



## College of Education

### Announcement of Dissertation Defense

Kevin Bracher	9/16/03	10:00 a.m.	496	COE
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### RELATIONSHIPS AMONG PARENT INVOLVEMENT, ORGANIZATIONAL HEALTH, AND STUDENT ACHIEVEMENT IN MIDDLE SCHOOLS

Kevin S. Bracher

The primary purpose of this study is to bring the 2 constructs, parent involvement and organizational health, together by analyzing the relationship between them, as well as their combined effects on student achievement. An examination of these two constructs necessarily includes a study of the relationships of various types of parent involvement and dimensions of organizational health.

Within 5 suburban school districts in Georgia, 44 middle schools in metro-Atlanta participated in the study. With the school as the unit of analysis, over 2000 teachers and administrators completed either the Organizational Health Inventory for Middle Schools developed by Hoy and Sabo (1998), or the Measure of School, Family, and Community Partnerships, based on Joyce Epstein's 6-part typology of parent involvement and developed by Salinas et al. (1999). The Criterion-Referenced Competency Test provides a measure of student achievement.

Parent involvement and organizational health had a direct relationship ( $p < .001$ ), and parent involvement Types 2 (communicating), 3 (volunteering), and 5 (decision-making) had significant positive correlations with organizational health components of teacher affiliation, academic emphasis, principal influence, and resource support, even after controlling alpha at .05 using the Holm-Bonferroni technique. Further, parent involvement Types 2 and 5 predicted 45% ( $p < .001$ ) of the variance in organizational health. Finally, organizational health dimensions of academic emphasis and institutional integrity combined with parent volunteering and parent decision-making to predict 71% ( $p < .001$ ) of the variance in student achievement. These 4 factors added significantly to the variance in achievement explained by socioeconomic status (SES) alone.

The study takes an initial step in more clearly defining the relationships among parent involvement, organizational health, and student achievement. Such an understanding opens the door to multiple lines of research, with the potential to provide practitioners new insight into how various types of parent involvement may enable schools to survive and develop no matter how complex and unstable their environments.