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Relationship Between Parental Involvement and 4th-5th Grade Students' Academic Motivation

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Walden University
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Abstract

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Psychology

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Abstract

The achievement gap between African American and White students has been well documented. The purpose of this quantitative study was to examine whether parental involvement in academics predicted academic motivation of fourth- and fifth-grade African American students in the Southwest United States. Social development theory provided the framework for the study. Survey data were collected from 43 students and 43 parents using the Parental Involvement Scale and the Children's Academic Intrinsic Motivation Inventory. A *t* test, linear regression, and multiple regression were used to analyze the data. Findings indicated no significant difference between how parents and students perceived parental involvement in seven of the nine domains. Students had different perceptions of parental involvement in two domains: when parents were encouraging students to do their best and parents attending student activities. Seven of the nine parental involvement items predicted student academic motivation. Gender was not a significant moderator between parental involvement and academic motivation. Findings may be used by educators to promote certain types of parental involvement to enhance students' academic motivation and parent-child relationships.

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Dedication

I would like to dedicate this to my family. They were so understanding during this process. My mother helped me in ways that I did not think possible. She encouraged me each step of the way. I would also like to dedicate this study to my late father who instilled the values of hard work and perseverance in me at an early age

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Chapter 1: Introduction to the Study

Research has addressed parental involvement and its effect on academic motivation among students (Quilliams & Beran, 2009). However, there is little information on how parental involvement affects racially and ethnically diverse students. The achievement gap between White students and racially and ethnically diverse students is widening (Gherasim, Butnaru, & Mairean, 2013). Determining the effect of parental involvement on racially and ethnically diverse students' academic motivation could provide vital information needed to minimize and potentially close the achievement gap (Graves, 2011). Although studies have indicated differences in academic achievement between racially and ethnically diverse students, the reasons for the disparities are unknown (Fischer, Schult, & Hell, 2013). Gherasim et al. (2013) contended that the achievement gap may be widening and offered theoretical explanations including academic motivation, parental involvement, or study habits. The goal of the current study was to examine whether parental involvement positively or negatively contributes to African American students' academic motivation for academic achievement.

According to Hornby and Lafaele (2011), academic success creates career and life opportunities that demonstrate the need for continued parental involvement. Higher education students' exhibit academic success with persistence attributed to prior parental involvement (Arana, Castañeda-Sound, Blanchard, & Aguilar, 2011). Parental involvement benefits students, parents, and teachers (Hornby & Lafaele, 2011). Parental involvement benefits parent-teacher relationships, teacher morale, and school climate (Hornby & Lafaele, 2011). For students who have involved parents, school attendance increases, student attitudes improve, mental health and

behavior improve, student satisfaction increases, and students become more interested or motivated with increase effort in their education (Hornby & Lafaele, 2011).

Research has shown that academic motivation influences students' engagement in learning, continued persistence at academic tasks, and academic achievement (Fan, Williams, & Wolters, 2012). The most gifted student will not do well academically with the absence of academic motivation (Fan et al., 2012). Academic motivation increases students' confidence in their abilities, drive to understand, willingness to expend effort, and enthusiasm for material required to learn (Fan et al., 2012). Academic motivation creates self-assurance and provides an improved value of instruction with an individual aspiration to succeed (Young, Johnson, Hawthorne, & Pugh, 2011). Academic motivation, along with racial and ethnic diversity, has been observed in relation to various factors, including tenacity, procrastination, academic self-confidence, adjustment, locus of control, stress, and socioeconomic status, but parental involvement has often been overlooked as a contributing factor for African American students (Hayes, 2012). More studies focusing on the effects of parental involvement with African American students may inform parents and educators of the lasting positive or negative effect on students' academic motivation.

Researching the effect of parental involvement on racially and ethnically diverse students' academic motivation could provide vital information needed to minimize and potentially close the achievement gap (Graves, 2011). The National Assessment of Educational Progress (NAEP, 2011) defined achievement gap as the scores of one racial or ethnic group surpassing the scores of another group. Changes in the size of an achievement gap are contingent on changes in each racially and ethnically diverse group being compared (NAEP, 2011). As gaps

widen, it becomes a cause for concern because narrowing the gap is the goal, as shown in assessment scores (NAEP, 2011). If scores for both groups increase, it is possible for the gap to widen if scores for the higher scoring group increase at a higher rate than the lower scoring group (NAEP, 2011). In contrast, it is possible for an achievement gap to narrow if scores for both groups decline and if scores for the higher scoring group decline at a higher rate than the other group (NAEP, 2011).

The NAEP (2011) reported that there is an achievement gap between White students and students of racially and ethnically diverse groups, even when elementary grades are considered. Fourth-grade differences were reported as scale scores (NAEP, 2011). Mathematic achievement gaps were shown by scores of White students (248) and Hispanic students (227), demonstrating a 21-point gap in achievement (Suldo et al., 2009). The 21-point achievement gap between White and Hispanic groups was not significantly different from 1990 when there was a 19-point gap (Suldo et al., 2009). The mathematics scores were 248 for White students and 222 for African American students (NAEP, 2011). The average fourth-grade mathematics scores were higher in 2007 than in 1990 for African American and White students regardless of gender (Suldo et al., 2009).

The achievement gap between White students and African American students (26) was wider than the achievement gap between White and Hispanic (21) students (Suldo et al., 2009). In 2007, the average eighth-grade mathematics scores were higher than scores of 1990 for all racial and ethnic groups (Barton & Coley, 2007). The gap narrowed between White and African American females due to an increase in African American female scores. The scores of White females remained the same. The achievement gap for African American males did not

change significantly. When considering White and Hispanic students, the achievement gap did not change significantly either, as the scores for both groups increased by 2 points.

Although recent efforts have been made to reform education, such as smaller schools, vouchers, charter schools, and the 2001 No Child Left Behind Act, these efforts have had little or no effect on a large number of African American students who continue to score lower than their peers do (Hucks, 2011). Data from standardized achievement tests demonstrated that African American males score significantly behind their counterparts (Noguera, 2012). African American male students are often overrepresented in categories associated with school failure, such as high school dropout, failing standardized assessments, and overrepresentation in special education (Noguera, 2012). Although African American females are surpassing African American males in achievement, they are still scoring lower in achievement when compared to other racially and ethnically diverse groups (NAEP, 2011). It is not clear why African American students are not achieving on the same level as other groups.

There was a need to determine the causes behind these disparities. According to Caldwell, Sewell, Parks, and Toldson (2009), there are many factors negatively affecting the achievement gap between African American students and other racial and ethnic groups. African American students are more likely to come from families living in poverty, which is often associated with lower education achievement (Aud, Fox, & KewalRamani, 2010). When African American students were compared to White students, they were less likely to be living with both parents, spent more time watching television, were read to by their parents for fewer hours, and had more absences (Barton & Coley, 2007). In 2009, Barton and Coley conducted another study that considered 16 factors that were previously determined to be correlated with how well

students perform in school. Of the 16 factors reviewed, African American students ranked lower than White students in all 16 areas (Barton & Coley, 2009). Parental involvement was included within the 16 factors, while academic motivation was not studied (Barton & Coley, 2009). Educational policies and practices, such as smaller schools, vouchers, charter schools and the No Child Left Behind Act, have been implemented, but African American students continue to fall behind their counterparts (Hucks, 2011). Legislators, administrators, and teachers have implemented multiple programs to decrease the achievement gap, but African American students remain captive in a public school system that has low expectations and negative perceptions of African American students' academic abilities (Caldwell et al., 2009; Hucks, 2011).

Educators' negative perceptions may cause unconscious limitations in their social interaction with African American students, creating an environment where African American students are apprehensive about socially interacting with educators (Hucks, 2011). Students learn as they interact with educators and peers in the classroom (Hucks, 2011). If social interaction is lacking or not present, student learning could be minimized (Hucks, 2011). According to Vygotsky (1978), an absence of or a minimal amount of social interaction created deficits in student learning. Children learned through the social interaction of a tutor (often the parent or teacher),that modeled behaviors for the student while providing verbal instructions (Vygotsky, 1978). Educators must socially interact with African American students to create a positive learning environment in which the students feel comfortable to contribute to dialogue needed for instruction and daily review of student comprehension (Hucks, 2011).

The language involved in class discussions and instruction affects how students form concepts and theories (Vygotsky, 1978). According to Vygotsky (1978), the process of concept

formation occurred when thinking and language have diverse origins and progress independently. Vygotsky (1978) argued that concept formation comes to fruition during adolescence after independent progression. Vygotsky (1962) noted that concepts form through logical processes; all the fundamental cerebral functions are directed using words to center attention, abstract specific traits, synthesize them, and symbolize them by a sign. When adolescents learn to direct their mental processes using language or symbols, language became an essential segment of concept formation (Vygotsky, 1978). Concept formation and mental processing contributed to learning (Vygotsky, 1978). Both cannot be properly developed without social interaction occurring with a teacher or tutor (Vygotsky, 1978). The absence of social interaction with educators may lead students to lack academic motivation and may minimize learning.

Vygotsky (1978) argued that social interaction was imperative for learning. The social interaction occurs with a teacher or tutor. The tutor could be a teacher or a parent. As students interact with educators, there must be interaction with parents (Vygotsky, 1978). Parental involvement differs between racial and ethnic groups and has been determined to affect academic motivation needed for learning (Fan et al., 2012). Fan et al. found that parental involvement in school functions periodically affected the academic motivation of African American and White students. In addition, parental involvement in school functions negatively predicted academic motivation of African American students in English (Fan et al., 2012). Fan et al. concluded that this was due to the utilization of information obtained, as parents were involved in school functions. Although certain factors will overlap, the relationship between

parental involvement and academic motivation must be examined to determine whether it contributes to deficits in achievement in African American students.

Parental involvement continues to be an essential component of education and has been viewed as a vital element in the education of children for more than 40 years (Department of Education and Science, 1967). This includes parental involvement within the home (reading with children and assisting with homework) and school-based parental involvement (attending parent-teacher meetings) (Hornby & Lafaele, 2011). The value of parental involvement has been established by stronger parent-teacher relationships, teacher drive, school atmosphere, improved school attendance, attitudes, behavior, and academic motivation. (Hornby & Lafaele, 2011). Parental involvement allows parents to provide guidance, creating an environment that promotes higher mental functioning in the zone of proximal development (Vygotsky, 1978). Butnaru and Gherasim (2010) discovered that parental support was positively related to academic motivation. The current study was conducted to examine whether parental involvement predicts academic motivation of African American students.

Background

Although researchers have validated individual student characteristics as one of the key components of achievement, academic motivation and parental involvement are also needed for academic achievement (Gherasim et al., 2013). The individual characteristic of intelligence has been revealed by some researchers to be the strongest indicator of academic achievement (Gherasim et al., 2013). Early exposure to literacy, such as with parental involvement in the home, facilitated learning and development (Skwarchuk, Sowinski, & LeFevre, 2014). Research has showed that parental involvement in the home is the source of experiences that enhance the

acquisition of oral and written language, numeracy, and applied mathematical abilities, that are all relevant to number-related vocabulary knowledge, quantitative awareness, and general cognitive development (Skwarchuk et al., 2014). Fischer et al. (2013) agreed that academic achievement is linked to intelligence and noncognitive factors, such as academic motivation.

The current study of academic motivation may provide further information to determine what is causing achievement gaps between racial and ethnic groups. Motivation is a complex psychological concept used to explain behavior and gauge the effort of different activities (Sevinc, Ozmen, & Yigit, 2011). Because academic motivation is a fundamental educational variable that is related to curiosity, persistence, learning, and performance, it constitutes a vital component that is needed during the process of learning new skills and enhancing performance in previously learned skills, strategies, and behaviors (Sevinc et al., 2011). In the educational arena, motivation can and should be considered a vital component that is useful in activating and maintaining learning behaviors (Nilsen, 2009). Butnaru and Gherasim (2010) discovered that parental support was positively related to academic motivation, and both were mediated by the student's gender. The results showed that parental support of the father explained the daughter's academic parental support of the mother, which explained the son's academic motivation (Butnaru & Gherasim, 2010).

Parental involvement improves children's academic performance leading to academic success and improved teachers' perceptions (Warner, 2010). Parental involvement increases children's academic motivation and sense of control, thereby improving school performance (Warner, 2010). Wang and Sheikh-Khalil (2014) determined that parental involvement improves academic and emotional functioning. Parental involvement predicted academic success and

mental health due to behavioral and emotional engagement (Wang & Sheikh-Khalil, 2014). In contrast, students with low parental involvement exhibit lower academic proficiency and lower academic motivation, while achieving minimal academic success (Quilliams & Beran, 2009).

The purpose of the current study was to examine whether parental involvement predicted academic motivation in African American students. Although academic achievement has improved for African American students over the last 30 years, improvements must continue (Clotfelter, Ladd, & Vigdor, 2009). Overall, African American students underperform when compared to the U.S. average (Graves, 2011). Research suggested a wider achievement gap in reading achievement between African American males and African American females. In North Carolina, African American females outperformed African American males in end-of-year writing test scores in fourth, fifth, eighth, and ninth grades (McMillian, Frierson, & Campbell, 2010).

Problem Statement

The achievement gap between African American and White students has been well documented (Graves, 2011). According to NAEP (2011), 61% of African American fourth-grade students scored below basic proficiency levels in reading. This below-average reading level was compared to Whites (25%), Hispanics (57%), Asian/Pacific Islanders (31%), and Native Americans (53%; NAEP, 2011). States with a high African American population have a higher percentage of students who read below level (NAEP, 2011).

