A COMPARATIVE STUDY ON DIFFERENCES OF STUDENTS' ACADEMIC ACHIEVEMENT BETWEEN MORE AND LESS PARENTAL INVOLVEMENT IN BANGKOK CHRISTIAN INTERNATIONAL SCHOOL

Fuxiu Jiang

An Independent Study Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2012
A COMPARATIVE STUDY ON DIFFERENCES OF STUDENTS' ACADEMIC ACHIEVEMENT BETWEEN MORE AND LESS PARENTAL INVOLVEMENT IN BANGKOK CHRISTIAN INTERNATIONAL SCHOOL

Fuxiu Jiang

I.D. No. 5119519

An Independent Study Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2012
Independent Study Title: A COMPARATIVE STUDY ON DIFFERENCES OF STUDENTS' ACADEMIC ACHIEVEMENT BETWEEN MORE AND LESS PARENTAL INVOLVEMENT IN BANGKOK CHRISTIAN INTERNATIONAL SCHOOL

By: FUXIU JIANG

Field of Study: CURRICULUM AND INSTRUCTION

Independent Study Advisor: DR. YAN YE

Accepted by the Graduate School of Education, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

(Dr. Sangob Laksana)
Dean of the Graduate School of Education

Independent Study Examination Committee

(Assoc. Prof. Dr. Supit Kamjanapun )

(Dr. Yan Ye)

(Dr. Sangob Laksana)
ABSTRACT

I.D. No.: 5119519

Key Words: PARENTAL INVOLVEMENT, STUDENT ACADEMIC ACHIEVEMENT

Name: FUXIU JIANG

Independent Study Title: A COMPARATIVE STUDY ON DIFFERENCES OF STUDENTS' ACADEMIC ACHIEVEMENT BETWEEN MORE AND LESS PARENTAL INVOLVEMENT IN BANGKOK CHRISTIAN INTERNATIONAL SCHOOL

Independent Study Advisor: DR. YAN YE

This study mainly aimed to compare the primary school students' academic achievements between more and less parental involvement in Bangkok Christian International School (BCIS), Thailand.

The instrument of this study was a questionnaire, including questions to survey the student parents' demographics, the levels of parental involvement and to obtain the students' academic achievements. The questionnaires were distributed to all 30 students' parents in Grade 6 in Bangkok Christian International School (BCIS), Thailand, and 27 questionnaires were returned validly.

The study used frequency and percentage to report the student parents' demographics firstly; used means and standard deviations to identify the levels of parental involvement in BCIS, lastly used a t-test (one way) to determine the difference of students' achievement between more and less parental involvement.
A significant difference of students' achievement between more parental involvement and less parental involvement was found by the end of the study. Therefore, discussion and recommendations on how to provide more parental involvement for the students were provided in the last part of the study.

Field of Study: Curriculum and Instruction
Student's signature

Graduate School of Education
Advisor's signature

Academic Year: 2012
ACKNOWLEDGEMENT

First and foremost, I would like to give thanks to God for his everlasting love and care me in every moment throughout my life. Without his plan, I will not have a chance to live a life in Thailand and to be a student in Assumption University.

Next, I would like to thank my major advisor, Dr. Yen Ye, who always be patient with me and gives me a lot of advice but respects my opinions on my paper. She talks to me friendly and gives me confidence with what I was doing for until I accomplished my independent study paper. Without her continuous help, I never think I can complete this paper on time.

Then, I am very grateful to Dr. Sangob and the committee for being kind, considerate and upright educational leaders as models, providing helpful advice to me. And I would like to give thanks to all instructors especially Assoc. Prof. Dr. Supit Karnjanapun, Who had given me tirelessly support and direction during this entire program. Without their guidance and encouragement, I could not complete my studies within a four years period as I ever worked busily in Rayong province.

Finally, I would like to say thanks to all of my fellow classmates at Assumption University who have given me love, support, encouragement, and all contributions to me. I especially have fond memories when I studied with Patra from Thailand, Jin Xin from China, and Samir from Pakistan. They provided me with a lot of help in the course I took together with them. Without their help, I could not have made them with not lower than a “B” grade among all my courses. Thanks all my friends!
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPYRIGHT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vi</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER I  INTRODUCTION
- Background of the Study ........................................ 1
- Statement of the Problem ........................................ 2
- Research Questions ................................................ 3
- Research Objectives ............................................... 3
- Theoretical Framework .......................................... 4
- Conceptual Framework ........................................... 5
- Scope of the Study ................................................ 6
- Definitions of Terms ............................................. 6
- Significance of the Study ...................................... 8

