

THE CORRELATION BETWEEN PARENTAL INVOLVEMENT AND FIRST-
GENERATION COLLEGE STUDENT'S ACADEMIC SUCCESS

by

Nicole B. Oakes

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts
of Psychology

Middle Tennessee State University

May 2020

Thesis Committee:

Dr. Monica Wallace, Chair

Dr. Seth Marshall

Dr. James Rust

ABSTRACT

Many studies have shown that parents' involvement in their child's life can lead to improvements in their academic achievement (e.g., Bogenschneider, 1997; Gonzalez-DeHass, et. al, 2005). Much of the research around parental involvement and academic achievement in younger students has been based around Joyce Epstein's research (1992). The research that has been conducted suggests that parental involvement changes as students grow. With older students, parental involvement is seen more frequently through parents' aspirations and expectations for their students. However, there is not much research related to parental involvement and academic achievement for college aged students, and even less research related to first-generation students. The goal of the current research was to further investigate the relationship between first-generation and non-first-generation students' academics and actual or perceived parental involvement. Study results indicated that perceived parental expectations were a significant predictor of academic success in first-generation college students.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
CHAPTER I: INTRODUCTION	1
Overview	1
Epstein’s Framework	3
Student Engagement	5
Parental Involvement in High School and College	6
First- Generation College Students	11
Opportunities for Parental Involvement at MTSU	13
Summary	13
CHAPTER II: METHOD	16
Participants	16
Procedure	16
Measures	16
CHAPTER III: RESULTS	18
Participant Demographics	18
Hypothesis 1	19
Hypothesis 2	20
Hypothesis 3	22
Hypothesis 4	23
Hypothesis 5	21

CHAPTER IV: DISCUSSION	25
Summary of Hypotheses	25
Discussion of Results	25
Limitations	27
REFERENCES	29
Appendix A: Self Report Survey	34
Appendix B: Student Engagement Instrument	37

LIST OF TABLES

Table 1: Participant Demographics 18

Table 2: Parental Involvement and Academic Success 20

Table 3: Perceived Parental Support and Expectations and Academic Success 21

Table 6: Parental Involvement and Student Engagement 22

Table 4: Perceived Parental Expectations and Academic Success for First-Generation College Students 23

Table 5: Parental Involvement and Academic Success for First-Generation College Students..... 24

Table 7: Summary of Hypothesis Testing 25

CHAPTER I

INTRODUCTION

Overview

Parents, by definition, are a part of their children's lives. As children grow and enter school, many parents begin participating in their school activities whether through homework at home or school sponsored activities. Parental Involvement has been shown to contribute to academic outcomes in many ways, often resulting in better attitudes toward school and higher academic achievement for their students (e.g., Bogenschneider, 1997; Gonzalez-DeHass, et. al, 2005). For example, Ma, Shen, et. al. (2016) conducted a meta-analysis looking at the relationship between students' academic scores (e.g., academic achievement in language, math, and science) and parental involvement during preschool through third grade. They found that there was a significant correlation ($r = .509$) between parental involvement and students academics. The types (i.e., behavioral involvement, personal involvement, and intellectual involvement) and dimensions (i.e., home discussion, home supervision, home-school connection, and school participation) of parental involvement measured all had similar relationships between academic outcomes.

DePlanty, Coulter-Kern, and Duchane (2007) investigated the types of parental involvement that could impact academic achievement. The researchers looked at the opinions of teachers, parents, and students. They found that teachers believed parents' ensuring students complete their homework and highlighting the importance of children receiving education at home was more important than parents' actual attendance of in school activities. They also found

that ensuring children's attendance to school each day was a significant component of parental involvement.

The level of involvement parents have in their students' academics has been shown to guard students from things that can have a negative impact on them, such as poverty, tardiness, absenteeism, and dropout (George & Mensah, 2019; Erol & Turhan, 2018). Children who have fathers that are actively involved in their academics have shown to experience academic success more frequently than students who only have actively involved mothers (George & Mensah, 2010). Parental involvement has also been shown to positively influence students' academic engagement and achievement (Erol & Turhan, 2018). Academic engagement has been shown to have a positive influence on grades, staying in school, achieving proficient knowledge of academic information, and developing ways to cope with areas of academics that may be more difficult (Schlenker, et. al., 2013). Earlier research also shows that the effects of parental involvement in children's academic lives can be seen across different cultures (Yulianti, et. al., 2018).

Perceived parental support and aspirations are important factors that contribute to college student's success (Barwegen, 2004). Pizzolato & Hicklen (2011) found that college students initiated parent involvement mainly through a consultation process where they solicited the advice and opinions of their parents. As children enter high school and college, parents are often less involved in their child's academics. This may be one of the reasons that fewer studies were found investigating the importance of parental involvement with the college student population, whereas substantial research exists for parental involvement in the younger students (e.g., Catsmbis, 2001; Yulianti, et. al., 2018; George& Mensah, 2010). The purpose of this study

was to further investigate the influence of parental involvement in first-generation college student's academic success.

Epstein's Framework

Much of the literature relating to parental influences on student's academic accomplishments revolves around the work of Joyce Epstein (1992). Epstein's six types of parental involvement include (1) parents fostering learning at home, (2) parents communicating with their child's school about what is they are learning, (3) parents' engaging in activities at their child's school, (4) parents communicating about how to integrate at home what their child is learning at school (5) parental involvement in school decision making teams such as PTA, (6) parent involvement in community programs for their child. Consistent with Epstein's ideas, education involvement broadly spans behaviors such as parents fostering a nurturing home environment, directly teaching fundamental academic skills, providing resources for children, and serving as active contributors in schools in schools through volunteering in classrooms or on decision making committees.

Motivation by parents may be required for success with Epstein's parental involvement model. The motivation component comes from parents' sense that they are capable of being effectively involved in the manner they feel is most important for their child. In other words, parents need to sense that they are having a meaningful impact in their child's life. Educational involvement is optimal when parents can fulfill roles that are associated with their values and perceived effectiveness (Manz & Manzo, 2014). Thus, the findings of this research suggest that parents need the motivational component of feeling valued and useful in order to actively engage in Epstein's six types of parental involvement. For first-generation college students, their parents

may feel like they do not have as much meaningful information to pass on to their children since they did not attend college themselves.

Epstein (1992) suggested that parental involvement can be impacted by many aspects like the grade students are in. Catsambis and Garland (1997) noted that parents tend to primarily use Epstein's types one and four (i.e., learning at home and communication with schools about integrating school work at home) through elementary and middle school. However, when their child goes to high school, they tend to drop type one and shift more to types two through four (i.e., participation and communication regarding their concerns about their child's future education). Similarly, college students tend to seek out their parent's advice regarding their academics primarily through Epstein's types two through five (Pizzolato & Hicklen, 2011). Parental involvement seems to still make an impact and be warranted, it just looks differently as students get older.

Catsmbis (2001) built upon the 1997 study to investigate what types of parental involvement are related to academic outcomes for students in high school. This study used information from the National Educational Longitudinal Study (NELS:88) and student surveys. It was found that parental involvement was positively correlated with academic success throughout high school. Academic success was measured through educational outcomes for high school seniors such as test scores in major academic areas, the total number of credits completed in the major academic areas of high school, and enrollment in an academic college program. Parental encouragement to attend college was positively correlated with student's course credits in all major academic areas. One of the most critical parts of parental involvement was found to be parents having high hopes and expectations for their child as well as helping and encouraging

their child to prepare for college (Catsmbis, 2001). This engagement may be missing for college students of first-generation status.

Student Engagement

Academic engagement has often been defined as a motivational concept that mirrors one's individual obligation to education. Research on academic engagement has revealed a positive influence on academic scores, staying in school, achieving proficient knowledge of academic information, and developing ways to cope with areas of academics that may be more difficult (Schlenker, et. al., 2013).

Erol and Turhan (2018) studied the association between parental involvement in education and students' academic engagement. The researchers used a sample of 634 males and 854 females from high schools in Elaziğ province in Turkey. The researchers used two data assembly tools: The Parental Involvement Scale (PIS) and the Engagement to School Scale (ESS). Using a 5-point Likert scale survey results indicated that participants generally had a good parental support system regarding their education ($M = 4.15$) and parents have high engagement in their school activities ($M = 3.94$). A positive correlation between scores on the Parental Involvement Scale and the Engagement to School Scale ($r = .42, p < .01$) indicated that as the perception of parental involvement goes up, so does the amount of engagement in school. Parental involvement has been shown to positively influence students' academic engagement and achievement, while being negatively linked to school dropout.

Schlenker, et.al. (2013) investigated the relationship between student engagement and academic performance in college undergraduates. The researchers discovered that engagement made a significant impact on academic performance ($\beta = .20, p < .002$, increase in adjusted $R^2 =$

.04, $p < .002$) when controlling for GPA and SAT scores. As evident from Beta coefficient values ($\beta = .29$ and $.18$), researchers suggested that academic engagement could be used as a predictor of academic performance, rather than simply grades and SAT scores. Student academic engagement can be encouraged through parental support and involvement.

Webber, et.al. (2013) investigated what types of activities and what degree of involvement in each activity could contribute to academic success in college students. The researchers used the National Survey of Student Engagement (NSSE) to get information on students' engagement in college activities. The researchers surveyed 1,269 student participants. They found that first-year students who had a higher frequency of interactions with faculty (discussed ideas, grades, and career plans both during class and outside of class) had higher GPA's. For seniors, the quality of their relationships with faculty, students, and staff ($B = .199$), more engagement in community activities ($B = .107$) and living on campus ($B = .102$) had the highest significant, positive influence on GPA. Seniors engagement with diverse peers ($B = -.105$) was not positively associated with GPA.

Parental Involvement in High School and College

Jeynes (2016) completed a meta-analysis of 42 studies investigating the connection among parental involvement, academic achievement, and school behavior in high school African American students. Jeynes used 42 studies that met the requirements for this analysis which resulted in 36,868 student participants. Jeynes (2016) compared effect sizes from all studies included. The researcher looked at specific indicators within the studies such as Parental Involvement, Academic Achievement, School Behavior, Parental Expectations, Parental Style, Homework, Reading, Participation, and Communication. Jeynes (2016) found that there was a

statistically significant outcome for overall parental involvement, meaning all types of parental involvement (.36 of a SD ($p < .01$), 95% CI = [.10, .62]). Statistically significant effect sizes were also found for the relationship between parental involvement and academic achievement (.37 of a SD ($p < .01$), 95% CI = [.11, .63]). Overall, Jeynes (2016) found a strong association between parental involvement and the academic success of minority students. He suggested that parental involvement may be an important factor in combating the achievement gap in minority students.

Barwegen, et.al. (2004) studied the correlation between parental involvement and ACT scores between students who are homeschooled and students who attend a public school. The researchers also looked at the correlation between perceived levels of parental involvement and academic achievement. Barwegen, et.al. received 127 completed surveys from the public-school senior students. The survey consisted of a 35 question 4-point Likert scale (ratings of 1 and 2 = low parental involvement; ratings of 3 and 4 = high parental involvement) that determined the level of perceived parent involvement. The survey asked questions relating to parent expectations, parental involvement within the classroom, parents' dealings and contact with teachers, and overall participation in school activities. The survey was given to a group of homeschool students, and a similar survey was given to each of the students' parents. The researchers received 23 of the parent surveys back. They found that children who had high levels of perceived parent involvement generally had better ACT scores ($M = 23.15$, $sd = 4.48$) than children who had low levels of perceived parent involvement ($M = 20.64$, $sd = 4.89$) ($t = -2.509(110)$, $p < .05$). The researchers found that there was not a significant difference between home school students and public school students with high perceptions of parental involvement ($t(83) = 1.338$, $p > .05$). However, a significant difference was found between home school

students' ACT scores and that of the overall population ($t(83) = 4.813, p < .01$). In addition, there was not a significant difference between home school and public school students who reported low levels of perceived parental involvement ($t(27) = -2.008, p = .055$). The researchers believe that this study supports the idea that it is imperative for students to feel like their parents' have played an active role in their academic careers. The researchers note that their sample group may not be a true representation of all students due to mean ACT scores overall being significantly higher than the national population.

