

Level of Parental Involvement in a
Nationally Accredited
Childcare Center

By

Christine Redetzke

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Research Advisor

The Graduate School
University of Wisconsin-Stout
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The Graduate School
University of Wisconsin-Stout
Menomonie, WI 54751

**The Graduate School
University of Wisconsin-Stout
Menomonie, WI**

Author: Christine Redetzke

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Research Advisor: Karen Zimmerman, Ph.D.

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ABSTRACT

The purpose of this study was to determine the level of parent involvement in a nationally accredited childcare center. A general review of parent involvement was done. The researcher looked at positive and negative effects of parent involvement in the schools at all levels of education. A review of some programs that are designed to encourage parent involvement, and that are use in different schools at different levels of education, was also done. One program that was looked at was that of Head Start which has a strong parent involvement component.

The research survey that was used for the study examined four different aspects in regards to parent involvement. Section I gathered demographic information about the participants. Section II looked at parent's attitude toward the Children's Center. Section III studied home life and the parent's involvement with their child at home. Section IV related to the parent's involvement with the Children's Center.

The participants of this study were all parents who had children that were enrolled at the Children's Center at the University of Wisconsin, Eau Claire during the 2004-2005 school year. There were 54 parents that completed and returned the survey.

Data was analyzed for Section I using frequency counts and percentages. Mean scores and standard deviation was calculated in Sections II, III, and IV. A t-test was used to compare male and female responses to Sections II, III, and IV. A t-test was also done to compare responses based on level of education in Sections II, III, and IV.

When looking at the number of male vs. female respondents a significant difference is shown. 70.4% of the respondents were female while 29.6% were male. A significant difference was also found in regards to education level. 77.8% of the respondents had a college degree while 1.9% had a high school education.

The majority of the participants responded positively when looking at Sections II and III, but more of a negative response was found when looking at Section IV (parental involvement with the Children's Center). The study did not look at reasons why parents have a problem spending time in the classroom. The literature shows that this could be true because of time constraints placed on working parents, or lack of communication between the school/classroom teacher and the parent.

This study concludes that parents had an easier time being involved with their child's home life than that of time spent at school.

The Graduate School
University of Wisconsin – Stout
Menomonie, WI
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Chapter I: Introduction

When discussing the topic of Parent Involvement in the classroom different questions need to be asked; how can a teacher encourage parents to become involved in the classroom? What are some things parents can do to be involved in the classroom? What kind of effect does parent involvement have on the student in the classroom? What is a definition of Parent Involvement? Parent Involvement at school refers to parents who come to school as visitors, as support for school events, attend workshops, or who volunteer to assist teachers and children in classroom activities (Sandell, 1998).

Parent involvement can involve anything from a parent reading notes and parent letters from the teacher to volunteering in the classroom or helping with a classroom fieldtrip. Epstein and her colleagues stated:

...six main types or activities that connect families, schools, and communities.

Parent involvement is operationalized to include basic obligations of parents (parenting), obligations of schools (communicating), parental and community involvement at school (volunteering), provisions of learning activities at home, participation in school decision-making, and collaboration with the community.

(McWayne, 2004, pg. 364)

Research done by Cotton and Green shows that parent involvement programs can have a powerful effect on children's learning, especially young children (Cotton & Conklin, 2006). Parent involvement has a positive effect on the academics and a positive effect on developing a child's self-esteem (Jones, 2001). The child can see the parent showing concern for what is happening in school and knows that the parent cares.

Parent involvement programs can be developed by a teacher or by the school. One

is titled PITCH (Project Interconnecting Teachers, Children, and Homes) Project for Literacy offers a set of in-service workshops aimed at helping elementary and preschool teachers and administrators improve home-school relationships (Brand, 1996). Other ways to get parents involved, and which ones have been successful, will be discussed later in the review of literature found in Chapter Two.

One important aspect that is needed to encourage parents to get involved in the classroom is that of trust between the teacher and the parent. A trusting relationship can be established through informal interactions such as potluck suppers, home visits, check-in times when the child is arriving or leaving the center, notes to parents, and parent meetings. The best way to establish a relationship with a parent is to talk one-on-one with parents as they pick up or drop off their child (Koch & McDonough, 1999). Casual conversation with positive body language and good listening skills will help the parent feel at ease with the teacher and the parent may be more likely to want to come into the classroom.

Establishing a good connection with parents is not always easy. Teachers face realistic time constraints. They are busy maintaining the operation of their classroom. Any changes mean that something will receive less attention, and it may be parent involvement (Sandall, 1998).

Barriers to developing parental involvement are lack of time for parents who are busy with a career, family, and other commitments. Parents may also feel intimidated about coming into a classroom full of children. Some parents may not understand the important part they play in the life of their child, so some parent education classes may need to be offered. Orientation and training of parents can sometimes make the

difference between effective parent involvement and having none at all. Parents generally want and need information and direction in order to feel comfortable in the classroom (Cotton & Wiklund, 2001).

What effect does parent involvement have on the student and the classroom? According to McNeal Jr. parent involvement positively affects academic achievement, while some claim parental involvement negatively effects academic achievement. A third grouping of studies find parental involvement has no significant relationship to academic achievement (McNeal, 2001).

“For many years, schools and preschools have been experimenting with ways to involve parents, but we still have a long way to go.” (Powell, 1998, pg. 64) Many different things need to be tried to help parents and encourage them to get involved with the education process. Changes in parent involvement programs may need to take place each year to adapt to different enrollment in the classroom. Also, teachers may have different ideas about how to get parents involved in their classrooms. What works for one teacher may not work for another. What needs to be remembered is that the bottom line is the child’s well-being and success.

Statement of Problem

The purpose of this study is to assess the level of involvement from parents whose child/children were enrolled in a nationally accredited childcare center (University of Wisconsin, Eau Claire Children’s Center) for the 2004-2005 academic year. The research was based on a survey designed by the researcher.

Research Objectives

1. Describe demographics of parents who have children at the Children's Center.
Center.
2. Describe parents' perceptions of the Children's Center.
3. Identify ways parents are involved in the classroom and at the Children's Center.
4. Describe parent involvement in home life of children.

Definition of Terms

Parent Involvement: Numerous activities in which parents and teachers work together to build a strong school/home relationship, which in turn, provide children with a successful education and a positive self image.

Early Childhood Education: Education provided to children between birth and eight years of age.

