

Extent of Parental School Involvement for Improved Student Performance in Awka South Local Government Area of Anambra State

Eboatu, V. N., PhD
Igboka, Doris Oluchukwu

Department of Educational Management and Policy,
NnamdiAzikiwe University, Awka, Nigeria

doi: 10.19044/esj.2017.v13n22p192 [URL:http://dx.doi.org/10.19044/esj.2017.v13n22p192](http://dx.doi.org/10.19044/esj.2017.v13n22p192)

Abstract

Academic achievement of students does not depend only on school, environmental factors and teacher characteristics, but also on the level of home involvement. This study therefore sought to establish the extent of parental school involvement for students' improved academic achievement in Awka South Local Government Area of Anambra State. The descriptive survey design was used for this study, with six (6) research questions guiding the study. The population for the study comprised 417 public secondary school teachers from which a sample of 125 teachers using simple random sampling technique. The instrument for data collection was a researcher designed, structured questionnaire which was duly validated by experts in educational management and measurement and evaluation. The questionnaire was tested for reliability using test-retest method. The tool for correlation was the Pearson Product Moment Correlation and this yielded a co-efficient of 0.82. Data collected was analysed using mean and standard deviation statistics to answer the 6 research questions while ANOVA with Friedman's Test was used to test for significant difference in the six indices of parental involvement. The findings show among others that teachers perceive that parents in Awka South Local Government Area effectively communicate with school and coach their children for improved academic achievement to a moderate extent. There was no significant difference in the teacher's perception of parental involvement based on the six indices of involvement. Based on the findings, the researchers recommended among others, that parents and the school use social media and other devices to communicate more effectively with the school for improved students' academic performance.

Keywords: Parental school involvement, student performance, Nigeria

Introduction

Parents are central figures in their children's socialization and education (both formal and informal) to become responsible and productive members of the society. This is because the training of the child begins at home before the school and the larger society come in to continue the education of the child to make him or her, the best he/she could become. The type of child upbringing practiced in a home, has a major impact on the child's life, including his/ her academic performance in school. Parental school involvement, like many other variables such as the student, teacher and school variables, is an important determinant of students' academic performance. Driessen and Slegers (2008) report that parental school involvement improved student's academic performance. The positive impact of parental involvement is understandable because it helps to maintain the much-needed bridge for effective learning between the home and the school. Parents, in the context of this study, are students' biological parents, adoptive parents and guardians.

The importance of parental school involvement cannot be overemphasized since it is the home that first socializes the child before he or she is sent to school. A healthy family background with good child-upbringing practices offers the child emotional stability (Barry, 2016) and helps maintain the much-needed bridge between the home and school for effective learning and improved students' academic performance. Henderson and Mapp (2002) in their analysis of parental involvement and student achievement reports that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like schooling more. Regardless of the level of family income and background, students whose parents are involved, are more likely to earn higher grades and test scores, be promoted, enroll in higher level programmes, pass their classes, earn credits, attend school regularly, have better social skills, show improved behavior, adapt well to school and graduate to post-secondary education. In other words, parental school involvement in addition to improved academic performance engenders positive school attitude in students. Failure of parents to be involved in their children's school activities can result to poor academic performance which Annunziata and Liddle (2006) linked with risky behavior and negative outcomes such as substance abuse, delinquency and emotional and behavioural problems.

Epstein (1995) model of parental school involvement outlined six different indices of school involvement covering the following areas: parenting (which helps families at child upbringing and parenting skills); communicating (that develops effective home-school communication); volunteering (creating ways for families to be engaged in school activities);

learning at home (supporting learning activities at home that will reinforce school curriculum); decision making (including families in decision making at school meetings and associations); and collaborating with the community (tailoring family needs to meet community services). Each of the six constructs encompasses a variety of practices which lead to improved academic performance. The Epstein model is a widely accepted mode of parental school involvement which guides school managers and administrators to develop educational programmes that engender school-family partnerships. This study therefore adopted this model for the assessment of parental school involvement for improved academic performance of students in Awka South Local Government Area. Awka South is in the Awka Capital Territory of Anambra State and its residents consist mainly of public/ civil servants, business people in self-employment and farmers.

