report. Please submit the copies to the *Administrator*, Research, Planning and Evaluation Division. The Department of Education looks forward to the successful completion of your research.

Sincerely,


Nerissa Bretaña-Sheffer, Ph.D.
Administrator

I agree to the aforementioned conditions for conducting this study.


Beth Perez

4/25/01
Date

APPENDIX C
LETTER OF APPROVAL FROM PRINCIPAL

March 21, 2001

TO:

FROM: Beth N Perez

SUBJECT: Permission to conduct study

Committed
OK

AD

Greetings! My name is Beth N. Perez, a graduate student attending the University of Guam. I am currently working on my Master's thesis on a "A case study: understanding parental involvement as perceived by students, teachers, parents and administrators at

I seek your approval in allowing me to distribute my survey to selected 9th, 10th, 11th and 12th grade students enrolled in an English class and their parent or guardian. In addition, to all English teachers and administrators.

My survey will take no more than 5 minutes to answer. A copy of all surveys are attached. At the end of my study I hope to answer the following questions:

1. How do teachers and administrators perceive parental involvement at HighSchool?
2. What are some commonalities with parents of 9th, 10th, 11th, and 12th graders regarding their involvement in school activities?
3. How do students perceive parental involvement during their high school years?

This survey hopefully will add to an understanding of parental involvement at so steps may be taken to promote parental involvement or to strengthen parental roles during their child's high school years.

Please feel free to contact me for further questions @

Sincerely,


Beth N. Perez

APPENDIX D
STUDENT SURVEY

Student Survey

This questionnaire survey is to help us understand parental involvement. We value your opinion about parent participation in school matters. Please help by answering the following questions.

There is no right or wrong answer.

**You will have a chance to win 2 Tarza WaterPark passes if you complete and submit your survey to your English teacher. Please read the end of this survey for further details.*

Please answer the following questions by placing a check in one box.

1. What grade are you currently in?

9th

10th

11th

12th

2. Which English class are you currently enrolled in ?

English 9 LOTE English 9 Honors English 10

English 10 LOTE English 10 Honors English 11

English 11 LOTE English 11 Honors English 12

English 12 Basic Comm. I&II AP English

Resource English

other: _____

For each question, please select your answer by checking one box.

3. I wish my family understood my school and all that goes on

- agree
- disagree
- don't know

4. I may encourage my parents to attend workshops on homework training if the school should sponsor one.

- agree
- disagree
- don't know

5. My school and home work closely together.

- agree
- disagree
- don't know

6. My school should more actively communicate the benefits of parental involvement.

- agree
- disagree
- don't know

7. I wish my school and parents consider our needs and interests as students.

- agree
- disagree
- don't know

- agree
- disagree
- don't know

9. I wish that parents and students of _____ be provided a way of understanding parental roles.

- agree
- disagree
- don't know

10. When it's time for parent conference...

- I encourage my parents or guardian to attend.
- I discourage my parents or guardian to attend because I am embarrassed of them being involved in school related matters.
- I just don't say anything because I feel it's not important.

11. If my teachers ask to see my parents I...

- Promptly tell them
- Hesitate, yet still tell them
- I will not tell them

APPENDIX E
PARENT SURVEY

Parent Survey

This questionnaire survey is to help us understand parental involvement. We value your opinion about parent participation in school matters. Please help by answering the following questions. There is no right or wrong answer.

Tell us about you and your child who attends _____ High School.
For each question, please select your answer by checking one box.

1. How many children do you have enrolled at ____ for SY 2000-2001?
 - 1 child
 - 2 or more
2. What grade is your child currently in? (Please answer for your eldest child if you have 2 or more children attending ____.)
 - 9th
 - 10th
 - 11th
 - 12th
3. How many hours do you work every two weeks?
 - 40hrs or less
 - 80hrs or more
 - none

For the following statements, circle the degree of importance that corresponds to your feelings.

1- Not Important 2 - Somewhat Important 3-No Opinion 4-Important 5-Very Important

4. Giving my child independence during his/her high school years.

1 2 3 4 5

5. Visiting J.F.K. and not feeling intimidated by faculty and staff.

1 2 3 4 5

6. Understanding my child's course work and expectations for all subjects.

1 2 3 4 5

7. Taking part in attending Parent Teacher Organization (PTO) meetings.

1 2 3 4 5

8. Providing basic needs (shelter, food, clothing) for my child.

1 2 3 4 5

9. Attending parent teacher conferences.

1 2 3 4 5

Select your answer by checking one box.

10. The grade level you would give your child independence by lessening your presence in school activities. (e.g. open houses, parent conferences, parent teacher organizations, volunteering)

- 9th
- 10th
- 11th
- 12th
- No, I would not give my child independence by lessening my presence in school activities (e.g. open houses, parent conferences, parent teacher organizations, volunteering)

11. How many times have you visited _____ this school year?

- 1-3 times
- 4-6 times
- None

12. For school year 2000-01, I received a course syllabus from my child in ...

- 1-2 subject areas
- 3-5 subject areas
- All 6 subject areas
- None

13. If J.F.K. held a workshop about how to improve parent governance...

- I would attend because it would contribute to my child's success in school.
- I would not attend because I'll feel out of place and intimidated.
- I would not attend because I don't know anything about this topic.

For each question, please select your answer by checking one box.

14. If _____ held a workshop about ways to help my child with his/her homework...

- I would attend because it would contribute to my child's success in school.
- I would not attend because I'll feel out of place.
- I would not attend because I am not interested in providing resources for my child.

15. I've attended at least...

- 1-3 Parent Teacher Organization (PTO) meetings.
- 4-6 Parent Teacher Organization (PTO) meetings.
- None (Answer #16 &17)

16. During school year 2000-2001, I attended...

- 1st quarter parent conference (end of survey)
- 3rd quarter parent conference (end of survey)
- Both (end of survey)
- None (Skip #17, answer #18.)