According to NAEP (2011), 12% of African American fourth-grade students are reading at the highest reading proficiency, but when compared with students who are not proficient this percentage appears minuscule. The problem appears with African American students decreased

standardized assessment scores and course grades received through the public school system. The current quantitative study was conducted to examine whether the academic motivation of African American students is affected by parental involvement, which may be contributing to the achievement gap.

Purpose of the Study

Motivation to achieve appears to be decreasing for African American students mainly because of off-task and disruptive behavior (Economides, 2009). According to Economides, teachers reported that students who are more off-task and behaviorally disruptive tend to be poorly motivated and lack interest in school. Many factors contribute to this problem, such as the number of standardized assessments, home life, media, school curriculum, parental involvement, and school staff attitudes (Economides, 2009). The current study focused on parental involvement as a possible contributing factor. The factors that are contributing to the achievement gap could be potential distractors that cause a decrease in students' motivation. The purpose of this study was to examine whether parental involvement predicts the academic motivation of African American students.

Research Questions and Hypotheses

I sought to determine whether there was a significant difference in African American parent and student perception of parental involvement in academics, whether parental involvement in academics predicted academic motivation of African American students in Grades 4-5, and whether a student's gender moderated the association between parental involvement and academic motivation. Parental involvement included involvement by the

student's mother, father, stepfather, stepmother or guardian. The following research questions and hypotheses were used to guide the study:

RQ1: Is there a significant difference in African American parent and child perceptions of parental involvement in academics when considering students in Grades 4-5?

H_o1: There is no difference in African American parent and child perceptions of parental involvement in academics when considering students in Grades 4-5.

H_a1: There is a significant difference in African American parent and child perceptions of parental involvement in academics when considering students in Grades 4-5.

RQ2: Does parental involvement in academics predict academic motivation of African American students in Grades 4-5?

H_o2: Parental involvement in academics does not predict academic motivation as measured by the Children's Academic Intrinsic Motivation Inventory (Gottfried, 1986) in African American students in Grades 4-5.

H_a2: Parental involvement in academics predicts academic motivation as measured by the CAIMI (Gottfried, 1986) in African American students in Grades 4-5.

RQ3: Does child gender moderate the association between parental involvement in academics to predict academic motivation?

H_o3: A child's gender does not moderate the association between parental involvement in academics to predict academic motivation as measured by the CAIMI (Gottfried, 1986).

H_a3: A child's gender moderates the association between parental involvement in academics to predict academic motivation as measured by the CAIMI (Gottfried, 1986).

Theoretical Framework

The social development theory (Vygotsky, 1978) was used to guide the study. According to Vygotsky, the social development theory emphasizes social interaction in the development of intellect. Vygotsky argued that the public plays an impactful role in the process of making meaning. Social learning precedes development. The theory explains how students must receive guidance and encouragement from a skilled partner or teacher to progress to achievement. (Vygotsky, 1978). Vygotsky noted that the zone of proximal development is the area where the student needs more strategic direction to develop skills for higher mental functions. According to social development theory, learning can be mastered with guidance and encouragement like parental involvement. A thorough explanation of social development theory is provided in Chapter 2.

Nature of the Study

A quantitative between-subjects design was used to examine whether parental involvement in academics predicts academic motivation of African American students. A between-subjects design was used to examine the association between parental involvement and academic motivation. Parental involvement was defined in terms of the degree that parents encourage academic achievement, parental anticipation of course grade achievement and educational attainment, and parental participation in school activities (Chen & Gregory, 2009). Academic motivation was defined as the amount of intrinsic motivation present in an academic setting or academic activity, students' reason for engaging, the degree to which an individual pursued achievement, and the persistence of the individual (Shekhar & Devi, 2012).

Academic achievement or success is not attainable without academic motivation (Shekhar & Devi, 2012). This type of achievement is defined as the importance of accomplishment and attainment with effort or academic motivation (Shekhar & Devi, 2012). In the current study, data were analyzed based on parent and child scores of parental involvements (Parental Involvement Scale) and academic motivation (CAIMI), and student grades and progress.

Definitions

Academic motivation: According to Young et al. (2011), academic motivation is the amount of motivation a student finds within themselves while in an academic setting. Academic motivation indicates a student's internal thinking process that causes them to start and continue with activities needed to achieve their desired academic goals (Berger & Karabenick, 2011). Self-determination theorists speculated that academic motivation is complex and consists of three global types of motivation: intrinsic motivation, extrinsic motivation, and amotivation (Niemiec & Ryan, 2009). In the current study, academic motivation was measured by the CAIMI (Gottfried, 1986). Gilmore and Cuskelly (2009) defined academic motivation as the gratification of school learning based on ability, focus, interest, tenacity, and learning of challenging, difficult, and novel tasks.

Intrinsic motivation: According to Domene, Socholotiuk, and Woitowicz (2011), intrinsic motivation is an internal drive that is magnified by a student's desire to gain knowledge and to obtain mastery, competence, and pleasure. Gilmore and Cuskelly (2009) defined intrinsic motivation as the performance of activities with the objective of obtaining personal pleasure in the activity.

Motivation: According to Komarraju and Nadler (2013), motivation refers to the self-regulatory process by which individuals act on external behaviors and implement learning activities while pursuing goals.

Parental involvement: According to Chen and Gregory (2009), parental involvement can be defined as the amount and quality of time that parents spend in school activities, parental support of academic success, and parental expectancy of course grade achievement and educational achievement.

Assumptions

In this quantitative, nonexperimental, correlational study, the association between parental involvement and academic motivation was examined. The study was conducted in an elementary school in the Southwest United States. I assumed that the quantitative, nonexperimental, survey design was appropriate to address the purpose of this study. I also assumed that participants would complete the survey accurately and truthfully, and that participants would understand the questions in the survey. In addition, I assumed that participants could read English and that they would return all forms in a timely manner. The participants were not forced to participate or provide honest answers. I also assumed that all participants would report grades accurately and truthfully.

Scope and Delimitations

Stipek, Newton, and Chudgar (2010) and Stipek and Ryan (1997) found no association found between academic motivation and achievement in a sample of kindergarten students. Students' academic motivation becomes more stable in later childhood (Gilmore & Cuskelly, 2009). Around fifth- and sixth-grade, there is an association between academic motivation and

achievement-creating delimitations (Gilmore & Cuskelly, 2009). The current study was delimited to African American fourth- and fifth-grade students in a Southwest United States elementary school. I did not include other ethnic groups or grade levels in this study. The surveyed participants were limited to 43 African American students. I did not address the association between parental involvement and academic motivation that may exist in lower or higher grade levels. Selection criteria were used to ensure that participants were eligible to participate in the study. Students must have been African American students between the ages of 9 and 13. Parents must have been a parent of an African American student who was participating in the study. Students and parents who did not meet the selection criteria were not allowed to participate.

Limitations

This study was limited to fourth- and fifth-grade African American students at a Southwest United States urban, elementary school who participated in general and education courses during the 2017-2018 school year. The results of this study may not be generalized to students who enrolled during the 2019-2020 school year and live in other regions of the United States. The framework was limited to the social development theory. Another limitation of the study was that survey responses may not have been reported accurately and truthfully. The survey was not returned to the student once it was submitted. An incomplete survey was not included in the data set. Formal testing was not done to determine students' actual achievement and progress. Lastly, the study was limited to parents of African American students participating in the study.

Significance

This study addressed the association between parental involvement and academic motivation of African American students. Understanding this association is significant because parental involvement is often considered an external factor affecting academic motivation and persistence (Law & Ho, 2009). Furthermore, through examination of parental involvement among the African American student population at a Southwest United States urban, elementary school, the results may provide valuable information to help parents become more aware of how their personal involvement could affect their child. This information may be beneficial to parents by creating a reference to make better parenting choices.

Additionally, this study may be important locally by providing a framework parents can use to evaluate their involvement with their African American child to improve and enhance their child's academic motivation. The results of this study may create parent awareness and a better understanding of current parental involvement practices and knowledge of how these practices may improve the academic motivation of African American students. This study may provide insight to parents by demonstrating the needs of African American students. The information obtained may help parents initiate programs designed to enhance the academic motivation of African American students and other ethnic minorities in the student population.

For African American students and other racially and ethnically diverse populations, the results may support positive social change aimed at strengthening the association between parents and students. Parental involvement affects students' academic motivation and persistence and can impede students' academic development if it is not present (Law & Ho, 2009). The absence of parental involvement during transitions from elementary to middle school often leads

to less academic motivation or a lack of motivation (Law & Ho, 2009). Parents significantly influence their child's academic motivation throughout their academic career (Robledo-Ramón & García-Sánchez, 2012).

Summary

The purpose of this quantitative, non-experimental, correlational study was to examine the association between parental involvement and the academic motivation of African American students in fourth- and fifth-grade in the 2017-2018 school year at a Southwest United States urban elementary school. The social development theory guided this study. According to Lourenco (2012), Vygotsky believed that social collaboration precedes development while awareness and reasoning are the result of socialization and social behavior.

An educational environment that includes parental involvement is vital for academic motivation. Parental involvement is an external factor affecting academic motivation and persistence (Law & Ho, 2009). According to Law and Ho and Fan and Williams (2010), parental involvement is necessary for students to become academically motivated. The lack of parental involvement leads to a student having a low sense of competence toward learning, a decrease in academic motivation, and minimal academic success (Quilliams & Beran, 2009).

Chapter 1 provided an understanding of the problem addressed in the study. I explained how the purpose of the study was to examine the association between parental involvement and academic motivation of African American students. Chapter 1 indicated ways that this study may influence and promote social change among the parents of African American students while providing information that may narrow the achievement gap. Section 2 provides a review of the literature related to parental involvement and academic motivation.

Chapter 2: Literature Review

When the fourth-grade assessment scores were compared to eighth-grade scores in each racial and ethnic group, the achievement gaps increased (NAEP, 2011). In reading, White females scored 9 points higher than White males (NAEP, 2011). Hispanic females scored 9 points higher than Hispanic males (NAEP, 2011). African American females scored 12 points higher than African American males (NAEP, 2011). White and Hispanic males' achievement remained the same in mathematics (NAEP, 2011). African American males were the only racial and ethnic group of males to fall behind in mathematics achievement (NAEP, 2011). African American males scored 2 points lower in mathematics than African American females (NAEP, 2011). The purpose of the current study was to examine whether parental involvement of African American students predicts academic motivation, leading to increased academic achievement and narrowing of the achievement gap.

López (2010) argued that academic success increases a student's learning edge. Parental involvement affects academic motivation and persistence, that could enhance or impede a student's career path (Law & Ho, 2009). When parental involvement is present, students become motivated to excel academically. Persistence and endurance are necessary for students to complete their academic career and are necessary components to lead a student down a successful career path (Law & Ho, 2009). The presence of parental involvement provides an immediate difference in academic motivation and can predict successful academic paths even for young adults (López, 2010). When students appreciate parental involvement, their academic motivation increases (Ghazi, Ali, Shahzad, & Hukamdad, 2010).

Chapter 2 includes a review of the literature regarding how parental involvement in academics predicts academic motivation. The review addresses the association and the strength of the association that may exist between parental involvement and academic motivation. The review provides information regarding how parental involvement predicts academic motivation. Parental involvement affects many facets of a student such as self-esteem, academic achievement, and academic and intrinsic motivation (Shekhar & Devi, 2012). The review addresses how these areas are affected by parental involvement while focusing on how parental involvement affects academic motivation. The review demonstrates the need for more studies focusing on how parental involvement affects the academic motivation of African American students.

The review begins with defining parental involvement and academic motivation. Although the review focuses on academic motivation, a review of intrinsic motivation is provided due to the link between academic motivation and intrinsic motivation. Literature describing how parental involvement enhances academic motivation is reviewed along with literature explaining how parental involvement can be detrimental or have no effect on academic achievement. Variables influencing how parental involvement affects academic motivation are discussed. Although studies have been conducted on how parental involvement predicts academic motivation, there is a need to study how parental involvement in academics predicts academic motivation of African American students.

Literature Search Strategy

The Walden University library and references from reviewed articles were the primary sources of literature used for the review. Several databases were used, including PsycINFO,

PsychARTICLES, Dissertations, ERIC, Education Research Complete, ProQuest Central, Teacher Reference Center, and ProQuest. The keywords that yielded the most comprehensive information were *parental involvement*, *parental support*, *parent involvement, intrinsic motivation, academic motivation*, *motivation*, and *academic achievement*.

Literature Review

Definition of Parental Involvement

Researchers have determined that parental involvement is crucial for student achievement, but parental involvement is often defined differently depending on the researcher. Cucchiara and Horvat (2009) defined parental involvement as the way parents provide for their child financially, plus the amount of quality time and interest taken in their child's hobbies and academics. Additionally, Cucchiara and Horvat noted that parents must be attentive to their child socially, emotionally, and educationally to be considered involved. Lau, Li, and Rao (2011) defined parental involvement in broader terms by including a determinant that outlines the underlying results that occur when a parent shows interest in their child's academic skills, attitudes, and social competence.

Parents define parental involvement differently from the teachers. Hornby and Lafaele (2011) noted that parents often describe parental involvement as providing a safe home environment and getting their children to school on time. In contrast, teachers define parental involvement as a parental presence at school (Hornby & Lafaele, 2011). Teachers associate parental involvement with the way parents support their child's school activities and educational development to promote their child's academic achievement and school adjustment (Hayes, 2012).

