We examined the convergent and divergent validity of the multi-dimensional measure, Family Learning Environment scale, with particular attention to the degree to which US high school student reports of family involvement in education were related to their academic adjustment and achievement. The sample included over 100,000 students in Grades 9 to 12 and 6,000 of their core classroom teachers from 51 high school (secondary) schools over 3 academic years. Canonical correlation analysis was used to examine the extent to which the multi-dimensional family learning environment variables were related to multiple measures of student academic adjustment and achievement. We also examined the association between US high school student reports of family learning environment with their teachers’ reports of parent contact practices. We found that family engagement in education-related activities was positively and significantly related to teachers’ practice in communicating with parents. Findings were consistent even after statistically controlling for differences in key demographic characteristics. The implications for school improvement efforts and cultural differences in family learning environments and home school partnerships are discussed.

Keywords:
Family engagement in education, School improvement, Home school partnerships

References:


