Fostering Academic Success

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Fostering Academic Success

Parenting practices that foster student achievement, and how to incorporate those principles within your school community

Dr. Kira Wilson
My Objectives

- To expand your view of parental involvement by sharing both prior and current research on parenting practices that foster academic success
- To provide you with practices that can be implemented in your school to help parents fulfill their teaching role
- To provide motivation for sharing these practices with your staff and parents
What We Know From Research

• Quantitative Research
  • Survey of parents
  • Survey of children

• Findings
  • Parental Involvement
  • Reading and Achievement
  • Interaction
  • Authoritative Parents
Authoritative Parenting

- Children of authoritative parents are more “mature, independent, prosocial, active, and achievement-oriented than children of non-authoritative parents” (Parsasirat et al., 2013; Spera, 2005, p. 135).

- Authoritative parents are supportive of school activities, help with homework, attend school functions, have high expectations for their children, and offer their children some autonomy—all of which contribute to their wellbeing (Parsasirat et al., 2013).
What the Bible Says

- Proverbs 22:6
  - Train up a child in the way he should go, even when he is old he will not depart from it.
- Deuteronomy 6:6-7
  - These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.
- The Biblical Model of parenting not only speaks to the responsibility parents have to **train and teach** their children but also the way in which the training is to be conducted. “Teach them diligently.”
Extending the Research

• Why study parenting practices?
  • Personal experience
  • Children’s experience
  • Evolution of homeschooling
  • Observing parents and role as teachers

• Qualitative Research
  • Phenomenological research
  • Shared experience
Research Questions

• How do graduates of masters and doctoral programs describe parenting practices (of their parents) that they perceive to have fostered academic success?
• In what ways did parenting practices motivate and foster graduates’ academic success?
• How do graduates of masters and doctoral programs describe the parent-child communication they perceive to have fostered academic success?
• Which parenting practice or attitude of their parents contributed most to fostering their academic success?
### Parent Practices

#### Models and Motivators

<table>
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<th>Models</th>
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<td>• Parents model reading</td>
<td>• Parent-child interaction</td>
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<td>• Parents model lifelong learning</td>
<td>• Parent-child relationship</td>
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<td>• Parents are instructive</td>
<td>• Parents’ Values</td>
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<td>• Parents extend learning</td>
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Model-Reading
Model-Reading

Reading to her plastic friends  Favorite activity
Model- Lifelong Learning

Instructive Parents-Culture of Learning
Model-Parents Extend Learning
Motivator-Parents’ Values

- Work Ethic
- Love for Learning
- Education
- Character
- Togetherness
- Faith
Motivator-Parent-child Interaction

- Interaction is constant
  - Table conversation
  - Games
- Interaction develops critical thinking
  - Family debate
  - Current events/worldview
  - Discussion literary and media works
- Parents communicate support and encouragement, nurturing home
Motivator-Parent Relationship

- Parental encouragement is defined as intentional “care, concern, approval and guidance” which promotes reoccurring desired behavior (Chabra & Kumari, 2011, p. 73).

- Parental encouragement as an attribute of the authoritative parent and measured by the frequency of parental praise for school performance and effort, is associated with “higher school achievement” (Areepattamannil, 2010, p. 6).

- The practice of encouraging a child is also linked to a child’s achievement motivation or the child’s “drive towards the achievement of success in academic work” (Chabra & Kumari, 2011, p. 73).
Empirical Significance

• Supports prior research
  • Parent expectations and achievement
    • (Fan & Chen, 2001; Wang, 2015)
  • Authoritative parenting style
    • Warm with high expectations
    • (Joshi & Acharya, 2013; Kordi & Baharudin, 2010)
  • Home environment
    • Relationship between encouragement and achievement motivation
    • (Baharudin, Hong, Lim, and Zulkefly, 2010; Chabra & Kumari, 2011; Joshi & Acharya, 2013)
Implications for Your School

• Professional Development-Share the Research
  • Teacher In Service
  • Staff Meeting

• Parent Education Program-Share the Research
  • Fellowship and Focus
  • Parent Meetings
  • LifeandLearning.net
# Strategies to Implement

## Parent Training
- Train parents to ask good questions.
- Provide parents with ideas for extended learning tied to lessons.
- Encourage regular visits to the library.
- Encourage family reading.
- Teach strategies for expressing high expectations.
- Teach parents Models and Motivators - reading, relationship, work ethic, family values, etc.

## School Activities
- Family movie night
- Wall of Travel or Reading
- Parent Career Day
- R.E.A.D.
- Read to Lead
- Invite speaker for parent meetings
Parent Resources

• *The Read-Aloud Handbook* Jim Trelease
• *Gospel Powered Parenting* William P. Farley
• *Age of Opportunity* Paul Tedd
• LifeandLearning.net
What Parents Need to Know

1. Understand the effect and importance of modeling
2. Understand the authoritative/purposeful/proactive parent (instructive, high expectations, say what they mean-mean what they say and **live it**)
3. Understand the power of love and encouragement
4. Understand that children are motivated to honor their parents when a parent practices #1, 2, & 3
Student achievement is important to the extent that we are preparing students for God’s purpose and call on their life.

Our mission is to develop minds and hearts for Christ-students who can think critically, possess a biblical worldview, and have a passion to live it and share it.
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