Although teachers and parents differ in their description of parental involvement, some aspects are similar (Warner, 2010). Teachers describe parental involvement in terms of reading, reinforcing, and responding to requests, while parents include their child's emotional well-being along with academics (Warner, 2010). Parents desire for teachers to appreciate their child's individual, unique personality, while teachers focus on the formal curriculum (Warner, 2010). Emotional well-being and academic goals intertwine for parents (Warner, 2010). Many teachers believe that parental focus on emotional well-being often dominates students' need for parental academic support (Warner, 2010).

According to Loera, Rueda, and Nakamoto (2011), parental involvement is the degree that a parent responds authoritatively to their child's education. Chen and Gregory (2009) stated that parental involvement is defined by how parents participate in school-related activities, academic success, achievement, and educational attainment. Chen and Gregory measured parental involvement using three scales adapted from the Steinberg Parent Encouragement Scale (Steinberg, Lamborn, Dornbusch, & Darling, 1992) and one item from the Education Longitudinal Study (Lourenco, 2012). The single Education Longitudinal Study item was used to evaluate students' perception of parents' involvement related to education achievement expectations (Chen & Gregory, 2009). Chen and Gregory included many other factors useful when considering parental involvement, such as attending school-related activities and taking responsibility for their child's academic outcome, which is why their definition is used in the current literature review.

Definition of Motivation

Types of motivation include academic motivation, intrinsic motivation, extrinsic motivation, and employee motivation. The focus of this review is academic motivation. Intrinsic motivation is also discussed to explain how it is related to and needed for academic motivation. According to Sungar and Senler (2010), intrinsic motivation involves participation in an exercise because it is interesting. The exercise is completed because feelings of affirmation arise from completing the task rather than through extraneous rewards or controls (Sungar & Senler, 2010). Extrinsic motivation results from rewards received for an activity, such as higher grades, gifts, or avoidance or elimination of negative consequences (Sungar & Senler, 2010). The intrinsic motivation of students plays a vital role in their education (Mizuno, Tanaka, Fukuda, Imai-Matsumura, & Watanabe, 2011). A lack of intrinsic motivation will cause academic motivation to become nonexistent (Mizuno et al., 2011).

Intrinsic motivation must exist in order to have academic motivation. According to Mizuno et al. (2011), intrinsic motivation involves completing an activity or assignment due to innate enjoyment or interest. Intrinsic motivation includes engaging in an activity that revolves around pleasure and satisfaction due to actual participation (Mizuno et al., 2011). It is a drive that comes from within and that is magnified by a student's desire to gain knowledge, to obtain mastery, competence, and pleasure (Domene et al., 2011). Intrinsic motivation provides energy and supplies the endurance needed to complete a given task (Drissner, Haase, & Hille, 2010). This type of motivation is needed to complete the academic tasks required of most students during their entire academic career (Drissner et al., 2010). It causes someone to participate in an activity due to interest and gratification rather than by coercion (Sungar & Senler, 2010).

Academic motivation is defined as one's desire as demonstrated by their approach, persistence, and level of interest in academic subjects when their level of competence is based on a standard of performance or excellence (Rienties, Tempelaar, Van den Bossche, Gijselaers, & Segers, 2009). When intrinsic motivation exists, students are not coerced into completing assignments, which demonstrates the presence of a student's academic motivation. Academic motivation is intrinsic motivation within an academic setting (Young et al., 2011). It is the innate enjoyment of participating academically (Young et al., 2011). The definition of academic motivation provided by Rienties et al. (2009) will be the definition of academic motivation used for this review since it incorporates all aspects of academic motivation while providing a thorough definition.

Effects of Parental Involvement

Academic motivation is imperative for upper-level academic achievement and is affected by the existence or absence of parental involvement defined as aid, advice, approval, or comfort (Young et al., 2011). Parental involvement enhances academic motivation. Yet, Duchesne and Ratelle, (2010) believe that parental involvement (behaviors and attitudes expressed, approval, sensitivity, aid, and encouragement towards the child) has no effect and could be detrimental to academic motivation. Academic motivation is a key factor in the learning process, which is a concept that differs from authors who believed that parental involvement (support and encouragement) is the only key factor (Régner, Loose, & Dumas, 2009). Research has shown how parental involvement enhances academic motivation (Young et al., 2011); while other research demonstrates that parental involvement has little or no effect on academic motivation (Duchesne & Ratelle, 2010). Information supporting both effects of parental involvement were

used. First, information that shows how parental involvement enhances academic motivation will be presented. Second, information that shows the minimal or no effect that parental involvement can have will be presented.

Parental Involvement Enhances Academic Motivation

Parental involvement is an external factor that affects academic motivation and persistence (Law & Ho, 2009). Persistence is essentially needed for academic motivation to be present (Law & Ho, 2009). Adult (tutor or mentor) and teacher involvement were shown to be needed to lead and guide students as they pursue their education (Tanggard, 2008). Law and Ho specified that parental involvement, versus any type of adult involvement (teacher, tutor, or mentor), tended to positively affect a student's academic motivation. An adult's presence had a positive effect on a student's academic motivation (Law & Ho, 2009). Parental involvement is beneficial for students academically (Law & Ho, 2009). It is significant and has direct and indirect effects on children's attitudes and academic motivations. Based on information obtained from Law and Ho and Leflot, Onghena, and Colpin, (2010), parental involvement is required for students to become academically motivated.

Fan et al. (2012) state that the personal academic motivation of learners is strongly affected by their social and parental involvement. This is especially true for young children and adolescent learners (Fan et al., 2012). The general perception of involvement, demands, and pressures from parents explained the academic motivational tendencies of students in specific subject areas (Fan et al., 2012). Students' perception of parental involvement conflicted with the actual amount of parental involvement provided and classroom performance, while it predicted academic motivation (Fan et al., 2012). Self- efficacy was the mediator of all relations between

contextual perception and academic motivation (Fan et al., 2012). This finding showed that self-efficacy determines students' perception of parental involvement that determines academic behavior and academic motivation (Fan et al., 2012).

Benefits of Parental Involvement

Previous research has indicated that elementary students with low academic motivation become academically at risk (Quilliams & Beran, 2009). Students who do not value academic achievement are unlikely to invest the amount of time needed to build adequate academic skills (Quilliams & Beran, 2009). Based on this information, a question arose of whether parental involvement will make a difference in their child's academic motivation (Quilliams & Beran, 2009). Children of parents who are not dynamically participating in their child's education demonstrate minimal belief in their academic abilities, show a low academic motivation to complete assignments, and achieve minimal academic success based on a study conducted by Quilliams and Beran that included 77% White participants. In contrast, the presence of parental involvement coupled with academic motivation, strongly predicts academic achievement (Quilliams & Beran, 2009).

Parental involvement was determined to be a beneficial component needed for student success (Hornby & Lafaele, 2011). Additional benefits of parental involvement include improved parent-teacher relationships, teacher morale and school climate; improved attendance, behavior, and mental attitudes of students; increase confidence, satisfaction, and student interest in their own education (Hornby & Lafaele, 2011). According to Coleman and McNeese (2009), who conducted a study including 57% percent White and 11.4 percent African- American participants, an involved parent provides a positive impact on a child's learning and overall

academic career. The benefits of parental involvement apply to all genders, racial and ethnic groups, and spans over all age ranges (elementary, middle, and secondary schools) (Hornby & Witte, 2010). Parental involvement can be more important than the parent's income, educational level, or cultural background (Cucchiara & Horvat, 2009).

The language involved in class discussions and instruction affects how students form concepts and theories (Vygotsky, 1978). According to Vygotsky (1978), the process of concept formation occurs when thinking and language have diverse inborn origins and progress independently. He believed that concept formation comes to fruition during adolescence after their independent progression. Vygotsky imagined that concepts formed through logical processes; all the fundamental cerebral functions that partake in an explicit mixture are directed using words to center attention, abstract specific traits, synthesize them, and symbolize them by a sign. When adolescents learn to direct their own mental processes using language or symbols, it becomes an essential segment of concept formation (Vygotsky, 1978). Concept formation and mental processing contribute to learning. Both cannot be properly developed without social interaction occurring with a teacher or tutor such as a parent (Vygotsky, 1978). The absence of social interaction or parental involvement may lead students to lack academic motivation and minimize learning.

As Vygotsky (1978) believed, an absence or a minimal amount of social interaction creates deficits in student learning. Children learn through the social interaction of a tutor (often the parent or teacher) which models behaviors for the student while providing verbal instructions (Vygotsky, 1978). Educators must socially interact with African American students to create a

positive learning environment where the students may feel comfortable to contribute to dialogue needed for instruction and daily review of student comprehension.

Vygotsky (1978) believed that social interaction was imperative for learning. The social interaction occurs with a teacher or tutor. The tutor could be a teacher or a parent. As students interact with educators, there must be interaction with parents. Parental involvement differs between racial and ethnic groups and both were determined to affect academic motivation, needed for learning (Fan et al., 2012). The results of the Fan et al. study found that parental involvement in school functions periodically affected the academic motivation of African American and White students. Still, parental involvement in academics negatively predicted academic motivation of African American students in English (Fan et al., 2012). Fan et al. believed this was due to the utilization of information obtained, as parents were involved in school functions.

According to Feliciano (2012), parental involvement has been shown to influence academic motivation in Canadian students, especially when students are transitioning between elementary to middle school and then from middle school to high school. Students whose parents are not involved during crucial school transitions are placed at risk for a decrease in academic motivation (Feliciano, 2012). The absence of parental involvement within transitions often leads to less academic motivation or even a lack of motivation. This demonstrates that parents significantly influence their child's academic motivation (Robledo-Ramón & García-Sánchez, 2012) Parents are indirectly involved in their child's achievement by increasing their child's academic motivation. Robledo-Ramón and García-Sánchez completed a culturally diverse study of parental involvement, but there were no African American students included.

Minimal Effects of Parental Involvement

Although Verschueren, Doumen, and Buyse (2012) maintained that teachers and parents are influential, they discovered that teachers have a stronger impact when compared to parents in terms of academic motivation. This view differs from many authors who have studied parental involvement such as López (2010) and Chen and Pajares (2010). The student-teacher relationship positively adds to a student's self- concept, especially when academics are considered (Verschueren et al., 2012). This relationship functions as a regulatory role in terms of student-peer relationships in the classroom (Verschueren et al., 2012). The student-teacher relationship was strongly associated with academic motivation, as well (Verschueren et al., 2012).

Detriments or No Effects

According to Robledo-Ramón and García-Sánchez (2012), most of the research concerning parental involvement shows how it correlates with academic motivation, creating difficulty in determining whether parental involvement actually increases academic motivation needed for academic achievement, or whether self-directed, motivated students create reassuring parenting along with high outlooks for success. Robledo-Ramón and García-Sánchez interviewed high school seniors to examine whether and how family members moved their academic motivation and achievement. Some students believed that their academic motivation came entirely from desires to gratify parents or fulfill family obligations; while other students believed that parental, involvement had no effect on their academic motivation (Robledo-Ramón & García- Sánchez, 2012. When students felt anxious or burdened by parental expectations, their academic motivation appeared to suffer. Single negative incidences seem to influence academic

motivation, despite parental involvement. The single negative incidences included divorce, death of a close family, or an arrest of a close family member (Robledo-Ramón & García-Sánchez, 2012).

When students feel pressured to perform academically due to parental involvement, their academic motivation appeared to decline. This provides evidence to explain why high levels of parental involvement have been shown to be detrimental to a student's academic motivation and achievement (Duchesne & Ratelle, 2010). Cucchiara and Horvat (2009) learned that adolescent students want their parents involved, but to a certain degree. Students in this age group would like for parents to be involved academically, but without too much involvement in their personal lives (Cucchiara & Horvat, 2009). During puberty, students are becoming more independent. Students begin to become less dependent on parents and desire for their parents to be less involved (Cucchiara & Horvat, 2009). This explains the findings of why increased parental involvement can have a negative correlation with academic motivation and academic achievement for adolescents (Cucchiara & Horvat, 2009).

Variables Influencing Parental Involvement and Academic Motivation

Many variables influence parental involvement and academic motivation. The family structure of students could determine parental involvement (Lopez, 2010). Parents also have varied perceptions of what parental involvement is (Lopez, 2010). This causes their absence or presence in their child's education affecting students' academic motivation. Some students are motivated intrinsically, whether parents are actively involved or not (Lopez, 2010). This, in turn, minimizes the need for parental involvement. Many parents are unaware of how to become involved due to previous negative school experiences (Chen & Gregory, 2009). Some parents

may not have performed well in school causing them to be less motivated to become involved in their child's education (Chen & Gregory, 2009) Their lack of involvement may negatively affect their child's academic motivation. The gender of the student may determine how they perceive and receive parental involvement (Gherasim et al., 2013). Lastly, the cultural background of a parent could determine their view of parental involvement.

Family Structure

When students of divorced families are compared to their peers who come from intact families, the former group does not perform as well academically as the latter group (Lopez, 2010). The absence of a parent affects students in various ways. Students of intact and single-parent or divorced families tend to have significantly low grades if there is an absence of parental involvement (Lopez, 2010). Academic achievement and academic motivation increased as parental involvement increased (Lopez, 2010). Teens in detached families had significantly lower GPA scores than teens of families with both parents (Lopez, 2010). Parental support alone did not control the GPA scores of students of stepfamilies (Lopez, 2010).