Braulio Salas (2016) believes parental involvement can increase college attainment in Latino students. Salas stated that parental involvement efforts should be made more intentional regarding spreading academic knowledge. Many parents, particularly Latino parents, when surveyed, lacked essential knowledge of college (e.g., 66% failed a college knowledge test). Many Latino parents reported getting their college information from their child's school counselors. However, many counselors reported that they only "sometimes" met with parents about this. Salas (2016) urges that more legislative efforts be made to create opportunities to disseminate college information for students and parents, particularly for those of different cultures, in schools to help them begin to prepare for their child's future. Many first-generation students come from minority groups. Due to some parents not having adequate knowledge on college, there is increased importance for schools to provide resources regarding college especially for minority and first-generation students.

Mailhot & Feeney (2017), studied how perceived parental involvement affects academic self-concept and academic achievement in post-secondary school students. The researchers noted that since most college students are considered to be in the emerging adulthood stage, they still

have many connections with their parents and that connection likely extends into the students' academics. The researchers used a sample of 529 college students who were largely upperclassmen (i.e., 38% seniors, 28% juniors, 18% sophomores, 8% freshmen, and 9% graduate students). The students were asked to take an online survey that asked questions about demographic variables, parental involvement, academic self-concept, and academic achievement. Demographic variables included age, gender, race/ethnicity, parents' marital status, and SES. Parental involvement was defined by the level of communication between parents and their child and their hopes for their child's academic future. The parental involvement questions on the survey asked, "It does not matter to my father/mother what grades I get" and "My father/mother believes I will be successful in school" (p. 693). The survey was rated on a 7-point Likert scale with lower scores meaning they completely disagree and higher scores meaning they completely agree. The researchers described academic self-concept as a person's attitude and perceptions regarding their own academic abilities. Academic self-concept was assessed using the Academic Self-Concept Scale (Bennett, 2009). This scale assesses 3 constructs of self-concept relating to college students. An example of questions asked on this scale includes, "I rate myself highly in terms of my academic ability as a student" (p.693). Academic achievement was measured through the student's self-report of their GPA.

The researchers found that perceived parent-child communication and perceived educational aspirations ($B = .06$ for fathers and $B = .06$ for mothers) were positively associated with academic success for students. Additionally, they found a positive relationship between fathers' ($B = .13, p < .05$) and mothers' ($B = .16, p < .01$) beliefs in success and academic self-concept. Students who felt as if their parents believed in them and their ability to do well throughout school had better academic self-concept. The college students valued their parents'

communication and educational aspirations. This is similar to research from Pizzolato & Hicklen (2011) in which students were found to value and seek out their parents' opinions regarding their academics. Younger students tend to need more hands-on and adult-initiated involvement from their parents, but as the students grow, they tend to rely on parental involvement through their communication with their parents.

Cutrona, Cole, et. al. (1994) investigated the connection of perceived social support and GPA. The researchers surveyed 418 undergraduates in an introductory psychology course to assess perceived social support from parents, family conflict, and parental achievement. Academic achievement was measured by student's scores on the ACT exam. Social support was measured by the Social Provisions Scale-Parent Version. Family conflict and parental achievement were assessed by using certain components of the Family Environment Scale. Cutrona, Cole, et. al. (1994) looked at an additional group of freshmen the following year, assessing the same major aspects as the first group. The researchers found that parental social support was a significant indicator of college GPA for both sets of students. The researchers reported that the relationship between parental social support and GPA were greater than that of GPA and ACT scores. This was true for participants with a variety of majors and academic achievement ability. The researchers noted that the "stress-buffering" mechanism may be one possible explanation. As students become stressed, reaching out to their parents can facilitate adaptive coping and positive adjustment. They suggest another mechanism based on attachment theory as another possible explanation. This mechanism suggests that consistent parental support through students' lives allows them to develop and foster skills and attitudes for the future. The researchers point out that other social support groups, such as friends and partners who have

frequent contact with students, did not predict GPA. The parent social support was the only group to influence GPA.

First-Generation College Students

Parental involvement is influenced by many factors. One factor, at the college level, that can influence parental involvement is whether a student is of a first-generation status. First-generation students may have different supports, level of familiarity regarding college environments, and overall less understanding of college atmospheres than that of non-first-generation college students. Much of this information is often gained through parents' experiences during college which they are then able to pass down to their children as they begin college. For first-generation students, this aspect may be lacking because their parents do not have this information to communicate. Lacking this valuable information can cause first-generation students' difficulty when trying to adapt and integrate into the college environment (McCarron & Inkelas, 2006). MaCarron and Inkelas (2006) investigated the effects of parental involvement between students whose parents had never attended college and students' who parents had attended college. They used the student survey data from the National Educational Longitudinal Study (NELS) to gather information for an equal number of first-generation and non-first-generation students. The researchers looked at several NELS survey items to assess aspects like student's first-generation status, SES, parental involvement, educational aspirations, and educational attainment. The researchers found that parental involvement was a significant predictor of student educational aspirations for non-first-generational college students (5.2% variance explained). However, regarding first-generational students' parental involvement was not a significant indicator (5.9% variance explained). Students perceiving good grades as being

important to them was the best predictor for first-generational students (6.5% variance explained). McCarron and Inkelas (2016) research support previous studies who report a positive correlation between parental involvement and educational aspirations for non-first-generational students. However, for first-generation students, this study does not support parental involvement as having an influence on students' educational aspirations. Parental involvement and encouragement to do well in school has been linked to high student engagement and high levels of student engagement has been cited as one way to measure academic success along with high academic grades (McCarron & Inkelas, 2006).