Academic performance is what a learner is able to accomplish by execution of class work in school. Academic performance entails how students deal with their studies and how they cope with or accomplish different tasks given to them by the teacher in a fixed time or academic year (Dimbisso, 2009). The idea behind academic performance is to determine one's ability by the degree of attainment in tasks, projects, courses or programmes. Academic performance shows the effectiveness of a programme in terms of students' outputs and in terms of understanding in the acquisition of knowledge and skills. Academic performance of students cannot be separated from their family situation and the degree of family-school connectedness.

Different causal factors determine how involved parents are in their children's school activities (Khan and Malik, 2012). One aspect of this is the parents' variable such as parental occupation, parental income, parental education level, parental aspiration and support for education. Abubakar (2014) opines that the education a child receives from his/her parents, is likely to be a significant dominant factor on his / her behavior later in life. Other factors that contribute to the students' academic performance after the initial socialization that begun at home are the teachers' variables (such as experience, education, gender, etc.); school variables such as environment, structures, location, facilities), and student factors (such as study habits, interests, etc.). It could thus be surmised that students' academic performance is also dependent on factors other than the student.

Statement of the Problem

Good educational performance is a construct of many factors of which the influence of the students' home background and the level of parental school involvement is an important one. The families have to work

closely with the school if the students' academic performance is to continue improving in secondary schools in Awka South Local Government Area of Anambra State.

The nature of parental school involvement will differ from one family to the other and amongst different communities. Awka town is the capital of Anambra State and is located within the state's Capital Territory and so consists mainly of public/ civil servants in addition to people in private or self-employment, businesspeople, farmers and artisans. Majority of the citizens are enlightened and literate, but there is little or no extant information on how parents participate in enhancing their children's' academic performance. This gap in knowledge informed the decision to undertake the study.

The economic recession in Nigeria has affected parents in Awka South Local Government Area in so many ways that many of them are now so busy trying to make ends meet that they do not seem to have time to involve themselves in their children's school activities. It is not uncommon to observe house-holds taking children to school and parents absenting themselves from Parent-Teacher Association (PTA) meetings. The PTA is a major forum for parent-teacher interaction in Nigerian schools. Some parents leave home so early to work that they don't get to prepare their children for school. The problem of this study, therefore, was to establish the level of parental school involvement for improved student academic performance in Awka South Local Government Area.

Purpose of the Study

The general purpose of this study was to establish the extent of parental school involvement for improved academic performance in Awka South Local Government Area. Specifically, the study ascertained:

1. The extent parents practice good parenting or child upbringing for improved students' academic performance in Awka South Local Government Area.
2. The extent parents communicate with the schools for improved students' academic performance in Awka South Local Government Area.
3. The extent parents practice volunteering for improved students' academic performance in Awka South Local Government Area.
4. The extent parents practice home learning for improved students' academic performance in Awka South Local Government Area.
5. The extent parents are involved in school decision-making for improved students' academic performance in Awka South Local Government Area.

6. The extent parents practice school-community collaboration for improved students' academic performance in Awka South Local Government Area.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent do parents practice good parenting or child upbringing for improved students' academic performance in Awka South Local Government Area?
2. To what extent do parents practice home-school communication for improved students' academic performance in Awka South Local Government Area?
3. To what extent do parents practice school volunteering for improved students' academic performance in Awka South Local Government Area?
4. To what extent do parents practice home learning for improved students' academic performance in Awka South Local Government Area?
5. To what extent are parents involved in school decision making for improved students' academic performance in Awka South Local Government Area?
6. To what extent do parents practice school-community collaboration for improved students' academic performance in Awka South Local Government Area?

Hypothesis

1) There is no significant difference in the mean ratings of teachers on the six Epstein's indices of parental involvement for improved students' academic performance in Awka South Local Government Area.

