What contributes to academic achievement among elementary grade students: A needs assessment

Adriana Chavez
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WHAT CONTRIBUTES TO ACADEMIC ACHIEVEMENT AMONG ELEMENTARY GRADE STUDENTS: A NEEDS ASSESSMENT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Adriana Chavez
Martha Tinehyn Glomah
June 2008
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ABSTRACT

The purpose of this research study was to investigate the needs of parents and teachers in order to identify factors that contributed to academic achievement among elementary grade students. Data was collected from a total of 65 parents and teachers of elementary grade students from Rowland Elementary School in Rowland Heights. The study incorporated a quantitative survey design because it was the clearest expression of thoughts and beliefs of the participants. This study was able to identify three key findings, which included a need for more parental involvement, more information on learning disabilities, and the need for teachers to feel supported. The implications for social work policy and practice were also discussed.
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DEDICATION

I am dedicating this project to Martha Glomah, who has been there for me since orientation. I would not have gotten through this thesis without your sense of humor and caring spirit. Above all, I wish to thank my family for their guidance and support, especially my parents for being persistent with me to further my education. I would also like to thank Ricky Mendez for all of your encouragement and patience.

Adriana Chavez

I am dedicating this project to Adriana Chavez because I honestly could not have completed this project without your carefree attitude, you always knew what to say to ease my tension and bring a smile to my face. I would like to dedicate this thesis to my family and thank them for their support. I would like to especially thank my mom and dad because they are my inspiration and a big part of why I am who I am. Words cannot express how grateful I am to you both.

Martha Tinehyn Glomah
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CHAPTER ONE

INTRODUCTION

Problem Statement

The purpose of this research study was to investigate the needs of parents and teachers in order to identify factors that contributed to academic achievement among elementary grade students.

Background

This study focused on academic achievement and ways it could be enhanced. Academic achievement was defined as performance on standardized tests, proficiency and knowledge relating to foundational subjects in schools such as reading, mathematics, writing, science, and social studies (McLeod & Kaiser, 2004). This study consisted of a needs assessment in which parents and teachers identified strengths and weaknesses and specified priorities for improving their children/students achievement and meeting challenging academic standards. In this study, parents’ and teachers’ desire for improving children’s academic achievement was measured using a survey. The survey measured sufficiency of classroom resources, parent-teacher communication, as
well as parent and teacher involvement. Epstein (1995) posits that parents could be involved in their children’s education in at least six different ways: developing and using skills to support effective learning; engaging in home-to-school communication about student progress; volunteering at school; assisting their children with homework; becoming involved in school governance issues and decisions; and coordinating and integrating community services that would enhance the learning experience (Heymann & Earle, 2000).

In today’s field of education, social workers, parents, and teachers are discovering the difficulties with keeping children motivated and involved in educational activities. It is important to identify and mitigate poor school performance as early as possible. Although educational achievement during the transition to adulthood mediates the link between early school experiences and later status achievement, other factors, independent of those associated with educational achievement, may also mediate this relationship. Two such factors are mental health and deviant behavior (Chen & Kaplan, 2003). One mental health issue that played a predominant role in affecting school achievement is
Learning disabilities. Learning disability is a general term used that referred to a variety of learning difficulties in listening, reasoning, mathematics, speaking, reading, or writing. Further, a learning disability is a disorder in one or more basic psychological processes, including visual, auditory, motor, or language processing (Nowicki, 2003). When children have difficulty understanding the curriculum, their scope of knowledge becomes hindered which may cause these children to fall behind, become bored, and embarrassed. Children's feelings of inadequacy could lead to deviant behavior. It is important for teachers and parents to understand the psychological and behavioral changes that children with a learning disability may display.

Learning what contributes to the academic achievement among elementary grade students is important to the field of social work because many children are improperly diagnosed with a mental health condition and/or are not diagnosed at all and are not receiving the proper services to improve their level of functioning. An overwhelming 70% of children with a diagnosable mental illness do not receive treatment, or receive inadequate
treatment. As a result, teachers are increasingly faced with students who lack the optimal social and emotional resources to focus and, therefore, benefit from academic instruction in the classroom (Koller & Bertel, 2006). Social workers in the school setting are critical due to the fact that they can intervene through multiple systems in children's lives, including the neighborhood, the school, the family, and the peer network. The aim is to reduce the risk and build assets that are associated with child and youth development and academic success (Powers, Bowen, & Rose, 2005).

Similarly, countless parents have been under scrutiny in regards to their lack of participation and involvement in their child's educational growth. When a child is deemed deviant or has learning difficulties, it is the parents who are viewed as lacking parental skills. Teachers are expecting a partnership with parents to improve their children's behavior and further their education. Parental involvement has been shown to influence achievement in language and mathematics, academic persistence, correcting behavior problems, and the likelihood that a child stays in school (Heymann & Earle, 2000).
Many parents would prefer to be more involved in their children's education however, they may not know the appropriate route to take or are unavailable due to their employment obligations. Although parental involvement is important for all children, the availability of parents to meet with teachers and specialists and to address their children's problems is particularly important for children who are at risk academically or behaviorally. In most instances it is difficult for parents to be readily available to meet with teachers and specialists. A key factor that greatly affected parental availability and involvement was the growing rate of single-parent headed households which caused parents to have to work long inflexible hours. According to the U.S. Census, there were 12.9 million one-parent families in 2006. Numerous studies have shown that when parents are involved at their children's schools, or are involved by helping their children with homework and assisting with teaching reading or math at home, children with learning disabilities fare far better. A parent's help with homework plays an important role in the ability of children with learning disabilities to achieve their full potential (Heymann & Earle, 2000).
At the same time, teachers were also under scrutiny in regards to effectively providing their students with a conducive learning environment. A teacher’s attitude and personality type plays a major role in students’ learning (Ballone & Czerniak, 2001). It is important for teachers to provide an environment effective to learning for all types of children including those with learning disabilities. Children who are socially disadvantaged in elementary school and who have emotional and behavioral problems are more likely than others to have those same problems in adolescence and in early adulthood. In turn, the disadvantages and problems they experience at those later points in time are associated with poor academic achievement (McLead & Kaiser, 2004).

Many teachers may feel incompetent with their ability to effectively work with children with learning disabilities and/or mental health needs. This played a critical role in their students’ educational achievement because teachers are potential sources of support for youths experiencing mental health difficulties. Due to the fact that teachers have always been an important source of referrals for students who have special needs, this role is likely to become increasingly important as
efforts to coordinate services in public schools become more widespread and regular classroom teachers are included in a more comprehensive system of services provided to students through public schools (Roeser & Midgley). As a result, it was critical that school social workers collaborated with teachers to promote mental health among children.

Consequently, according to Barge and Loges, 2003) the role of parental involvement in schools has recently come full circle with the passage of both state (Education Commission of the States, 1997) and federal legislation, such as Goals 2000: Educate America Act and Title I of Improving America’s Schools Act of 1994 which emphasized the importance of parent-school collaborations and partnerships. For example, the emergence of site-based management, a model of school governance where school officials, parents, and community members jointly determine school policies and curriculum initiatives, has grown from the 1980s to become a primary mechanism for engaging parents in their children’s education (Barge & Loges, 2003).

As previously mentioned, many parents have had difficulty participating in their children’s education
due to employment obligations. A small number of schools have responded to the difficulties that working parents face in trying to stay involved in their children's academic life by holding evening and weekend meetings and conferences before school (Barge & Loges, 2003). With this in mind, social workers could address the issue of parental employment obligations by focusing on the problem of inadequate paid leave and flexibility in the work field. The Family Medical Leave Act (FMLA) was designed so that parents could take up to 24 hours of unpaid leave to visit schools and meet children's needs. This would help to provide families with some of the leave or flexibility they need to help address the problems of children at risk (Barge & Loges, 2003).

Another policy that could influence academic achievement is the Individuals with Disabilities Education Act (IDEA), which was authorized in 2004 and compliments and extends such efforts specifically for students with disabilities. This act required that students with disabilities have access to the general curriculum, participate in high-stakes assessment programs, be educated in the least restrictive environment, and for most, reach the rising achievement
standards for adequate yearly progress that are held for students as a whole. These provisions have led professionals to conclude that more students with disabilities than ever before should receive their education in general education classrooms. Thus, their experiences in those classrooms should mirror those of their peers without disabilities to the maximum extent appropriate (Wagner, Friend, Bursuck, Kutash, Duchnowski, Sumi, & Epstein, 2006). These were just a few policies that federal, state, and local governments implemented to help ensure those professionals directly involved with students succeed in getting their needs met.