## CHAPTER II  REVIEW OF RELATED LITERATURE
- Theoretical Explanations of Parental Involvement .......... 10
- The Importance of Parental Involvement ...................... 11
- Socio-demographic Characteristics of 
  Families and Parental Involvement ............................ 13
- Types of Parental Involvement ................................ 14
- Three Factors of Parental Involvement ....................... 15
- Previous Studies on Parental 
  Involvement and Students Achievement ......................... 16
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summary of the research process</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>Marital Status of the Parents</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Parents’ Occupations</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Family Income</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>Education Levels</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>English Communication Skills</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Levels of Parental Involvement in BCIS</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>Differences of Students Academic Achievement with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More and Less Parental Involvement in BCIS</td>
<td>27</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conceptual Framework of the Study</td>
<td>5</td>
</tr>
</tbody>
</table>
1.1 Background of the study

Stock and bond possess different features of risk and return (Kwan, 1996). Bond is a debt security, in which issuing firms are required to make interest payment to the bondholders. The issuers are obliged to pay back their original principal plus interest amount which is due at maturity date. Stock is a security issued in the form of shares that represent ownership in the issuing firms. Stockholders will receive dividend when company is profitable and obligations to creditors and bondholders have been met. Stocks normally possess more volatilities than bonds do because their income flow is more uncertain. Overtime, stocks should yield higher returns than bonds since more uncertainty implies greater potential risk. Therefore, stockholders want higher return to compensate for their risk too. If stocks do not yield more return, investors will be less willing to take additional risk from their investment (Smith, 2011). By altering the combinations of stocks and bonds in a portfolio, an investor can manipulate his targeted risk level. Nevertheless, the risk level in a particular portfolio does not rely only on the risks of each asset. It also depends on the co-movements of each asset in such portfolio.

The study of Kwan (1996) reported that firm-specific information could lead to the co-movement between individual stock and bond price, which could be either negative or positive depending on the kind of firm information. If there is positive information on the firm’s future cash flow, this will increase the market value of the corporation. The corporate bond value will become higher due to its lower default risk. The value of the stock of the
confidence to help their children with their education (Mark Peters, etc. 2008). Meanwhile, in the school management there was also another problem, which is, sometimes, many parents and schools find themselves unable to contact each other timely even though they find a need because of a variety of reasons.

In fact, this researcher believed when the parental involvement is effectively used in school education, all schools, families, and students can benefit from it. Parental involvement is important in the children’s education. Since more and more schools are evaluating the effectiveness of parental involvement and continue to encourage parents to be more involved in school education, this researcher as a parent would also like to prove and strengthen the great importance of parental involvement for the students’ achievement.

Statement of the Problem

The early years of a child’s life are so important for their growing up and development. School age children spend about 70% of their waking hours (including weekends and holidays) outside of school (Clark, R.M. 1990). So the education of children is not only the responsibility of school. The parents take very important role in their children’s education. The earlier in a child’s educational process parental involvement begins, the more powerful the effects on the achievement of the child (Cotton, K., Wiklund K. 2001)

The importance of parental involvement is obvious. First, the parents should involve in the education of their children because they are the first educators of their children. Second, parents have long-term responsibility for their own children. Third, Parental Involvement, as mentioned, can increase their children’s chance to be successful in their learning.
But as a mother with a son studying in Grade 6 in Bangkok Christian International School (BCIS), Thailand, this researcher was really interested to know the demographics of student’s parents, the levels of parental involvement and to test whether or not there is a difference of student academic achievements between the students of more parental involvement and less parental involvement in Grade 6 in Bangkok Christian International School (BCIS).

Therefore, this researcher decided to study and compare the academic achievements of the primary school students between the more and the less parental involvement students in Bangkok Christian International School (BCIS), Thailand.

**Research Questions**

1. What are the demographics of student’s parents, including their marital status, occupation, family income, education level, and English communication skill in Bangkok Christian International School (BCIS), Thailand?

2. What are the levels of parental involvement in Bangkok Christian International School (BCIS), Thailand?

3. Is there any different of the students’ academic achievements between the more parental involvement and less parental involvement in BCIS?

**Research Objectives**

1. To survey the demographics of student’s parents, including their marital status, occupation, family income, education level, and English communication skill in Bangkok Christian International School (BCIS), Thailand.
2. To identify the levels of parental involvement in Bangkok Christian International School (BCIS), Thailand

3. To compare the students' academic achievements between the more parental involvement and less parental involvement students in BCIS.

**Theoretical Framework**

Various researchers have studied the impact of parental involvement and the relation between parental involvements with their children's academic achievements. In this study, the researcher will conduct the study research based on the following Parental Involvement theories and findings as follows:

Theories of cultural and social capital have been used to explain why parental involvement has an impact on children's achievement and adjustment to school. While there are some inconsistencies in how these theories have been used to explain the impact of parental involvement, there are also commonalities (McNeal, 2001).

Cultural capital is usually explained as the level and nature of direct parental involvement in the educational process (Lareau, 1987). The theory of cultural capital proposed by Bourdieu (1977) argued that there are inequalities in the amounts of cultural capital that individuals either hold or can obtain. Higher levels of cultural capital, developed through access to relevant resources over time, increase the likelihood that any individual can access additional capital.

