

Authors/Autoras: Hartsock, Ximena (ximenalin@aol.com), Williams, Susan and Carozza, Daniela. The PRIME DC Project, U.S.

Title/ Título: The relationship between parent involvement in homework and the mathematics achievement of Hispanic-English language learners

La relación entre la implicación de los padres en los deberes escolares de sus hijos y el rendimiento en matemáticas en alumnos de habla hispano-inglesa

Topic: Cultural, technological and multicultural aspects of school, family and community partnerships

Aspectos culturales y multiculturales de las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Session in English. Thursday 15, 12:15-1:45 p.m. Room 1-Third Floor

Sesión en Inglés. Jueves 15, 12:15-1:45 p.m. Sala 1, Tercer Piso

Abstract

The purpose of this study was threefold. This study investigated whether a relationship existed between parent involvement in homework and the mathematics achievement of third grade students. In addition, this study examined whether this relationship varied across different language proficiency groups. Lastly, this research examined the perceptions and attitudes of parents toward mathematics and parental involvement and whether these factors played a role in their willingness to help their children with homework. The students were classified into four groups: non-English proficient, limited English proficient, fully-English proficient and native speakers of English. This study combined qualitative and quantitative methodology. In the quantitative part, Pearson Product-Moment Correlation Coefficient was computed. The qualitative piece used case study research methodology. Based upon this research, parent involvement and student achievement for all participants were positively related ($r = .316$). This relationship, however, varied dramatically across language proficiency groups and it was higher for non-English proficient students ($r = .573$) and limited English proficient students ($r = .486$). For native English speakers, the relationship found was lower but consistent with existing research ($r = .236$). For fully English proficient students, no relationship between the variables was found ($r = -0.12$). The case study completed suggested that parent behavior is affected by a multiple of factors including the parents' perception of the need of the child, the parents' assessment about the quality of the homework assignment, the parents' perception of their instructional role in the education of their children, the level of English language proficiency of the child and the bilingual child's disposition to allow parent assistance in the minority language (Spanish). This study found that all parents, regardless of their ethnicity and English language proficiency believed education was important.