Nationally Accredited Childcare Program: According to NAEYC (www.naeyc.org) "The purpose of Accreditation is to improve the quality of care and education provided for young children in group programs in the United States." Childcare programs that complete the accreditation process successfully receive the NAEYC Accredited Program title, which the childcare program can then use to promote their program.

Assumptions and Limitations

It is assumed that the majority of parents answering the survey will respond honestly. The main limitation of the study is that of time from the participants to complete the survey and return it to the appropriate location.

Chapter II: Literature Review

This chapter will present research literature related to Parent Involvement in a classroom setting. The literature is presented in four sections. The first section discusses the positive and negative effects of parent involvement in the classroom. The second section identifies some ways to get parents involved in the classroom and their child's education. The third section examines parent involvement in regards to home and community. The fourth section examines parental attitudes/involvements with their child's school. The fifth section looks at related parent involvement research in comparison to this study, and the final section will be a summary of parent involvement in general.

Effects of Parent Involvement

One of the most positive effects of parent involvement is academically. "Studies suggest that parent involvement improves student's attitudes toward school, school homework habits, school attendance, and overall level of academic achievement." (Feuerstein, 2000, pg. 29). If a child sees that his/her parent is concerned with the amount of homework they are getting done, or what their grades are, the child is more likely to try and do his/her best so that the parent will be proud of their achievement.

A second way that parent involvement is positive is increasing communication between parent and teacher. "Collaborative conversations between families, school staff, and other concerned individuals help bring about successful resolution of problems and the development of supportive relationships." (Koch & McDonough, 1999, pg.11) Successful communication between parent and teacher is important when helping a child

through any problems that may arise, or any concerns that the parent may be having regarding the classroom. By getting the parent involved with the classroom, he/she will understand and feel more at ease.

A third way that parent involvement can have a positive effect is as a support system. Early childhood programs now function more as an extended family. Many parents work outside the home so their child's teacher should be considered an important person in regards to their child's life and education (Powell, 1998). By getting parents involved with their child's education you are also working on communication, and a positive relationship between teacher and parent. All of these factors combined can help the parent feel more comfortable when needing to come to the teacher with any problems that the parent may need help with. These problems may include disciplining their child, sleeping problems, developmental concerns, such as language development, or any number of general questions that a parent may have about raising a child. When a parent comes into a classroom and observes the teacher he/she may come away with a new respect for the teacher. This in turn creates the parent confidence needed to ask parenting questions.

A final positive effect of parent involvement is that of school reform. "Parent involvement is a desirable policy focus for several reasons: 1. It is viewed as an efficient social investment with a payoff far greater than its costs. 2. It addresses considerations of equity and equal opportunity. 3. It is consistent with the belief in this country that the primary responsibility for children's well-being lies with the parents." (Desimone, 1999, pg. 95) This type of reform helps to bring education the attention it deserves. It also will have a positive effect on the on the school system by letting the government see the

importance of getting parents involved in their child's education. The parent is more likely to have a positive attitude about the school if one has a say in some of the decisions being made

Parent involvement is very important in regards to early childhood. Early childhood programs that have a strong parent involvement component can be very effective to the child's future in education (Cotton & Wikeland, 2006). A parent is the most important person in that young child's life, and his/her involvement will have a huge effect on that child's future.

The benefits of parent involvement that are found in schools, classrooms, and with teachers are many. Greater support and respect from the community is one positive thing that comes from having parental involvement in the schools. When community members have more of a say in what is going on in the school, they feel a sense of ownership and pride in what results from those decisions (Cotton & Wikeland, 2006).

Schools can provide teachers with a more effective work environment and classroom by getting parents involved (Desimone, 1999); this brings about a confidence and better work ethic from the classroom teacher. Having an adult in the classroom allows the teacher to individualize learning more. One example would be one-on-one tutoring with students who may be having trouble in a specific academic area, or implementing everyday tasks such as small group activities or hall monitor.

One final benefit for schools in regards to parent involvement is that of saving money. By having parents involved, specialists or materials that would otherwise need to be paid for by the school district can be provided through fundraising. Parents can be the

catalyst behind a fund-raising effort that can supply the school with new equipment or materials.

Negative Effects from Parent Involvement

“...parent involvement has little direct effect on achievement because it is essentially a cognitive outcome and parent involvement predominantly affects behavioral outcomes.” (McNeal, 2001, pg.173). Negative effects were usually found academically rather than socially. The reason for this is parents who lack the confidence or skills to help their children with homework. An example of this in the Early Childhood classroom is that of a parent who cannot read, or a parent that does not speak English. So, even if a parent may be involved with the classroom it does not mean that the child is excelling academically, but he/she may be doing well socially and emotionally in the classroom (McNeal, 2001).

In contradiction “research reports that engaging parents in an active role in the school curriculum can open alternative opportunities for children to succeed in academics”(Machen, Wilson, & Notar, 2005, pg. 13). So on the one hand the research is saying that parent involvement does not necessarily have a positive effect on children academically, but new research is saying that parent involvement can have a positive effect. “Parents volunteering in a Kindergarten classroom raised reading scores, but it did not have an impact on mathematics” (Machen, Wilson, & Nortar, 2005, pg14). So getting parents involved in the classroom and does have a positive effect academically.

Ways/Programs to Encourage Parent Involvement

“We can identify six types of activities schools use to involve families and communities: parent-education activities, decision-making opportunities, learning at

home, volunteering, communication, and community collaboration.” (Jones, 2001,pg. 36)

A few of the activities that can be found will be discussed in the next section.

One such program involves parents taking an activity home to do with their child. According to Howell and Steinberg (2002, pg. 717) “Reading Night consists of teaching and demonstrating to parents how to read with their child using weekly take home readers.” This is an example of not only a parent involvement activity, but also a parent education activity, work well together in a positive way with a positive outcome. This could be done with any age group.

Another program that is written about (Howell & Steinberg, 2002), is that of Wednesday Volunteers. This program provides a weekly opportunity for parents to help with various classroom needs. The parents work together in a designated room doing cutting, stamping, and a variety of things the teacher may need to have done. A snack is provided for the parents to enjoy while they are working. This is also a great opportunity for parents to get to know each other, ask one another parenting questions, or just to talk with another parent about the good and bad aspects of being a parent. This type of activity can also be found as a project that may get sent home for the parent to do.