Walberg (1984) in his review of 29 studies of school–parent programs found that family participation in education was twice as predictive of students' academic success as family socioeconomic status, and some of the more intensive programs had effects that were 10 times greater than other factors.

Cotton, K., Wikeland, K. (1987) proved and found that the more intensely parents
are involved, the more beneficial the achievement effects in their Parent Involvement in Education.

Clark, R.M. (1990) in his Parental Involvement study found that students’ academic achievements were impacted by more parental involvement, because “parents of high-achieving students set higher standards for their children’s educational activities than parents of low-achieving students”.

**Conceptual Framework**

This research mainly aimed to study the demographics of student’s parents, including their marital status, occupation, family income, education level, and English communication skill; to identify the levels of parental involvement; and lastly to test whether or not there is a difference of student academic achievements between the students of more parental involvement and less parental involvement in Grade 6 in Bangkok Christian International School (BCIS).

The Figure 1 below was the conceptual framework of this study which consisted three main parts of investigation: demographics of parents, levels of parental involvement, and the student academic achievements.
Levels of Parental Involvement
More vs. Less

Demographics of student's parents:
- Marital status,
- Occupation,
- Family income,
- Education level
- English communication skill

Grade 6 Students' Academic Achievement

BCIS

Figure 1. Conceptual Framework of the Study

Scope of the study
This research only studied the demographics of student's parents, including their marital status, occupation, family income, education level, and English communication skill.

The study identified the levels of parental involvement and labeled the parental involvement only into 2 categories: more parental involvement and less parental involvement.

The research only studied the difference of student academic achievements between the students of more parental involvement and less parental involvement in Grade 6 in Bangkok Christian International School (BCIS), during 2011-2012.

Definitions of Terms

Bangkok Christian International School (BCIS): it refers to Bangkok Christian International School, which was founded in 1997, is a multi-cultural international
school of almost three hundred students from nearly twenty different countries from pre-school to high school.

**Parental Involvement:** it refers to the interaction or communication that occurs between parents/guardians and the schools, including taking part in the school’s meetings or activities, helping the children with their home work or projects, pick up the children from school. In the questionnaire, the levels of Parental Involvement were measured by the Grade 6 parents’ answers to 3 questions for both terms.

- **More Parental Involvement** it refers to the student’s parents who have more Parental Involvement, in this questionnaire, if the summed scores of all 10 questions of Parental Involvement are between 26-50, this student was regarded as more parental involvement.

- **Less Parental Involvement** it refers to the student’s parents who have more Parental Involvement, in this questionnaire, if the mean scores of all 10 questions of Parental Involvement are between 10-25, this student was regarded as less parental involvement.

**Student Academic Achievement:** it refers to the students GPA as parents reported from the questionnaire.

**Demographics of parents:** it refers to the demographics of student’s parents, including marital status, occupation, family income, education level, and English communication skills etc. Part I of the questionnaire reflected the required demographics of parents for this study.

- **Marital status** the parents are required to select from Single, Married and Divorced

- **Occupation** the parents are required to select from Employee, Employer, Housewife, Others (need to specify)
• **Family income** the parents are required to select from Less than 30,000 baht, 30,001~70,000 baht, 70,001~100,000 baht and More than 100,000 baht

• **Education level** the parents are required to select from High School Diploma/GED or Lower, Technical/Vocational License; Bachelors Degree Masters Degree and Higher

• **English communication skills** the parents are required to select from Excellent Good, Fair, Poor

---

**Significance of the Study**

This research studied and compared the academic achievements of the primary school students between the more and the less parental involvement students in Bangkok Christian International School (BCIS), Thailand.

This research would prove and strengthen importance of parental involvement for the students' achievement again in nowadays' school-family community. Parental involvement is important in the children's education; when the parental involvement is effectively used in school education, all schools, families, and students can benefit from it. Since more and more schools are evaluating the effectiveness of parental involvement and continue to encourage parents to be more involved in school education, this study will hopefully provided more support and affirmation for the school leaders, administrators, teachers to develop more parental involvement activities and consider more connection between the school teaching and family involvement. Hence, this research would benefit not only to the school side, including teachers, school leaders, and administrators; but also to the family side, including the kids, and the parents.
This research also offered the further researchers a primary data of parental involvement and students’ academic achievement, which might help educational leaders and principals in Bangkok Christian International School (BCIS) at least to create some strategies and approaches to improve teachers’ professional development, student’s learning and Parental Teacher Association work as well.
CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents main theories, related literature and findings of previous researches including Theoretical Explanations of Parental Involvement, The Importance of Parental Involvement, Socio-demographic Characteristics of Families and Parental Involvement, Types of Parental Involvement; and Previous Studies on Parental Involvement and Students Achievement and so on.

Theoretical Explanations of Parental Involvement

Theories of cultural and social capital have been used to explain why parental involvement has an impact on children’s achievement and adjustment to school. While there are some inconsistencies in how these theories have been used to explain the impact of parental involvement, there are also commonalities (McNeal, 2001).