Purpose of the Study

Parents and teachers have the most important role in determining whether or not children will be productive in school. It is important for parents and teachers to identify and mitigate poor school performance as early as possible. The purpose of this research study was to investigate the needs of parents and teachers in order to identify factors that contributed to academic achievement among elementary grade students.
The factors that contribute to academic achievement will be explored by administering a needs assessment which will address needs related to developing and using skills which support effective learning; engaging in home-to-school communication about student progress; volunteering at school; parents assisting their children with homework; becoming involved in school governance issues and decisions; and coordinating and integrating community services that will enhance the learning experience (Heymann & Earle, 2000).

The population for this study included teachers and parents affiliated with Rowland Elementary School. In order to identify what contributed to the academic achievement among the students from Rowland Elementary, a total of 65 parents and teachers completed a self made survey, an instrument designed by the writers of this study. A quantitative research design was used to conduct this study due to the interest in statistical analysis, and to be statistically accurate in our findings. A quantitative research study relied on quantification and collecting and analyzing the data and uses descriptive and inferential statistical analysis (Grinnell, 2001).
Significance of the Project for Social Work Practice

This study would potentially contribute to social work practice, policy, and research because it could offer parents a new opportunity to engage in partnerships with teachers and providers in supporting students and their academic achievement. Social workers could address policies with teachers to advocate for educational services. Social workers are in a unique position to contribute to improving academic outcomes of students by examining the value in educational reform strategies and empowering parents and teachers to make choices that benefit children (Kasmin & Farmer, 2006). By empowering families and teachers they would have the resources needed to make choices that benefit children’s academic achievement.

There is a growing need for social workers to be directly involved with parents and teachers to identify different services and interventions that enhance children’s learning skills and educational needs. Social workers’ collaboration with teachers is the centerpiece for change at the school, classroom, and individual teacher levels. Social workers can assist in providing
resources to teachers, families and children. Social workers could also be utilized to promote and expand prevention, identification, and treatment of child emotional and behavioral difficulties in school settings (Lynn & McKay, 2003). There have been many initiatives for school reform, such as the Family Medical Leave Act (FMLA), which were intended to increase the educational performance of public schools in the United States.

This needs assessment will be approached from several perspectives, including the ecological theory and strengths based perspective, and will be viewed through the assessment phase of the generalist intervention process. The rationale for employing these theories is to assist with the conceptualization and to aid in the development of the research question. It states:

What Contributes to Academic Achievement among Elementary Grade Students?: A Needs Assessment
CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this literature review was to examine how parent and teacher support, as well as mental health issues affect academic achievement among elementary grade students.

Parent Support

The article by Heymann and Earle, 2000 examined the importance of parental involvement to children’s success at school. The article discussed what influenced the academic outcomes of poor children. The authors explained that is often assumed that low-income parents have the same opportunity with their child’s education as high-income parents. Single parent families are not as involved in their child’s education due to not being able to have flexible work hours. Single parent families are less likely to have paid leave and flexibility at work, which decreases their ability to meet with teachers and specialists to address the developmental needs of their children. It has been found that an adult who is involved in, and supportive of, a child’s learning activities at
home is even more beneficial for children with learning and behavioral difficulties. Nationwide low-income parents are significantly more likely than middle and upper-income parents to lack the paid leave and flexibility they need to help children who are doing poorly academically, and children who have frequent behavioral problems. Unless something is done to improve the conditions faced by low-income working parents, poor children who are at risk educationally will find themselves placed further at risk by barriers to parental involvement. Small numbers of schools have responded to the difficulties of working parents by holding evening and weekend meetings and conferences before school. The expansion of the Family Medical Leave Act (FMLA) was designed so that parents could take up to 24 hours of unpaid leave to visit schools and meet children's needs. This would help provide families with some of the leave or flexibility they need to help address the problems of children at risk (Barge & Loges, 2003).

In the article by Weiss, Mayer, Kreider, Vaughan, Dearing, Hencke, and Pinto, (2003) they addressed the role of maternal work in educational involvement, specifically exploring the relation between low-income
mothers work and their family educational involvement practices on behalf of elementary-age children. This article also addressed some strategies low-income working mothers use to negotiate the multiple demands of employment and parenting.

Research by Weiss et al., (2003) showed that women are most affected as they continue to bear primary responsibility for negotiating the demands of work and family. The involvement of mothers in their children’s education is one of the family demands that could be adversely affected by increased maternal employment. In addition, the article revealed that lack of parental work leave and inflexible work schedules limited low-income mothers’ opportunities to help their academically at-risk children. It was also found that full-time working mothers had lower levels of volunteering at school, knew fewer parents of their children’s friends, had fewer television restrictions, and checked homework less frequently than part-time working mothers or mothers who were not in the labor force. Twice as many low-income parents as middle-income parents believed that their work prohibited school participation. Also, 63% of low-income parents, as compared with 42% of middle-income parents
believed that they did not have time to both work and be involved in school activities. Full time employment for low-income mothers could limit the amount of time available to meet family and child needs, a phenomenon referred to as “time poverty”. Surprisingly, results showed that mothers who were employed part time or in school part time were also more involved than mothers who were not employed or in school at all, and there were no differences in the involvement levels of mothers who were employed or in school full time and those who were not employed or in school. These findings suggested that factors associated with employment and schooling other than time constraints may influence levels of family involvement in school (Weiss et al., 2003).

The article by Barge and Loges (2003) explained that little research has explored whether parent, student, and teacher perceptions are similar regarding what constitutes parental involvement and the communication activities it entails. Their study took this into consideration and it examined parent, student, and teacher perceptions of parental involvement and communication. By exploring the similarities and differences among parents, students, and teachers on
parental participation, more informed policy decisions may be made that promote parents genuinely engaging with their child's life and avoiding possible conflicts due to differing perspectives with either their children or teachers.

Barge and Loges' study emphasized the importance of parent-school collaborations and partnerships. It discussed what lead parents to become involved with their children's education as well as the different ways that they can be involved. A variety of parent characteristics such as efficacy in involvement, socio-economic status, parents' own negative school experiences, and lack of transportation influence parents' desire and ability to involve themselves with their children's education. At the same time, teachers also have an effect on parental involvement levels due to lack of training, doubts that they can actually change parents' attitudes, the racial composition of teachers and parents, and the amount of teacher-parent communication. Existing research assumed that parents, students, and teachers held similar conceptions of what counted as parental involvement. Teachers, parents, and students in the study came to the notion that parental involvement and building
high-quality relationships with teachers and communicating in a proactive manner was important.

An article by Barge and Loges contrasted with Heymann and Earle (2000), with the concept that parental involvement built high-quality relationships with teachers. This statement differed from Barge and Loges, in that most parental involvement typologies such as Epstein’s which emphasizes that parents foster learning in home settings, acting as classroom volunteers, or participating in decision-making groups such as site-based management teams; none of which explicitly emphasize the parent-teacher relationship. For parents, parental involvement included developing communicative relationships with community agencies and school personnel to help them locate extracurricular activities and develop community support systems that benefit the child’s academic and social development and extend the parent’s influence with the child. Students and teachers focus on the parent’s communicative relationship with them, and rarely, if ever, mention the importance of developing relationships that facilitate the elaboration of extracurricular activities and support communities.
In their article, Drummond and Stipek (2004) discussed that because the perception persists that there is a mismatch or even a clash between educator and parent values regarding parent involvement, it is important to assess how much parents value helping their children learn. In an effort to obtain this information 234 low-income African-American, Caucasian, and Latino parents rated the importance of helping their children in reading, math, homework, and of knowing what their children were learning. Parents also answered questions about the type of help they deemed appropriate. Teachers were given questionnaires where they rated each student’s reading and math skills and noted whether they had given a child’s parent suggestions for helping with either subject.

Findings showed that parents rated the importance of helping their children with academic work very high, and most parents strongly valued involvement in their children’s learning. Parents perceived helping with reading as more important than helping with math. It was assumed that parents felt more competent in assisting their children with reading than with math because they were less likely to use math in their daily lives.
Results of the study implied that teachers who desire more parent involvement might need to use different strategies for both subjects. There were no significant differences among groups from different backgrounds. As a whole, parents claimed that they should go to the school or ask their child’s teacher to find out what their child is learning in school. Schools and teachers need to remain committed to communicating with parents about children’s learning. Teachers should ask parents what they are doing at home to help their children academically and reinforce parents’ interest in helping their child. In addition to specific approaches for helping with math, reading, and homework, parents noted other activities they believed would help their children succeed. They referred to maintaining good relationships with their children and wanted to teach them new skills.