Method

This study adopted the descriptive survey design which was deemed appropriate for this study. It agrees with Akuezuilo and Agu (2003) assertion that a survey that is a descriptive survey describes and interprets what is, seeks to find out the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. Also, according to Denga and Ali (2010), descriptive survey design is chiefly concerned with finding, describing and interpreting "what is" and it is aimed at collecting large and small samples from population for examination and description will permit inferences from the generalization.

The population of the study consisted of 417 teachers in the 23 secondary schools in Awka South Local Government Area of Anambra

State. A total of 10 schools were drawn at random, from which the sample of 125 teachers representing 29.9% of the total population was drawn. The Simple Random Sampling technique was used to draw 10 schools out of the 23 schools in the study area and all the teachers in the selected schools were sampled.

A structured questionnaire titled: Extent of Parental School Involvement Questionnaire (EPSIQ) was used to gather data for this study which was administered to teachers who the research felt have objective perception of parents' school involvement practices. This instrument has 30 items in parenting, communication, volunteering, learning at home, decision making and collaborating with community. The questionnaire was structured on the five-point scale with response patterns of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). It was subjected to validation by two experts in Educational Management and one expert in Educational Measurement and Evaluation, all from Nnamdi Azikiwe University, Awka. These experts examined the language of the instrument, the adequacy and relevance of the items to the purposes and research questions. Modifications based on their corrections and suggestions lead to the final draft of the instrument.

The test-retest method was used to ascertain the reliability of the instrument. It was administered to a group of 20 secondary school teachers in Awka North Local Government Area who were not part of the study. After an interval of 2 weeks, the same instrument was re-administered to the same group of teachers. The two sets of scores were correlated, using the Pearson Product Moment Correlation statistic and yielded a correlation of 0.82.

The data collected were analysed using mean and standard deviation statistics, to answer the research questions. Thus, any mean between the boundry limits of: 4.50 to 5.00 is considered Very High Extent (VHE); 3.5 to 4.49 is considered High Extent (HE); 2.5 to 3.49 is considered Moderate Extent (ME); 1.5 to 2.49 is considered Low Extent (LE); and 0.5 to 1.49 is considered Very Low Extent (VLE).

Results

Research Question 1: To what extent do parents practice good parenting or child upbringing for improve students' academic performance in Awka South Local Government Area?

Table 1: Mean rating of teachers on the extent good parenting practices for improved students' academic performance.

S/N	Parents create conducive learning environment at home by:	□	SD	Remark
1	Providing healthcare	1.96	1.55	LE
2	Providing good balanced feeding/ nutrition	3.53	1.08	HE
3	Providing children with extra-curricular activities	3.44	1.06	ME
4	Providing children good parental controls	4.02	0.22	HE
5	Ensuring children attend school regularly	3.64	1.21	HE
Overall mean		3.31	1.02	ME

The result presented in the Table above revealed that items 2, 4 and 5 fall within the decision rule HE, while item 1 falls within LE and item 3 within the decision scale rule of ME. The overall mean of the five items which was 3.31 also indicates moderate (ME) extent. The results therefore indicate that good parenting practices influence students' academic performance to a moderate extent.

Research Question 2: To what extent do parents communicate with the schools for improved students' academic performance in Awka South Local Government Area?

Table 2: Mean rating of teachers on the extent of parents-school communication for improved students' academic performance.

S/N	School/ the home communicate effectively by:	□	SD	Remark
6	Informing parents of school activities on time	3.28	1.17	ME
7	Informing parents of the academic needs of their children	3.14	1.15	ME
8	Giving parents feedback on children's progress (report cards)	3.29	1.18	ME
9	Giving parents reports on their children's behavior	3.10	1.12	ME
10	Parents attending PTA meetings	2.95	1.73	ME
Overall mean		3.15	1.27	ME

The Table above revealed that all the items fall within the decision rule of ME. The overall mean of all five items was 3.15 which also indicated a moderate extent. The result therefore indicated that effective parental communication with school influences students' academic performance to a moderate extent.