According to theories of social capital, parental school involvement increases parents’ access to social networks and information (Coleman, 1988). Social capital is represented by parental contact and involvement in the organizational and social aspects of the life of the school. As parents establish relationships with teachers, they learn important information about the school’s policies and practices. They also meet other parents, who provide information and insight about the school’s expectations. Social capital is also represented through the extent of conversation that parents have with their children about school and through parental monitoring of their children’s school engagement. Discussion with the child about school conveys interest about the importance of education.
Cultural capital is usually explained as the level and nature of direct parental involvement in the educational process (Lareau, 1987). The theory of cultural capital proposed by Bourdieu (1977) argued that there are inequalities in the amounts of cultural capital that individuals either hold or can obtain. Higher levels of cultural capital, developed through access to relevant resources over time, increase the likelihood that any individual can access additional capital. For example, parents who hold strong cultural capital because they completed school and hold post-secondary educational qualifications are more likely, as a consequence, to have a higher SES, as well as knowledge of educational systems. Because schools represent and produce middle-class values and forms of communication, teachers are more likely to communicate more effectively with these parents from middle and higher SES backgrounds, with whom they are more likely to share similar values and beliefs. Teachers are likely to have more difficulties relating to parents who have a different cultural frame of reference because of socioeconomic circumstances or ethnic backgrounds. This bias of schools to represent, but also to promote more middle-class values, places many parents at a disadvantage and makes it more difficult for these parents to participate in their children's education. Families with more social and cultural capital tend to be more involved at school because these families are more comfortable with teachers and schools and are more likely to have supportive social networks. This allows them "to construct their relationships with the school with more comfort and trust" (Lareau & Horvat, 1999).

The Importance of Parental Involvement

Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents
do is more important than who they are for children’s early development – i.e. home learning activities undertaken by parents is more important for children’s intellectual and social development than parental occupation, education or income. A greater appreciation of the beliefs that underlie parents’ decisions about becoming involved in their children’s education is needed (Taylor et al., 2004).

The way in which parents feel about schools and the emotional connections that they had to school may influence the kinds of attitudes to school and learning that their children assume. These feelings may be positive or negative, depending on the nature of those previous experiences. Negative feelings about school may prevent parents from making connections with their children’s schools. Positive feelings about school experiences are likely to enhance parental involvement. Additionally, the expectations that parents hold for their children’s future achievement are important. If parents expect high levels of academic achievement and commitment to schooling, the child is more likely to adopt these positive attitudes (Hoover-Dempsey et al., 2005).

There is a need for increased understanding about how, and why, parents understand and construct their involvement in different ways. Parental participation may be active because parents believe that they bear the primary responsibility for children’s educational achievement. Other parents may hold a notion of partnership with schools that responsibilities for children’s learning are shared between parents and schools. Still other parents may not believe that they should take an active role or may lack the confidence to be involved. For these latter parents, developing personal self-efficacy beliefs that one can be effective in supporting children’s learning at home and at school requires encouragement by teachers and schools, as well as opportunities to participate (Hoover-Dempsey et al., 2005).
Socio-demographic Characteristics of Families and Parental Involvement

Variation in levels of parental involvement in children's learning at home and at school is strongly influenced by family socio-economic status (SES) (Boethel, 2003). Parents in families with lower SES often have fewer years of education and, possibly, have had more negative experiences with schools. They may feel unprepared to be involved. Parental involvement may also vary because of differences in ethnic and cultural backgrounds between parents and teachers (Desimone, 1999).

Teachers are less likely to know the parents of children who are culturally different from their own background and are more likely to believe that these parents are less interested in their children's schooling (Epstein & Dauber, 1991). Parents' language difficulties may also cause difficulties in understanding participation opportunities. It is unfortunate that parents with low SES and from different ethnic and cultural background than the mainstream culture, whose children would most benefit from parental involvement, are more likely to find it difficult to become and remain involved (Lee & Bowen, 2006).

Parents with social and cultural backgrounds different from the dominant social groups in the society may also have quite diverse expectations and interpretations of what it means to be educationally helpful to their children. For example, Vogels (2002; cited in Drissen, Smit, & Sleegers, 2005) distinguished four groups of parents in research conducted in the Netherlands. The first group, partners, were highly active in informal and formal engagement activities, from volunteering to engagement in the formal governance of the school. These parents were more likely to have a high SES. A second group was called participants. They were highly involved in informal activities at the school and had middle to high SES. The third group were delegators, who viewed teachers as the appointed experts and therefore responsible
for the education of their children. The fourth group was the invisible parents, who were not engaged or visible to the school. The invisible parents were primarily parents with a low SES.