Teacher Support

In their article on issues involving students’ mental health, Roeser and Midgley (1997) examined how increased attention has been focused on the role schools can play in providing not only educational but also
health-related services to students. In addition to physical health there is concern about how schools can support students' mental health, since a distressingly large number of children in the United States are experiencing moderate to serious academic, social, emotional, and behavioral difficulties. The lack of services to students experiencing socioemotional problems has important implications for teachers. The number of children who enter school with socioemotional difficulties is likely to increase the demands made on regular classroom teachers in terms of the creation and management of effective classroom learning environments.

Roeser and Midgley (1997) addressed whether teachers believed that meeting the mental health needs of their students is part of their role, and whether they believed that role is burdensome. The article also examined how the characteristics of the teachers, their students, and their schools relate to these teacher beliefs. The study seeks to ask if regular classroom teachers can identify students who are in need of mental health counseling. The results showed that teachers explained the problems faced by students today, and therefore by teachers, are different in both scope and intensity than they were even
a few years ago. They describe challenging situations encountered in the classroom that were never mentioned in teacher preparation courses. Two-thirds of the regular classroom teachers reported feeling somewhat to very overwhelmed by the mental health needs of their students. Teachers' feelings of being overwhelmed by their students' emotional difficulties were related to their sense of personal teaching efficacy and to reports of their instructional practices. When teachers emphasized learning, mastery, and enjoyment in the classroom they had a diminished sense of burden, whereas a reported emphasis on relative ability and competition among students was associated with an increased sense of burden.

As previously noted, Roeser and Midgley (1997), described that teachers are perceptive and sensitive to students who may need assistance for emotional or behavioral difficulties. Teachers reported that attending to the mental health needs of their students is part of their role in educating children.

Students who were identified by their teachers as needing help reported lower self-esteem, academic efficacy, and greater anger, depressive symptoms, and
negative affect in school than students who were not seen by their teachers as in need of help. Even though teachers found it difficult to address such needs, they believed it was an essential part of what they should be doing.

Little has been written about teachers’ perceptions of the mental health needs of their students or teachers’ views of their role in relation to such needs. As the acknowledgement that schools must play a role in helping children with emotional problems increases, at the same time the knowledge and expertise of teachers should also be recognized. Teachers need to feel supported in addressing students’ mental health needs and also to be an integral part of a team of service providers. Regular classroom teachers hold critical information and insights that can contribute to the design of coordinated responses to students’ difficulties.

Since a great amount of teachers admitted to feeling “somewhat to very overwhelmed” by the mental health needs of their students, it will be important for teacher education programs to provide teachers with strategies for dealing with both mental health needs of students as well as their academic needs. Education in this area
could focus on providing teachers with the tools they need to become "resource brokers" for students with mental health needs. Teachers could be educated on how to assist students in finding appropriate services if necessary. In addition to providing counseling and health care for students, it may be important for administrators in full-service schools to consider ways to inform, include, and support teachers in efforts to address diverse student needs. Helping teachers address the mental health needs of their students would enhance their sense of efficacy and satisfaction with teaching.

Mental Health Issues

The article by Norwich and Lewis (2001) addressed whether differences existed between learners with particular special educational needs (SEN) can be identified and systematically linked with learners needs for differential teaching. It was previously assumed that what works for teaching one type of student would also work for all types of students. This article was important because it recognized the need for more intense and focused teaching for students with SEN. This article found that even when a more specific principle is
applicable to all learners; it may need to be applied in practice in different ways for those with learning disabilities. What this means is that students can be taught the same information, however, the teacher may need to change their teaching style when working with students with learning disabilities. It was stated that some teachers have been shown to move on before low achieving students have reached mastery. Distinction between common teaching principles, strategies, and different practical ways of applying and implementing them for students with differences in learning is crucial. The study also found a lack of evidence to support SEN specific teaching styles. It is important to remember that some students with SEN might need more common teaching approaches at some times, but distinct kinds of teaching at other times.

Whereas Norwich and Lewis found that distinction between common teaching principles, strategies, and different practical ways of applying and implementing them for students with differences in learning is crucial, Lynn and McKay (2003) found that it is important to link factors in the school environment to children's mental health and academic achievement.
School influences are mediated by the teachers’ role in promoting mental wellness among students. Collaboration with teachers is the centerpiece for change at the school, classroom, and individual teacher levels. In their study, Lynn and McKay (2003) revealed that teacher support was linked to the attainment of educational goals. A growing body of research has emerged on the degree to which school characteristics and teacher influences affect child mental health and academic performance. Results of the study showed links between higher levels of teacher support, reduced levels of psychological distress, and improved academic performance. Proactive teacher classroom practices have been associated with reduced child behavioral problems and increased academic engagement.

Stress has the potential for thwarting teachers’ ability to provide social support to children. Factors that can increase a teacher’s level of stress include overcrowded classrooms, lack of support from administrators, day-to-day teaching concerns; time constraints; and lack of resources. Teacher stress has also influenced aspects of teacher-student interaction, such as teacher-reduced tolerance and disengagement from
students. Evidence suggests that, in some instances, teacher factors could exert stronger influences than factors related to the home environment (Bowen & Bowen, 1998). Based on these empirical findings, it appears to be important to frame teachers as potential sources of support for youths experiencing mental health difficulties. It is critical that social workers collaborate with teachers to promote mental health among children. This includes helping teachers identify and ameliorate sources of job stress (Lynn and McKay, 2003).

On the contrary, Koller and Bertel (2006) examined the alarming increase in the mental health needs of youth. Traditional preservice preparation training programs for school-based personnel in the area of mental health are overwhelmingly insufficient. A significant number of youth in the United States experience mental health problems to a degree that impairs daily functioning. For example, between five and nine percent of children can be classified with a diagnosis of a serious emotional disturbance, requiring substantive mental health support in the school setting (Friedman, Katz-Leavy, Mandersheid, & Sondheimer, 1996). In addition, approximately one in five children, or 15
million in the United States, experiences significant symptoms of a diagnosable mental disorder during the course of any one-year (Adelman & Taylor, 2000). Conversely, while these are clearly alarming statistics, the number of youth with sub-threshold mental health problems remains unidentified, thus, supporting the critical need for prevention and early intervention efforts before problems develop or escalate to a diagnostic level.

Similarly to Koller and Bertel, Mishna and Muskat (2004) examined the amount of children who are undiagnosed with a mental illness in the school setting. They both recognize that the school is a target of change and increasingly more children with a variety of emotional needs are included in the general classroom setting, placing increased demands on both the special education and general education teacher (Koller & Bertel, 2006).

Granted, a teacher’s challenge is not only to teach content driven academic pedagogy required by the school district, but also the ability to create a classroom environment where all learners’ needs are addressed. This includes the development of a positive self-concept.
While school professionals lack basic specific evidence-based knowledge and skills to identify and intervene with students at risk for mental illness, they also lack the personal resources to understand their own mental health concerns which include how to effectively cope with job stress, while increasing teaching effectiveness and job satisfaction. Rones and Hoagwood (2000) suggested that preservice educational training programs do not adequately prepare and thus provide insufficient knowledge, skill, or field experience to work with children in schools who present with mental health problems. The findings of this study address the fact that the mental health needs of children, adolescents, and the school-based personnel who serve them are fundamental necessities for school success in today's classroom (Koller & Bertel, 2006).

Theories Guiding Conceptualization

There were two theoretical frameworks that guided this research project, the first being the ecological based perspective and the second being the strengths based perspective. The ecological mediational model for school based mental health services is important to
parents and teachers in determining what contributes to the successful academic achievement of elementary grade students.

Through the ecological perspective, this study could link factors in the school environment to children’s mental health and academic achievement. School influences are mediated by the teachers’ role in promoting mental wellness among students. Collaboration with teachers is a centerpiece for change at the school, classroom, and individual teacher levels. This theory helped to further this study by incorporating school social workers as resources to teachers, families, and children to promote and expand prevention, identification, and treatment of children’s emotional and behavioral difficulties in school settings. The inventor of the ecological theory, Bronfenbrenner, describes that applying an ecological approach can be best understood by looking at persons, families, cultures, communities, and policies and to identify and intervene upon strengths and weaknesses in the transactional processes between these systems (Lynn & McKay, 2003). This research study applied the ecological theory by examining how the family, teachers, and
community can have both positive and negative effects on children’s academic achievement.