The Home Visit Project (Jones, 2001) in the Sacramento Unified School District is another program that can work to get parents more involved in their child’s education. This school district pays teachers \$25 an hour to visit parents at home. The teachers can then communicate better with parents in an environment that the parent feels comfortable in. This project may be harder for school districts that do not have the funds needed to pay the teachers extra for their extra time that is spent doing the home visits. This type of project is part of the Head Start curriculum. Teachers are required to visit each family at

least one time a month. This is also a great program for parents with time constraints, or parents that may feel intimidated by the educational community (Jones, 2001).

Head Start is a program that can be found nationally (Cotton & Conklin, 2006). “It was established in the 1960’s to help children overcome the cognitive, social, emotional, and physical deficits that frequently accompany growing up in economically deprived homes.” Head Start has a very strong parent involvement component. Home visits are done monthly, and assessment is done on the child three times a year with the classroom teacher, the Head Start Specialist, and the parent. This program is an important part of the program at the Children’s Center. Head Start sponsors a family night during the winter as well as assisting the Children’s Center with other parent involvement activities through-out the year (Wurzer, 2005).

PITCH (Project Interconnecting Teachers, Children, and Homes) for Literacy is another program for Parent Involvement. According to Brand (1996, pg. 76) this project “offered a set of in-service workshops aimed at helping elementary and preschool teachers and administrators improve home-school relationships.” To begin the project teachers are encouraged to send home a questionnaire to find out how the parents wanted to participate in the classroom. This is a great resource to get parents doing what they want to do in the classroom. Using the parents’ strengths will keep the parents involved.

One important program that looks at parent involvement from three different dimensions is the Parent Involvement in Children’s Education Scale (PICES). McWayne stated, (2004, pg. 364) “...the frequency of specific involvement behaviors in relation to; Supportive Home Learning Environment, Direct School Contact, and Inhibited Involvement.” The first item relates to how learning is promoted by the parent at home;

the second item looks at ways parents are involved directly with their child's school; the third looks at barriers that parents face with involvement issues.

According to Rebecca Wurzer (2005), the director at The Children's Center, the center currently does several activities that are meant to encourage parent involvement. One is The Fall Festival, which is a program that the staff does in October. The teachers in each classroom plan different activities for the parents and children to work on together. These activities usually consist of an art activity, a sensory activity, and a game of some kind. The parents are encouraged to go to each classroom and try all of the different activities. This event is a great way for parents to meet each other at the beginning of the school year.

Another activity that is done yearly at the Children's Center is the Spring Picnic. This event occurs in May at the end of the school year. The parents each bring a dish to pass while the center supplies the plates and silverware. The event takes place at a nearby park so the children have a place to play while the parents have a chance to visit. This is a very casual event with a lot of participation from parents (Wurzer, 2005).

A few general ways that are in use across the country in many different classrooms are sending daily notes home to be signed by the parent, attending school functions, parents volunteering their time to help in the classroom in a variety of ways, parent-teacher conferences, homework tutoring, and parent involvement in school decision making (Cotton & Wikelund, 2006). All of these examples work for some parents, but not for all. The school and teacher should work together in a variety of ways to give parents the most options to help them feel comfortable in the classroom, with the teacher, and with other school officials.

Home and Community Involvement

“The parent is the child’s first and most influential teacher” (Riley, 1998, pg. 3) before a child ever comes in contact with teachers or a school they are busing learning from their parents, so it is important to look at ways a parent interacts with their child at home and in the community. Does the family eat meals together? Do the parents take their child to the public library? Does the family have traditions that they share? Does the parent take the child for walks around the neighborhood? These are all things that have been looked at by the researcher in regards to the parent’s involvement with their child at home.

“Home is where a good start is.” (Riley, 1998, pg. 3) The parent is a child’s first and most influential teacher. Early childhood has been proven to be the most important part of a person’s educational experience, and getting the parent involved both at home and at school will be a positive thing for the child as a student of not only school but of life.

The Fall Festival that is done at the Children’s Center is a great was for parents to meet other parents. This gives parents the opportunity to get together socially outside of the school. It is also a great way for a child to have a classroom friend come visit at his/her home. Many times these meetings lead to long lasting friendships (Wurzer, 2005).

Parental Attitude/ Involvement with their Child’s School

This topic was examined because if the parent has a positive attitude towards their child’s school they are more likely to get involved. Schools need to help families feel welcome as a partner in their child’s education. A mutual respect needs to be made

between the child's school and parents (Comer & Haynes, 1997). How can these things be accomplished?

One way to accomplish a partnership between parents and school is to have good lines of communication (Comer & Haynes, 2005). "Some of the interactions should be face-to-face, either at the school, at home, at the parent's worksite, or at another convenient location." (Comer & Haynes, 2005, pg. 2) Most parents will respond positively to a teacher who goes out of her way to communicate with/to them.

Another way to accomplish this goal is to have a wide variety of roles at the school for the parent to be involved with (Comer & Haynes, 2005). A few examples are attending parent-teacher conferences, serving as mentor, or teacher aides. Also, sending at home projects for the parent to work on, or encouraging/helping their child with a homework assignment.

A father's involvement is also another area that has been looked at by different researchers. With the number of single parent families on the rise it is important to look at the positive effect that the father can have on a child's education. A father can take on many unique roles that mothers have a hard time doing. One is that of friend and playmate (Halle, 2006). Fathers are more likely to engage in play activities than mothers who tend to spend more time with routine care giving activities. Fathers can also be looked at as a role model for their child. This can be in the form of teaching positive behavior towards school, teaching a child to be sensitive to others, and helping with homework.

Related Parent Involvement Research

Parent involvement can be looked as a continuum that ranges from a low level of involvement to a high level of involvement. “A low level would consist of such common practices as newsletters, parent meetings, and parent conferences. Programs with a high level of parent involvement provide opportunities for parents to be in the classroom” (Ryan, 1998, pg.1). A partnership between parent and teacher is another example of a program with a high level of parent involvement.

“Teachers must realize that to have an effective relationship with parents, there needs to be training and inservice. The area of communication skills needs to be built upon. They do not just happen naturally upon entering the classroom.” (Ryan, 1998, pg. 5) Communication is an important part of building trust and openness between parent and teacher.

The area of volunteering is a crucial aspect of parent involvement programs (Ryan, 1998). Most schools do not have the financial resources to give parents a dollar amount for the time they spend in the classroom or helping with other school related activities. Volunteering is important financially for school districts that lack the funds to pay for teacher’s aides, office assistants, etc... but these people are important to classrooms and school districts. One other aspect of volunteering is that of community advocate. The parent that spends time volunteering in the classroom will report a good or bad experience to neighbors. This is important when a referendum comes up for vote in the school district.