Types of Parental Involvement

Epstein, J.L. (1992) had developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. Epstein's six types of parental involvement as follows:

Type 1 --- Parenting: help all families establish home environments to support children as students at each age and grade level. Assist schools in understanding families, families background, cultures, concerns, goals, needs, and views of their children.

Type 2 --- Communicating: communicate effectively with families about student progress, school services and programs, and also provide opportunities for parents to communicate with the school. Such as: phone call, newsletters, emails, etc.

Type 3--- Volunteering: find ways to recruit and train volunteers for the school and classroom. Try to accommodate parents' schedules to maximize support for students and programs. This category also includes opportunities for parents to attend events at school in which their children participate.

Type 4 --- Learning at Home: share ideas with families to improve students' homework strategies and other kinds of at-home learning, and provide information and ideas to families about how to help students at home with homework and other curriculum-linked activities.

Type 5 --- Decision Making: include families as participants or partners in school decisions through PTA/PTO, school councils, committees, and other school-parent organizations. It can help to develop parents' leaders and representatives.
Type 6 --- Collaborating with the Community: create two-way connections between the school and community that encourage businesses and other groups to take an interest in schools and offer students and their families ways to contribute to the well-being of the community.

Three Factors of Parental Involvement

Three major factors of Parental Involvement (PI) in the education of their children are as follows:

1) Involving in the homework or home learning activities by signature in the homework tracker form: although most parents do not know how to help their children with their education, with guidance and support of the school, they may become increasingly involved in home learning activities and have opportunities to teach, and find themselves can be models for and to guide their children. On the other hand, when school encourages children to practice reading at home or doing some other activities at home with their parents, the children will make significant gains in reading achievement and some other abilities compared to those who only practice at school. Parents who read to their children, have books available, take trips, guide TV watching, internet browsing, and provide stimulating experiences contribute to student achievement (Wang Zhengqing, 2006).

2) Involving in the school activities, meetings: most of the students, at all levels, especially the primary school students, want their families to be more knowledgeable parents about schooling and are willing to take active roles in assisting communications between home and school. When parents come to school regularly, it reinforces the view in the children’s mind that school and
home are connected and that school is an integral part of the whole family’s life (Joyce L. Epstein, 2010).

3) Involving in the organization or association of the school: to strengthen the home-school partnership for the children’s education, encourage Parental Involvement at school, guide parents in how to help their children at home, and supply more specific information on how to help the parents some organization or association are formed. It arranged meeting or activity periodically.

**Previous Studies on Parental Involvement and Students Achievement**

Taggart, B (2004) found that Parental involvement in children’s education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

Goldman, R (2005) in his book of Fathers’ Involvement in their Children’s Education mentioned the quality and content of fathers’ involvement matter more for children’s outcomes than the quantity of time fathers spend with their children.

Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home. (Brookes, G., Gorman, T., Harman, J., Hutchinson, D., Kinder, K., Moor, H., and Wilkin, A. 1997).

Gutman, L. M. and Akerman, R. (2008) found the attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children’s education.

The Children’s Plan published by the Department for Children, Schools and
Families (DCSF) in 2007 also highlights the importance of partnership between parents and schools to support children in their learning, and how greater support will be provided for parents to involve them in their child’s education (in the early years and throughout school).

Walberg (1984) in his review of 29 studies of school–parent programs found that family participation in education was twice as predictive of students’ academic success as family socioeconomic status, and some of the more intensive programs had effects that were 10 times greater than other factors.

Cotton, K., Wikelund, K. (1987) proved and found that the more intensely parents are involved, the more beneficial the achievement effects in their Parent Involvement in Education.

Clark, R.M. (1990) in his Parental Involvement study found that students’ academic achievements were impacted by more parental involvement, because “parents of high-achieving students set higher standards for their children’s educational activities than parents of low-achieving students”.

Overall, research has consistently shown that parental involvement in children’s education does make a positive difference to pupils’ achievement.
CHAPTER III
METHODOLOGY

This chapter covers research design, population of the study, research instrument, collection of data, data analysis and summary of research process.

Research Design

This research compared the primary school students' academic achievements between more and less parental involvement in Bangkok Christian International School (BCIS), Thailand. This research was designed as a quantitative research using descriptive statistics for a survey consisting of three parts. In the first part, the researcher tried to survey the student parents' demographics. In the second part, the researcher tried to identify the levels of parental involvement. In the third part, the researcher tried to compare the primary school students' academic achievements between more and less parental involvement in Bangkok Christian International School (BCIS).

Population and Sample

The population and the sample is the same in this study, which were all 30 students' parents in Grade 6 in Bangkok Christian International School (BCIS), during the year 2011-2012.

Instrument

For this research, researcher made a questionnaire based on literature review and previous researches to identify the student parents' demographics, the levels of parental involvement and to compare the primary school students' academic achievements between more and less parental involvement in Bangkok Christian International School (BCIS), Thailand.
In Part I of the questionnaire, the researcher tried to survey the student parents’ demographics, by asking the parents to reflect their marital status, occupation, family income, education level, and English communication skills etc by ticking in the right item.