The strengths based perspective was also essential because social workers could empower both parents and teachers by increasing parent and teachers’ strengths and positive attributes that enhance their abilities to recognize the opportunity to provide students and children with the tools they need to be successful in their academic performance. For example, teachers have acknowledged the need to be better educated when working with children with mental health issues, particularly learning disabilities. Parents have expressed their desire to be more involved in their child’s education however, they may not be aware of the appropriate route to take or are unavailable due to their employment obligations. Parents and teachers are always looking at ways to contribute to the successful academic achievement of children and or students. The ecological and strengths perspective are two approaches that could guide the necessary and important role of teachers and parents.
Summary

The intent of the literature review was to examine the importance of parental involvement, teacher support, and mental health issues among elementary grade students. The aforementioned research indicated that single parent families are not as involved in their child’s education due to having inflexible work hours (Heymann and Earle, 2000). Twice as many low-income parents as middle-income parents believed that their work prohibited school participation (Weiss et al., 2003). Links between higher levels of teacher support, reduced the levels of psychological distress, and improved academic performance (Lynn & McKay, 2003).
CHAPTER THREE

METHODS

Introduction

The methods section will consist of the study's design, sampling, data collection, procedures, protection of human subjects, and data analysis. This section will conclude by presenting a synopsis of subject matter pertinent to quantitative data analysis.

Study Design

This study used a quantitative survey design because it was the clearest expression of thoughts and beliefs of the participants. The research design used in this study was an availability sampling survey design. Self-administered questionnaires were given to parents and teachers at Rowland Elementary School. Parents were asked questions regarding their levels of involvement with their children's educational process, and were also asked about their children's academic achievement level evidenced by grades most received at school. Similarly, teachers were asked about their level of involvement and accessibility, in addition to how well they felt supported.
A limitation to this study was that there may be a greater chance of sampling error because of the small sample size. Another limitation was the fact that this study used availability sampling design and thus, did not provide an overview of varying elementary schools. This study only took into consideration one elementary school in the Rowland Unified School District. However, a strength of using a quantitative survey instrument was its' ability to capture the attitudes and beliefs of the participants in a clear way regarding parent and teacher needs for contributing to children's academic achievement.

The purpose of this study was to investigate the needs of parents and teachers in order to identify factors that contribute to successful academic achievement among elementary grade students.

Sample

The sample from which the data was obtained for this study was taken from parents and teachers who were affiliated with the Rowland Unified School District. We chose to survey this population because they were well suited to determine what factors contribute to academic
achievement among elementary grade students. A total of 65 parents and teachers were surveyed.

Data Collection

The survey used parents and teachers as the main source of the data for the study. Data was collected to address the needs related to developing and using skills to support effective learning; engaging in home-to-school communication about student progress; volunteering at school; parents assisting their children with homework; becoming involved in school governance issues and decisions; and enhance the learning experience (Heymann & Earle, 2000). The dependent variable was academic achievement and the independent variables consisted of the parents' and teachers' needs for their children or students to become successful. This study used an ordinal Likert type scale which measured responses to the following types of questions:

1. Teachers are involved enough in their students' education.

2. Parents need to do more to get involved with their child's education.
3. Teachers are easily accessible to discuss questions or concerns regarding your child.

1. agree
2. disagree
3. neither agree nor disagree

The instrument used in this study was self-made and questions were gathered after reviewing the literature which revealed that these questions were consistently asked about the topic at hand. The survey was translated in both English and Spanish. Due to the fact that this was a self-made instrument, the validity and reliability was unknown at the time.

Procedures

The surveys were completed by setting aside time for teachers during staff meetings to complete the surveys. For those teachers who were unable to attend staff meetings, surveys were placed in teacher’s boxes by the school’s program specialist to be completed at their convenience. Teachers sent surveys home to parents to be completed. We gained access to this population by contacting the principal and program specialist from Rowland Elementary School and provided them with a brief
synopsis of our research study. We also provided the school with a copy of our survey instrument and consent form. The data was collected within a four-week time frame during the winter quarter. The data was collected by Adriana Chavez and Martha Glomah.

Protection of Human Subjects

The confidentiality of the participants of this study was assured. The survey was given to parents and teachers and included guidelines for informed consent, and a request for their signature by placing an X in the designated area to ensure they were 18 years of age or older. The survey was collected following the completion which took fifteen to twenty minutes to complete. A debriefing statement was included with the survey as well as contact numbers in the event that questions or concerns were raised regarding the survey.

Data Analysis

The study designed was an overview of the relationship between parent and teacher involvement and academic achievement among elementary grade students. This study looked at the correlation between parent and teacher involvement and children’s academic achievement.
Each survey question on the level of parental and teacher involvement were ordinally ranked from agree to disagree. The statistical tests that were administered were correlation, t-tests, frequencies, and percentages. Using these statistical tests, it was assumed that the more the parents and teachers were involved in their children's education, the higher the achievement/grades would be for children. It was also assumed that the more the parents and teachers felt supported in their efforts, the higher the achievement/grades were for children.

Summary
This study used a quantitative research design in which parents and teachers were asked questions regarding levels of involvement, accessibility, and whether or not they felt supported. Reviewing strengths and limitations was useful in determining if availability sampling was suitable for this type of research study.
CHAPTER FOUR

RESULTS

Introduction

This chapter will outline the study’s results significant to the participants of the study. The study included both univariate and bivariate analysis to obtain the results. Results of the study are displayed in 13 tables below analyzing the data. Table 1 displays the demographics of the teacher respondents. The demographics included age, ethnicity, gender, grade taught, number of students in class, and years teaching. Table 2 presents the demographics of the parent respondents. Demographics included age, ethnicity, gender, household size, single/two-parent household, education level, and employment status. Tables 3 and 4 highlight frequency distributions on teachers’ perceptions of teacher and parent involvement in the education of elementary grade students. Tables 5 and 6 examine teacher and parent perceptions on learning disabilities. Table 7 evaluates teacher support and stress. Tables 8 and 9 provide an insight to teachers’ and parents’ perception of their involvement at Rowland Elementary School. Table 10
indicates the number of students in teachers' classes and whether or not they felt teaching was a stressful job. Table 11 indicates whether parents' employment status impacted grades most received by their children. Table 12 illustrates whether there was a relationship between years taught and teachers' ability to meet the needs of students with a learning disability. Table 13 highlights whether there was a relationship between single/two-parent headed household and grades most received by students. Chi-square tests were used to determine whether there were significant relationships between the dependent variable; academic achievement and the independent variable; parents' and teachers' needs for their children or students to become successful.

Presentation of the Findings

Teacher Demographics

Table 1 displays the demographics of the teacher respondents. A total of 17 (N = 17) teachers from Rowland Elementary School responded to the research study. Teachers' ages ranged from 27 to 60, with the average teacher between the age of 41-50. Merely 5.9% of the teachers surveyed were between the ages of 25-30, whereas
teachers between the ages of 31-40, 41-50, and 51-60 equally consisted of 23.5% of the study. Four teachers did not include their age. Of the 17 teachers surveyed 1 (5.9%) was African American, 2 (11.8%) Asian, 2 (11.8%) Hispanic, and 8 (47.1%) were Caucasian. Four respondents refrained from identifying their ethnicity. Every survey that was completed (100%) was filled out by a female. Grades taught by the teachers ranged from first grade to sixth grade with the majority (n = 5/29.4%) teaching fifth grade. Teachers’ class sizes varied from 12-32 students, with 2 teachers (11.8%) having 12 students in their classes, 7 teachers (41.2%) 20 students, 1 teacher (5.9%) 29 students, 3 teachers (17.6%) 30 students, 3 teachers (17.6%) 31 students, and 1 teacher (5.9%) having 32 students in her class. One of the teachers did not respond to the grade she taught. Out of 16 teachers who responded to how many years they have been teaching, two teachers (11.8%) responded to teaching the longest (31-35 years). Two teachers (11.8%) responded to teaching the least (0-5 years). The majority of the teachers 7 (41.2%) have been teaching for 6-10 years.
<table>
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<th>Percentage (%)</th>
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<td>51-60</td>
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<td>23.5</td>
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<tr>
<td>12</td>
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<td>2</td>
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</tr>
<tr>
<td>20</td>
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<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>31-35</td>
<td>2</td>
<td>2</td>
<td>11.8</td>
</tr>
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</table>
Parent Demographics