“Another key issue for educators is to identify who the men are in the lives of the children that they work with and how they can target these men to become involved.”

(Wolf, 2001, pg. 10) Fathers may be overlooked, but are often a very important part of a child's life. It is important for a teacher and school to get both parents involved. It is also important for teachers to identify who the male role model is in the child's life. This may be a grandfather, uncle, or a close family friend.

Teachers themselves may create a barrier to parent involvement. "Teachers have not been trained adequately in the area of parent involvement" (Wolf, 2001, pg. 14). School districts should provide opportunities for teachers to be involved with training on the subject of parent involvement. This would help to eliminate any barriers that may be created by a teacher's lack of training.

When comparing the research done by Ryan and Wolf it is found that according to Ryan (1998) 88% of the respondents were female and 12% were male. Wolf's (2001) study had 16.3% male respondents and 83.7% female respondents. These statistics are similar to this study because 29.6% of the respondents were male and 70.4% of the respondents were female. This shows that a higher number of parents that responded to the survey in each study were female than male.

The study done by Ryan and this study share a similarity in regards to education level of respondents. According to Ryan (1998) 49.2% of respondents had a college degree and 3.4% had a high school diploma. According to this study 77.8% of the respondents had college degree and 1.9% had a high school diploma. Wolf's (2001) study differed in that 30.2% of the respondents had a college degree and 34.9% had a high school diploma. This difference in the research data does prove to cause a difference in the other existing data between the three studies.

Summary

The more work that is done together between the parent and teacher the better the educational experience for the child/student. Making parents feel welcome at a school is going to benefit everyone. One way to accomplish this is by having open lines of communication between parent and teacher/caregiver. This can be accomplished by a teacher visiting a parent at home, or by the teacher having a flexible schedule which allows the parent a variety of times to visit the teacher.

Many parents want to be involved with their child's school, but a variety of barriers often stand in the way. One example would be a language barrier between parent and teacher. A parent that does not speak English is going to be less likely to try and reach out to the teacher or school. Another example may be a parent does not know how to read. This parent may feel intimidated by the teacher and school. A third example would be that of a teacher who lacks the training necessary to provide parent involvement opportunities in the classroom. But it is the teacher's responsibility to try and break down these barriers so that the parent can be involved.

Another important aspect of parent involvement is that of establishing a partnership between parent and school/teacher. One way to accomplish this is by having a variety of opportunities for a parent to be involved with their child's school. Some examples would be that of mentor, classroom volunteer, or to help their child with homework assignments.

A father's involvement with a child's education is another important aspect of parent involvement. It is the responsibility of the teacher to find the male role model for

each student in the classroom. Building a team between teacher, parent, and parental figure will have long lasting effects on the child's education.

If the teacher/school wants to have parents feel comfortable helping in the classroom then it is important to have training available for those parents. This will help the parent develop confidence in them selves, and it will show in their amount of involvement. Many successful, high-level parent involvement programs have a training aspect.

One program that is used at the Children's Center for parent involvement is The Fall Festival. This is a great activity for parents to get together with other parents. This event often leads to parents getting together socially, and having their child's classroom friends come to visit at their home. The event also allows parents to get to know the teaching staff in more of a social setting.

This chapter has provided research literature to support the study that is found in chapter IV. In the following chapters a methodology of the study, a statistical and narrative presentation of the survey results, and a summary.

Chapter III: Methodology

This chapter contains the information about the selection and description of the sample, and the instrument that was used. Also information about the data collection and analysis are found. Any limitations encountered are cited as well.

Selection and Description of Sample

The subjects used for this proposal were the parents of children (ages 2-5 years old) that attended the preschool program at the UW-Eau Claire Children's Center, which is a NAEYC accredited center, during the 2004-2005 school year. The researcher distributed 230 surveys, which were taped to the child's cubby, one for every parent at the Children's Center, both male and female. Fifty-three surveys were completed and returned.

Instrument

The instrument that was used to collect the data was a survey that was developed by the researcher, and the research advisor, based on previous research studies by Deborah M. Ryan (Ryan, 1998) and Marcia Wolf (Wolf, 2001). In addition, the teachers from the University of Wisconsin, Eau Claire Children's Center suggested questions to include.

The survey was divided into four sections. Section I was the collection of demographic information. This consisted of age, gender, status at the university, income, number of children, employment status, and highest level of education.

Section II looked at parental attitudes towards the Children's Center. Fourteen statements were listed and the participants were asked to respond on a Likert scale of 1-5 with responses being Strongly Disagree to Strongly Agree. The statements were developed based on suggestions from the staff at the Children's Center, items 2-14, and Wolf (2001), item 1.

Section III contained statements that dealt with parental involvement in the home and community with their preschool child. The parents were asked to respond using a Likert scale of 1 – 5 with responses ranging from Never to Always. The statements were taken from research by Ryan (1998) and Wolf (2001), and suggestions by the staff members of the Children's Center.

Statements 1 and 3 were found in Wolf's (2001) thesis; statements 2, 4, 11-13 were found in Ryan's (1998) thesis; statements 6-10 and 14 were suggested by members of the Children's Center staff.

Section IV dealt with a parents' involvement with the Children's Center. The participants were asked to respond to 14 statements on a scale of 1 – 5 with one being never, and five being always. The statements were taken from staff at the Children's Center, Wolf (2001), and Ryan (1998).

Statements 1, 2 and 7 were found in Wolf's (2001) thesis; statements 6, 9, 10 and 13 were found in Ryan's (1998) thesis; statements 2, 4, 5, 8, 11, 12, and 14 were suggestions from the staff at the Children's Center.

Data Collection

The survey was administered in May of 2005 at the UW-Eau Claire Children's Center. The survey was attached to each child's cubby along with a cover letter and the instructions of how to complete the survey, where to return the survey, and by what date. A return box was located by the entrance where parents signed their child in and out of the center each day. A reminder notice was put on the front door to remind parents about returning the survey by a certain date. Each teacher was asked to mention the survey in their monthly parent letter. (Refer to Appendix A letter and Appendix B the survey.)

Data Analysis

This survey was designed to assess the perceptions parents held of a nationally accredited childcare center. It also included how parents were involved in the classroom, and activities they did at home or in the community with their child.