Parents' Previous School Experiences

Duchesne and Ratelle (2010), Chen and Pajares (2010) hypothesized that the amount of parental involvement was both, directly and indirectly, related to their child's academic achievement. Chen and Gregory (2009) sought to determine how parental involvement, teacher involvement, and peer involvement affect academic motivation and achievement. Parental involvement was indirectly related to achievement and was mediated by students' academic motivation (Chen & Gregory, 2009). Parental involvement and teacher involvement were directly related to academic achievement. Teacher involvement positively affected student

academic motivation and achievement the most when compared to parent and peer involvement (Chen & Gregory, 2009). According to Chen and Pajares, students whose parents did not attend college believed that the involvement of their parents was inadequate for their demanding academic needs. Students believed that parental involvement was inadequate due to their high value placed on education. Peer involvement had the least effect on academic motivation (Chen & Gregory, 2009).

Gender

Chao and Otsuki-Clutter (2011) believed that African American parenting has been studied in many variations, such as age, gender, and birth order, but it is imperative that researchers focus on context to understand the variation. Gender was determined to be a significant controlling variable for academic motivation in English across all racial and ethnic groups (Fan et al., 2012). Participants' gender had a significant effect on academic motivation in mathematics for White students and on student engagement in all racial and ethnic groups except for Asian American students (Fan et al., 2012). Studies of urban, low socio-economic African Americans often demonstrate differential effects of parental involvement and tend to control for females compared with males, but the pattern of difference is not consistent across studies (Chao & Otsuki-Clutter, 2011). Still, some studies mediated or explained gender in externalizing problems, such as low grades and aggressiveness in male adolescents (Chao & Otsuki-Clutter, 2011).

Alfaro, Umana-Taylor, Gonzales-Backen, Bámaca, and Zeiders (2009) found gender differences within students' academic motivational level and functioning. The findings of gender differences were shown to be inconsistent. Males and females differed in how they attributed

their success and failure (Tariq, Hussain, Mahmood, & Mubeen, 2011). Some studies showed that males have more academic motivation than females, for those males, this was attributed to parental involvement (Dumka, Gonzales, Bonds, & Millsap, 2009). A cross-cultural study that investigated age, sex, and cultural differences in academic motivation found that female students (British and Chinese) demonstrated higher scores in academic motivation when compared to male students according to Salili and Lai (2003) and Shekhar and Devi (2012). Zhou, Ma, and Deci (2009) found that parental involvement was a significant factor that correlated highly with female students' academic motivation.

Culture

When schools create an environment that supports diverse cultures and parental involvement, all groups benefit (Young et al., 2011). Academic expectations and perceptions of parental support are influenced by a student's culture and family experiences (Young et al., 2011). A review of Latino students by Arana at al. (2011) determined that as parental support increased for Latino college students, their college adjustment increased.

In western cultures, intrinsic motivation is the precursor to academic motivation (Zhou et al., 2009). The road to academic motivation differs for Chinese students (Zhou et al., 2009). For Chinese students, academic motivation stems from many factors, such as personal ambition, parental support, peer support, material reward, and interest (Zhou et al., 2009). In Western cultures, academic motivation is quite individualistic, whereas in East Asian cultures it is collective and includes significant others, such as parents, family, peers, and even society according to Salili and Lai (2003) and Shekhar and Devi (2012).

Summary of Variables

This review included seven variables that could influence parental involvement's effect on academic motivation. All the variables could potentially influence parental involvement's effect on academic motivation. The age of the student plays a vital part in the outcomes. There is a fine line between too much parental involvement and not enough. Younger students appear to desire parental involvement, increasing academic motivation, while older students desire less parental involvement. Too much parental involvement in the education of older students may be detrimental to their academic motivation.

With increasing divorce rates, many students must develop academic motivation within single-family households, stepfamilies, and blended families (Lopez, 2010). Divorce creates difficulties for parents becoming involved in their child's education (Lopez, 2010). Parents may have to work longer hours to provide for their families or risk the absence of income (Lopez, 2010). Students may be resentful of the parent who left and may reject any involvement offered by the absent parent.

Parents have varied ideas of what is required for parental involvement as explained within their definition of parental involvement listed by Hornby and Lafaele (2011). Parents desire for teachers to appreciate their child's individual, unique personality, while teachers focus on the formal curriculum (Hornby & Lafaele, 2011). Emotional well-being and academic goals intertwine for parents. If parents are involved, it does have a positive effect on the student's academic motivation (Hornby & Lafaele, 2011). Some parents feel inadequate to become involved due to the difficulty of today's assignments within some academic subjects Chen and Gregory (2009).

According to Duerr (2012), gender-related differences have been quite noticeable over the years, especially in the realm of standardized assessment scores. The achievement gap widens around Grades 8 and 9 and tends to favor males of all racial and ethnic groups when math standardized assessment scores are considered (Duerr, 2012). Females of all racial and ethnic groups still tend to outperform males within the math classroom (Duerr, 2012). However, Ganley and Vasilyeva (2011) stated that gender-related differences are not solely limited to gender gaps, gender differences vary within racially and ethnically diverse groups. In terms of gender, females are outperforming males in many subjects. Males attribute their success and academic motivation to parental involvement (Dumka et al., 2009). Females were shown to have more academic motivation in comparison to males (Zhou et al., 2009). The academic motivation of females may be the cause of the recent increase in their academic achievement. Some students appear to have an intrinsic motivation to succeed (Mizuno et al., 2011). Intrinsic motivation must exist in order to have academic motivation (Mizuno et al., 2011); they are academically motivated with the absence or presence of parental involvement (Sungar & Senler, 2010). Intrinsic motivation causes students to participate in an assignment due to interest and gratification rather than by coercion (Sungar & Senler, 2010). They do not require rewards or praise and seem to develop the academic motivation needed to be academically successful (Sungar & Senler, 2010).

Cultural background also determines how students accept, perceive, and need parental involvement (Young et al., 2011). With African American and Latino students, as parental involvement increased, student motivation summarily increased (Young et al., 2011). The academic motivation of students from Western cultures seems to be more idiosyncratic when compared to students from more Eastern cultures where academic motivation is more of a

collective effort (Salili & Lai, 2003; Shekhar & Devi, 2012). The collective effort includes more parental support, along with support from their extended family and society (Young et al., 2011).

Directions for Future Research

There is a need for additional research that will demonstrate how parental involvement predicts academic motivation. Additional research is especially needed for culturally diverse students as the public-school population is becoming more diverse and there is an achievement gap between cultures. This gap is most evident when the achievement scores of African American students are compared to other cultural groups. Additional research in this area will help address many current issues of academic motivation while helping to prepare parents to handle upcoming issues of academic motivation within culturally diverse groups.

Chao and Otsuki-Clutter (2011) suggested that there is a need for a cultural value model to identify which parenting behaviors lead to academic success for African- American students. They explained that a vast number of studies and articles have shown evidence of the importance of parental involvement (Chao & Otsuki-Clutter, 2011). Parental involvement has been examined as a possible means of providing additional motivation to students (Chen & Gregory, 2009). Researchers have determined that parental involvement often resulted in students who earn higher grades, have better attendance, and experience fewer discipline problems. Duchesne and Ratelle (2010) examined parental involvement and found a direct correlate that was positively related to academic achievement. Parental involvement was determined to be related to student achievement and was mediated by academic motivation (Chen & Gregory, 2009).

Dependent Measures

The dependent measure would be academic motivation. According to Régner et al. (2009), research has shown that motivation is an essential element in school and is impacted by parental support and teachers. Academic motivation has been shown to be affected positively by a variety of factors including age (Hustinx, Kuyper, van der Werf, & Dijkstra, 2009) and parental involvement (Fan & Williams, 2010). Additionally, academic motivation is linked to an adolescent's perception of the amount of involvement and encouragement provided by parents and teachers (Chen & Gregory, 2009). Academic motivation seems to be dependent on the amount of parental involvement for most students. It will be determined if academic motivation is affected by the amount of parental involvement received by African American students.

Instruments

There will be two instruments used: The Children's Academic Intrinsic Motivation Inventory (CAIMI) and the Parental Involvement Scale (PIS). The CAIMI is an 18-item inventory with good criterion-related validity, internal consistency, and test-retest reliability (Quilliams & Beran, 2009). This scale measures how students generally enjoy learning, as well as their curiosity and persistence about challenging tasks. It is rated on a 5-point scale from strongly agree to strongly disagree. The PIS is a 16-item scale with good internal reliability and criterion-oriented validity (Quilliams & Beran, 2009). It provides information about parental involvement in school events and interests in schoolwork. It is rated on a 5-point scale from strongly agree to strongly disagree.

Summary and Conclusions

As stated previously, there is a problem with the academic achievement of students, especially African American students. Parental involvement appears to affect the academic motivation of African American students (Young et al., 2011). The proposed study will create awareness of the effects of parental involvement. Parents will be able to understand the effect their involvement has on their child's academic motivation that, in turn, contributes to their achievement. Schools will have additional evidence to show parents how their involvement affects their child's academic motivation and ultimately their academic success.

Parental involvement describes how parents participate in school-related activities including encouragement of academic success, parental expectations of course grade achievement, and educational attainment (Chen & Gregory, 2009). Parents affect their child's achievement by increasing their academic motivation. The results of the study may reveal the significance of parental involvement in order to create a positive effect on academic motivation. This literature reviewed showed that many other factors influence parental involvements' effect on academic achievement including family structure, culture, student's intrinsic motivation, gender, and parents' previous school experiences.

Academic motivation demonstrates a student's enjoyment of learning (Quilliams & Beran, 2009). It is characterized by the student's orientation towards mastery, curiosity, persistence, and the learning of challenging tasks (Gilmore & Cuskelly, 2009; Gottfried, 1986). Several studies have shown that academic motivation can predict student achievement in school (Gilmore & Cuskelly, 2009; Gottfried, 1986; Muola, 2010). Children who are not curious and persistent may perform less than children who are curious and persistent who generally enjoy

tackling challenging academic tasks. Parental involvement can positively or negatively predict academic motivation based on the child's age, gender, and the amount of parental involvement provided.

Chapter 3: Research Method

The purpose of this study was to examine whether parental involvement predicts the academic motivation of African American students in a public elementary school in Southeast Texas. In this chapter, I describe the research design and explain how statistical conclusions were drawn about the prediction of academic motivation based on parental involvement. I also include the research questions, instruments, setting and sample, and population studied.

Research Design and Rationale

This quantitative study addressed how parental involvement in academics predicts the academic motivation of African American students. Academic motivation was the dependent variable, parental involvement was the independent variable, and gender was the moderator variable. The quantitative approach assisted in establishing statistical conclusions about how parental involvement in academics predicts academic motivation of African American students. Regression was used to examine how parental involvement in academics predicts academic motivation. The data were analyzed based on the amount of parental involvement in academics reported by parents and students, in addition to students reported academic motivation. Research questions were answered using an independent samples *t* test, linear regressions, and multiple regression. Previous studies demonstrated correlations between the variables of academic motivation and parental involvement (Ghazi et al., 2010). However, there was a gap in the literature concerning how the academic motivation of African American students correlates to parental involvement.

Research Questions

The purpose of the study was to examine whether parental involvement predicts the academic motivation of African American students. Previous studies demonstrated correlations between the variables of academic motivation and parental involvement, but there was a gap in the literature concerning how parental involvement in academics predicts academic motivation of African American students (Robledo-Ramón & García-Sánchez, 2012). The extent to which parental involvement in academics predicts academic motivation for African American students has not been studied. The following research questions and hypotheses were used to guide the study:

RQ1: Is there a significant difference in African American parent and child perceptions of parental involvement in academics when considering students in Grades 4-5?

H_o1: There is no difference in African American parent and child perceptions of parental involvement in academics when considering students in Grades 4-5.

H_a1: There is a significant difference in African American parent and child perceptions of parental involvement in academics when considering students in Grades 4-5.

RQ2: Does parental involvement in academics predict academic motivation of African American students in Grades 4-5?

H_o2: Parental involvement in academics does not predict academic motivation as measured by the CAIMI (Gottfried, 1986) in African American students in Grades 4-5.

H_a2: Parental involvement in academics predicts academic motivation as measured by the CAIMI (Gottfried, 1986) in African American students in Grades 4-5.

RQ3: Does child gender moderate the association between parental involvement in academics to predict academic motivation?

H_o3: A child's gender does not moderate the association between parental involvement in academics to predict academic motivation as measured by the CAIMI (Gottfried, 1986).

H_a3: A child's gender moderates the association between parental involvement in academics to predict academic motivation as measured by the CAIMI (Gottfried, 1986).

To answer the first research question, an independent samples *t* test was used to compare the mean scores of two different groups of people (Pallant, 2016). A *t* test was used to compare parent and child perceptions of parental involvement in academics to determine whether there was a statistical difference between parent and child perceptions of parental involvement.

Parents and students may have different perceptions of parental involvement in academics. Students may perceive that they are receiving minimal to no parental involvement in academics. At the same time, parents may believe that they are providing all the parental involvement needed for their child to be motivated academically. By comparing the mean scores of the two groups (parent and child perceptions of parental involvement) with a *t* test, I determined whether parent and child perceptions of parental involvement were the same or different (Pallant, 2016).