Table 2 presents the demographics of the parent respondents. A total of 48 (n = 48) parents whose children attended Rowland Elementary School responded to the research study. Five parents (10.4%) were between the ages of 25-30, 22 parents (45.8%) between 31-40, 15 parents (31.3%) between 41-50, 1 parent (2.1%) was between 51-60, and five respondents did not include their age. In terms of ethnicity, the majority of parents 29 (60.4%) identified themselves as Hispanic, whereas one parent (2.1%) was identified as African American. Three (6.3%) Caucasian, four (8.3%) other, six (12.5%) Asian, and five (10.4%) did not respond. The highest number of respondents 40 (83.3%) were female, with 8 (16.7%) male. Parents' household size ranged from 3-7 residents, with 14 respondents (29.2%) having 4 residents in the home, two parents (4.2%) had a household of seven. Of the respondents, 17 (35.4%) made up single-parent households, 30 (62.5%) made up two-parent households. One parent did not respond. In regards to mother's level of education, 21 (43.8%) reported being a high school graduate, 12 (25.0%) some college, 8 (16.7%) did not graduate from high school, and 3 (6.3%) were college graduates.
Table 2. Parent Demographics

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<th>Frequency (n)</th>
<th>Percentage (%)</th>
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<td>25-30</td>
<td>43</td>
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<td>10.4</td>
</tr>
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<td>31-40</td>
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<td>Male</td>
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<td>16.7</td>
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<tr>
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<td>40</td>
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<td><strong>Single-parent/Two-parent Household</strong></td>
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<td></td>
</tr>
<tr>
<td>Did not graduate high school</td>
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<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td>High school graduate</td>
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<td>21</td>
<td>43.8</td>
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<tr>
<td>Some college</td>
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<td>12</td>
<td>25.0</td>
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<td>College graduate</td>
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<td>3</td>
<td>6.3</td>
</tr>
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<td><strong>Father's Education Level</strong></td>
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<tr>
<td>Did not graduate high school</td>
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<td>16.7</td>
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<tr>
<td>High school graduate</td>
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<td>18</td>
<td>37.5</td>
</tr>
<tr>
<td>Some college</td>
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<td>22.9</td>
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<tr>
<td>College graduate</td>
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<td>6</td>
<td>12.5</td>
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<td>Not Employed</td>
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<td>10</td>
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</table>
With father’s level of education, 18 (37.5%) were high school graduates, 11 (22.9%) had some college, 8 (16.7%) did not graduate high school, and 6 (12.5%) were college graduates. Nine parents did not respond to parent’s level of education. The majority of the parents 24 (50.0%) were employed full-time, 12 (25.0%) part-time, and 10 (20.8%) were not employed.

Teachers’ Perceptions on their Involvement

Table 3 highlights teachers’ perceptions on their involvement in the education of elementary grade students. Of the 17 teachers surveyed, 15 (88.2%) felt that they were involved enough in their students’ education, one teacher disagreed to having enough involvement, and the other neither agreed nor disagreed. When it comes to after school tutoring, 9 (52.9%) teachers did not provide after school tutoring. Whereas, 7 (41.2%) teachers provided after school tutoring. 11 (64.7%) of the teachers reported they contact parents when students are having difficulty with assignments, 2 (11.8%) disagreed to contacting parents, and 3 (17.6%) neither agreed nor disagreed.
Table 3. Teachers' Perceptions on Teacher Involvement

<table>
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<th>N</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
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<td>88.2</td>
</tr>
<tr>
<td>Agree</td>
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<td>15</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Provide after school tutoring</td>
<td>16</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Agree</td>
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<td>7</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>9</td>
<td>52.9</td>
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<tr>
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<td></td>
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<tr>
<td>Contact parents when students have difficulty with assignments</td>
<td>16</td>
<td>11</td>
<td>64.7</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>3</td>
<td>17.6</td>
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</tbody>
</table>

Teachers Perception on Parent Involvement

Table 4 examines teachers' perceptions on parent involvement at Rowland Elementary School. The results of the survey showed that 17 (100.0%) of the teachers were in agreement that parents need to do more to get involved with their child's education. The majority of teachers 10 (58.8%) felt parents were not easily accessible to discuss questions or concerns regarding their child. Of the 17 teachers surveyed 16 (94.1%) disagreed that at least half of the parents attend PTA meetings at school, and 10 (58.8%) agreed that parents need to volunteer more in the classroom. 7 (41.2%) of the teachers agreed that
their students' parents know what skills the child needs to know to pass his/her grade, 6 (35.3%) disagreed about parents knowing what is needed for their child to pass, and 3 (17.6%) neither agreed nor disagreed.

Table 4. Teachers Perception on Parent Involvement

<table>
<thead>
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<th>Variable</th>
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<th>Frequency (n)</th>
<th>Percentage (%)</th>
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<td>100.0</td>
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<td>Agree</td>
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<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Parents are easily accessible</td>
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<td>Agree</td>
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<td></td>
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<tr>
<td>Disagree</td>
<td></td>
<td>10</td>
<td>58.8</td>
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<tr>
<td>Neither agree nor disagree</td>
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<td>Parents attend PTA meetings</td>
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<td>94.1</td>
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<tr>
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<td>5.9</td>
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<tr>
<td>Parents need to volunteer more</td>
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</tr>
<tr>
<td>Parents know what is needed for child to pass grade</td>
<td>16</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>6</td>
<td>35.3</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>3</td>
<td>17.6</td>
</tr>
</tbody>
</table>

Teachers' Perceptions on Learning Disabilities

Table 5 depicts teachers' perceptions on learning disabilities. Of the 17 teachers 14 (82.4%) reported knowing what a learning disability is, while 3 (17.6%)
Table 5. Teachers’ Perceptions on Learning Disabilities

<table>
<thead>
<tr>
<th>Variable (N = 17)</th>
<th>N</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know what a learning disability is</td>
<td>17</td>
<td>14</td>
<td>82.4</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Info. needed on learning disabilities</td>
<td>16</td>
<td>12</td>
<td>70.6</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>One or more students has a learning disability</td>
<td>16</td>
<td>16</td>
<td>94.1</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confident in meeting student’s needs with a learning disability</td>
<td>16</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>6</td>
<td>35.3</td>
</tr>
</tbody>
</table>

neither agreed nor disagreed to knowing what a learning disability is. Over 70% (12) of teachers stated that more information on learning disabilities would be helpful in meeting their students’ educational needs. An overwhelming 94.1% (16) of teachers reported one or more of their students have a learning disability. However, only 5 (29.4%) teachers felt confident in their ability to meet the educational needs of a child with a learning disability, 5 (29.4%) disagreed to feeling confident in
Table 6. Parents' Perceptions on Learning Disabilities

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know what a learning disability is</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td></td>
<td>62.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td></td>
<td>16.7</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td></td>
<td>16.7</td>
</tr>
<tr>
<td>Info. needed on learning disabilities</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>36</td>
<td></td>
<td>75.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td></td>
<td>2.1</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>10</td>
<td></td>
<td>20.8</td>
</tr>
<tr>
<td>Child has a learning disability</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td></td>
<td>20.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>33</td>
<td></td>
<td>68.8</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>4</td>
<td></td>
<td>8.3</td>
</tr>
<tr>
<td>Confident in teacher’s ability to meet student’s needs with a learning disability</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td></td>
<td>54.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td></td>
<td>2.1</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>15</td>
<td></td>
<td>31.3</td>
</tr>
</tbody>
</table>

Teacher Support and Stress

Table 7 examines teacher support and stress. Of the 17 teachers surveyed, 10 (58.8%) agreed to feeling supported by Rowland Elementary School administrators, 4 (23.5%) disagreed with feeling supported, and 3 (17.6%) neither agreed nor disagreed. The majority of respondents 13 (76.5%) felt being a teacher is a stressful job, while 4 (23.5%) neither agreed nor disagreed.
Table 7. Teacher Support and Stress

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported by Administration</td>
<td>17</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching is stressful</td>
<td>17</td>
<td>13</td>
<td>76.5</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>13</td>
<td>76.5</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents' Perception on Teacher Involvement

