

Parents' Motivational Beliefs

Parental role construction

Role activity for involvement incorporates parents' beliefs about what they should do in relation to their children's education (Hoover-Dempsey & Sandler, 1995; Hoover-Dempsey et al., 2005). Parents' beliefs about child rearing and child development and about appropriate home support roles in children's education influence role construction. Parental role construction also grows from parents' experiences with individuals and groups related to schooling, and are subject to social influence over time (Biddle, 1986; Hoover-Dempsey & Sandler, 1997). Studies of diverse groups of elementary and middle school students provide empirical support for the power of role construction to influence and shape parental involvement (e.g., Chrispeels & Rivero, 2001; Drummond & Stipek, 2004; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Hoover-Dempsey, et al., 2005). In general, parents who hold an active role construction are more involved in their children's education than parents who hold less active role beliefs (Deslandes & Bertrand, 2005; Gutman & McLoyd, 2000; Hoover-Dempsey et al., 2005; Sheldon, 2002).

Parental self-efficacy for helping the child succeed in school

Self-efficacy is defined as a person's belief that he or she can act in ways that will produce desired outcomes; it is a significant factor shaping the goals an individual chooses to pursue and his or her levels of persistence in working toward those goals (Bandura, 1997). Applied to parental involvement, self-efficacy theory suggests that parents make involvement decisions based in part on their thinking about the outcomes

likely to follow their involvement activities (Hoover-Dempsey & Sandler, 1997; Walker et al, 2005). Like role construction, self-efficacy is socially constructed: it is influenced by personal experiences of success in parental involvement, vicarious experience of similar others' successful involvement experiences, and verbal persuasion by others (Bandura, 1997). Positive personal beliefs about efficacy for helping one's children succeed in school are associated with increased parental involvement among elementary, middle and high school students (e.g., Bandura, Barbaranelli, Caprara & Pastorelli, 1996; Grolnick et al., 1997; Hoover-Dempsey, Bassler, & Brissie, 1992; Seefeldt, Denton, Galper, & Younoszai, 1998; Shumow & Lomax, 2002).

General school invitations

Several qualities of school environments (e.g., structure, climate, management practices) are associated with enhanced parental involvement (e.g., Griffith, 1998). Invitations are manifest, for example, in the creation of a welcoming and responsive school atmosphere, school practices that ensure that parents are well informed about student progress, school requirements, and school events; they are also reflected in school practices that convey respect for and responsiveness to parental questions and suggestions. Several investigators' findings underscore the importance of positive school invitations and a welcoming, trustworthy school climate to in supporting parental involvement (e.g., Christenson, 2004; Comer & Haynes, 1991; Griffith, 1998; Lopez, Sanchez, & Hamilton, 2000; Simon, 2004; Soodak & Erwin, 2000).