To answer Research Question 2, linear regression was used to examine the relationship between variables (Pallant, 2016). Linear regression provided information about the model and the contribution of each variable that contributed to the model. Each variable was evaluated based on its predictive power of the outcome variable. Linear regression was conducted to determine whether parental involvement in academics predicted students' academic motivation.

For Research Question 3, multiple regression was used to assess the predicted outcome. Multiple regression showed whether the inclusion of an additional predictor variable led to the increased prediction of the outcome variable. I used multiple regression to examine the extent to which parental involvement and gender explained variance in academic motivation. Gender was examined as the moderator of the relationship between parental involvement and academic motivation. If gender were a significant moderator in the study, parental involvement may increase academic motivation for one gender compared to another. All variables were added into the equation at the same time to determine whether gender moderated the association between parental involvement in academics and academic motivation.

Methodology

Setting and Sample

The district where the school is located has 25 elementary schools, seven middle schools, four high schools, one early college program, and a disciplinary alternative educational program. Approximately 4,000 staff provide an educational program from prekindergarten through Grade 12 for approximately 37,000 students. The study sample consisted of African American students in fourth- and fifth-grade. Criteria were used to select participants for the sample. Students of African descent between the ages of 9 and 13 were eligible to be participants. A valid, signed informed consent from parents or guardians was required for students to participate in the study. Parents of African American students participating in the study were eligible to participate, as well.

Population

Due to its diversity, the district was a suitable location for recruiting participants for the study. According to the Texas Education Agency (2020), the African American population in the district was 34.1%. The participants in this study represented a sample of African American students attending a public school in the district. African American students were characterized as being students who can trace their ancestry to sub-Saharan Africa, especially those who are the descendants of North American slaves. (Oliver, 2017). Biracial students were able to participate in the study. This study included fourth- and fifth-grade African American students and parents of African American students during the 2017-2018 and 2018-2019 school year.

Sampling Method and Eligibility Criteria

The participants for this study were selected from a convenience sample based on the following criteria: (a) age 9-13, (b) student in 4th or 5th grade, (c) parental consent to participate in the study obtained from parents or guardians, (d) assent provided by student, (e) enrolled in a public elementary school, (f) students of African American descent (g) parent of student of African American decent.

Sample Size

The sample was taken from an elementary school located in a densely populated Southeast Texas metropolitan area. African American students were contacted based on parental interest in participating in the study during the 2017-2018 school year. The sample size of 42 was calculated by using G power analysis (Faul, Erdfelder, Buchner, & Lang, 2009). More than 42 parents and students participated in the study. To achieve a 95% power to detect a 5% difference, with an alpha of 0.5 using a two-sided test, we estimated that 42 subjects in each

group will be required (Faul et al., 2009). A convenience sample consisting of volunteer participants was used in the study.

Procedures

Participant recruitment flyers (see Appendix A) were distributed by the school to all 4th and 5th-grade parents. The flyers provided information about the study and informed parents of the type of participants that were needed for the study. Parents were able to email their responses or call the researcher if interested in participating in the study. Once notification of parental interest was received, an informed consent form (see Appendix B) was sent by email or mailed by the researcher, along with more information about the study and procedures. Mothers of all races/ethnicities are welcome to participate if they were the parent a child of African American descent. Parents were instructed to call or email if there were any questions about the assessment. Before completing the assessment, parents were assured that their name and answers would remain anonymous and that they could decide not to participate in the study at any time. Parents were able to take the PIS online or in paper format if they did not have access to a computer. An anonymous link was emailed to parents for them to participate. Paper forms of the PIS were mailed to parents who did not have a computer. Parents who completed paper forms were asked not to include their name on the form. The PIS was presented in a multiple-choice questionnaire format. Only one answer could be selected for each item. Once the assessment was completed, parents submitted the assessment online or returned the paper form in a sealed envelope. A reminder call or email was made to parents who failed to complete the survey within one week.

For students, they could participate in the study when a signed parental consent was received. Students participated in the study online from home to minimize instructional disruption of the school day. Students did not participate in the study during instructional time. Students participated by computer at home. Paper forms were available for students who did not have computer access at home, or if their parents were uncomfortable with their child completing the survey online. The survey did not take longer than 30 minutes to complete and students had one week to participate and complete the study. Students had to complete the entire survey at one time. They were not allowed to take portions of the survey. An assent form was presented on the first screen for students. After assent was provided to students, the directions were explained on the next screen. If students had any questions about the directions, they were instructed to exit out of the survey and to call for clarification before proceeding to the rest of the assessment. If the student did not have any questions, they proceeded with the survey to questions from the CAIMI and PIS. Students could ask questions before beginning their survey. They could select only one answer. Students were informed that they may decide not to participate at any time. The CAIMI and PIS were presented in a multiple-choice questionnaire format. Once the assessment was complete, students submitted the assessment online. The results of the study will be shared with the school district, school, and participants in a 1-2-page summary written in non-technical language.

Measures

The Parental Involvement Scale provided information about parental involvement in school events and interests in schoolwork from both the parent and child perspectives. Paulson (1994) developed the PIS to explore parental involvement in the achievement outcome of early

adolescents, and permission was granted to the measure as it was publicly accessible. The PIS was designed for parents and students to respond to items. In this study, the PIS was used to measure parent and child perceptions of parental involvement in academics whether parental involvement in academics predicts academic motivation, and whether a child's gender moderates the association between parental involvement in academics and academic motivation. The PIS is a 16-item structured interview scale with good internal reliability and good construct, convergent, and criterion-oriented validity (Quilliams & Beran, 2009). The scale is reliable with Cronbach alpha levels (.70–.90). Three subscales comprise the total involvement scale: values towards achievement, interest in schoolwork, and involvement in school functions. Responses across all three scales are summed to create a total involvement score. The PIS is rated on a 5-point scale from strongly agree to strongly disagree. High scores on the PIS indicate a high level of parental involvement, while a low score on the PIS indicates a low level of parental involvement.

The Children's Academic Intrinsic Motivation Inventory was used to measure students' academic motivation and is designed specifically for students in Grades 4-8 (Holmes, 2011) and permission was granted for the measure as it was publicly accessible. This 18-item inventory has good criterion-related validity and test-retest reliability (Quilliams & Beran, 2009). Substantial construct validity has been reported with the CAIMI, as well (Gottfried, Nylund-Gibson, Gottfried, Morovati, & Gonzalez, 2016). Gottfried (1986) found both internal consistency and test-retest reliability coefficients were consistent across grade, sex, and race. Cohen's alpha ranges between .80 and .83. The CAIMI measures students' motivational orientation in science, reading, math, social studies and their general orientation towards academic learning (Holmes,

2011). It consists of five scales: Reading, Math, Science, Social Studies, and General. Results can be reported in t-scores or percentiles. This scale measures how students generally love learning, as well as their curiosity and persistence about challenging tasks. Students are asked to describe how they enjoy learning. Half of the items require an agreement response to indicate high motivation and the other half require disagreement to indicate high intrinsic motivation levels (Holmes, 2011). The CAIMI is rated on a 5-point scale from strongly agree to strongly disagree. High scores on the CAIMI indicate a high level of academic motivation, while low scores indicate a low level of academic motivation.

Ethical Considerations

An informed parental consent (see Appendix B), available in the appendix section of this paper, was provided to each parent participating with their child in the study. The informed consent covered topics such as procedures for participation, confidentiality, the voluntary nature of participation, the benefits and risks of participation, and options for receiving additional information should questions or concerns arise.

This study did not pose any known physical or emotional risks or benefits, due to participants providing voluntary responses. The surveys were voluntary and confidential and was available to the researcher only once completed. Students did not receive extra credit for participating in the study. Participants could withdraw at any time. Participating in the study did not pose any conflicts of interest and participants did not receive any type of incentive for participating. The results of the study will be available to parents after the completion of the study. The survey was not be timed and answers will remain anonymous. Permission to conduct

this study was obtained from the Institutional Review Board of Walden University (Approval # 04-21-17-0042791) and a school district in Southeast Texas.

Summary

Chapter 3 provides details of the methodology and design of the study. This quantitative, study examined how parental involvement in academics predicts academic motivation of African American students. To examine the research questions, a *t* test, linear regression, and multiple regression was conducted to assess if parental involvement in academics predicts academic motivation. The CAIMI and PIS were used to collect data needed to examine the research questions and hypotheses. The sample size consisted of 43 students. Results of the study were available to parents after the data were analyzed. Chapter 4 provides details of the results and Chapter 5 provides interpretation of the findings, limitations, recommendations, implications, and conclusion.

Chapter 4: Results

Many researchers have examined how parental involvement affects academic motivation (Kriegbaum, Villarreal, Wu, & Heckhausen, 2016; Quilliams & Beran, 2009; Rodríguez et al., 2017). According to Law and Ho (2009), parental involvement affects academic motivation and persistence, that could enhance or impede a student's career path. The presence of parental involvement provides an immediate difference in academic motivation and can predict successful academic paths even for young adults (López, 2010). When students appreciate parental involvement, their academic motivation increases (Ghazi et al., 2010). However, there was a gap in the literature regarding how parental involvement affects the academic motivation of racially and ethnically diverse groups. I examined the predictive relationship between parental involvement and academic motivation of African American students to address this gap. The findings may lead to social change by pinpointing types of parental involvement that are most effective in motivating students academically.

Results

Before conducting statistical tests, I analyzed the features of the data. Descriptive data were collected to obtain information relevant to the research questions. I used the Statistical Package for the Social Sciences Version 25 for data analysis.

The study sample consisted of 43 families. Forty three students participated in the study, including 27 female students and 16 male students. Four students did not specify their grade or gender and were therefore not included in the data set. Parents completed the Parental Involvement Study (PIS) to rate themselves on their involvement in their child's academics, and their mean scores were calculated, as shown in Table 1. Parents reported the highest parental

involvement in two areas: aspirations (*M* =4.95, *SD* =.21) and getting students to do their best (*M* =4.95, *SD* =.21). Parents also rated themselves based on their perception of their parental involvement concerning homework. The parents' scores (*M* = 4.83, *SD* =.37) substantiated their perception that checking homework for completion and accuracy is parental involvement. The parental involvement variable concerning parents volunteering at school (*M* =3.91, *SD* =1.10) had the lowest score of all parental involvement variables reported by parents. When considering a 5-point scale, this was still a high score, although this subtest had the lowest score of all subtests. All subtests were rated on a 5-point scale.

Children reported a similar perception of parental involvement when completing their PIS to rate their parents' involvement in their academics. As Table 1 indicates, students perceived their parents as being involved when parents encouraged them to do their best (*M* =4.80, *SD* =.41) and when parents had high aspirations for their future (*M* =4.80, *SD* =.56). On the other hand, students perceived less parental involvement regarding parents volunteering at school (*M* =3.90, *SD* =1.27), which was the lowest score for parents, as well. Although the variable for parents volunteering at school was the lowest score for students, it was still considered high on a 5-point scale.

Table 1

Mean, Standard Deviation, and Std. Error of Parental Involvement Scale (Parent and Student Versions) Mothers (N=43) and Students (N = 43)

		N	Mean	Std. deviation	Std error of the mean
Students do their best homework	Parents	43	4.95	.21	.03
	Students	43	4.80	.41	.06
	Parents	43	4.83	.37	.06
	Students	43	4.56	.85	.13
Aspirations	Parents	43	4.95	.21	.03
	Students	43	4.80	.56	.09
Getting ahead	Parents	43	4.81	.45	.07
	Students	43	4.53	.85	.13
Know grades	Parents	43	4.77	.42	.07
	Students	43	4.56	.73	.11
Test/paper view	Parents	43	4.47	1.30	.20
	Students	43	4.58	.91	.14
Parent conference	Parents	43	4.60	.49	.08
	Students	43	4.33	.87	.13
Attend student activities	Parents	43	4.58	.50	.08
	Students	43	4.09	1.06	.16
Volunteers	Parents	43	3.91	1.10	.17
	Students	43	3.91	1.27	.19

All parental involvement variables obtained from the PIS of parents and students were checked for normality. The Kolmogorov-Smirnov and Shapiro-Wilk tests were used to compare the scores in the sample to a normally distributed set of scores with the same mean and standard deviation (Ghasemi & Zahediasl, 2012). As shown in Table 2, the results of the Kolmogorov-Smirnov tests indicated that none of the parent or student parental involvement variables followed a normal distribution.

Table 2

Results of One Sample Kolomogorov-Smirnov and Shapiro-Wilk Tests for Parent and Student Report of Academic Involvement Variables (N = 86)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Aspirations	.52	86	.000	.33	86	.000
Best	.52	86	.000	.39	86	.000
Ahead	.47	86	.000	.53	86	.000
Homework	.45	86	.000	.51	86	.000
Knows grades	.41	86	.000	.54	86	.000
Test and papers	.43	86	.000	.47	86	.000
Parent conf	.35	86	.000	.72	86	.000
Attend activity	.30	86	.000	.72	86	.000
Volunteers	.29	86	.000	.80	86	.000

All variables were transformed so normality assumptions could be met. The results of the normality tests on the transformed variables are shown in Table 3. The transformed variables were used in the statistical analyses of all research questions.