A different study also investigated the connection among parental involvement and academic achievement in non-first-generation college students. The researchers were interested in this association in eighth grade students who went on to attend a 4-year college within a few years of graduating high school. They compared first-generation students to two groups of non-first-generational students. The researchers used the National Education Longitudinal Study (NELS) for participants. They looked at five areas of parental involvement including parents' communication with their child about school, parents' active participation in school functions, parents' supervising their child at home, parents' expectations for their child regarding academics, and parents' level of communication with their child's school. They found that, generally speaking, the parents of first-generation college students had lower levels of parental involvement in academics. In addition, parental education level had the most significant impact on educational expectations. For first-generation college students, only 37.3% attended a 4-year college within eight years after high school, whereas 56.3% of students whose parents had some college education and 88.4% for students whose parents had graduated college with a bachelor's degree or higher. Parental educational expectations had the strongest correlation with student's

enrollment at a college for first-generation college students ($r = .35$). The researchers suggest that the other areas of parental involvement are still relevant and important. However, the other areas may be more important during student's earlier years of education. Those areas can then influence and help to build a foundation for later academic achievement in their student's lives (Bui & Rush, 2016). The importance of parental expectations found in this study is consistent with other research.

Opportunities for Parental Involvement at MTSU

Middle Tennessee State University (MTSU) offers several ways for the parents and guardians to get involved while their student attends college. MTSU has a Parent and Family Association. This association allows the student's families to gain information, have a point of contact at the school other than their student, and offers family-oriented experiences through several on campus events. The Parent and Family Association sends out a monthly newsletter to parents to keep them updated and sponsor events on campus such as Family Weekend and Thanksgiving Dinner. This association has an annual membership fee of \$30 a year, or a lifetime membership (onetime \$60 fee). MTSU also has a page on their website that has a parent/family handbook section. This section contains a welcome letter, commonly asked questions/answers, parenting tips, a guide to student privacy rights, and a directory and contacts page. In addition to these resources, MTSU offers a CUSTOMS program. This program is a new student orientation program that offers an orientation for family members as well. The family orientation is offered for freshman students only. Parents and families can spend the night in campus housing for \$25. There is also an additional registration fee for parents and families.

Summary

Parental involvement can lead to improvements in children's academic achievement (e.g., Bogenschneider, 1997; Gonzalez-DeHass, et. al, 2005). Research on parental involvement is more common with younger children. Epstein's research (1992) has been the basis of other research in regards to parental involvement and students' academic success. The research suggests that parental involvement morphs as children mature. In early schooling, parents are typically more active with their child's education and more passive role is taken on as the child ages. As students' age parental involvement is seen mostly through student-initiated communication and through parents' aspirations and expectations (Pizzolato & Hicklen, 2011). Compared to early childhood, there is less research on parental involvement and academic achievement at the college level. Additionally, there are fewer studies investigating the relationship between parental involvement in academics and the impact on first-generation college students. While parental involvement is the best indicator for educational aspirations for non-first-generation students, the perception of good grades is the best indicator for first-generation students (Bui & Rush, 2016). Research supports the idea that perceived parental support could have a significant impact on college students' academic achievement (Cutrona, Cole, et. al., 1994). Middle Tennessee State University has a few ways for parents to participate in their students' lives while attending college. The purpose of this study was to further investigate the influence of parental involvement in first-generation college student's academic success. Based on the research previously conducted, it is predicted that:

- 1.) The more parents are involved in their students' lives during college, the higher their academic success will be.
- 2.) The more perceived parental support and expectations, the higher the students' academic success will be.

- 3.) The more perceived parental expectations, the higher the students' academic success will be for first-generation college students.
- 4.) The more parental involvement, the higher academic success will be for first-generation college students.
- 5.) The more parental involvement, the higher student engagement will be.

Chapter II

METHOD

Participants

For this study, the MTSU psychology department subject pool was used. The MTSU psychology department subject pool guidelines were followed. In all, there were 35 participants (N = 35). Participants in the MTSU undergraduate research pool receive credit for their participation in studies through the pool.

Procedure

Participants took a Self-report survey that asks for demographic information (SES, gender, age, etc.), first generation student status, questions relating to their parent's involvement in their academics, and their current/expected GPA as well as their ACT score. Participants also took a Student Engagement Instrument survey. Consent was obtained and the surveys were distributed online following the MTSU psychology department subject pool procedures and guidelines. Students accessed a link to participate in the surveys. Informed consent was obtained prior to beginning the survey.

Measures

Self-report survey. Parental involvement was measured by the self-report survey. The self-report survey asked participants questions regarding how often they communicate with their parents regarding their academics (question 8), how often they seek their parents' advice regarding their academics (questions 9 and 10) and if their parents are participating in any of MTSU's parent involvement opportunities (questions 13 and 14). The self-report survey also

asked students their first-generational student status (question 4), as well as questions related to their perceived parental expectations and involvement (questions 11 and 12). Perceived parental expectation is defined as how high the students' feel their parents' expectations are for them to succeed academically. Perceived parental involvement is defined as how engaged students perceive their parents to be in their academics. Academic success was measured through questions on the self-report survey. Questions on the survey ask students to report their ACT and GPA scores on a scale of scores (e.g., 4.0, 3.5 - 3.9, 3.0- 3.4, etc.). See Appendix A for a copy of the Self-report survey.