In Part II of the questionnaire, in order to identify the levels of parental involvement, 10 questions about parental involvement situation in Bangkok Christian International School (BCIS) were set up, and parents were required to report their real situation by ticking from every time -very often-often-sometimes- seldom. In the questionnaire, the scores represented the level of challenges as follow:

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seldom</td>
<td>1.00–1.49</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes</td>
<td>1.50–2.49</td>
</tr>
<tr>
<td>3</td>
<td>Often</td>
<td>2.50–3.49</td>
</tr>
<tr>
<td>4</td>
<td>Very often</td>
<td>3.50–4.49</td>
</tr>
<tr>
<td>5</td>
<td>Every time</td>
<td>4.50–5.00</td>
</tr>
</tbody>
</table>

In the last part, the researcher asked every parent to report their child’s GPA honestly at the bottom of the questionnaire.

Data Collection

To conduct this study, the researcher requested for permissions from the principal and the Grade 6 homeroom teacher of Bangkok Christian International School (BCIS) firstly, and then distributed the questionnaire to the parents’ of Grade 6 in BCIS during Oct 12 to Nov 15, 2012. Finally, when the researcher collected questionnaires, from 30 parents, 27 of them returned the questionnaires and turned out validly.
Data Analysis

To analyze the data for each objective, the researcher used frequency and percentage to report the student parents’ demographics firstly; used means and standard deviations to identify the levels of parental involvement in BCIS, lastly used a independent samples t-test to determine the difference of students’ achievement between more and less parental involvement.
CHAPTER IV

FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents the analysis and interpretation of the data derived from 27 respondents. A total of 30 questionnaires were distributed to the targeted parents. Though not all the questionnaires had been received, the respondents’ returned rate was 90% of the total. Data analysis and the interpretation will give information that gives answer to the research objectives. The findings are illustrated and presented relative to 3 research objectives as follows:

1. To survey the demographics of student’s parents, including their marital status, occupation, family income, education level, and English communication skill in Bangkok Christian International School (BCIS), Thailand.

2. To identify the levels of parental involvement in Bangkok Christian International School (BCIS), Thailand.

3. To compare the students’ academic achievements between the more parental involvement and less parental involvement students in Bangkok Christian International School (BCIS), Thailand.

**Research Objective One:** To survey the demographics of student’s parents, including their marital status, occupation, family income, education level, and English communication skill in Bangkok Christian International School (BCIS), Thailand.

The researcher found out demographics of student’s parents, including their marital status, occupation, family income, education level, and English
communication skill in Bangkok Christian International School (BCIS), Thailand, as follows:

Table 2: Marital Status of the Parents

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>26</td>
<td>96.3</td>
</tr>
<tr>
<td>Divorced</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

As the Table 2 showed, 96.3% of the parents were in the status of married, 3.7% of them in fact only one parent was in the status of divorced.

Table 3: Parents’ Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>10</td>
<td>37.0</td>
</tr>
<tr>
<td>Employer</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>Housewife</td>
<td>9</td>
<td>33.4</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

As the Table 3 showed, 37% of the parents were employees, 33.4% of them were housewife, 14.8% of them were employers, and another 14.8% of them were doing other jobs, as they specified those they were doing something as missionary work, pastor, or church work.
Table 6: English Communication Skills

<table>
<thead>
<tr>
<th>English Skill</th>
<th>Frequency</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
<td>18.5</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
<td>37.0</td>
</tr>
<tr>
<td>Fair</td>
<td>7</td>
<td>26.0</td>
</tr>
<tr>
<td>Poor</td>
<td>5</td>
<td>18.5</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

As the Table 6 showed, 37% of the parents perceived themselves had “Good” English skills, 26% of them had “Fair” English skills, 18.5% of them had “Excellent” English skills, and another 18.5% of them had “Poor” English skills.

Research Objective Two: To identify the levels of parental involvement in Bangkok Christian International School (BCIS), Thailand.

The researcher used means and standard deviations to identify the levels of parental involvement in Bangkok Christian International School (BCIS), Thailand as follows:
Table 7: Levels of Parental Involvement in BCIS