Table 8 provides an insight to parents' perceptions of teacher involvement at Rowland Elementary School. 75.0% (36) of parents felt teachers were involved enough in their students' education, 10.4% (5) disagreed to teachers being involved enough, and 10.4% (5) neither agreed nor disagreed. The majority of parents (35) 72.9% felt that teachers are easily accessible to discuss questions or concerns regarding their child, (6) 12.5% disagreed to having easy access to their child's teacher, and (6) 12.5% neither agreed nor disagreed.
Table 8. Parents' Perception on Teacher Involvement

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are involved enough in student's education</td>
<td>46</td>
<td>36</td>
<td>75.0</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>36</td>
<td>75.0</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>5</td>
<td>10.4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>5</td>
<td>10.4</td>
</tr>
<tr>
<td>Teachers are easily accessible</td>
<td>47</td>
<td>35</td>
<td>72.9</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>35</td>
<td>72.9</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td>6</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Parent Involvement

Table 9 examines parents' perceptions on their involvement with their child's education. Most parents 37 (77.1%) felt they needed to do more to get involved in their child's education, 5 (10.4%) disagreed with having to be more involved, and 5 (10.4%) neither agreed nor disagreed. However, 37 (77.1%) of the parents stated they assisted their child with his/her homework. Furthermore, 37 (77.1%) parents stated knowing the skills their child needs to know in order to pass his/her grade. Over half 28 (58.3%) of the parents disagreed to attending PTA meetings at school, while 13 (27.1%) agreed to attending PTA meetings. Of the 47 parents surveyed, 29 (60.0%) did not assist in their child's classroom, 12 (25.0%) agreed
to assisting in their child’s classroom, and 6 (12.5%) neither agreed nor disagreed. Over 80.0% (42) of parents admitted they encouraged and praised their child’s schoolwork and accomplishments, and 5 (10.4%) neither agreed nor disagreed.

Table 9. Parent Involvement

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent needs to increase their involvement</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>37</td>
<td>77.1</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>Assist child with homework</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>37</td>
<td>77.1</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Know what is needed for child to pass grade</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>37</td>
<td>77.1</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Attend PTA meetings</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>27.1</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>58.3</td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>Assist in child’s classroom</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
<td>60.0</td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Encourage and praise child’s work</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>87.5</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>10.4</td>
<td></td>
</tr>
</tbody>
</table>
Class Size and Stress Experienced by Teachers

Table 10 indicates the number of students in teachers' classes and whether or not they feel teaching is a stressful job. Of the two teachers with a class size of 12, one teacher agreed that teaching is stressful (7.7%), the other neither agreed nor disagreed (25.0%), 5 teachers who had a class size of 20 (38.5%) agreed that teaching was stressful, while 2 (50%) neither agreed nor disagreed, a teacher with 29 (7.7%) students agreed, three teachers with 30 (23.1%) students in their class agreed, three teachers with 31 (23.1%) students agreed, and a teacher with a class size of 32 (25.0%) neither agreed nor disagreed with teaching being a stressful job.

Table 10. Class Size and Stress Experienced by Teachers

<table>
<thead>
<tr>
<th>Variable (N = 48)</th>
<th>Class Size</th>
<th>12</th>
<th>20</th>
<th>29</th>
<th>30</th>
<th>31</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching is Stressful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.7%</td>
<td>38.5%</td>
<td>7.7%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>.0%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.0%</td>
<td>50.0%</td>
<td>.0%</td>
<td>.0%</td>
<td>.0%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>
Differences in Parents' Employment Status and Grades Received

Table 11 indicates whether parents' employment status impacted grades most received by their children. A chi-square test was used to determine whether there was a relationship between parents' employment status and the grades most received by their children. The results showed that there was no statistically significant relationship between children's grades and their parents' employment status $x^2 (4) = 7.127, p = .129$. Statistically speaking, parents who were employed full-time, part-time,

Table 11. Differences in Parents' Employment Status and Grades Received

<table>
<thead>
<tr>
<th>Variable (N = 48)</th>
<th>Employed full-time</th>
<th>Employed part-time</th>
<th>Not Employed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Most Receives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mostly A's</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>33.3%</td>
<td>55.6%</td>
<td>11.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Mostly B's</td>
<td>14</td>
<td>4</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>70.0%</td>
<td>20.0%</td>
<td>10.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Mostly C's</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>25.0%</td>
<td>37.5%</td>
<td>37.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Mostly D's</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>33.3%</td>
<td>.0%</td>
<td>66.7%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
or not employed, were no more likely to have their children receive a grade lower than a "B".

Years Taught and Confidence in Ability to Meet Needs of Students with a Learning Disability

Table 12 shows whether there was a relationship between years taught and teachers' ability to meet the needs of students with a learning disability. Using a chi-square test, results showed that there was no statistically significant relationship between years taught and ability to meet child's needs $\chi^2 (12) = 13.067$, $p = .364$. A relationship was anticipated to exist between teachers who have taught for over 15 years and their confidence in meeting needs of students with learning disabilities. However, respondents showed that the amount of years taught did not influence confidence level.
Table 12. Years Taught and Confidence in Ability to Meet Needs of Students with a Learning Disability

<table>
<thead>
<tr>
<th>Variable * (N = 48)</th>
<th>Years Taught</th>
<th>0-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>31-35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident in meeting needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.0%</td>
<td>60.0%</td>
<td>.0%</td>
<td>.0%</td>
<td>.0%</td>
<td>.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>.0%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td></td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.0%</td>
<td>50.0%</td>
<td>.0%</td>
<td>33.3%</td>
<td>.0%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

* Teacher in 26-30 category did not answer

Single/Two-Parent Household and Grades Most Received

Table 13 shows whether there was a relationship between single/two-parent headed household and grades most received by students. Using a chi-square test, results showed that there was no statistically significant relationship between children raised in a single/two-parent household and the grades they received. \( \chi^2 (4) = 2.825, p = .587 \). Children from single-parent homes were no more likely to receive grades lower than a “B” than children from two-parent homes.
Table 13. Single/ Two-Parent Household and Grades Most Received

<table>
<thead>
<tr>
<th>Variable (N = 48)</th>
<th>Single Parent</th>
<th>Two Parent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Most Receives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mostly A's</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>33.3%</td>
<td>66.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Mostly B's</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>40.0%</td>
<td>60.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Mostly C's</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>37.5%</td>
<td>62.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Mostly D's</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>66.7%</td>
<td>33.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Summary

This chapter outlined parent and teacher responses to what they perceived to be needed to contribute to academic achievement. Survey responses were grouped into four different categories including teacher involvement, parent involvement, knowledge on learning disabilities, and factors that influenced teacher stress. Chi-square tests were used to determine correlations between independent and dependent variables.
CHAPTER FIVE
DISCUSSION

Introduction

The purpose of this chapter is to relay the findings discussed in chapter four. The chapter will provide an overview of the limitations affecting the outcomes of the study. Future recommendations for social work practice, policy, and research are also highlighted. This chapter will conclude by illustrating the results of the research study.

Discussion

This study sought to identify what parents and teachers would need to improve children’s academic achievement. Parents and teachers were able to recognize factors helpful to them by completing the survey on teacher and parent support for successful academic achievement. Survey responses in terms of teacher involvement revealed that over 85% (15) of teachers felt they were involved enough in their students’ education. Parents felt similar regarding teachers’ involvement in their children’s education, 75.0% (36) of parents felt teachers were involved enough in their students’
education. Although both parents and teachers agreed to teachers being involved enough, results showed there was a great need for increased parental involvement. Ways in which parents could enhance their involvement include attending PTA meetings and parent conferences, assisting in children’s classrooms and other activities at school, encouraging and praising their child’s schoolwork and accomplishments, contacting teachers to assist with homework, and by helping their children with homework.

Since an overwhelming 94.1% (16) of teachers reported one or more of their students have a learning disability, more information on learning disabilities would be helpful in meeting their students’ educational needs. Similarly, 75% (36) of parents agreed that more information on learning disabilities would be helpful in meeting their child’s educational needs. In terms of teacher stress, none of the teachers disagreed when asked if teaching was a stressful job, the majority of respondents 13 (76.5%) felt being a teacher is a stressful job. Stress has the potential for thwarting teachers’ ability to provide social support to children (Bowen & Bowen, 1998).
The results on parents' employment status failed to support previous findings such as that of Heymann & Earle (2000) which noted that parental involvement has shown to influence achievement. This study showed there was no statistically significant relationship between children's grades and their parents' employment status. When it comes to children of single/two-parent headed households results showed that there was no statistically significant relationship between children raised in a single/two-parent household and the grades they received.

