

## ABSTRACT

Title: A CASE STUDY OF PARENT INVOLVEMENT IN A SUBURBAN WESTERN PENNSYLVANIA ELEMENTARY SCHOOL AND THEIR PERCEPTIONS OF THE NO CHILD LEFT BEHIND ACT OF 2001

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The No Child Left Behind Act (NCLB) of 2001 requires schools to expand parental involvement activities to improve student academic achievement and school performance. This case study examined parents' perceptions of parent involvement roles on their home and school practices in a suburban western Pennsylvania elementary school under the NCLB Act.

Joyce Epstein's Six Types of Parent Involvement typology provided a guiding framework to assess terms, classifications, and categories commonly used in parent involvement research. This mixed-method study utilized interviews and a survey to gather information from participants. More than two-hundred and fifty parents participated in this study.

The interviews with five elementary educators revealed that principal and teachers' attitudes, beliefs, and communication styles affected teacher-parent relationships, school-to-home communications and parent involvement practices in the home and school.

This study also found that socio-economics and race had modest influences on

parent involvement among lower-income and African American parents. Education levels

demonstrated significant differences between parents with high school diplomas and some college and graduate education. Family status demonstrated significant differences with separated parents, while age had no impact on parents' perceptions of parent involvement roles.

Recommendations for future research include examining the impact of the NCLB Act upon the district's entire schooling community were presented.