The survey consisted of four sections. Section I of the survey collected general demographic information of the participants. This included age, gender, marital status, number of children, employment status, university status, and amount of education. Section II collected data by using 14 statements related to the parents' attitude towards the Children's Center. Section III also collected data by using 14 statements, but these statements looked at the participant's involvement with their child at home and in the community. The final section, Section IV, collected data about how involved the participant was with the Children's Center by using 14 statements.

The Likert Scale response format that was used for sections II, III, and IV.

Participants were asked to circle the answer that best described how they would respond to the statement.

The responses to the survey were analyzed by the University of Wisconsin-Stout Computer User Support Services. Frequency counts and valid percentages were used on Section I. To analyze differences in responses, a T-test was used to determine the significant differences by gender, age, and education level for sections II, III, and IV.

Limitations

The main limitation was lack of surveys returned. It is realized that many parents faced time constraints and did not want to complete the survey. This survey was limited to the parents whose children are enrolled at the UW-Eau Claire Children's Center. The instrument developed was not a standardized survey.

Chapter IV: Results and Discussion

In chapter 4 the results of the parent involvement survey have been reviewed. The demographics of the participants are discussed, the data collected and analyzed is presented, and any discrepancies are shown. The results are based on 54 surveys that were returned for analysis. This chapter concludes with a discussion of the findings in relation to the review of literature.

Demographic Characteristics

The demographic information that was collected included age, marital status, gender, number of children, family structure, employment status, position at the Children's Center/University, and highest level of education. Each of the participants of this survey was a parent of a child who attended the Children's Center at UW-Eau Claire in Eau Claire, Wisconsin in May 2005.

Gender

When looking at gender in the area of demographics the study found that a higher percentage of females responded than males. Female respondents consisted of 70.4% and male respondents consisted of 29.6%. (See Table 1)

Age

Respondents were asked to indicate their age category from 18 to 44 years or older. The majority of respondents (72.2%) were from 39-43 years of age. The lowest number of participants was found in the 18-23 year old group with a valid percent of 3.7%. (See Table 2)

Table 1
Gender of Respondent

Gender	Frequency	Valid Percent
Male	16	29.6
Female	38	70.4

Table 2
Age of Respondent

Age	Frequency	Valid Percent
18-23	2	3.7
24-28	3	5.6
29-33	5	9.3
34-38	15	27.8
39-43	24	44.4
44 or older	5	9.3

Number of Children

The number of children in a family was asked. The largest percentage of participants had 2 children in the family, which totaled 55.6%. A quarter of the participants (25.9%) had one child. The lowest number of participants had 4 or more children, which totaled 3.8%. (See Table 3)

Table 3
Number of Children

Number of Children	Frequency	Valid Percent
1 child	14	25.9
2 children	30	55.6
3 children	8	14.8
4 children	1	1.9
5 children or more	1	1.9

Family Structure

Respondents were asked to indicate their family structure. The majority of parents responded that they were married, which was 83.3%. Single parents consisted of 7.4%, and only 3.7% of parents were remarried. (See Table 4)

Table 4
Family Structure

Family Structure	Frequency	Valid Percent
Single parent	4	7.4
Co-habiting	3	5.6
Married	45	83.3
Remarried	2	3.7

Employment Status

When looking at employment status, 26 respondents were full-time employed parents (48.1%), which was the highest percentage of the three categories. Those who were

employed part-time consisted of 17 parents (31.5%), and 11 were stay at home parents (20.4%). (See Table 5)

Table 5
Employment Status

Employment	Frequency	Valid Percent
Part-time	17	31.5
Full-time	26	48.1
Stay at home parent	11	20.4

University Status

Table 6 refers to parent status in regards to the university community. The highest percentage of respondents was from the community (56.9%), which refers to the participants only involvement with the university is their child's enrollment at the Children's Center. The percentage of faculty employees were 25.5% and 9.8 % of the participants were full-time students. (See Table 6)

Table 6
University Status

University Status	Frequency	Valid Percent
Part-time student	3	5.9
Full-time student	5	9.8
Faculty employee	13	25.5
Community member	29	56.9
Multiple response	1	2

Highest Level of Education

Respondents were asked to indicate their highest level of education. The highest percentage of respondents (77.8%) indicated they had a college degree, and 1.69% of the participants responded that they had a high school degree. Some college was checked by parents (14.8%), and 5.6% selected technical school. (See Table 7)

Table 7

Highest Level of Education

Education Level	Frequency	Valid Percent
High School	1	1.69
Some college	8	14.8
Technical school	3	5.6
College degree	42	77.8

Results

Parental Attitudes towards the Children's Center

The section on Parents Attitudes towards the Children's Center is designed to determine parents' perceptions about the Children's Center and its staff. The participants were asked to respond to 14 statements by using a Likert scale from one to five with one being strongly disagreeing and five being strongly agreeing. These items have been rank ordered from one to 14 (one being the response with the highest percentage of respondents who agreed and 14 being the lowest number of respondents who agreed). (See Table 8)

The participants indicated that their child feeling important to the teacher is the most important aspect of the Children's Center and its staff. "The center offers many ways for me to be involved" was ranked the lowest. (See Table 8)

The top three statements rated 4.50 and higher were "My child's teacher helps my child feel important", "I recommend the Children's Center to other parents", and "My child's teacher is available to discuss questions." Two of the statements related to a parent's attitude toward their child's teacher. The third statement was in regards to the Children's Center as an overall childcare center.

The next ten statements had means of 4.00 to 4.50 on the list also related to attitudes towards the Children's Center and the teaching staff. "I feel welcome at the Children's Center", "My concerns have been dealt with in reasonable time", and "The Children's Center values me as a parent" all referred to positive feelings by the parents towards the Children's Center as a childcare center. "I have good feelings knowing my child is being cared for", "My child's teacher helps my child share with others", "My child's emotional needs are being met", "My child is developing language skills", "My child is learning to use manners", "My child is developing reading readiness skills", and "I'm well informed about my child's day" referred to the parent's attitude towards the teaching staff.

The last statement, "The center offers many ways for me to be involved" was ranked last with a mean of 3.77. This indicates that either the parents would like to see more events happening at the center, or they are not well informed about the current events.