Research Question 3: To what extent do parents practice school volunteering for improved students' academic performance in Awka South Local Government Area?

Table 3: Mean rating of teachers on the extent parents’ volunteering practices for improved students’ academic performance.

S/N	Parents volunteer in school activities by:	\bar{x}	SD	Remark
11	Old students’ association fund school projects	3.08	1.38	ME
12	PTAs recruit part-time teachers to handle some core subjects	4.08	0.26	HE
13	Parents who are retired teachers volunteer to teach students	3.06	1.35	ME
14	Giving prizes to best students on regular basis	3.90	1.01	HE
15	Old students volunteer to teach during NYSC	3.21	1.18	ME
Overall mean		3.46	1.03	ME

The Table above showed that all the items fall within the decision rule of ME. The overall mean of all the five items was 3.46 which indicated moderate extent. The result therefore revealed that parents’ volunteering activity influences students’ academic performance to a moderate extent.

Research Question 4: To what extent do parents practice home learning for improved students’ academic performance in Awka South Local Government Area?

Table 4: Mean rating of teachers on the extent of parental home learning practices for improved students’ academic performance.

S/N	Parents are involved in student’s home-learning by:	\bar{x}	SD	Remark
16	Helping children do assignments and homework	4.11	1.03	HE
17	Providing children with recommended textbooks and other learning materials	4.35	0.68	HE
18	Arranging for support teachers for extra lessons in subjects children find tough	3.70	1.21	HE
19	reinforcing and encouraging children to do better	3.64	1.34	HE
20	Regular checking of their children’s school work at home	3.75	1.29	HE
Overall mean		3.91	1.11	HE

The Table above revealed that all the items fall within the decision rule of HE. The mean of means of all the five items was 3.91 indicating a high extent. Thus, the analysis revealed that parental coaching influence students’ academic performance to a high extent.

Research Question 5: To what extent are parents involved in school decision- making for improved students’ academic performance in Awka South Local Government Area?

Table 5: Mean rating of teachers on the extent of parental involvement in decision-making for improved students' academic performance.

S/N	Parents are involved in school decision making by:	\bar{x}	SD	Remark
21	Taking part in PTA meetings	3.16	1.29	ME
22	Carrying out school projects	2.94	1.64	ME
23	Attending school based management committee (SBMC) meeting	3.42	1.12	ME
24	Taking part in the preparation of school budget	2.62	1.82	ME
25	Attending social activities of the school	3.24	1.25	ME
Overall mean		3.07	1.42	ME

The above table showed that all the items fall within the decision rule of ME. The overall mean of all the five items was 3.07, indicating a moderate extent. Thus, the analysis revealed that parents' involvement in school decision making influences academic performance to a moderate extent.

Research Question 6: To what extent do parents practice collaboration with the school for improved students' academic performance in Awka South Local Government Area?

Table 6: Mean rating of teachers on the extent of parents' collaboration with school for improved students' academic performance.

S/N	Parents collaborate with school by:	\bar{x}	SD	Remark
26	Contributing to the building and maintenance of school facilities	3.03	1.28	ME
27	Attending school inter-house sports	2.80	1.64	ME
28	Parents visit school when children have problems	3.26	1.22	ME
29	Community use school compound/ buildings for events	2.62	1.82	ME
30	School adjusts school attendance to accommodate community events	2.91	1.95	ME
Overall mean		2.92	1.57	ME

The Table above revealed that all the items fall within the decision rule of ME. The overall mean of the five items was 2.92, indicating a moderate extent. In effect, the analysis revealed that parents' collaboration with school influences students' academic performance to a moderate extent.

Hypothesis

Table 7: ANOVA with Friedman’s Test of the six indices of parental involvement.