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I attend all meetings or activities of the school</td>
<td>27</td>
<td>4.3</td>
<td>1.1</td>
</tr>
<tr>
<td>2. I send (pick up) my child to (from) school by myself</td>
<td>27</td>
<td>2.9</td>
<td>1.6</td>
</tr>
<tr>
<td>3. I check my child’s homework</td>
<td>27</td>
<td>3.8</td>
<td>1.2</td>
</tr>
<tr>
<td>4. I help my child with his (her) homework or project</td>
<td>27</td>
<td>3.3</td>
<td>1.1</td>
</tr>
<tr>
<td>5. I ask my child’s classroom teachers about his performance at school</td>
<td>27</td>
<td>-3.3</td>
<td>1.1</td>
</tr>
<tr>
<td>6. I told my child’s classroom teachers about his performance at home</td>
<td>27</td>
<td>3.3</td>
<td>1.0</td>
</tr>
<tr>
<td>7. I read the emails/letters from school/teachers</td>
<td>27</td>
<td>3.0</td>
<td>0.9</td>
</tr>
<tr>
<td>8. I answer/comment to school emails/letters</td>
<td>27</td>
<td>2.9</td>
<td>1.0</td>
</tr>
<tr>
<td>9. I even teach my child for some subject before class</td>
<td>27</td>
<td>3.0</td>
<td>1.1</td>
</tr>
<tr>
<td>10. I let my child to set up his/her goal of learning</td>
<td>27</td>
<td>3.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>3.3</td>
<td>1.0</td>
</tr>
</tbody>
</table>

From Table 7, the results showed that most parents got highly involved in the school meeting and activities since the mean score of item one is 4.3, while the lowest mean scores appeared in item two and eight (2.9), which meant not many parents send (pick up) their child to (from) school by themselves, and not many parents answer and comment to school letters/emails very often. The overall parental involvements in Grade 6 in Bangkok Christian International School (BCIS) are 3.3, which meant they got involved into the school parental activities “often”.

Research Objective Three: To compare the students’ academic achievements between the more parental involvement and less parental involvement students in Bangkok Christian International School (BCIS), Thailand.
Table 8: Differences of Students Academic Achievement with More and Less Parental Involvement in BCIS

<table>
<thead>
<tr>
<th>GPA</th>
<th>Parental Involvement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More Parental Involvement</td>
<td>20</td>
<td>3.70</td>
<td>.20</td>
<td>5.60</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Less Parental Involvement</td>
<td>7</td>
<td>3.40</td>
<td>.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8 showed the GPA means of students under different parental involvement, the mean GPA score of students with more parental involvement was 3.70, which is obviously higher than those with less parental involvement. And meanwhile, this table also revealed that 20 parents from the respondents were regarded have more parental involvement, while 7 parents from the respondents were regarded have less parental involvement, based on the categorizing criteria—whether or not their summed scores of all 10 items is within 26-50, or with 10-25.

From the independent sample t-test's comparison in Table 8, the significant difference (.000) of students' achievement between more parental involvement and less parental involvement was found.
Discussion

1. Demographics of Student's Parents

The different demographics of students' parents indicated the students family education environment, which will impact on students' growth and education achievement as well, therefore, to study and understanding the demographics of the students' family is very necessary and important. Here in this part, the researcher would like to discuss about the findings like this way:

- **Marital Status of the Parents:** this study found most parents were in the status of married, but also some students were also living in a divorced family.

- **Parents' Occupations:** since BCIS is a middle class school as long as school tuition fees were concerned, more parents were employees, but also quite many of students' mum were housewife, because some families were doing business by themselves and they were employers, since the school is Christian, so also had some parents worked as missionary work, pastor, or church work.

- **Family income:** the study found most parents income were 30,001~70,000 baht, but quite many of them were getting more than 100,000 baht and having income of 70,001~100,000 baht, but not many families were having income less than 30,000 baht.

- **Educational Level:** the study showed most parents had Bachelor Degrees, quite many of them had Masters Degrees and Higher, but the one had Technical/Vocational License and had High School Diploma/GED or Lower were limited.
English Communication skills: the study found the majority parents perceived themselves had “Good” English skills, but the number of parents who had “Excellent” English skills and “Poor” English skills are similarly low as well.

Epstein & Dauber (1991) believed that teachers are less likely to know the parents of children who are culturally different from their own background and are more likely to believe that these parents are less interested in their children’s schooling.

Lee & Bowen (2006) Parents’ language difficulties may also cause difficulties in understanding participation opportunities. It is unfortunate that parents with low SES and from different ethnic and cultural background than the mainstream culture, whose children would most benefit from parental involvement, are more likely to find it difficult to become and remain involved.

Vogels (2002) found that parents with social and cultural backgrounds different from the dominant social groups in the society may also have quite diverse expectations and interpretations of what it means to be educationally helpful to their children.

2. Levels of Parental Involvement

This study found that most parents got highly involved in the school meeting and activities, but not many parents send (pick up) their child to (from) school by themselves, and not many parents answer and comment to school letters/emails very often. Generally speaking, the frequency of the parents got involved into the school parental activities was “often”.

Epstein J.L (2010) also found most of the students, at all levels, especially the primary school students, want their families to be more knowledgeable parents about
schooling and are willing to take active roles in assisting communications between home and school. When parents come to school regularly, it reinforces the view in the children’s mind that school and home are connected and that school is an integral part of the whole family’s life.

Wang Zhengqing (2006) mentioned although most parents do not know how to help their children with their education, with guidance and support of the school, they may become increasingly involved in home learning activities and have opportunities to teach, and find themselves can be models for and to guide their children.