Table 3

Results of One-Sample Kolomogorov-Smirnov and Shapiro-Wilk Tests with Transformed Parent and Student Report Variables of Academic Involvement (N = 86)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Aspirations TR	.52	86	.000	.32	86	.000
Best TR	.52	86	.000	.39	86	.000
Ahead TR	.45	86	.000	.51	86	.000
Homework TR	.42	86	.000	.41	86	.000
Knows grades TR	.36	86	.000	.39	86	.000
Test and papers TR	.41	86	.000	.40	86	.000
Parent conf TR	.34	86	.000	.70	86	.000
Attend activity TR	.30	86	.000	.66	86	.000
Volunteers TR	.34	86	.000	.71	86	.000

Correlational analyses were used to examine the association between parental involvement and academic motivation of African American students in Grades 4-5 ($N = 43$), along with their scores on the PIS and CAIMI. Results indicated an inverse relationship between students' perception of parental involvement and academic motivation. As Table 4 indicates, the results suggested that six out of nine correlations were statistically significant. A significant correlation was found with the parental involvement variables of best (-.43), get ahead (-.75), knowledge of grades (-39), tests and papers (-.34), student activities (-.72), and volunteering at school (-.72) (see Table 4). The most significant correlation was between parental effort to help students get ahead in academic motivation. The correlation of the parental involvement variables of aspirations, homework, and knowledge of tests and papers was not significant with p values above .01, $r(43) = -.28$ or greater, $p < .01$ (see Table 3). Correlations suggested that high parental involvement was associated with high academic motivation in students in some of the cases, but

not all. The findings for three parental variables (homework [-.38] , parent conferences [-.64], and attend activities [-04]) were not significant.

Table 4

Correlation Analyses of Child Reported Parental Involvement and Child Academic Motivation (N = 43)

		Aspi	Best	Ahead	Homework	Know Grade	Parent Conferenc	Attend Activiti	Volunteers	Tests Papers	Academic Motivation
Aspirations	Pearson Corr.	1	.32	.34	-.05	.35	.49	.35	.58	-.08	-.32*
	Sig. (2-tailed)		.04	.03	.76	.02	.00	.02	.000	.60	.04
Best	Pearson Corr.		1	.60	.48	.16	.66	.75	.65	.08	-.43*
	Sig. (2-tailed)			.00	.00	.31	.00	.00	.00	.62	.00
Ahead	Pearson Corr.			1	.50	.28	.63	.68	.82	.14	-.75*
	Sig. (2-tailed)				.00	.08	.00	.00	.00	.36	.00
Homework	Pearson Corr.				1	.21	.43	.49	.36	.28	-.28
	Sig. (2-tailed)					.17	.00	.00	.02	.08	.07
Know grade	Pearson Corr.					1	.46	.45	.44	.07	-.39*
	Sig. (2-tailed)						.00	.00	.00	.64	.01
ParentConf	Pearson Corr.						1	.87	.87	.03	-.64
	Sig. (2-tailed)							.00	.00	.69	.47
Attend activities	Pearson Corr.							1	.83	.14	-.04
	Sig. (2-tailed)								.00	.18	.72
Volunteers	Pearson Corr.								1	.09	-.72*
	Sig. (2-tailed)									.57	.00
Test/Papers	Pearson Corr.									1	-.34*
	Sig. (2-tailed)										.03
Acad Motivat	Pearson Corr.										1
	Sig. (2-tailed)										

Note. *Correlation is significant at the 0.01 level (2-tailed).

To examine if there was a significant difference in African American parent and child perceptions of parental involvement in academics (RQ1), an independent sample *t* test compared the mean scores of mothers and students with respect to their own report of parental involvement in academics variables (Pallant, 2016). An independent samples *t* test was selected to determine statistical evidence that the associated population means for parents and children were significantly different. Parent and child perceptions of parental involvement were compared in each of the nine items that composed the PIS as illustrated in Table 5.

Table 5

T-test results, degrees of freedom, and Sig. (2 tailed) of Independent Samples T-Test of Parents (N=43) and Students(N=43)

	F	Sig.	t	df	Sig. (2-tailed)
Aspirations	14.62	.00	1.79	84	.08
Best	26.68	.00	2.30	84	.02
Get ahead	18.14	.00	1.89	84	.06
Homework	15.17	.00	1.96	84	.05
KnowGrd	6.12	.012	1.62	84	.11
Test/Papers	2.27	.14	-.48	84	.63
Parent Conf	18.13	.00	1.84	84	.07
Attd act	13.30	.00	2.72	84	.01
Volunteers	1.28	.26	.000	84	1.00
Composite	17.41	.00	-1.43	84	.16

There was a significant difference between scores for parents' (*M*=4.95, *SD*=.21) and child perceptions (*M*=4.80, *SD*=.41) (Table 1); *t* (84) = 2.30, *p*=.02 (Table 5) when reviewing how students viewed parental effort to encourage students to do their best. Specifically, parents rated themselves higher on the parental involvement variable (best) compared to their child (students).

Likewise, a significant difference in scores was discovered for parents (M=4.58, SD=.50) and students (M=4.09, SD=.1.06;Table 1); t (84) = 2.72, p=.01) (Table 5) on their ratings of

attending school activities. The results revealed that parents rated themselves higher than students on the parental involvement (*attend activities*). Parents higher self-rating contributed to the significant difference in scores between parents and students.

There was no significant difference in parent and child perceptions in the seven remaining parental involvement in academics variables: aspirations, get ahead, homework, know grades, tests and papers, parent conference, and volunteer. In sum, there was a significant difference in how parents rated themselves and child perceptions of parental involvement in academics in two of the nine variables of parental involvement (*best* and *attend activities*).

To provide more stable measures of the variables, composites were formed with all items of the PIS scale to calculate an independent samples *t* test that compared parents' and students' overall perceptions of parental involvement. There was not a significant difference between the composite scores of parent and child perceptions of parental involvement in academics with parents (M=12.58, SD=2.59) and students (M=13.88, SD=5.36) (Table 1); t(84)=-1.43, p=.00) (Table 5). The result of the composite variables was consistent with the results of individual parental involvement variable *t* tests. An extensive interpretation of the results will be discussed in Chapter 5.

Simple linear regression analysis was used to determine the association between parental involvement and academic motivation, RQ2, based on student reports from the PIS and CAIMI. Parent and student reports were used to answer RQ1 to compare student and parent responses. Research question 2 analyzed how parental involvement and students' academic motivation were associated creating the need for student responses alone. Students report from the PIS were selected to compare to the CAIMI which was administered to students only. All parental

involvement variables used in these analyses were transformed due to their lack of normality. Each parental involvement variable was evaluated separately and compared with academic motivation in separate simple linear regression models. Further, a composite variable was formed with all parental involvement in academics items on the PIS. In the following paragraphs, linear regression tables were listed with predictors entered separately, and significance displayed with each parental involvement variable and composite variable.

Table 6

Linear Regression: Student Report of Aspirations Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	4.98	1.49		3.33			
Aspirations	-5.02	2.20	-.34	-2.28	.30	.11	.03

Table 7

Linear Regression:-Student Report of Aspirations Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Aspirations	Regression	3.89	1	5.21	.03
	Residual	30.58	41		
	Total	34.47	42		

A simple linear regression was calculated to predict academic motivation based on parental involvement (aspirations), b = -.34, $t(41)$ = .33, p =.03 (Table 6). A significant regression was found (F (1, 41) = 5.21 (Table 7), p=.03, with an R^2 of .11 (Table 6). When

considering the parental effort to help students be their best, a simple linear regression was calculated to predict academic motivation based on parental involvement, b = -.43, $t(41) = 3.79$, p =.004 (Table 8). A significant regression was found (F (1, 41) = 9.41 (Table 9), p=.004, with an R^2 of .19 (Table 8).

Table 8

Linear Regression: Student Report of Best Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	8.24	2.17		3.79			.000
Best	-9.81	3.20	-.43	-3.17	.43	.19	.004

Table 9

Linear Regression: Student Report of Best Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Best	Regression	6.44	1	9.41	.004
	Residual	28.03	41		
	Total	34.47	42		

A simple linear regression was completed to predict academic motivation based on parental involvement (*ahead*), b = -.74, $t(41) = 9.46$, p <.000 (Table 10). A significant regression was found (F (1, 41) = 49.35 (Table 11), p<.000, with an R^2 of .55 (Table 10).

Table 10

Linear Regression: Student Report of Ahead Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	5.94	.63		9.46			
Ahead	-6.74	.96	-.74	-7.03	.74	.55	.000

Table 11

Linear Regression: Student Report of Ahead Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Ahead	Regression	18.83	1	49.35	.000
	Residual	15.64	41		
	Total	34.47	42		

A simple linear regression was completed to predict academic motivation based on parental involvement (*knowing grades*), b = -.36, $t(41) = 4.42$, p =.02 (Table 12). A significant regression was found (F (1, 41) = 5.89 (Table 13), p = .02, with an R^2 of .13 (Table 12).

Table 12

Linear Regression: Student Report of Know grades Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	3.45	.78		4.42			
Know grades	-2.89	1.19	-.36	-2.43	.36	.13	.02

Table 13

Linear Regression: Student Report of Know grades Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Know grades	Regression	4.33	1	5.89	.02
	Residual	30.13	41		
	Total	34.47	42		

A simple linear regression was completed to predict academic motivation based on parental involvement (*parent conferences*), $b = -.61$, $t(41) = 7.06$, $p < .000$ (Table 14). A significant regression was found (F (1, 41) = 24.08 (Table 15), $p < .000$, with an R^2 of .37 (Table 14).

Table 14

Linear Regression: Student Report of Parent Conference Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	5.05	.72		7.06			.000
Parent conf	-5.53	1.13	-.61	-4.91	.61	.37	.000

Table 15

Linear Regression: -Student Report of Parent Conference Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Parent conf.	Regression	12.75	1	24.08	.000
	Residual	21.74	41		
	Total	34.47	42		

A simple linear regression was completed to predict academic motivation based on parental involvement (*student activities*), $b = -.71$, $t(41) = 9.84$, $p < .000$ (Table 16). A significant regression equation was found ($F(1, 41) = 41.33$ (Table 17), $p < .000$, with an R^2 of .50 (Table 16).

Table 16

Linear Regression: Student Report of Student Activities Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	4.36	.44		9.84			
Student act.	-4.68	.73	-.71	-6.43	.71	.50	.000

Table 17

Linear Regression: Student Report of Student Activities Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Student act.	Regression	17.30	1	41.33	.000
	Residual	17.16	41		
	Total	34.47	42		

A simple linear regression was completed to predict academic motivation based on parental involvement (volunteering), b = -.72, $t(41) = 3.41$, p <.000 (Table 18). A significant regression equation was found (F (1, 41) = 44.28 (Table 19), p<.000, with an R^2 of .52 (Table 18).

Table 18

Linear Regression: Student Report of Volunteering Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	3.49	.30		3.41			
Volunteering	.-3.41	.51	-.72	3.89	.72	.52	.000

Table 19

Linear Regression: -Student Report of Volunteering Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Volunteering	Regression	17.89	1	44.28	.000
	Residual	16.57	41		
	Total	34.47	42		

A simple linear regression was completed to predict academic motivation based on parental involvement (composite), b = -.76, $t(41) = 9.38$, p <.000 (Table 20). A significant regression equation was found (F (1, 41) = 55.45 (Table 21), p<.000, with an R^2 of .58 (Table 20).

Table 20

Linear Regression:-Student Report Composite Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	7.48	.80		9.38			
Composite	-9.29	1.25	-.76	-7.45	.76	.58	.000

Table 21

Linear Regression: -Student Report Composite Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Composite	Regression	19.82	1	55.45	.000
	Residual	14.65	41		
	Total	34.47	42		

Two regressions were conducted and found to predict students' academic motivation. The parental involvement variable of homework (*p=.25*) (Table 23, 24) and tests and papers (*p=.12*) (Table 25, 26) were the only two variables that did not predict children's report academic motivation. An in-depth interpretation of the data will be presented in Chapter 5 to determine if the alternative hypothesis will be accepted.

Table 22

Linear Regression: -Student Report of Homework Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	2.45	.75		3.29			
Homework	-1.34	1.13	-.19	-1.18	.18	.03	.25

Table 23

Linear Regression: -Student Report of Homework Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Homework	Regression	1.13	1	1.39	.25
	Residual	33.33	41		
	Total	34.47	42		

Table 24

Linear Regression: Student Report of Test/Papers Predicting Student Report of Academic Motivation: Unstandardized Coefficients, t, R, R2, and Significance (N=43)

R	Unstandardized Coefficients		Standardized Coefficient Beta	t	R	R^2	Sig.
	B	Std. Error					
Constant	2.53	.61		4.17			
Test/papers	-1.47	.92	-.24	-1.60	.24	.06	.12

Table 25

Linear Regression: Student Report of Tests/Papers Predicting Student Report of Academic Motivation: Sums of Squares, df, F, and Significance (N=43)

		Sums of Squares	df	F	Sig.
Test/papers	Regression	2.02	1	2.55	.12
	Residual	32.45	41		
	Total	34.47	42		

Research Question 3 was formulated to examine if student gender moderated the association between parental involvement and student academic motivation. It studied whether parental involvement predicting academic motivation was contingent upon gender. Gender was established as a significant controlling variable for academic motivation in English across all racial and ethnic groups (Fan et al., 2012). The results of the data will determine if gender affects parental involvement and academic motivation.

Multiple linear regression was calculated to explain how much academic motivation changed when parental involvement and gender were added to the model. A significant regression equation was found in the overall model ($F (2, 42) = (16.95)$ (Table 27), $p < .000$ with an R^2 of .29 (Table 27) demonstrating that the overall model is a significant predictor of academic motivation. Parental involvement composite significantly contributed to the model while gender did not. The effect of parental involvement (composite) on academic motivation was shown not to be dependent on gender.