Please answer # 17 & 18 by checking all boxes that apply.

17. I did not attend any Parent Teacher Organization meeting because...

- Work schedule conflict
- No sitter available
- Family duties
- Not knowing of scheduled time and date
- My child discourages me from attending
- Lack of transportation
- English being my second language
- Feeling Intimidated

18. I did not attend any parent conference because...

- Work schedule conflict
- No sitter available
- Family duties
- Not knowing of scheduled time and date
- My child discourages me from attending
- Lack of transportation
- English being my second language
- Feeling Intimidated

*Thank you for filling out this survey. Please remove and keep the bottom ticket. Place your survey in the envelope provided. The top portion of the ticket will be placed in the ticket bin. The winning ticket will win dinner for two at Love Star Restaurant valued at \$50. Please remind your child to submit the sealed envelope to their English teacher. Winning ticket will be announced in the school bulletin.

Gwin Department of Education is not responsible for disbursements of any compensation or prizes as a result of participating in this survey.

APPENDIX F
TEACHER SURVEY

Teacher Survey

This questionnaire survey is to help us understand parental involvement . We value your opinion about parent participation in school matters. Please help by answering the following questions. There is no right or wrong answer.

**Your professional input is important. Upon completion of this survey you will receive \$5. Read the end of this survey for more information.*

Check all that apply for #1.

1. What subjects are you currently teaching for SY 2000-2001?

English 9 LOTE English 9 Honors English 10

English 10 LOTE English 10 Honors English 11

English 11 LOTE English 11 Honors English 12

English 12 Basic Comen. Ed. I AP English

Resource English

Other: _____

Below is a set of statements relating to *parental involvement*. Indicate your degree of importance with each statement by circling your category of response.

1- Not Important 2 - Somewhat Important 3-No Opinion 4-Important 5-Very Important

2. Parent or guardian attendance during parent conferences is...

1 2 3 4 5

3. Parent or guardian involvement and input during Parent Teacher Organization Meetings are...

1 2 3 4 5

Continue by circling the degree of importance that corresponds to your feelings about each statement.

1- Not Important 2 - Somewhat Important 3-No Opinion 4-Important 5-Very Important

4. Recognizing students' good behavior and academics is...

1 2 3 4 5

5. Training for teachers in parent conferencing skills...

1 2 3 4 5

6. Communication between parents and teachers regarding student's academic performance is ..

1 2 3 4 5

7. Communication between parents and teachers regarding students' behavior in class is...

1 2 3 4 5

8. Parents "letting go" to give their child room for independence during their high school years is..

1 2 3 4 5

9. Administrators and teachers working cooperatively in encouraging parental involvement at ____ is...

1 2 3 4 5

10. Easing conflict of parent work schedule is...

1 2 3 4 5

11. Understanding how to lessen intimidation for parents is...

1 2 3 4 5

12. Providing resources for parents is...

1 2 3 4 5

Continue by circling the degree of importance that corresponds to your feelings about each statement.

1- Not Important 2 - Somewhat Important 3-No Opinion 4-Important 5-Very Important

13 Collaborating with parents to ensure success in school is...

1 2 3 4 5

14 Increasing community resources for my class is...

1 2 3 4 5

15 Implementing home visitations is...

1 2 3 4 5

***Thank you for filling out this survey. Please remove and keep the bottom ticket to claim your \$5 for your professional input. Please insert your completed survey in the envelope provided. Return survey to the identified box in the teacher's lounge or to room 114. Present your stub to receive your monetary reward.**

Guam Department of Education is not responsible for disbursements of any compensation or prizes as a result of participating in this survey.

APPENDIX G
ADMINISTRATOR SURVEY

Administrator Survey

This questionnaire survey is to help us understand parental involvement. We value your opinion about parental participation in school matters. Please help by answering the following questions. There is no right or wrong answer.

*Your professional input is important. Upon completion of this survey you will receive \$5. Read the end of the survey for more information.

Below is a set of statements relating to *parental involvement*. Indicate your degree of importance with each statement by circling your category of response.

1- Not Important 2 - Somewhat Important 3-No Opinion 4-Important 5-Very Important

1. Working in cooperation with teachers and counselors to encourage parental involvement at ____ High School is...

1 2 3 4 5

2. Providing parents with resources that will help their child succeed is ...

1 2 3 4 5

3. Valuing parent roles in providing for their child's basic needs at home is...

1 2 3 4 5

4. Creating a non-intimidating school atmosphere for parents is...

1 2 3 4 5

5. Recognizing parental need to give their child room for independence during their high school years is...

1 2 3 4 5

Important

Important

Opinion

Important

6. Balancing the need for student independence and the need for continued parental communication is...

1 2 3 4 5

7. Providing for more parent or guardian input about Parent Teacher Organization meetings is...

1 2 3 4 5

8. Easing conflict of parent work schedule is...

1 2 3 4 5

9. Providing appropriate student intervention regarding students' behavior in school is...

1 2 3 4 5

10. Recognizing students' good behavior and academics is...

1 2 3 4 5

11. Providing teacher training to increase positive parent attitudes during conference time is...

1 2 3 4 5

12. Providing teachers and parents with the best way to increase attendance at parent teacher conferences is...

1 2 3 4 5

Thank you for filling out this survey. Please remove and keep the bottom ticket to claim your \$5 for your professional input. Do not remove the top ticket. Please insert your completed survey in the envelope provided. Return your survey to the identified box in the teacher's lounge or see him in room 14. Present your stub to him to receive your monetary reward.

Guam Department of education is not responsible for disbursements of any compensation or prizes as a result of participating in this survey.