		Sum of Squares	Df	Mean Square	Friedman's Chi-Square	Sig
Between People		0.437	4	0.109		
Within People	Between Items	3.065a	5	0.613	10.733	0.057
	Residual	4.075	20	0.204		
	Total	7.140	25	0.286		
Total		7.577	29	0.261		

From Table 7 above, the Friedman Chi Square of 10.733 is higher than the grand mean of 0.261 and as per the decision rule, there is no significant difference in the mean ratings.

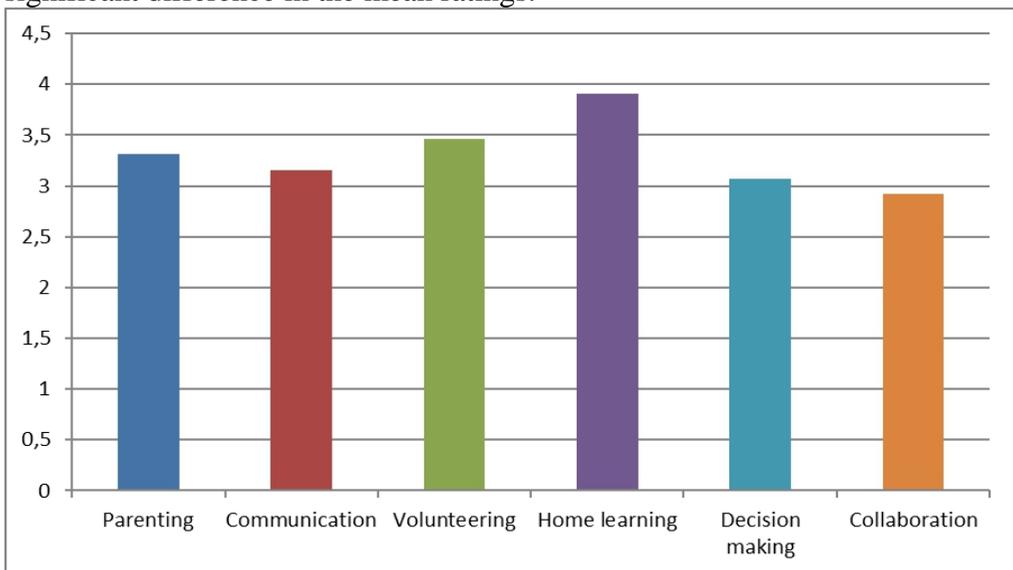


Figure 1: Average parental involvement levels in Awka South Local Government Area classified according to Epstein’s six types of parental involvement model.

Figure 1 above shows the perceived level of parental school involvement, based Epstein’s construct, range from 3.91 to 2.92 using a 5-point scale.

Discussion

The findings presented in Figure 1 shows that home learning has the highest form of parental involvement amongst parents in Awka South Local Government Area of Anambra State. They do this by providing supportive teachers for extra lessons in subjects which their children are not doing well, helping students do assignments, regularly checking their school work and other practices. This result agrees with Mutodi and Ngirande (2015) which report that assisting in children’s homework was considered important for a

positive impact on their academic achievement. Many parents and guardians in this study area are enlightened and have resources to provide enabling home learning environment for their children. Those parent of average income are aware of the importance of education and would do all they can to promote their children's education. It is, therefore not surprising that Anambra state has for three consecutive years taken the overall first position in the Senior Secondary School Certificate Examinations.

Volunteering has the second highest parental involvement with an overall mean score of 3.46 and a standard deviation of 1.27. The PTAs of schools in Awka South Local Government Area recruit part-time teachers to teach core subjects such as mathematics. Retired but able parents volunteer to teach students, fund school projects and engage in other volunteer activities. By such efforts, they help meet the staffing needs of their children's schools and stimulate academic growth. It is also a common practice for wealthy philanthropist and Anambra citizens in diaspora to help equip laboratories, libraries and construct new school buildings in schools in their local communities. Deutcher and Ibe (2000) found a positive relationship between parents' volunteering at school and motivational levels of students. This result is slightly different from Dookie (2013) in which the volunteering construct has the third highest rating. Parents need to be more involved in volunteer efforts in order to achieve very high levels of involvement.