Student Engagement Instrument. Perceived parental expectations were measured on the Student Engagement Instrument. Waldrop, et. al. (2018) states the following:

The Student Engagement Instrument (SEI) is a 35-item self-report measure of student engagement, that was developed using ninth grade students in an urban school. The survey asks questions on a 4 point Likert Scale (i.e., 1 strongly disagree, 2 agree, 3 disagree, 4 strongly agree). The SEI measures three subtypes of engagement in the areas of teacher support, peer support, and family support. It also assesses three subtypes of cognitive engagement (i.e., control and relevance of school work, future goals and aspirations, intrinsic motivation). The internal consistencies are as follows for each area: teacher–student relationships ($r = .88$), control and relevance of school work ($r = .80$), peer support for learning ($r = .82$), future aspirations and goals ($r = .78$), and family support for learning ($r = .76$) (p 95).

See Appendix B for a copy of the SEI survey.

CHAPTER III

RESULTS

Participant Demographics

There were 35 total participants, with 29 participants completing the survey in its entirety, indicating a strong response rate of 82.86%. As evident in the demographic table below, all the participants were aged 18 to 24 years old. The majority of participants identified as being white, followed by an equal number of black or African American and Asian, and the rest were from other ethnic groups. The majority of the participants 55.2% (n = 16) were first-generation students (students whose parents/legal guardians have not completed a bachelor's degree), while the rest 44.8% (n = 13) were non-first-generation students (student whose parents/legal guardians have completed a bachelor's degree). When asked the expected GPA at the end of the school year, most respondents were expecting a GPA in the A-B range, while only two respondents were expecting a GPA in the range of 2.5-2.9.

Table 1
Participant Demographics

		Frequency	Percent
Age	18-24 years old	29	100
Ethnicity	Asian	4	13.8
	Black or African American	4	13.8
	Other	2	6.9
	White	19	65.5
First-generation status	First-generation student (student whose parents/legal guardians have not completed a bachelor's degree)	16	55.2
	Non-first-generation student (student whose parents/legal guardians have completed a bachelor's degree)	13	44.8
Expected GPA	2.5-2.9	2	6.9
	3.0-3.5	14	48.3
	3.6-4.0	13	44.8

The following hypotheses were measured across the entire sample of participants, including first-generation and non-first-generation college students.

Hypothesis 1. It was hypothesized that the more parents are involved in their students' lives during college, the higher their academic success will be. Parental involvement was tested as a valid predictor of academic success. The predictor included the answer to questions 8, 9, 10, 13, and 14 on the survey relating to parental involvement. Questions 5, 6, and 7 on the survey were used to measure academic success. Questions 5, 6, and 7 asked questions relating to student ACT and GPA scores.

A multiple regression was carried out using all 5 survey items to determine whether parental involvement during college could significantly predict academic success in college students' lives. The results of the regression indicated that the model explained 36.2% of the variance and that the model was a significant predictor of academic success, $F(5, 23) = 2.614$, $p = .05$. This implies that the more parents are involved in their students' lives during college, the higher their academic success will be.

Table 2

Parental Involvement and Academic Success

Predictor	Sum of Squares	df	Mean Square	F	p
Regression	2.599	5	.520	2.614	.05
Residual	4.574	23	.199		
Total	7.172	28			

a. Dependent Variable: What is your approximate GPA? What is your expected GPA at the end of the current school year? What was your ACT score?

b. Predictors: (Constant), How often do you communicate with your parents about things such as school work, how you are doing in your classes, upcoming assignments, etc.?, Did your parents participate in MTSU's CUSTOMS orientation program?, How often do you seek your parent's input related to your academics?, How often do your parents ask questions regarding your grades in your courses?, Are your parents a part of MTSU's Parent and Family Association?

Hypothesis 2. It was hypothesized that the more perceived parental support and expectations, the higher academic success will be. Perceived parental support and expectations was tested as a valid predictor of academic success. The predictor included the answers to questions 30, 31, 32, and 33 on the survey relating to students' perception of family support and expectations during their college years. Student academic success was measured through the self-report survey with questions relating to their ACT score and current/expected GPA (questions 5, 6, and 7).

A multiple regression was carried out using all 4 survey items to determine whether perceived parental support and expectations could significantly predict academic success in college students' lives. The results of the regression indicated that the model explained 25.9% of the variance and that the model was a significant predictor of academic success, $F(4,24) = 2.099$, $p = 0.10$. This implies that the higher the level of perceived parental support and expectations, the higher academic success will be.

Table 3

Perceived Parental Support and Expectations and Academic Success

Predictor	Sum of Squares	df	Mean Square	F	p
Regression	1.859	4	.465	2.099	.10 ^b
Residual	5.314	24	.221		
Total	7.172	28			

a. Dependent Variable: What is your approximate GPA? What is your expected GPA at the end of the current school year? What was your ACT score?

b. Predictors: (Constant), When I have problems at my university my family/guardian(s) are willing to help me., When something good happens at my university, my family/guardian(s) want to know about it., My family/guardian(s) want me to keep trying when things are tough at my university., My family/guardian(s) are there for me when I need them.

Hypothesis 5. It was hypothesized that the more parental involvement, the higher student engagement will be. Parental involvement was tested as a valid predictor of student engagement. The predictor included the answers to questions 9, 10, 11, 13, and 14 relating to parent-student communication regarding academics, frequency of parental input, questions, and participation in MTSU opportunities. Student engagement was measured through the Student Engagement Instrument scale.

A multiple regression was carried out using all 5 survey questions to determine whether parental involvement could significantly predict student engagement in college students' lives. The results of the regression indicated that the model explained 64.1% of the variance and that the model was a significant predictor of academic success, $F(3,19) = 3.765$, $p = 0.01$. This implies that parental involvement is a predictor of student engagement in college students.

Table 6

Parental Involvement and Student Engagement

Predictor	Sum of Squares	df	Mean Square	F	p
Regression	4.596	9	.511	3.765	.01 ^b
Residual	2.577	19	.136		
Total	7.172	28			

a. Dependent Variable: Student Engagement Instrument

b. Predictors: How often do you seek your parent's input related to your academics? How often do your parents ask questions regarding your grades in your courses? Do your parents' expectations motivate you to do well in college? Are your parents' a part of MTSU's Parents and Family Association? Did your parents participate in MTSU's CUSTOMS orientation program?