Table 8

Parent's Attitudes towards the Children's Center

Item number	Mean	Standard Deviation	Rank
4. My child's teacher helps my child feel important.	4.62	.713	1
13. I recommend the Children's Center to other parents.	4.59	.687	2
2. My child's teacher is available to discuss questions.	4.58	.770	3
1. I feel welcome at the Children's Center.	4.48	.720	4
14. I have good feelings knowing my child is being cared for.	4.46	.862	5
7. My child's teacher helps my child share with others.	4.45	.748	6
12. My concerns have been dealt with in reasonable time.	4.42	.801	7
11. My child's emotional needs are being met.	4.33	.869	8
10. My child is developing language skills.	4.31	.797	9
6. The children's center values me as a parent.	4.21	.743	10
9. My child is learning to use manners.	4.15	.960	11
8. My child is developing reading readiness skills.	4.13	.900	12
3. I'm well informed about my child's day.	4.08	.829	13
5. The center offers many ways for me to be involved.	3.77	.824	14

Parental Involvement in Home and Community Life with their Child

This section examined ways that the participants were involved with their children in regards to life at home. The participants were given 14 statements to respond on a scale on 1 to 5 with one being "Never"; two being "Rarely"; three being "Sometimes"; four

being “Frequently”; and five being “Always”. The participants responded positively to discussing their child’s day, reading to their child each day, and having dinner as a family. Attending community events and having friends come to the house to visit were rated more negatively. Each of the 14 statements is rank ordered in Table 9 based on means. (See Table 9)

The first two statements referred to parents’ involvement with their child and the home, and had means of 4.50 and higher on a five-point scale, “I discuss my child’s day with my child”, “I read to my child each day” were the ways most frequently indicated by parents.

Five items had means of 4.00 to 4.49. These included “My family eats dinner together each evening”, “We practice family traditions on a regular basis”, “I take my child to the grocery store”, and “We go to the park to play”.

The next six statements with means from 3.00 to 3.99 were about community and home. “My child wants to get up and go to school every day”, “My child has a few daily chores to do at home”, and “My child has friends come to visit our home”, demonstrates home involvement. “I visit the public library with my child”, “I take walks around the community with my child”, and “I attend community events with my child” refers to involvement with the community.

The final statement in this section, and the item with the lowest mean (2.67) was “I play school at home with my child” related to involvement at home.

Table 9

Parental Involvement in Home Life and Community Life

Item number	Mean	Standard Deviation	Rank
3. I discuss my child's day with my child.	4.74	.524	1
2. I read to my child each day.	4.50	.795	2
1. My family eats dinner together each evening.	4.35	.781	3
12. We practice family traditions on a regular basis.	4.26	.732	4
11. I take my child to the grocery store.	4.19	.735	5
13. We go to the park to play.	4.13	.754	6
6. My child talks about school at home.	4.11	.904	7
14. My child wants to get up and go to school every day.	3.87	8.48	8
10. I take walks around the community with my child.	3.80	8.33	9
5. My child has a few daily chores to do at home.	3.46	1.094	10
9. I attend community events with my child.	3.37	.996	11
4. My child has friends come to visit our home.	3.33	1.064	12
8. I visit the public library with my child.	3.31	1.241	13
7. I play school at home with my child.	2.67	1.166	14

Parent's Involvement with the Children's Center

This section looks at the ways participants might be involved with the Children's Center and their child's classroom. Fourteen statements were again given to the participants and they were asked to respond on a scale of 1 to 5 with one being "Never";

two being “Rarely”; three being “Sometimes”; four being “Frequently”; and five being “Always”. Parent involvement varied from high, regarding reading monthly newsletters and communicating with the classroom teacher (ranking first and second), to low involvement in regards to actual participation in the classroom or with activities at the Children’s Center. (See Table 10)

The highest means of 4.00 and higher were found for three statements “I receive and read monthly parent letters”, “I talk to my child’s teacher daily”, and “I attend parent/teacher conferences twice a year.” All of these statements refer to a parents’ involvement directly with the teacher.

Four statements had means of 3.00 to 3.99. “I read the parent information board inside my child’s class” and “I pick up hand-outs about up-coming events” demonstrates a parents’ involvement with the center in general. “I help my child bring special theme objects” referred to a parent getting involved with the child’s classroom. “I attend events sponsored by the Children’s Center” was a statement that referred to an activity that was done by the entire center.

The final seven statements had means of 1.00 to 1.99, a never to rarely rating. These statements were “I help my child’s teacher with special activities”, “I help with the Children’s Center fundraising activities”, “I visit my child’s classroom for lunch”, “I volunteer to help with special holiday activities”, “I volunteer to read stories in my child’s classroom”, “I volunteer to rub backs during rest time”, and “I volunteer to fix broken toys”.

Table 10

Parent's Involvement with the Children's Center

Item number	Mean	Standard Deviation	Rank
1. I receive and read monthly parent letters.	4.64	.736	1
14. I talk to my child's teacher daily.	4.08	1.158	2
3. I attend parent/teacher conferences twice a year.	4.02	1.558	3
2. I read the parent information board inside my child's class	3.85	1.307	4
4. I pick up handouts about up-coming events.	3.34	1.208	5
8. I help my child bring special theme objects.	3.09	1.596	6
5. I attend events sponsored by the Children's Center.	3.08	1.455	7
7. I help my child's teacher with special activities.	1.88	1.078	8
13. I help with the Children's Center fundraising activities.	1.78	1.238	9
9. I visit my child's classroom for lunch.	1.73	1.132	10
12. I volunteer to help with special holiday activities.	1.72	.970	11
6. I volunteer to read stories in my child's classroom.	1.72	.965	12
11. I volunteer to rub backs during rest time.	1.16	.624	13
10. I volunteer to fix broken toys.	1.08	.274	14

Significant Difference of Males and Females in Parent Involvement at Home

To test whether there were any differences between males and females in their involvement at home with their preschool child, an analysis was done. A t-test was used to calculate any differences between males and females in their parent involvement at home. One of the 14 questions was found to have a significant difference between males and females, regarding involvement at home. The question “I visit the public library with my child” was significant at the .01 levels with males ($X=2.63$) having a higher mean than females ($X=1.204$). (Table 11A)

Table 11A
Significant Difference of Males and Females in
Parent Involvement at Home

Item number		Males	Females	T Value	T Prob.
8. I visit the public library with my child.	X	2.63	1.204	-2.818	.01
	SD	3.61	1.152		

X=Mean

SD=Standard Deviation

Significant Differences in Parent Involvement at School Between Males and Females