Parenting has the third highest parental involvement with a grand mean of 3.31 and a standard deviation of 1.02. Parents of students in public schools in Awka South Local Area provide an enabling learning environment by making good balanced feeding available, provide them with extra-curricular activities, ensuring that children attend school regularly, and providing parental controls. They however do not provide healthcare services. In her study on the levels of parental school involvement and academic achievement, Dookie (2013) reports that parenting has the highest involvement score of the Epstein's six indices of involvement. The reason for the perceived moderate level of parenting could be due to hardship resulting from the present economic recession. Economically and culturally poor homes do not provide the stimulation needed for the development of intellectual abilities (Stones, 2004). Though they would want to, most parents don't have the needed resources and time to give good parenting, which provides the foundation for their children's all-round development. LaRocque (2011), therefore, opines that the extent and level of good parenting dependent on the economic and cultural status of parents amongst other factors.

Communication was fourth of the six measures of parental school involvement with an overall mean of 3.15 and standard deviation of 1.27.

This finding shows a moderate level of parental-school communication, and does not agree with Dookie (2013) study in which communication was rated second. The school provides parents with information and reports on students' progress, behavior, etc. but parents' attendance to PTA meetings has the lowest mean score of all the other items on parent-school communication construct. According to Fan, and Wasiams (2014) school initiated contacts with parents at the beginning of school sessions have strong positive effects on students' motivation to learn. Dookie (2013) reports that lack of information and communication are the major constraints to parental school involvement. Effective parental communication with the school has other related positive outcomes with include lower rate of class repetition and school dropout (Barnard, 2004). The school and the home must strive to ensure an open, effective two-way communication which will improve students' academic performance and in addition help early detection and proper handling of student learning problems.

The findings of this study further show that decision-making was placed fifth of the six criteria with a moderate extent of parental involvement (3.07) and a standard deviation of 1.42. This result tallies with Dookie (2013) study which reports that decision making had the second to least score. Parental participation in decision making makes it easier for everyone involved to give whole-hearted compliance to the implementation of decisions. When people are part of the process of decision-making, then they would not have to be compelled to do what is required of them. Through involvement in decision making and school governance parents gain organizational capacity to exert control and hold school accountable which in some cases result in improvements in students academic achievement (Noguera, 2001) and improvements in school and community relations (Detriot Urban Research Center, 2014). However, it appears that parental involvement in school decision making is not being rigorously in schools in Awka South Local Government Area of Anambra State. One reason for low involvement of parents in school decision making is lack of awareness parental rights and responsibilities in their children's education.

Unfortunately, collaboration was last in this study's assessment of level of parental school involvement with a moderate extent mean of 2.92 and standard deviation of 1.57. This result corroborates Dookie (2013) in which collaboration with the community amassed the lowest score. The reason for this could be that people still view public school and its programmes as the government's responsibility. On the contrary, the community must be involved in the education of their children because the schools are there in general to service the community. The parents, through the community, collaborate with the school by helping to maintain school buildings, observe

school community events, school and family events are adjusted to accommodate each other, and other such activities.

Further analysis was done to compare the means the six indices of parental involvement (parenting, communication, volunteering, home learning, decision making and collaboration) using ANOVA with Friedman's Test. The result shows that though home coaching has the highest mean rating by teachers, there is no significant difference in the means of the indices of parental involvement.

Conclusion

The researchers concluded that parents in Awka South Local Government Area are involved in students' home learning activities to a great extent while they are to a moderate extent involved in school volunteering, parenting, communication, decision-making, and collaborating for improved students' academic performance.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Parents need to be sensitized and encouraged to provide enabling home environment for better home studies for their children.

2. The parents and school must adopt effective communication channels such as the use of phone calls, internet, social media, radio and other forms of communication for easy dissemination of information. The school must keep record of all parents contact numbers or email address and likewise parents should endeavour to obtain their children's teacher's contacts.