The following hypotheses were measured across the first-generation college student sample.

Hypothesis 3. It was hypothesized that the more perceived parental expectations, the higher students' academic success will be for first-generation college students. Perceived parental expectations was measured as a valid predictor of academic success in first-generation college students. The predictor included the answers to questions 30, 31, 32, and 33 on the Student Engagement Instrument and questions 11 and 12 on the self-report survey relating to perceived family expectations. First-generation student status was measured on the self-report survey (question 4). Student academic success was measured through the self-report survey with questions relating to their ACT score and current/expected GPA (questions 5, 6, and 7).

A multiple regression was carried out using 6 survey questions predictors to determine whether perceived parental expectations could significantly predict academic success in first-

generation college students' lives. The results of the regression indicated that the model explained 25.9% of the variance and that the model was a significant predictor of academic success, $F(4,11) = .372$, $p = 0.04$. This implies that the perceived parental expectations will have a significant positive influence on student's academic success for first-generation college students.

Table 4

Perceived Parental Expectations and Academic Success for First-Generation College Students

Predictor	Sum of Squares	df	Mean Square	F	p
Regression	1.540	4	.385	.372	.04 ^c
Residual	11.398	11	1.036		
Total	12.938	15			

- a. What is your first-generation student status?
- b. Dependent Variable: What is your approximate GPA? What is your expected GPA at the end of the current school year? What was your ACT score?
- c. Predictors: (Constant), My family/guardian(s) want me to keep trying when things are tough at my university., When I have problems at my university my family/guardian(s) are willing to help me., My family/guardian(s) are there for me when I need them., When something good happens at my university, my family/guardian(s) want to know about it. Do your parents' expectations motivate you to do well in college? How high do you believe your parents academic expectations to be?

Hypothesis 4. It was hypothesized that the more parental involvement, the higher academic success will be for first-generation college students. Parental involvement was tested as a valid predictor of academic success in first-generation college students. The predictor included the answers to questions 8, 9, 10, 13, and 14 relating to the frequency of their communication with parents regarding their academics, and MTSU specific opportunities for parental involvement. Student academic success was measured through the self-report survey

with questions relating to their ACT score and current/expected GPA (questions 5, 6, and 7). In addition, first-generation student status was measured on the self-report survey (question 4).

A multiple regression was carried out using 5 survey questions to determine whether parental involvement could significantly predict academic success in first-generation college students' lives. The results of the regression indicated that the model explained 8.1% of the variance and that the model was not a significant predictor of academic success, $F(2,10) = 0.440$, $p = 0.65$. This implies that parental involvement is not a predictor of academic success for first-generation college students.

Table 5

Parental Involvement and Academic Success for First-Generation College Students

Predictor	Sum of Squares	df	Mean Square	F	p
Regression	.224	2	.112	.440	.65 ^c
Residual	2.545	10	.255		
Total	2.769	12			

- a. What is your first-generation student status?
- b. Dependent Variable: What is your approximate GPA? What is your expected GPA at the end of the current school year? What was your ACT score?
- c. Predictors: (Constant), How often do you communicate with your parents about things such as school work, how you are doing in your classes, upcoming assignments, etc.? How often do you seek your parents' input related to your academics? How often do your parents ask questions regarding your grades in your courses? Are your parents a part of MTSU's Parent and Family Association? Did your parents participate in MTSU's CUMSTOMS orientation program?

CHAPTER IV

DISCUSSION

Summary of Hypotheses

Table 7 below lists each hypothesis and indicates whether survey results provided support for the hypothesis.

Table 7

Summary of Hypothesis Testing

Hypotheses	Supported/Not supported
1. The more parents are involved in their students' lives during college, the higher their academic success will be.	Supported
2. The more perceived parental support and expectations, the higher academic success will be.	Supported
3. The more perceived parental expectations, the higher the students' academic success will be for first-generation college students.	Supported
4. The more parental involvement, the higher academic success will be for first-generation college students.	Not Supported
5. The more parental involvement, the higher student engagement will be.	Supported

Discussion of Results

Study results indicate that parental involvement in their students' college life has a significant positive influence on the students' academic success across the entire sample of participants. Parental involvement in the current study was defined by activities including parent/guardian initiated communication regarding school and academics, frequency of students' seeking parental input regarding school and academics, parental participation in MTSU's CUSTOMS orientation program, and participation in MTSU's Parent and Family Association. The results from this study are similar to findings from Ma, Shen, et. al. (2016) who found a

positive association between academics and parental involvement. Although Ma, Shen, et. al. (2016) research was conducted in younger children, it is important to note that consistent results were found in the current study with college aged students.

Study results indicate that parental involvement does not have a significant positive influence on academic success for first-generation college students. It is interesting to note that parental involvement had a significant positive influence on academic success when measured across the entire sample of participants but did not have a significant positive influence when only measured in first-generation college students. One potential explanation could be that perceived parental expectations, rather than actual parental involvement, may make more of a difference in the lives of first-generation college students. MaCarron and Inkelas (2006) found in their research that students' perceptions of the importance of good grades were the best predictor for first-generational students' academic success. Students' perceptions of good grades can be influenced by what they believe their parents expectations for their grades to be.

Study results indicate that perceived parental support and expectations have a significant positive influence on the students' academic success across the entire sample of participants. The majority of the sample participants expected their grades to be in the A-B range at the end of their current year. Perceived parental support and expectations in the current study was defined by activities including students' perception of parents' willingness to help when their student faces difficulties in college, students' perception of parents' level of curiosity to know what is happening at school, students' perception of parents' support and encouragement for their student to keep trying in school. The results from the current study are in line with Pizzolato and Hicklen (2011) who found that the perceived parent-child communication and educational

aspirations were positively related to the academic success of students and the overall academic self-concept.

