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Parental involvement in vocational education

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What is parental involvement?

- “the dedication of resources by the parent to the child” (p. 238; Grolnick and Slowiaczek, 1994)
- “the parents' or caregivers' investment in the education of their children” (p. 116; LaRocque, Kleiman, and Darling, 2011)
- or, parental activities at home and at school that are related to children's learning in school (Hoover-Dempsey & Sandler, 1997)

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Three studies:

- Review of literature**
- Observational research**
- Experimental research**

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Review on parental involvement

- Defining parental involvement (PI)
- Influential PI behaviors over three age categories
- Mediators and moderators

Boonk, L., Gijsselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24(May 2017), 10–30. <https://doi.org/10.1016/j.edurev.2018.02.001>

The concept parental involvement

- o Home-based involvement
- o School-based involvement

Table 1
Commonly used Indicators of Parental Involvement in the Literature.

Parental involvement dimension	Indicators
Home-based involvement	Educational expectations/aspirations Valuing of education/academic achievement Reading with children Educational trips (going to the library or the museum) Academic pressure/control Engagement in learning activities at home Assistance/help with homework Parent-child discussions about school experiences Parent-child discussions about selecting courses/programs Parent-child discussions about post-high school plans Parental support/encouragement in learning Rules for TV/parental limit-setting
School-based involvement	Attendance at Parent-Teacher Association (PTA) meetings Volunteering at school Visiting the classroom Attendance at school or class events Participation in school functions (such as membership in PTA) Teacher-parent communication about academic performance Teacher-parent communication about problems or difficulties at school

Table 3
Summary of findings for parental involvement by age-related categories.

Involvement dimension	Positive relation with achievement	Negative relation with/not related to achievement
Home	<p>Early childhood</p> <p>Reading activities at home</p> <p>The provision of literacy materials</p> <p>Parental engagement in learning activities at home</p> <p>Elementary school</p> <p>High parental expectations and aspirations</p> <p>Academic encouragement and support</p> <p>Providing the appropriate environment and materials conducive to learning</p> <p>Autonomy supportive homework help</p> <p>Reading activities at home</p> <p>Middle school and beyond</p> <p>High parental expectations and aspirations</p> <p>Valuing academic achievement and reinforce learning at home</p> <p>Academic encouragement and support</p> <p>Parent-child educational discussions</p>	<p>Academic pressure</p> <p>Homework help</p> <p>Homework control</p> <p>Academic pressure</p> <p>Parental control</p> <p>Parental interference with homework</p> <p>Homework-related conflict</p> <p>Checking of homework</p> <p>Homework control</p> <p>Help with homework</p> <p>Volunteer at school</p> <p>Contact with teacher on child academic outcomes</p>
School	<p>Early childhood</p> <p>Volunteer at school</p> <p>Participation in school events (attending events, help with fundraising)</p> <p>Visit the classroom</p> <p>Attendance at PTA meetings or other meetings with the teacher</p> <p>Elementary school</p> <p>Volunteer at school</p> <p>Participation in school events (attending events, help with fundraising)</p> <p>Visit the classroom</p> <p>Attendance at PTA meetings or other meetings with the teacher</p> <p>Middle school and beyond</p> <p>Volunteer at school</p> <p>Participation in school events (attending events, help with fundraising)</p> <p>Visit the classroom</p> <p>Attendance at PTA meetings or other meetings with the teacher</p>	<p>Volunteer at school</p> <p>Participation in school events (attending events, help with fundraising)</p> <p>Visit the classroom</p> <p>Attendance at PTA meetings or other meetings with the teacher</p> <p>Volunteer at school</p> <p>Participation in school events (attending events, help with fundraising)</p> <p>Visit the classroom</p> <p>Attendance at PTA meetings or other meetings with the teacher</p>

Most promising indicators

- o reading at home
- o parents that are holding high expectations/aspirations for their children's academic achievement and schooling
- o communication between parents and children regarding school
- o parental encouragement and support for learning.

Observational study:

Explore the relation between parental involvement and motivation in vocational education students

Method**Participants**

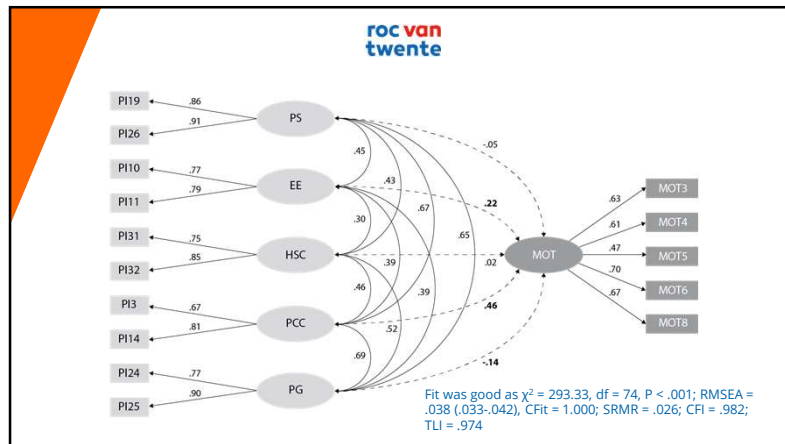
- 2108 students (90% lives with parents)
- First years
- 15-19 year old
- Different educational tracks and levels
 - 58,2 % level 4
 - 15.3 % level 3
 - 19.7 % level 2
 - 6.7 % level 1

Method**Variables**

- Parental involvement according to students
- Study motivation
- Covariates/confounders: age, level, sex, educational level and ethnicity father/mother

Method**Data analysis**

- **SPSS**: preparing data set, descriptive analysis and EFA
- **AMOS**: E/CFA and CFA on measurement model and SEM on structural model



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Conclusions SEM analysis

- Motivation of vocational education students is negatively related to **specific help of their parents**, for instance in the form of assisting in their study planning;
- When **parents explicitly express their expectations** to their child, this shows a positive relation with the motivation of the student;
- Students which regularly **talk with their parent about school at home** are more motivated.