Although there was no relationship between parents' employment status and single/two-parent headed households, this study was able to identify three key findings, which included a need for more parental involvement, more information on learning disabilities, and the need for teachers to feel supported.

Limitations

This study had several limitations. One limitation was a greater chance of sampling error because of the small sample size. Only 65 parents and teachers combined contributed to the study. Also, some of the respondents opted to refrain from fully completing the survey,
compromising the representation of the sample. This study only took into consideration one elementary school in the Rowland Unified School District. Therefore, these findings are only significant to the participants of the study and cannot be generalized. Another limitation was that the survey was self made by the writers of this study and had not been tested for validity or reliability.

Recommendations for Social Work Practice, Policy and Research

As previously mentioned, in today’s field of education, social workers, parents, and teachers are discovering the difficulties with keeping children motivated and involved in educational activities (Chen & Kaplan, 2003). The researchers’ recommendations for the contributions to academic achievement would be for individuals to continue and enhance conducting research on what contributes to elementary grade students’ academic achievement.

Recommendations for social work practice consists of providing training to parents and teachers on learning disabilities and mental health needs of children. Teachers can also be required to incorporate additional
classes on learning disabilities to their college curriculum in order to increase their knowledge of and ability to teach and appropriately interact with students with learning disabilities.

Recommendation for social work policy would be to continue to address known policies such as the Family Medical Leave Act as well as the Individual’s with Disabilities Education Act to help assure those professionals directly involved with students succeed in getting their needs met. School social workers can collaborate with teachers to increase communication between parents and teachers. They can also help to identify creative ways to get parents to volunteer more in the schools.

Conclusion

In conclusion, the purpose of this study was to investigate the needs of parents and teachers in order to identify factors that contributed to academic achievement among elementary grade students, based on a needs assessment. Although there is an abundant amount of research on academic achievement, further research can add to specific teacher and parental needs for successful
academic achievement. A quantitative survey design was used in this study and the data was analyzed to gather information on parents' and teachers' needs who were affiliated with Rowland Elementary School. As a final point, the researchers of this study anticipate this study will bring a new perspective on what is needed to help contribute to the academic achievement of elementary grade students.
APPENDIX A

PARENT SUPPORT FOR SUCCESSFUL ACADEMIC

ACHIEVEMENT SURVEY (ENGLISH VERSION)
Parent Support for Successful Academic Achievement Survey

1. Teachers are involved enough in their student’s education.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

2. Parents need to do more to get involved with their child’s education.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

3. Teachers are easily accessible to discuss questions or concerns regarding your child.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

4. I know what a learning disability is.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

5. More information on learning disabilities would be helpful in meeting my child’s educational needs.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

6. My child has a learning disability.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

7. I am confident in my child’s teacher’s ability to meet the educational needs of a child with learning disabilities.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

8. I assist my child with his/her homework at home.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

9. I contact the teacher for guidance to assist my child with his or her homework.
   - 1 Agree
   - 2 Disagree
   - 3 Neither Agree nor Disagree

10. I know what skills my child needs to know to pass his/her grade.
    - 1 Agree
    - 2 Disagree
    - 3 Neither Agree nor Disagree

11. I attend PTA meetings at school.
    - 1 Agree
    - 2 Disagree
    - 3 Neither Agree nor Disagree

12. I assist in my child’s classroom at school.
    - 1 Agree
    - 2 Disagree
    - 3 Neither Agree nor Disagree

13. I assist in other activities at my child’s school.
    - 1 Agree
    - 2 Disagree
    - 3 Neither Agree nor Disagree
14. I am invited to and attend parent conferences concerning my child’s school performance.
   1 Agree  2 Disagree  3 Neither Agree nor Disagree

15. I encourage and praise my child’s school work and accomplishments.
   1 Agree  2 Disagree  3 Neither Agree nor Disagree

16. Please answer the following question for each child attending elementary school
   Child 1: Age____  Grade_____  Grades most received____
   Child 2: Age____  Grade_____  Grades most received____
   Child 3: Age____  Grade_____  Grades most received____

   Mostly A’s  Mostly B’s  Mostly C’s  Mostly D’s  Mostly F’s
   1     2     3     4     5

   Please answer the following questions

1. What is your age? ______

2. What is your ethnicity? ____________________________

3. Gender:  Male_____  Female_______

4. What is your household size? ______

5. Please check whether your child resides in a single parent or two parent home.
   Single parent household____, or, Two parent household____.

6. What is the mother’s level of education?
   Did not graduate High School ______
   High School Graduate ______
   Some College ______
   College Graduate ______

7. What is the father’s level of education?
   Did not graduate High School ______
   High School Graduate ______
   Some College ______
   College Graduate ______

8. Are you employed full time______, part time______, or not employed ______
APPENDIX B

TEACHER SUPPORT FOR SUCCESSFUL ACADEMIC ACHIEVEMENT SURVEY (ENGLISH VERSION)
Teacher Support for Successful Academic Achievement Survey

1. Teachers are involved enough in their student’s education.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

2. Parents need to do more to get involved with their child’s education.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

3. Parents are easily accessible to discuss questions or concerns regarding their child.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

4. I know what a learning disability is.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

5. More information on learning disabilities would be helpful in meeting my student’s educational needs.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

6. One or more of my students has a learning disability.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

7. I am confident in my ability to meet the educational needs of a child with a learning disability.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

8. I provide after school tutoring to assist my student with his/her homework.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

9. I contact the parents when students are having difficulty with assignments.
   1 Agree   2 Disagree   3 Neither Agree nor Disagree

10. Overall, my student’s parents know what skills their child needs to know to pass his/her grade.
    1 Agree   2 Disagree   3 Neither Agree nor Disagree

11. At least half of the parents in my class attend PTA meetings at school.
    1 Agree   2 Disagree   3 Neither Agree nor Disagree

12. Parents need to volunteer more in the classroom.
    1 Agree   2 Disagree   3 Neither Agree nor Disagree
13. Parents need to assist with other activities at school.
   1 Agree    2 Disagree    3 Neither Agree nor Disagree

14. Students have enough exposure to textbooks in the classroom.
   1 Agree    2 Disagree    3 Neither Agree nor Disagree

15. Students have enough exposure to technology in the classroom.
   1 Agree    2 Disagree    3 Neither Agree nor Disagree

16. I feel supported by school administrators
   1 Agree    2 Disagree    3 Neither Agree nor Disagree

17. I feel that being a teacher is a stressful job.
   1 Agree    2 Disagree    3 Neither Agree nor Disagree

Please answer the following questions

1. What is your age? _______

2. What is your ethnicity? _______________________

3. Gender: Male____   Female____

4. What grade do you teach? ________________

5. How many students are in your class? __________

6. How many years have you been teaching? ________
APPENDIX C

PARENT SUPPORT FOR SUCCESSFUL ACADEMIC

ACHIEVEMENT SURVEY (SPANISH VERSION)
Críe Apoyo para la Inspección Académica Exitosa del Logro

1. Los maestros son implicados bastante en su educación de estudiante.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

2. Los padres necesitan hacer más para meterse con su educación de niño.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

3. Los maestros son fácilmente accesibles discutir las preguntas o concierne con respecto a su niño.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

4. Sé lo que una incapacidad que aprende es.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

5. Más información a aprender las incapacidades serían útiles en encontrar mis necesidades educativas de niño.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

6. Mi niño tiene una incapacidad que aprende.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

7. Soy confidente en mi habilidad de maestro de niño de encontrar las necesidades educativas de un niño con aprender las incapacidades.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

8. Ayudo a mi niño con sus deberes en casa.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

9. Contacto al maestro para la guía para ayudar a mi niño con sus deberes.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

10. Sé qué habilidades mis necesidades de niño para saber pasar su grado.
    1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

11. Asisto las □ is u□d□ de peseta al colegio.
    1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

12. Participo en mi aula de niño al colegio.
    1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

13. Participo en otras actividades en mi escuela de niño.
    1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

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14. Soy invitado a y asisto las conferencias de padre con respecto a mi desempeño de la escuela de niño.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