To test whether there were any differences between males and females in their involvement at school with their preschool child, an analysis was done. There were five significant differences at the .05 levels between males and females in their involvement with their child’s preschool. “I received and read monthly parent letters” had a higher mean for females than males ($X=4.82$ females, $X=4.20$ males). “I read the parent information board inside my child’s class” showed that females read the information inside a classroom more frequently ($X=4.08$ females, $X=3.27$ males). Reading stories to

children, helping with special activities, and helping their child bring special theme items were significantly different at the .05 level between males and females. In each of these three items the female means were higher than male means. (See Table 11B)

Table 11B
Significant Differences in Parent Involvement at School
Between Males and Females

Item number		Males	Females	T Value	T Prob.
1. I receive and read monthly parent letters	X SD	4.20 .941	4.82 .563	-2.372	.05
2. I read the parent information board inside my child's class.	X SD	3.27 1.335	4.08 1.239	-2.105	.05
6. I volunteer to read stories in my child's classroom.	X SD	1.29 .611	1.86 1.032	-2.459	.05
7. I help my child's teacher with special activities.	X SD	1.36 .929	2.08 1.075	-2.222	.05
8. I help my child bring special theme objects.	X SD	2.40 1.502	3.37 1.567	-2.050	.05

X=Mean

SD=Standard Deviation

Significant Differences based on Attitudes Towards the Children's Center and Staff

Based on Educational Level

To determine whether parental level of education affected their perception of the Children's Center program and staff, further analysis was done. A t-test was used to calculate differences in attitudes towards the Children's Center and its staff, based on education level. A significant difference at the .001 level was found with the item "My child's teacher helps my child feel important". Parents with a high school or some college had a higher mean ($X = 5.00$) than parents with a college degree ($X=4.52$). Significant differences at the .05 level were found on three items based on educational level of the parent. Means for the items "I am well informed about my child's day", "My

child's teacher helps my child share with others", and "My child is developing reading readiness skills at school" were higher for parents with a high school degree and some college than parents with a college degree. (Table 12A)

Table 12A

Significant Differences based on Attitudes Towards the Children's Center and Staff

Based on Educational Level

Item number		HS/some Coll/voc- tech (N=11)	College Degree (N=42)	T Value	T Prob.
4. My child's teacher helps my child feel important.	X SD	5.00 .001	4.52 .773	3.994	.001
3. I'm well informed about my child's day.	X SD	4.55 .522	3.95 .854	2.189	.05
7. My child's teacher helps my child share with others.	X SD	4.82 .405	4.36 .791	2.672	.05
8. My child is developing reading readiness skills at school.	X SD	4.55 .522	4.02 .950	2.425	.05

X=Mean

SD=Standard Deviation

Significant Difference on Parent Involvement at Home

Based on Educational Level of Parents

To determine if the educational level of the parents made a difference in parental involvement at home, an additional T-test was calculated. One significant difference was found based on level of education of the parents. "My child has a few daily chores to do at home" was significantly different at the .05 level with parents with a high school degree/some college having a mean of 4.00 whereas parents with a college degree had a mean of 3.31. (Table 12B)

Table12B

Significant Difference on Parent Involvement at Home
Based on Educational Level of Parents

Item number		HS/some Coll/voc- tech (N=12)	College Degree (N=42)	T Value	T Prob.
5. My child has a few daily chores to do at home.	X SD	4.00 .739	3.31 1.137	2.501	.05

X=Mean

SD=Standard Deviation

Significant Difference on Parent Involvement at School

Based on Educational Level

There was one significant difference at the .05 level on parent involvement at the school based on the education level of parents. Parents with a high school degree and some college visited their child's room at lunchtime ($X=2.40$), more often than parents with a College degree ($X=1.56$). (Table 12C)

Table12C

Significant Difference on Parent Involvement at School
Based on Educational Level of Parents

Item number		HS/some Coll/voc- tech (N=9)	College Degree (N=40)	T Value	T Prob.
9. I visit my child's classroom for lunch. (N=10 and 39)	X SD	2.40 1.265	1.56 1.046	2.161	.05

X=Mean

SD=Standard Deviation

Discussion

This study was done to determine at the level of parent involvement at a university childcare center (UWEC Children's Center). The study compared involvement of parents at home and at school. It also examined parental attitudes in regards to the Children's Center. Some of the findings of this study reflect other research that has been done regionally and nationally. However, this study is rare in that it reflects the views of parents from a childcare center, which is nationally accredited, on a university campus.

Section I focused on demographics. There were more females (n=38) that responded to the survey than males (n=16). The majority of the respondents were in the age group of 39-43 years old (n=24). When looking at family structure 45 of the respondents were married and 30 of the respondents had two children. Twenty-six of the respondents were working full time, and 42 of the respondents had a college degree. Twenty-two of the respondents were associated with the university in some way, while 29 of the respondents were from the community.

When looking at Ryan (1998) and Wolf (2001)'s studies in comparison to this study it was found that Ryan had 103 female respondents and 14 male respondents (Ryan, 1998). Wolf had 36 female respondents and 7 male respondents (Wolf, 2001). Between the three studies more females participated than males.

In section II the respondents were asked what their perception of the Children's Center was by responding to 14 statements. Participants "strongly agreed" 69.8% that my child's teacher helps my child feel important and that they would recommend the

Children's Center to other parents (66.7%). Thirteen of the participants responded as "undecided" that the Center offers many ways for them to be involved as a parent.

Section III looked at a parental involvement with the child at home. Discussing my child's day with my child was answered as "always" by 75.9% of the respondents. "I play school at home with my child" was ranked the lowest at 14 out of 14 statements, with 16.7% participants responding "never" to the statement.

Parental involvement with the Children's Center was section IV of the survey. "I receive and read monthly parent letters" was ranked as number 1 out of 14, with 74.1% of the participants responding "always" to the statement. According to Ryan (1998, pg 68) "Parents also expressed a high interest in communication with the child's teacher".

This study very much coincides with the research cited in chapter two; the Literature Review. According to Koch and McDonough conversations between teachers and families help bring about a supportive relationship (Koch & McDonough, 1999). In section IV of the survey the top three statements, "I receive and read monthly parent letters", "I talk to my child's teacher daily", and "I attend parent/teacher conferences twice a year" all refer to communication between parents and teachers.

When examining section III of the study, we see ways that parents were involved at home and in the community with their child. The number one and two ranked statements; "I discuss my child's day with my child", and "I read to my child each day" can be related back to Riley who spoke about a parent being a teacher to their child from birth, and the importance of home as being a good start for the child (Riley, 1998).

Section II looked at the parents' attitude towards the Children's Center. According to Cotton and Wikelund, a parent will have a positive feeling about the school

if they have a say in what is happening to their child's education (Cotton & Wiklund, 1998). This also relates to section IV where a statement refers to parent/teacher conferences, which is a time for parents to discuss their child's education.

The literature and research that is found in chapter two very much relates to the findings that were found by the researcher. Parent involvement is important to a child's education, and it is important to busy parents. According to Ryan (1998, pg.71) "Parent involvement in an early childhood program is a critical factor for the well being of a child."

Chapter V: Summary and Conclusion

In this chapter a summary of the methodology and findings from the research will be discussed. A discussion of how this information will be helpful to the teaching staff at the Children's Center when planning parent involvement activities will also be found.

The purpose of this study was to determine how much parent involvement occurred at the Children's Center, how much parent involvement was found in the home, and how parents perceived the Children's Center and its staff. Over all the findings were very positive in all aspects of the study. Any negatives that were found came in the area of classroom and center involvement.

Methodology

The survey was administered in May of 2005 at the Children's Center on the UW-Eau Claire campus. Parents with children ages 2-5 years of age who attended the center during the 2004-2005 school year were asked to participate. Of 230 parents who were given a parent letter and a survey, a total of fifty-three surveys were returned.

The survey consisted of four parts; Section I, demographics, which asked participants to signify their age, education level, work status, gender, position at the university, and number of children. It was found, from this information, that the majority of respondents had a college degree and they were from the 39-43 years old category. Sixteen were male and thirty-eight were female. The average parent had 2 children, was married, worked full time, and was a community member. Information about the respondents being 56.9% from community was particularly interesting because the

Children's Center is at the University of Wisconsin-Eau Claire. It was expected that the majority of respondents would be employed on the campus.

Section II was "Attitudes in Regards to the Children's Center". In this section the participants were asked to respond to statements such as "I feel welcome at the Children's Center" and "My child's teacher helps my child feel important". Most of the responses in regards to attitudes were "strongly agree" and "agree". This indicates that the majority of respondents felt positively about the children's Center, the staff, and the care their child was receiving.

Section III was "Home Life". In this section the participants were asked about their involvement with their child at home. Some statements included "My family eats dinner together each evening" and "I read to my child each day". Most of these statements were also responded to in a positive manner such as "frequently" or "always". Any responsive such as "never" or "rarely" might be due more to the age and ability of the child rather than the parents not being involved with their child.

Section IV was "Ways I am Involved with My Child's School". In this section participants were asked to respond to such statements as "I attend parent/teacher conferences twice a year" and "I volunteer to read stories in my child's classroom". In this section there were more negative responses, such as "never" or "rarely", than in any other section of the survey. Most of these items dealt with volunteering in the classroom, helping with center activities, or visiting the classroom. This indicates that either there is a communication problem in regards to parents being aware of volunteer opportunities at the center or time constraints from parents.

Limitations

Because this study looks specifically at the Children's Center it limits the research to one specific area versus looking at parent involvement at other childcare centers. One question I would ask if the research were to look at other centers is that of participants' education level, age, marital status, and number of children. Do these factors affect the level of parent involvement? In this study the participants were mainly middle age with a college degree, two children, married, and most of the responses were in a positive manner. Would you have a better or worse return rate? In this study 53 surveys out of 230 were returned. A higher return rate was expected by the researcher simply because the research was being done at a university.

Conclusions

The conclusions that were drawn due to the data reported in Chapter IV will be discussed according to the four objectives outlined in Chapter I.

Objective 1

Describe demographics of parents who have children at the Children's Center. More females (70.4%) responded to the survey than males (29.6%). The largest amount of respondents fell into the 39-43 years old category in regards to age. The majority of respondents had 2 children (55.6%). The majority of respondents were married (83.3%). The highest percentage (48.1%) of respondents worked full time. 53.7% of the respondents were community members. And finally, the highest percentage of respondents had a college degree (77.8%).

Objective 2

Describe parents' perceptions of the Children's Center. The participants responded positively to the statements "My child's teacher helps my child feel important" and "I recommend the Children's Center to other parents." Another statement that was highly agreed upon was "My child's teacher is available to discuss questions". These statements reflected positively on the Children's Center and the staff.

Objective 3

Identify ways parents were involved in the classroom and at the Children's Center. The number one statement that was responded by participants as "always" was "I receive and read monthly parent letters". The statement "I talk to my child's teacher daily" was also responded with in a positive manner. Statements related to assisting in the classroom or at the center were rated very low.

Objective 4

Describe parent involvement in home life of children. The most positive responses were given to the statements "I discuss my child's day with my child" and "I read to my child each day". "I play school at home with my child" received the most "Never" responses.

Educational Implications

The results of this study should help the staff at the Children's Center improve the amount of parent involvement that is done. When examining the responses from the participants it is shown that reading monthly parent letters, and speaking to their child's teacher were things that were already frequently done by the parents. Questionnaires

could be handed out to the parents at the beginning of the school year to find out parents' interests and abilities in relation to being involved at the Center. Many parents that face time constraints may voice the ability to do activities with their child at home. Other parents may be able to assist with a field trip, plan an event, or be on a parent advisory board. The staff should continue to encourage parent involvement with the Fall Festival and the Spring Picnic, but also be open to creating new opportunities for parent involvement.

The education of young children is very important, and by having parent involvement activities the parent is given the chance to participate. Teachers of these young children have the opportunity to create positive interaction between parent and school at a very young age. This positive experience can follow the parent through their child's education.

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Appendix A: Letter to Parents

April 18, 2005

Dear Parents/Guardian-

I am currently working on my thesis for my graduate work in Early Childhood Education at UW Stout. I would appreciate your help with my data collection. You will find two surveys attached to this letter (one for each adult member of the household where applicable). The data that I collect will assist the teachers at the Children's Center when planning parent activities and programs.

You are not in any way required to complete this survey. The survey is completely confidential and will harm you in no way if you choose to complete it. Please return the completed survey to the box in Rona's office door by Friday, May 6. Please also read the consent form that is included with this letter.

Your participation is appreciated.

Thank-you

Chris Redetzke

Consent Form

I understand that by returning this survey, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of the study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Note: Questions or concerns about the research study should be addressed to Chris Redetzke, the researcher at 833-2445, or Karen Zimmerman, the research advisor at 232-2530. Questions about rights of research subjects can be addressed to Sue Foxwell, Human Subjects in Research, 11 Harvey Hall, Menomonie, WI, 54751, phone (715)(232-1126

Appendix B: Survey