THE RELATIONSHIP BETWEEN PARENT INVOLVEMENT, PERCEPTIONS OF SCHOOL AND CHILD INVITATIONS, AND PARENTAL PERCEPTIONS OF AVAILABLE TIME, ENERGY AND EFFICACY FOR INVOLVEMENT IN NEW ZEALAND

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Are parent perceptions of invitations for involvement, of available time, energy and of their own abilities related to parent involvement in children’s first year of schooling in New Zealand? Are these perceptions related to reported home and school based involvement with their child’s education? Surveys were sent to parents of children in their first year of school (age 5-6; n = 70) attending one of 5 schools in New Zealand. Surveys included questionnaires developed by the Family School Partnership Laboratory at Vanderbilt University (see Hoover-Dempsey & Sandler 2005), and modified to target activities concerning literacy. Scales included were Perceptions of General Invitations to Parents, Perceptions of Specific Invitations to Parents, Specific Invitations to Involvement from the Child, Parental Time and Energy for Involvement, and Parent Efficacy (Walker, Wilkins, Dallaire, Sandler & Hoover Dempsey, 2005). Home and school based involvement practices were assessed via a New Zealand adaption (Garbacz, Sheridan, & Schaughency, 2010) of the Family Involvement Questionnaire (Manz, Fantuzzo, & Power, 2004). Preliminary analyses revealed that parent perceptions of specific and general school invitations to parents, parent efficacy and available time and energy were all modestly correlated with each other (.26 - .39, p < .05). Only perceptions of specific school invitations were moderately correlated with perceptions of child invitations (.33, p < .01). Parent reported home based and school based practices were highly correlated (.82, p < .001). Walker et al. (2005) found parent efficacy to be the strongest predictor of school based involvement in a US sample, whereas our New Zealand sample showed only a modest correlation (.26, p < .05). Parent reported school based involvement was correlated with parent perceptions of available time and energy (.61, p < .001), specific school invitations (.43, p < .01), perceived child invitations (.30, p <.05) and general school invitations (.27, p < .05). Consistent with Walker et al. (2005), perceptions of invitations from the child were correlated with home based involvement practices (.38, p < .01). Home based involvement practices also correlated modestly with parent perceptions of available time and energy (.31, p < .01) and specific school invitations (.19, p < .05). Results partially replicate US parent involvement models in this New Zealand sample, with perceived time and energy...
potentially playing a larger role in school based involvement than the psychological variable of efficacy found in US research.

**Keywords:**
Family School Partnership, Parent Involvement, Parent Efficacy, School Invitation, Child Invitation

**References:**