Table 26

Multiple Regression: Examining Whether Gender Moderates the Association Between Parental Involvement and Academic Motivation (N=43)

	t	*p*	β	*F*	*p*	*R* R^2	*adj.* R^2
Overall Model				16.95	.000	.54 .29	.28
Constant (A Mot)	6.16	.000	4.01				
Composite	-4.12	.000	-4.19				
Gender	.79	.44	.12				

**Note.* Dependent Variable-Academic Motivation Predictors: Composite and Gender.

Additionally, when considering gender as a moderator between academic motivation and parental involvement (PI Composite/Gender), results were not significant with $t(43) = .79$, $p=.44$ based on the multiple regression analysis (Table 27). To demonstrate that there was not a two-way interaction between gender, parental involvement composite, and academic motivation, all three were placed in a general linear model. Academic motivation was entered as the dependent variable and parental involvement composite and gender as fixed factors. An examination of the plot did not show an interaction between parental involvement and gender (PI Composite/Gender) when academic motivation was considered. The plotted results displayed that males and females did not intersect (Figure 1), showing that gender does not moderate parental involvement and academic motivation.

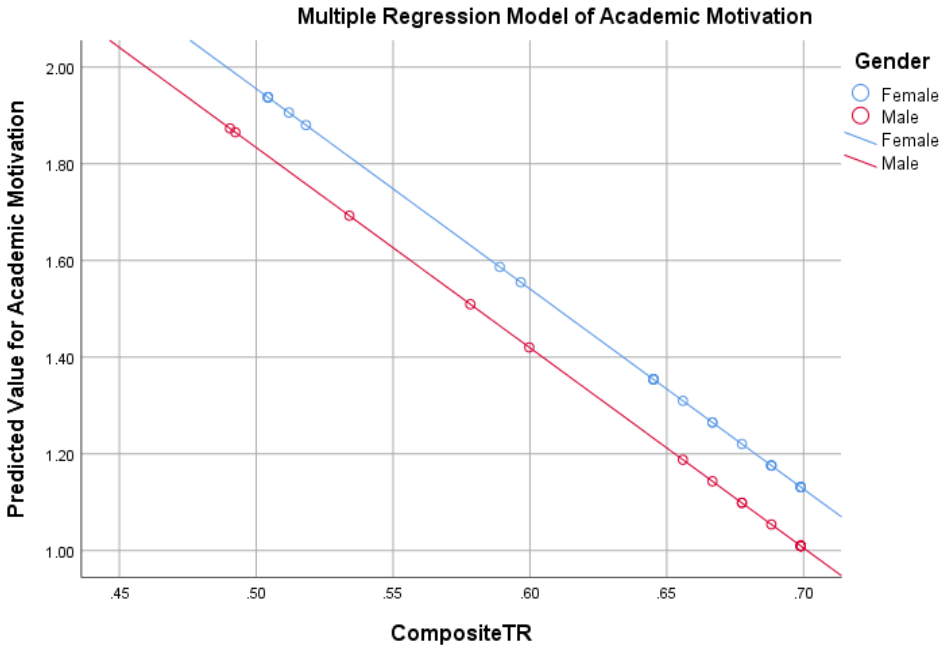

Figure 1.Parental InvovlementComposite and Gender interaction with Academic Motivation. Adapted from SPSS output. Retrieved February 29, 2020, from SPSS output of CAIMI and PIS

Figure 1. Multiple regression model of academic motivation.

In summary, parental involvement significantly contributed to the regression model's academic motivation. Still, student reports of parental involvement in academics were shown not to be moderated by gender. Precisely, gender was shown to not moderate parental involvement and academic motivation (Figure 1).

Summary

The focus of this study was to determine how parental involvement predicted the academic motivation of African American students. Previous studies demonstrated correlation between the variables of academic motivation and parental involvement, but there continues to be a gap in the literature concerning how parental involvement in academics predicts academic motivation of African American students (Robledo-Ramón & García-Sánchez, 2012). This study

examined the extent that parental involvement in academics predicts academic motivation for African American students in Grades 4-5. Research questions and hypotheses were investigated.

Based on the results of an independent samples *t* test used to answer research question one, it was determined that there were some significant differences in the perceptions of parental involvement between parents of African American students and African American students in Grades 4-5. Two (best and student activities) of nine variables demonstrated significant differences between parent and child reports whereas seven parental involvement variables were not significantly different.

Research question 2, examined if parental involvement in academics predicted academic motivation as measured by the CAIMI (Gottfried, 1986). In total, seven of the nine parental involvement indicators did predict student academic motivation (Table 6-Table 26). The parental involvement variable of homework *(p=.25*) and tests and papers (*p= .12*) were the only two variables that did not predict student academic motivation. Multiple regression was used with research question 3 to determine the extent of moderation in the association of parental involvement composite variable and gender with the prediction of academic motivation. Moderation was not shown as demonstrated in (Fig. 1). Student gender does not moderate the association between parental involvement of African American students in Grades 4-5 to predict academic motivation as measured by the CAIMI (Gottfried, 1986).

In sum, Chapter 4 showed the details of the results obtained from the CAIMI and the PIS. The chapter included details of the results that were collected to answer the research questions and hypotheses. An explanation of each test performed was given to explain how the results were determined. Chapter 1 explained the problem to be examined. Chapter 2 detailed a

review of the literature related to parental involvement and academic motivation. Chapter 3 included details of the methodology and design of the study. Chapter 5 will provide a summary, conclusion, interpretation, and further recommendations for the research on parental involvement and academic motivation.

Chapter 5: Discussion, Conclusions, and Recommendations

Research has been conducted to examine the effect of parental involvement on students' academics. Studies addressed how parental involvement affects academic achievement, academic integrity, and academic motivation (Quilliams & Beran, 2009). Studies have also addressed the impact of parental involvement on academic motivation (Ghazi et al., 2010) . However, the research has focused on how the parental involvement of White students affects their academic motivation (Gherasim et al., 2013), which led to the current study focusing on African American families.

There is a gap of research on how parental involvement affects the academic achievement of racially and ethnically diverse students. In addition, the achievement gap between White students and other groups is widening (Gherasim et al., 2013). Findings in the current study may be used to reduce or close the achievement gap between White students and students of different ethnicities by demonstrating the benefits of parental involvement on academic motivation. Findings may encourage administrators to plan and implement programs that promote the benefits of parental involvement to increase students' academic motivation and decrease the achievement gap.

Researchers have documented the differences between ethnically diverse students and White students but have not explained why there is a widening achievement gap between the ethnic groups. For example, Gherasim et al. (2013) provided the theoretical explanations of parental involvement, academic motivation, and study habits. The current study began with the review of previous studies. A gap in the research on African American students has been noted. The current study may explain the achievement gap by showing how the academic motivation of

African American students is affected by different types of parental involvement. Certain types of parental involvement were shown to be more effective with increasing the academic motivation of African American students. The results of this study may help parents of African American students become more selective about their type of parental involvement by ensuring that they are choosing a form of parental involvement that is effective in increasing academic motivation.

The purpose of this study was to examine whether there is an association between parental involvement in academics and academic motivation of African American students. Academic achievements have improved significantly for African American students over the past 30 years (Clotfelter et al., 2009). However, African American students still underperform compared to the national average (Graves, 2011). Reasons for the achievement gaps have been speculated but have not been confirmed empirically. Students' academic achievement is not attainable without academic motivation (Shekhar & Devi, 2012). The results of this current study may provide more insight into which types of parental involvement predicts academic motivation. Parents who participated in this study agreed that homework (M =4.83) is an integral part of parental involvement, but homework was not shown to predict academic motivation (p =.25). Current study results may inform parents of specific types of parental involvement that increase their child's academic motivation, that is closely linked to their achievement (Rodriguez, Pineiro, Gomez-Taibo, Regueiro, Estevez, & Valle, 2017; Ross, 2016).

Interpretation of the Findings

With respect to RQ1, the findings of this study indicated no significant difference between how parents and students perceived parental involvement in seven of the nine parental involvement in academics variables. Students had different perceptions of parental involvement than their parents in two domains: when parents were encouraging students to do their best and parents attending student activities. Because significance was found in only two of the nine areas, there was not enough significance to support the alternative hypothesis of Research Question 1. Consequently, the alternative hypothesis was rejected. The results confirmed the null hypothesis and indicated no significance difference between the parents' and students' perception of parental involvement in academics.

The fact that there was not a difference between parent and student perception of parental involvement showed that parents and students have similar views of parental involvement. The findings are positive regarding family dynamics. As students mature and transition to middle and high school, parents and students sometimes drift apart. Rodriguez et al. (2017) studied fifth- and sixth-grade students and discovered that perceived parental involvement contributes to students' motivation in math as students' confidence is increased in their ability due to parents showing an interest in their progress and schoolwork. As students progressed to high school, Ross (2016) found that parental involvement in school predicts high school completion and postsecondary enrollment. Lowe, Dotterer, and Francisco (2015) found that parental involvement (parental support giving, parent-student contact, and parental academic engagement) during college transition positively affected students' academic motivation. The results of the current study demonstrated that students' views of parental involvement were similar to parents' views.

With respect to RQ2, simple linear regression was used to examine whether parental involvement in academics predicted academic motivation for African American students in Grades 4-5. Seven of the nine parental involvement items predicted student academic motivation. The parental involvement variables homework and tests and papers were the two parental involvement variables that did not predict academic motivation in this study. There was enough significance to support the alternative hypothesis that parental involvement in academics predicts academic motivation as measured by the CAIMI (Gottfried, 1986) in African American students in Grades 4-5.

Additionally, the findings from RQ2 indicated which type of parental involvement predicted academic motivation. Based on this information, parents will know which types of parental involvement are linked to students' academic motivation. Previously, parents may have focused on helping student's complete homework, but based on the results of this study, this variable did not increase students' academic motivation. Parents could decrease the amount of focus they place on students completing homework and focus on other types of parental involvement that increase academic motivation, such as having high aspirations for their child.

According to Chen and Gregory (2009), students whose parents did not attend college believed that their parents' involvement was inadequate for their demanding academic needs. This group of students believed that their parents' involvement was inadequate because the students placed a higher value on education than their parents (Chen & Gregory, 2009). Rodriguez et al. (2017) found that parental involvement with homework and academic studies may make students more concerned about being judged by their parents. Volunteering and checking and helping with homework were shown to be insignificant after controlling for

students' prior academic achievement and school and family background characteristics (Ross, 2016). Parents' knowledge of tests/papers was not shown to predict academic motivation in this current study. Yet, parents of this study believed that knowledge of test/papers was a form of parental involvement and that they should be aware of their child's grades on tests/papers. Williams and Sanchez (2011) found that time was a barrier to parental involvement. Based on the results of this study, if reviewing students' tests and papers does not increase academic motivation, it should be minimized as it may allow more time for parents to devote to parental involvement activities that increase students' academic motivation. Consequently, parents may need to increase their expectations for their child in the form of implementing the parental involvement activity of expecting their child to do their best academically, which was shown in the current study to predict academic motivation.

The results of this study revealed that parental involvement in academics predicted academic motivation in African American students in Grades 4-5 for seven of the nine parental involvement indicators. Students in fifth-grade are preparing to transition to middle school. The findings from this study may indicate to parents the need to focus on parental involvement activities that increase academic motivation. Parents may attend more parent conferences or initiate scheduling them with teachers, attend more activities at the school, and volunteer instead of concentrating on homework and tests/papers. Although parents may be involved with homework and tests/papers at home, the types of parental involvement that require parents' presence had the most significance influence in increasing academic motivation, that is consistent with Vygotsky's social development theory.

Vygotsky's social development theory claims to contribute to student success by emphasizing social interaction in the development of intellect (Vygotsky, 1978). The use of the theory explains how students must receive guidance and encouragement from a skilled partner or teacher to excel to achievement (Vygotsky, 1978). Findings of this study showed that parental involvement does predict academic motivation in seven of nine parental involvement variables. The parental involvement variables, homework and tests and papers, were the two parental variables that did not predict academic motivation in this study. This was not inconsistent with Vygotsky's social development theory since his theory studied academic achievement and not academic motivation. When parents check homework with students, social interaction may oftentimes be present. Vygotsky believed social interaction must be involved for students to excel in achievement. While this study focused on academic motivation, future studies could assess achievement in addition to parental involvement to study Vygotsky's social development theory further.

The findings of this study revealed that parental involvement (7 of 9 variables) predicted academic motivation for African American students. The results replicated that findings found for White families. Although this study was conducted in a suburban city of Texas, parents of African American students from inner cities with lower socioeconomic status desired to be involved but had to overcome specific barriers that prohibited or minimized their parental involvement (Williams & Sanchez, 2011). Williams and Sanchez (2011) believed the main barriers included time poverty, lack of access, lack of financial resources, and lack of awareness. Additional barriers to parental involvement of African American parents from inner cities were feelings of isolation, alienation, disengagement, and various other negative feelings based on

interactions with personnel at their child's school (Williams & Sanchez, 2011). Other African American parents were reluctant to become involved due to their own negative experiences as students (Williams & Sanchez, 2011). Young et al. (2011), discovered that socioeconomic status, family generation with college experience, and perceived social support predicted intrinsic and extrinsic motivation for African American students.