Study results indicate that perceived parental expectations have a significant positive influence on academic success in first-generation college students. Perceived parental expectations in the current study were defined by students' perceived parental motivation to do well, students' perceived academic expectations from parents, students' perception of parents' willingness to help when their student faces difficulties in college, students' perception of parents' level of curiosity to know what is happening at school, students' perception of parents' support and encouragement for their student to keep trying in school. The results from the current study are consistent with Bui & Rush (2016) who found that parental educational expectations had the most influence on first-generation college students' success.

Study results indicate that parental involvement has a significant positive influence on student engagement across the entire sample of participants. Parental involvement in the current study was defined by activities including parent/guardian initiated communication regarding school and academics, frequency of students' seeking parental input regarding school and academics, parental participation in MTSU's CUSTOMS orientation program, and participation in MTSU's Parent and Family Association. The results from the current study are consistent with research from Erol & Turhan (2013) who found that parental involvement is positively associated with engagement to school and academic achievement.

Limitations

There are several limitations worth noting for this study. The first being the number of participants was small. Overall, there were 35 participants with only 29 successfully completing

the entire survey. Due to the small number of participants, it is difficult to generalize the results of the study. In addition, the participants were all from the MTSU undergraduate psychology research pool. The students in the research pool are encouraged to participate in surveys in order to earn credit for their 1410 psychology class. This even further limits the generalization of this study. Furthermore, the hypotheses were tested across the entire sample and first-generation students rather than across a non-first-generation student and first-generation student comparison groups. Moreover, further study on the subject can also add to the existing literature by looking at other areas that can influence academic success, such as social involvement and school environment and connectedness, to compare with parental involvement and determine if one area makes a larger impact on academic success.

Based on past research and the current study, it is important for colleges to recognize the relationship between parental involvement and academic achievement and take steps to help foster the relationship between students and parents during their college years. In addition, it is important for colleges to recognize that first-generation and non-first-generation students may react differently to parental involvement and a greater impact may be made by focusing on the students perceived parental expectations. Similarly, high school and elementary schools should also take aim to help foster parental involvement and students perceived parental expectations.

REFERENCES

- Barwegen, L. M., Falciani, N. K., Putnam, S. J., Reamer, M. B., & Stair, E. E. (2004). Academic achievement of homeschool and public-school students and student perception of parent involvement. *The School Community Journal, 14*(1), 39–58. Retrieved from <http://search.ebscohost.com.ezproxy.mtsu.edu/login.aspx?direct=true&db=psyh&AN=2004-14618-002&site=ehost-live&scope=site>
- Bogensneider, K. (1997). Parental involvement in adolescent schooling: A proximal process and a transcontextual validity. *Journal of Marriage and the Family, 59*, 718-733.
- Bui, K., & Rush, R. A. (2016). Parental involvement in middle school predicting college attendance for first-generation students. *Education, (4)*, 473. Retrieved from <https://ezproxy.mtsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.458839046&site=eds-live&scope=site>
- Catsambis, S. (2001). Expanding Knowledge of Parental Involvement in Children’s Secondary Education: Connections with High School Seniors’ Academic Success. *Social Psychology of Education, 5*(2), 149. Retrieved from <https://ezproxy.mtsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=15605571&site=eds-live&scope=site>
- Cutrona, C. E., Cole, V., Colangelo, N., Assouline, S. G., & Russell, D. W. (1994). Perceived parental social support and academic achievement: An attachment theory perspective. *Journal of Personality and Social Psychology, 66*(2), 369–378. <https://doi.org/10.1037/0022-3514.66.2.369>

- DePlanty, J., Coulter-Kern, R., & Duchane, K. A. (2007). Perceptions of parent involvement in academic achievement. *The Journal of Educational Research*, 100(6), 361–368.
<https://doi.org/10.3200/JOER.100.6.361-368>
- Erol, Y. C., & Turhan, M. (2018). The Relationship between Parental Involvement to Education of Students and Student's Engagement to School. *International Online Journal of Educational Sciences*, 10(5), 260–281. <https://doi.org/10.15345/iojes.2018.05.017>
- Epstein, J. L. (1992). School and family partnerships. In M. Aiken (Ed.), *Encyclopedia of Educational Research* (6th, pp. 1139-1151). New York: MacMillan.
- George, D. D., & Mensah, D. K. D. (2010). Parental Involvement in Home Work for Children's Academic Success. A Study in the Cape Coast Municipality. *Academic Leadership* (15337812), 8(2), 1. Retrieved from
<https://ezproxy.mtsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=57804391&site=eds-live&scope=site>
- Gonzalez-DeHass, A.R., Willems, P.P., & Doan Holbein, M. (2005). Examining the relationships between parental involvement and student motivation. *Educational Psychology Review*, 17, 99-123.
- Jeynes, W. H. (2016). A Meta-Analysis. *Journal of Black Studies*, 47(3), 195. Retrieved from
<http://search.ebscohost.com.ezproxy.mtsu.edu/login.aspx?direct=true&db=edb&AN=113506407&site=eds-live&scope=site>
- Ma, X., Shen, J., Krenn, H. Y., Hu, S., & Yuan, J. (2016). A Meta-Analysis of the Relationship between Learning Outcomes and Parental Involvement during Early Childhood

Education and Early Elementary Education. *Educational Psychology Review*, 28(4), 771–801. Retrieved from

<https://ezproxy.mtsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1120472&site=ehost-live&scope=site>

Mailhot, B. A. E., & Feeney, S. L. (2017). Perceived Parental Involvement and Academic

Achievement of College Students: The Mediating Role of Academic Self-concept. *North American Journal of Psychology*, (3). Retrieved from

<https://ezproxy.mtsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.517879278&site=eds-live&scope=site>

McCarron, G. P., & Inkelas, K. K. (2006). The Gap between Educational Aspirations and

Attainment for First-Generation College Students and the Role of Parental

Involvement. *Journal of College Student Development*, 47(5), 534–549. doi:

10.1353/csd.2006.005

Pizzolato, J. E., & Hicklen, S. (2011). Parent Involvement: Investigating the Parent-Child

Relationship in Millennial College Students. *Journal of College Student*

Development, 52(6), 671–686. Retrieved from

<https://ezproxy.mtsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ961111&site=ehost-live&scope=site>

Rogers, M. A., Theule, J., Ryan, B. A., Adams, G. R., & Keating, L. (2009). Parental

involvement and children's school achievement: Evidence for mediating processes. *Canadian Journal of School Psychology*, 24(1), 34–57.