3. The School Based Management Committee (SBMC) should use its advantageous position to sensitize parents of their duties and collaborate with the school. Many stakeholders are still not aware of the existence of this body.

4. To improve parenting, the government and the community must undertake more enlightenment campaigns and workshops aimed at making parents more aware of their responsibilities as parents as relates to their children's learning

5. The schools would do better to involve the parents in school decision making processes by appointing parents into school committees. This would help them connect and commit more to school programmes and activities.

6. While observing due process to ensure that only qualified persons take part, parents and the community could enlist the services of old students of the school and youth corps members to teach subjects in which the schools lack qualified teachers.

References:

1. Abubakar, A. (2014). Parental Involvement and its Influence on the Reading Achievement of 6th Grade Students. *Reading Improvement*, 42, 47-55.
2. Akuezuilo, E.O. & Agu, N. (2003). *Research Methodology and Statistics*. Awka: Nuel Centi (Nig.) Publishers.
3. Annunziata, D. & Liddle, H.A. (2006). Family Functioning and School Success in At- Risk Inner –City Adolescents. *Journal of Youth and Adolescence*, 35, 105-113.
4. Barnard, W.M. (2004). Parent Involvement in Elementary School and Educational Attainment. *Children and Youth Services Review*, 26, 39–62.
5. Barry, I.C. (2016). Child Education in Nigeria. *International Journal of Leadership in Education*, 12(4), 81-102.
6. Denga, D.I. & Ali, A. (2010). *An Introduction to Research Methods and Statistics in Education and Social Sciences*. Calabar: Rapid Educational Publishers Ltd.
7. Detroit Urban Research Center (2014). [http:// www.detroiturc.org](http://www.detroiturc.org).
8. Deutscher, R. & Ibe, M. (2004). *Relationships Between Parental Involvement and Children’s Motivation*. Retrieved: November 10, 2016. <http://www.lewiscenter.org/research/relationships.pdf>
9. Dimbisso, M.A. (2009). Parental School Involvement and Students’ Academic Achievement. *Journal of Social Psychology*, 75, 176-189.
10. Dookie, S. (2013). An Evaluation of Levels of Parental Involvement in Activities that Support Student Learning and How It Impacts on Student Performance. *Unpublished M.Sc. Dissertation*, University of the West Indies.
11. Driessen, G.& Slegers, P. (2008). Parental Involvement and Educational Achievement. *British Educational Research Journal*, 31, 509-532.
12. Epstein, J.L. (1995). *School/ Family/ Community Partnerships*. Bloomington:Phi Delta Kappan.
13. Fan, W., & Wasiams, N. (2014). Parental Involvement and pupils’academic self-efficacy, engagement and intrinsic motivation in America *Journal of Educational Research*, 105(1), 21-35.
14. Henderson, A., Mapp, K. (2002). *A New Wave of Evidence the Impact of School, Family, and Community Connections on Student Achievement Annual Synthesis*. Southwest Educational Developmental Laboratory (SEDL)
15. Khan, A.& Malik, T.K. (2012). Parental Involvement and Expectations of Children’s Academic Achievement Goals in

- Botswana: Parent's Perceptions. *Unpublished PhD Dissertation*, Faculty of Education Studies, University of Northern Colorado.
16. LaRocque, M. (2011). Parental Involvement: The Missing Link in School Achievement *Preventing School Failure*, 55(3), 115-122.
 17. Mutodi, P. & Ngirande, H. (2015). Impact of Parental Involvement on Students' Performance in South African Secondary Schools. *Educational Policy Research Unit*, 23(7), 213- 224.
 18. Noguera, P.A. (2001). Transforming Urban Schools through Investments in the Social Capital of Parents. In Saegart, S. Warren, M.R. & Thompson, J.P. (Eds.) *Social Capital and Poor Communities*. New York: Russell Sage Foundation.
 19. Stones, A.M. (2004). Family Structure, Parental Practices and High School Completion *American Sociological Review*, 56, 309-320.