RQ 3 examined the association between parental involvement (student responses) in academics and academic motivation based on the moderation of student gender. Multiple regression was used as the measurement of research question 3 based on student responses on the PIS and CAIMI. The results showed that when considering gender as a moderator between academic motivation and parental involvement (composite) results were not significant . Due to the insignificant results of gender as a moderator between parental involvement and academic motivation, the alternative hypothesis was accepted. Based on the findings for research question 3, the null hypothesis was rejected demonstrating that student gender does not moderate the association between parental involvement of African American students in Grades 4-5 to predict academic motivation as measured by the PIS and CAIMI (Gottfried, 1986).

Beyond parental involvement and academic motivation, Fan et al. (2012) determined that gender was a controlling variable for academic motivation in English across all racial and ethnic groups. Broadly, studies have shown that males are more academically motivated than females, and males attributed their academic motivation to parental involvement more so than females (Dumka et al., 2009). In comparison, The findings of this study for research question 3 were not aligned with the results of the studies contained in the literature review. The results of this current study demonstrated that gender was not a moderating factor between parental

involvement and academic motivation for African American students in Grades 4-5. The misalignment of the results of this study when compared to studies in the literature review may be due to the small number of participants. Based on the results of this study, the alternative hypothesis was rejected, and the null hypothesis accepted indicating a child's gender does not moderate the association between parental involvement in academics to predict academic motivation as measured by the CAIMI (Gottfried, 1986).

Limitations of the Study

There are two main limitations of this research. First, data collection did not begin until May of 2018 which was the last month of the school year before summer vacation, therefore additional data were collected through November 2018 of the 2018-2019 school year. The second limitation was that statewide standardized assessments are administered in May. Students and parents were tired from long hours of preparing for assessments through after school and weekend tutoring. During this time of the school year, students bring large amounts of papers home about the statewide assessments, end of school procedures, summer school, and information for the upcoming school year. If the upcoming school year will be a transition year for students, they receive even more paperwork for parents to review. My flyers were distributed during a busy time of the school year, so they may have been overlooked the first time. Although this did not prevent participants from participating, it did increase the amount of time needed to gain that required number of participants. I reached out to parents who completed the scale in May for referrals of other parents but was unable to gain enough to complete the study during the summer months. The next school year began in late August 2018, flyers were distributed again,

and I received many more participants from August-November, which contributed to extended data collection.

Recommendations

After reviewing previous research and the results of the current study, there are recommendations for further research that are grounded in the strengths and limitations of the current study and the literature review of Chapter 2. The current study targeted elementary fourth- and fifth-grade students. Students of this age are preparing for the transition to middle school. It is recommended that further research study how parental involvement affects academic motivation of students preparing to transition to high school and students preparing to transition to college. According to Ross (2016), parental involvement (aspirations) in middle school predicted academic motivation even when controlling for socio-economic status. Ross (2016) discovered that parent's parental involvement (aspirations) of students from all backgrounds significantly predicts high school completion and postsecondary attendance. Lowe et al. (2015) learned that parental involvement during students' transition to college positively predicts academic motivation. Further study of student transitions at various life stages may demonstrate if parental involvement is perceived as in additional age groups and if the same amount of parental involvement is needed by older students to obtain academic motivation.

Another recommendation is for the study to be conducted in other regions across the country, as the current data were collected using African American families in the Southcentral region of the United States. Research in other regions of the United States will demonstrate if the results of this study are comparable to other regions. Additional recommendations may include more uninvolved parents to learn more about this group of parents as this current study

included involved parents which yielded high parental involvement scores. The Williams and Sanchez (2011) study was conducted in the Midwestern region of the United States. Their study interviewed teachers and parents about parental involvement and the parents who were not as involved as parents included in this study. According to Williams and Sanchez (2011), obstacles block parental involvement for many inner city African American parents. They stated that the obstacles included a lack of time due to work constraints, lack of access to schools due to physical difficulties or scheduling conflicts, lack of financial resources that attributed to having difficulty obtaining reliable transportation or money for public transportation and a lack of awareness of school policies or not being properly informed about a situation or event. A replication of the current study in the Midwestern region of the United States may provide similar results to this study to reveal if parental involvement in other regions could be associated with academic motivation that may relieve some of the pressures parents face. Parents in the Midwestern region may learn that students mainly want parents to have high aspirations for them, expect them to do their best, and their presence at school to feel that they are involved parents.

It is also recommended that the study be conducted in rural areas as the current data was collected on African American families in a densely populated Southwestern city of the United States. Although rural communities are small, isolated, with small populations, and limited revenue, this limits availability and access to specialized services and continued support (Sheridan, Witte, Holmes, Coutts, Dent, Kunza, & Wu, 2017). Rural residents fear exposure and stigmatization that are psychological barriers within the rural community that lead to under-identification of problems and failure to seek help. Rural parents have been shown to speak with

their children about school programs, attend school meetings and interact with teachers less frequently than suburban and urban parents (Sheridan et al., 2017). A study in a rural area may reveal if parental involvement can be associated with the academic motivation of rural students and to help rural parents understand how their children feel about their involvement as parents.

Lastly, although the achievement gap was not as large between White students' and Hispanic students when compared to African American students, it was still significant with a 21-point gap. Hispanic American students have significantly high dropout rates and tend to live in economically disadvantaged homes which makes them a vulnerable population that may benefit from increased parental involvement in education (Capenter, Young, Bowers, & Sanders, 2016). It is recommended that the study be conducted with Hispanic American students to determine if parental involvement has the same association with the academic motivation of Hispanic American students.

Students in Hispanic American families are often asked to forgo individual endeavors to contribute to the household and to maintain unity with their extended family (Capenter et al., 2016). Parents of Hispanic American students believe that education includes more than intellectual development, but also encompassing moral and interpersonal concepts, such as proper behavior, good manners, and respect for elders. Parents of this group of students believe education includes social, moral, behavioral, practical, and cognitive ability (Capenter et al., 2016). Latino families are consistently moving to states such as Texas, New Mexico, Arizona, and California, it is important that the interpretations, expectations, and involvement experiences of these families are considered and may contribute to better understanding of the role of Latino parents in the educational process. The results of the variation of the study may inform Hispanic

American parents of how they influence, have limited influence or have no influence on their child's education to bring awareness about how their children feel about their parental involvement.

Implications

The purpose of this study is to determine if parental involvement in academics affects that academic motivation of African American students in fourth- and fifth-grade. A child's home embodies a marked small, immediate environment the child lives in that shapes important developmental outcomes (O'Malley, Voight, Renshaw, & Eklund, 2015). Each family's environment has potential risks, or threats to development, along with protective and promotive factors that stabilize threats and enables student wellbeing (O'Malley et al., 2015). Promotive factors, such as adult relationships at home, improve outcomes for all students (O'Malley et al., 2015). Parents and students are a part of a family unit, the success of the family may effect social change. The results of this study may potentially increase positive social change for families by helping parents understand how children's view of parental involvement which may help parents know how best to spend their time with respect to their children's academic careers.

When thinking of positive social change, we consider how the results of the study may positively affect communities. The implications of these findings are relevant on many levels, including individuals, families, organizations, society, or policies. In terms of individuals, the implications of this study may increase parental involvement, but also increase the types of parental involvement that are perceived by students. This study revealed the parental variables of aspirations, best, getting ahead, knowing grades, attending parent-teacher conferences, school activities, and volunteering increased academic motivation more than homework and tests and

papers. Parents who learn of the study findings may choose to increase certain types of parental involvement over other types of involvement, especially when there is a shortage of time.

The implications of this study may potentially create positive social change for families as well. Most parents do not frequent educational or psychological journals unless they are in college themselves. The language found within journals may not be what parents are used to reading that is why the results will be presented in lay terms. To increase parental awareness of the results of this study, the information acquired from this study will be disseminated through parenting blogs, digital parenting magazines, and on parenting social media pages. Digital media has been shown to be an important source of information, social support and advice for parenting (Lupton, Pedersen, & Thomas, 2016). Parents use digital media to gain advice and connection to the world away from parenting, to prevent isolation, boredom, loneliness, anxiety or uncertainty about caring for and protecting children (Lupton et al., 2016). Mobile device applications connect to links, that connect to blogs, digital magazines, and social media pages (Lupton et al., 2016). The lists are endless. The use of digital media may ensure that the information is disseminated to the largest group of parents possible.

Further, parents in this study were not always involved in ways that their children perceived as parental involvement but actively doing what they as parents believed was helping their child the most. The results of the study may convince parents to ask their children about their preferences. Each child is different, and parents and students may benefit if students are asked what types of parental involvement in academics are most helpful or meaningful to them. Many parents are busy working, taking care of additional children, and attempting to accomplish

a certain amount of parental involvement activities when they can ask their child for insight into which type of parental involvement is best for them that may save parents time and energy.

The findings of this study may show educational organizations, such as schools, school districts, and departments of education how to help parents in several ways. First, organizations may use the results to promote parental involvement during Parent-Teacher Organization meetings, parent-teacher conferences, and other parental involvement opportunities by assisting parents when these types of meetings and conferences occur. Organizations can offer childcare to increase the likelihood of parental attendance, as well as dinner to help parents that have hectic work schedules by not having to worry about scheduling time to prepare dinner which may ensure parent attendance. Ultimately, organizational offerings may help parents attend meetings and conferences be eliminating barriers that decrease the likelihood of attendance.

Lastly, this study addresses the lack of research on African American students' academic motivation. Reporting is completed on the academic motivation of African American students. The contribution of the present research provides much needed empirical data on the types of parental involvement that increase academic motivation in African American students in fourth- and fifth-grade. Parents may learn how to nurture and support their child through effective types of parental involvement that increase academic motivation. Although this study is geared towards academic motivation, academic motivation leads to academic achievement (Jafari & Asgari, 2020). Increased academic achievement may lead to positive social change within the African American community by providing more opportunities for individuals to advance academically with an increase in confidence to reach for dreams previously thought to be unattainable.

Conclusion

After reviewing national academic achievement statistics, it was noted that there was an achievement gap, most notably between African American students and White students. This study revealed that specific variables of parental involvement (aspirations, bests, getting ahead, knowing grades, parent-teacher conferences, school activities, and volunteering) increase academic motivation that is needed for academic achievement. Research has explored parental involvement across racial and ethnic groups, but the data is mixed (Ross, 2016). Largely, it may appear that parents of African American and Hispanic youth are less involved than White parents, but some studies explain that after controlling for other background variables, African American and Hispanic parents may be more involved than White parents (Ross, 2016). Still, other studies report no differences at all between race and ethnicity (Ross, 2016).

In conclusion, researchers have determined that parental involvement is crucial for gaining academic motivation. The purpose of this study was to establish if there was a correlation between parental involvement and academic motivation in African American students. The results presented support and found a link between parental involvement and academic motivation in African American students to show that specific variables of parental involvement (aspirations, bests, getting ahead, knowing grades, parent-teacher conferences, school activities, and volunteering) increase academic motivation. The information gained may potentially aid parents in providing positive social change so parents can be more selective about the type of parental involvement they participate in and increase the types of involvement that were shown to increase academic motivation. As parents change and increase specific types of parental involvement, students' academic motivation may increase, and parent-child

relationships may be more positive as they prepare for adolescence. More positive families may create more positive social change within schools and the community.

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Appendix A: Recruitment Flyer

CALLING ALL
4th and 5th Grade
Parents

WHAT
Parental Involvement study

WHERE
Online or by mail

EMAIL ADDRESS
STUDENT@WALDENU.EDU
OR CALL (713)000-0000

WALDEN UNIVERSITY STUDENT

STUDY APPROVED BY WALDEN UNIVERSITY

BENEFITING POSITIVE SOCIAL CHANGE

Appendix B: Informed Consent

You and your child have been asked to join a research study that will ask you and your child questions about your involvement. Your child will answer questions about motivation, too. Please talk about the study with your family and friends. The decision for you and your child to join, or not to join, is up to you. In this research study, we are studying parental involvement and academic motivation. You will be asked to answer questions about how you help your child with schoolwork. Your child will be asked questions about how you help them and how much they desire to learn. This will take about 30 minutes.

During the study: You will answer all questions individually online. The questions will be from the Parental Involvement Scale (PIS). Your child will answer questions from the Parental Involvement Scale (PIS) and the Children's Academic Intrinsic Motivation Inventory (CAIMI) online. Sample question (PIS): I usually know the grades my adolescent gets. Sample CAIMI question: I enjoy learning new things.

You can dropout at any time. If you decide to dropout, it will not hurt you or your child. Taking part in the study will help us create programs to help parents, program changes, teaching methods, and scheduling. However, we cannot promise that your child will be helped from both of you participating in this study. Other students may be helped in the future from the information we find in this study. Your name or your child's name will not be used when data from this study is printed. Every effort will be made to keep clinical records, research records, and other personal information private. Student names will not be included with data. This will keep you and your child's information private, protect it from getting out, being tampered with, or damaged. You or your child will not receive any rewards or prizes for participating in the study.
If you complete the study, it will be based on what you want to do as a parent. You have the right not to complete the study or to drop out of the study at any time. Deciding not to complete the study or dropping out will not harm you or your child, nor will it harm their relationship with their teacher or the school. If you decide to drop out of the study, the procedure is as follows: Call or email using the information listed if you have questions or have any problems with the study.

Permission for Participation in Research
As parent or legal guardian, I _____ (your name) agree to complete the study described in this form. I agree to allow my child _____ (child's name) to complete the study described in the form.
Parent or Legal Guardian's Signature Date
_____
You will receive a copy of this form, and the original will be kept until all data is obtained and distributed.