3. Differences of Students Academic Achievement with More and Less Parental Involvement in BCIS

The significant difference of students’ achievement between more parental involvement and less parental involvement was found.

Taggart, B (2004) found that Parental involvement in children’s education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home. (Brookes, G., Gorman, T., Harman, J., Hutchinson, D., Kinder, K., Moor, H., and Wilkin, A. 1997).

Gutman, L.M. and Akerman, R. (2008) found the attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children’s education.
The Children’s Plan published by the Department for Children, Schools and Families (DCSF) in 2007 also highlights the importance of partnership between parents and schools to support children in their learning, and how greater support will be provided for parents to involve them in their child’s education (in the early years and throughout school).

Walberg (1984) in his review of 29 studies of school–parent programs found that family participation in education was twice as predictive of students’ academic success as family socioeconomic status, and some of the more intensive programs had effects that were 10 times greater than other factors.

Cotton, K., Wiklund, K. (1987) proved and found that the more intensely parents are involved, the more beneficial the achievement effects in their Parent Involvement in Education.

Clark, R.M. (1990) in his Parental Involvement study found that students’ academic achievements were impacted by more parental involvement, because “parents of high-achieving students set higher standards for their children’s educational activities than parents of low-achieving students”.

Overall, research has consistently shown that parental involvement in children’s education does make a positive difference to pupils’ achievement.

Recommendations

Recommendations for Practice

1. Principals, school leaders and teachers are recommended to address the importance and impact of parental involvement in children’s education, let more parents to know, understand and attend the school activities volunteer.
2. Teachers are recommended to contact the parents frequently to inform and just communicate with parents about their children’s achievement and behaviors both from school and home. Meanwhile, parents are also encouraged to go to school, pick up/send children more by themselves if possible.

3. Teachers, school principals are recommended to design more active and meaningful school activities and invite the parents to get more involved.

4. Principals, school leaders and teachers are recommended to provide sufficient information online so that in some case, some parents can just get information easily from the school website and no need to go to school all the time.

5. And the school is recommended to establish and fully use Parent Teacher Association (PTA) for providing more necessary assistance for the parents to learn for their kids’ growth.

**Recommendations for Future Research**

Recommendations for future research regarding parental involvement in children’s education are:

1. Future research should be conducted on the relationship between parental involvement and students’ achievement so that readers can know to what extent teacher’s leadership has impact on student’s active learning.

2. Future research should also be conducted on what kind of parental involvement can promote the students’ learning achievement in a large scale study design.


Desforges, C. and Abouchaar, A. (2003) The Impact of Parental Involvement, Parental Support and


Dimock, C., O’Donoghue, T., & Robb, A. (1996). Parent involvement in schooling:


Flouri, E. and Buchanan, A. (2004) Early father’s and mother’s involvement and child’s later educational outcomes. British Journal of Educational Psychology, 74, 141-153


*School–family partnerships: Promoting the social, emotional, and academic growth*


**QUESTIONNAIRE**

**I. Parents Information:**

Parents’ Marital Status: □ Married □ Divorced

Parents’ Occupation: □ Employee □ Employer □ Housewife □ Others ___

Combined Income: □ Less than 30,000 baht □ 30,001~70,000 baht

□ 70,001~100,000 baht □ More than 100,000 baht

Highest Education Completed: □ High School Diploma/GED or Lower

□ Technical/Vocational License

□ Bachelors Degree

□ Masters Degree and Higher

English Skill: □ Excellent □ Good □ Fair □ Poor

**II. Parental Involvement Situation Investigation:**

<table>
<thead>
<tr>
<th>Year 2011-2012</th>
<th>Every time</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I attend all meetings or activities of the school</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. I send (pick up) my child to (from) school by myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I check my child’s homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I help my child with his (her) homework or project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I ask my child’s classroom teachers about his performance at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I told my child’s classroom teachers about his performance at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I read the emails/letters from school/teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I answer/comment to school emails/letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I even teach my child for some subject before class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I let my child to set up his/her goal of learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any additional comments:

Your child’s GPA is: _________ (for year 2011-2012) from Report Card
BIOGRAPHY

- Name: MS. FUXIU JIANG
- Date of birth: 04/08/1963
- Height: 161cm
- Weight: 59kg
- Nationality: Chinese
- Place of birth: Beijing, China
- Religion: Christian
- Previous Educational Qualification: B.S. (Electrochemistry, Applied Chemistry) TIANJIN UNIVERSITY, CHINA, 1984
- Family Details: Married, two children
- Address: 39/17, Suanluang ville 2, Soi 28 Chalermprakiat Rd, Dokmai, Pravet, Bangkok
- Email: jfx2005@hotmail.com
- Mobile: 086-5458577
- Working Experience

  1997- Now: Manager at Modern Dyestuffs & Pigments Co., Ltd, Thailand

  1984-1996: Chemical Engineer at Tianjin Research Institute of Chemical Industry, China