15. Alento y alabo mi trabajo de la escuela de niño y logros.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

16. Conteste por favor la pregunta siguiente para cada niño que asiste escuela de enseñanza primaria
   Niño 1: Edad _______ Grado _________ Gradúa muy recibido_______
   Niño 2: Edad_______ Grado_________ Gradúa muy recibido_______
   Niño 3: Edad_______ Grado_________ Gradúa muy recibido_______
   En su mayor parte A, en su mayor parte B, en su mayor parte C,
   1  2  3
   en su mayor parte D, en su mayor parte F
   4  5

Conteste por favor las preguntas siguientes

1. ¿Qué es u□d? ________
2. ¿Qué es su etnia? __________________________
3. El género: Masculino_________ Hembra _____________
4. ¿Qué es su tamaño de la casa? __________
5. Por favor cheque u niño reside en un padre sin pareja o dos padre en casa. La casa del padre sin pareja_____, o, Dos casa de padre_____.
6. ¿Qué es el nivel de madre de la educación?
   No se graduó Instituto _______
   Bachiller _______
   Algún Colegial _______
   Colegial Graduado ________
7. ¿Qué es el nivel de padre de la educación?
   No se graduó Instituto ______
   Bachiller ______
   Algún Colegial ______
   Colegial Graduado ______

8. Son usted empleó tiempo repleto_______, tiempo de parte __________,
   o no empleó ______
APPENDIX D

TEACHER SUPPORT FOR SUCCESSFUL ACADEMIC ACHIEVEMENT SURVEY (SPANISH VERSION)
El Apoyo del maestro para la Inspección Académica Exitosa del Logro

1. Los maestros son implicados bastante en su educación de estudiante.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

2. Los padres necesitan hacer para más meterse con su educación de niño.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

3. Los padres son fácilmente accesibles discutir las preguntas o concierne con respecto a su niño.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

4. Sé lo que una incapacidad que aprende es.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

5. Más información a aprender las incapacidades serían útiles en encontrar mis necesidades educativas de estudiante.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

6. Uno o más de mis estudiantes tienen una incapacidad que aprende.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

7. Soy confidente en mi habilidad de encontrar las necesidades educativas de un niño con una incapacidad que aprende.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

8. Proporciono después de que la escuela que dé clases privadas ayudar mi estudiante con sus deberes.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

9. Contacto a los padres cuando estudiantes tienen dificultad con tareas.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

10. En términos generales, mis padres de estudiante saben qué habilidades sus necesidades de niño para saber pasar su grado.
    1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

11. Por lo menos mitad de los padres en mi clase asiste las reuniones de peseta al colegio.
    1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

12. Los padres necesitan ofrecerse más en el aula.
    1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno
13. Los padres necesitan ayudar con otras actividades al colegio.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

14. Los estudiantes tienen suficiente exposición a libros de texto en el aula.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

15. Los estudiantes tienen suficiente exposición a la tecnología en el aula.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

16. Yo me siento sostenido por administradores de escuela
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

17. Yo me siento que ser maestro es un trabajo estresante.
   1 Estoy de acuerdo  2 No estoy de acuerdo  3 Ninguno

Conteste por favor las preguntas siguientes

1. ¿Qué es su edad? _________

2. ¿Qué es su etnia? ___________________

3. El género: Masculino_Hembra _________

4. ¿Qué grado enseña usted? ____________?

5. ¿Cuántos estudiantes están en su clase? _______________

6. ¿Cuántos años ha estado enseñando usted? _________

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APPENDIX E

INFORMED CONSENT (ENGLISH VERSION)
INFORMED CONSENT

The study in which you are about to participate is designed to investigate the needs of parents and teachers in order to identify factors that contribute to academic achievement among elementary grade students. This study is being conducted by Adriana Chavez and Martha Glomah under the supervision of Rachel Estrada, LCSW, Research Supervisor. This study has been approved by the Department of Social Work Sub-committee of the Institutional Review Board at California State University, San Bernardino.

In this study you will be asked to respond to a series of questions about parent and teacher involvement, along with the understanding of children’s educational needs. It will take 15 to 20 minutes to complete this survey. All participants’ identities will be kept confidential and there are no foreseeable risks to your participation in the study. Your participation is voluntary and you are also free to withdraw from this study at any time without penalty.

If at any time you have questions or concerns about this research, please feel free to contact Rachel Estrada, LCSW, at (909) 537-5501. Complete results of this study will be available after June 2008 in the Pfau Library of California State University, San Bernardino.

By placing a check mark below, I acknowledge that I have been informed of and I freely consent to participate. I understand the purpose of this study and I am over 18 years of age.

__________________________________________  Place X above
Date

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APPENDIX F

INFORMED CONSENT (SPANISH VERSION)
Consentimiento Informado

El estudio en el que usted está a punto de participar es diseñado para investigar las necesidades de padres y maestros para identificar los factores que contribuyen al logro académico entre estudiantes elementales. Este estudio es realizado por Adriana Chavez y Martha Glomah bajo la supervisión de Sra. Rachel Estrada, LCSW, Supervisor de Investiga. Este estudio ha sido aprobado por el Departamento de la Subcomisión de la Asistencia Social de la Institucional Revisión Tabla en California EstadoUniversidad, San Bernardino.

En este estudio que usted será pedido responder a una serie de preguntas acerca de la participación de padre y maestro, junto con la comprensión de niños educativos necesitan. Tomará 15-20 minutos de completar esta inspección. Todas identidades de participantes serán mantenidas confidencial y no hay los riesgos previsibles a su participación en el estudio. Su participación es voluntaria y usted también esta libre retirar de este estudio en cualquier tiempo sin pena.

Si en tiempo usted tiene preguntas o concierne acerca de esta investigación, por favor síéntase libre contactar Sra. Rachel Estrada, LCSW, en (909) 537-5501. Los resultados completos de este estudio estarán disponibles después de junio 2008 en la Biblioteca Pfau de California Estado Universidad, San Bernardino.

Colocando una marca abajo, yo reconozco que he sido informado de y consiento libremente participar. Entiendo el propósito de este estudio y yo soy más de 18 años de la edad.

Fecha ___________________________  Coloque X arriba
APPENDIX G

DEBRIEFING STATEMENT (ENGLISH VERSION)
Debriefing Statement

Thank you for participating in this study. It was designed to gather information about how parent and teacher support, as well as mental health issues affect academic achievement among elementary grade students. It is hoped that the results of this study will offer parents and teachers a new opportunity to engage in partnerships with each other in supporting students and their academic achievement. All participant identities will be kept anonymous and confidential.

If you feel any discomfort or distress due to your participation in this study please contact one of the community resources and counseling services that can be provided for you. If you have any questions regarding this study, please contact Rachel Estrada, LCSW, at (909) 537-5501. Complete results of this study will be available after June 2008 in the Pfau Library of California State University, San Bernardino. Thank you.

Adriana Chavez and Martha Glomah
APPENDIX H

DEBRIEFING STATEMENT (SPANISH VERSION)
Interrogatorio Declaración

Gracias para tomar parte en este estudio. Fue diseñado para reunir información acerca de cómo apoyo de padre y maestro, y así como los asuntos mentales de la salud afectan el logro académico entre estudiantes elementales. Es esperado que los resultados de este estudio ofrecerá padres y a maestros una nueva oportunidad de entrar en las asociaciones uno con el otro en estudiantes secundarios y su logro académico. Todas identidades del participante serán mantenidas anónimo y confidencial.

Si usted se siente cualquier molestia o pena debido a su participación en este estudio por favor contacta uno de los recursos de comunidad y aconsejar los servicios que pueden ser previstos usted. Si usted tiene cualquier pregunta con respecto a este estudio, Por favor contacte Rachel Estrada, LCSW, en (909) 537-5501. Los resultados completos de este estudio estarán disponibles después de junio 2008 en la Biblioteca Pfau de California Estado Universidad, San Bernardino. Gracias.

Adriana Chavez y Martha Glomah
REFERENCES


This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:
   Assigned Leader: Martha Glomah
   Assisted By: Adriana Chavez

2. Data Entry and Analysis:
   Team Effort: Adriana Chavez & Martha Glomah

3. Writing Report and Presentation of Findings:
   a. Introduction and Literature
      Team Effort: Adriana Chavez & Martha Glomah
   b. Methods
      Team Effort: Adriana Chavez & Martha Glomah
   c. Results
      Team Effort: Adriana Chavez & Martha Glomah
   d. Discussion
      Team Effort: Adriana Chavez & Martha Glomah