<https://doi.org/10.1177/0829573508328445>

- Salas, B. (2016). College knowledge as cultural capital: reshaping parental involvement to increase college attainment. *Harvard Journal of Hispanic Policy*, 93. Retrieved from <https://ezproxy.mtsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.478141447&site=eds-live&scope=site>
- Schlenker, B. R., Schlenker, P. A., & Schlenker, K. A. (2013). Antecedents of academic engagement and the implications for college grades. *Learning and Individual Differences*, 27, 75–81. <https://doi.org/10.1016/j.lindif.2013.06.014>
- Waldrop, D., Reschly, A. L., Fraysier, K., & Appleton, J. J. (2018). Measuring the engagement of college students: Administration format, structure, and validity of the student engagement instrument–college. *Measurement and Evaluation in Counseling and Development*. <https://doi.org/10.1080/07481756.2018.1497429>
- Webber, K. L., Krylow, R. B., & Zhang, Q. (2013). Does involvement really matter? Indicators of college student success and satisfaction. *Journal of College Student Development*, 54(6), 591–611. <https://doi.org/10.1353/csd.2013.0090>
- Yulianti, K. k., Denessen, E., & Droop, M. (2018). The effects of parental involvement on children's education: a study in elementary schools in Indonesia. *International Journal About Parents in Education*, 10(1), 14–32. Retrieved from <https://ezproxy.mtsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=130251621&site=eds-live&scope=site>

APPENDIX A: SELF-REPORT SURVEY

Self-Report Survey:

1. What is your age?
 - 15-17 years old
 - 18-24 years old
 - 25-34 years old
 - 35-44 years old
 - 45-54 years old
 - 55-64 years old
 - 65 years or older

2. Please specify your ethnicity.
 - White
 - Hispanic or Latino
 - Black or African American
 - Native American or American Indian
 - Asian / Pacific Islander
 - Other

3. What is your marital status?
 - Single, never married
 - Married or domestic partnership
 - Widowed
 - Divorced
 - Separated

4. What is your first generation student status?
 - First-generation student (student whose parents/legal guardians have not completed a bachelors degree)
 - Non-first-generation student (student whose parents/legal guardians have completed a bachelors degree)

5. What is your approximate GPA?
 - 3.6- 4.0
 - 3.0-3.5
 - 2.5-2.9
 - 2.0-2.4

- < 2.0
6. What is your expected GPA at the end of the current school year?
- 3.6- 4.0
 - 3.0-3.5
 - 2.5-2.9
 - 2.0-2.4
 - < 2.0
7. What was your ACT score?
- <10
 - 10-15
 - 16-20
 - 21-25
 - 26-30
 - 31-36
8. How often do you communicate with your parents about things such as school work, how you are doing in your classes upcoming assignments, etc.?
- Once a day
 - Twice a week
 - Once a week
 - Twice a month
 - Once a month
 - Less than once a month
9. How often do you seek your parent's input related to your academics?
- Once a day
 - Twice a week
 - Once a week
 - Twice a month
 - Once a month
 - Less than once a month
10. How often do your parents ask questions regarding your grades in your courses?
- Once a day
 - Twice a week
 - Once a week
 - Twice a month
 - Once a month

- Less than once a month

11. Do your parent's expectations motivate you to do well in college?

- Yes
- No

12. How high do you believe your parents academic expectations to be?

- Extremely high expectations
- Moderately high expectations
- Not very high expectations
- No expectations

13. Are your parents a part of MTSU's Parent and Family Association?

- Yes
- No
- Do not know

14. Did your parents participate in MTSU's CUSTOMS orientation program?

- Yes
- No
- Do not know

APENDIX B: STUDENT ENGAGEMENT INSTRUMENT

Student Engagement Instrument (SEI)

For each statement please mark the response that best describes you

Scale	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
TSR	1. Overall, professors at my university treat students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TSR	2. Professors at my university listen to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TSR	3. At my university, professors care about students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TSR	4. My professors are there for me when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TSR	5. The university rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TSR	6. Overall, my professors are open and honest with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TSR	7. I enjoy talking to the professors here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TSR	8. I feel safe at university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TSR	9. Most professors at my university are interested in me as a person, not just as a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	10. The tests in my classes do a good job of measuring what I'm able to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	11. Most of what is important to know you learn in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	12. The grades in my classes do a good job of measuring what I'm able to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	13. What I'm learning in my classes will be important in my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	14. After finishing my schoolwork I check it over to see if it's correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	15. When I do schoolwork I check to see whether I understand what I'm doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	16. Learning is fun because I get better at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	17. When I do well in college it's because I work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRSW	18. I feel like I have a say about what happens to me at university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSS	19. Other students at my university care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
PSS	20. Students at my university are there for me when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PSS	21. Other students here like me the way I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PSS	22. I enjoy talking to the students here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PSS	23. Students here respect what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PSS	24. I have some friends at my university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FG	25. I plan to continue my education after I finish my undergraduate degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FG	26. Going to university after high school was important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FG	27. A college degree is important for achieving my future goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FG	28. My education will create many future opportunities for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FG	29. I am hopeful about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSL	30. My family/guardian(s) are there for me when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSL	31. When I have problems at my university my family/guardian(s) are willing to help me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSL	32. When something good happens at my university, my family/guardian(s) want to know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSL	33. My family/guardian(s) want me to keep trying when things are tough at my university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>