

Article Summary on Parent Involvement

The Daily Text: Increasing Parental Involvement in Education with Mobile Text Messaging

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Parent involvement in schools is very important. It allows parents to know how their child is doing, what they are doing, and to coordinate their lessons at homes and at school. Students who have more involved parents are more likely to do better in school, get better grades, and graduate. In the article that I read it wanted to look at the possibility of having mobile text messaging as an option to get more parents involved in their children's schooling. This study wanted to look at the working class group of parents and find different ways for them to understand what they are doing in the classroom and notify parents about homework or upcoming tests. This study also looked at high school students, instead of elementary students. In elementary school around 90 percent of student's parents attended meetings and events compared to 79 percent of high school student's parents. Although parents become less involved in their children as they get into high school, their involvement is just as important for student success. Text messaging has the benefit of two-way communication which websites usually do not have the ability of doing. The No Child Left Behind Act of 2001 made parents responsible for student achievement.

Currently the most widely used framework for parental involvement is Epstein's six types of parental involvement; parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. These six types of parental involvement are also discussed in our textbook. These six things help teachers develop a parent involvement strategy.

The research question is whether mobile text messaging can be used to increase parent involvement with their children's schooling, and improving student outcomes, what are the impacts of text messaging between teachers and parents, and how can it influence students' learning. The thought of this study was to provide a cheap, flexible, and easy way for teachers to reach many parents quickly. The teacher of this study would watch attendance and overall grade

in the course and see if there were any improvements from using mobile text messaging. There would be one text message sent out to parents every two days for 51 days. The text messages would explain to parents about any schoolwork, assignments, upcoming events, and notable behavior. Teachers used an online website that allowed sending of bulk text messaging. Parents were only asked to have a text messaging enabled mobile phone. Most of the parents involved had an unlimited text messaging plan.

Some limitations that were seen in this study were that parents had difficulties replying to the teachers messages. Parents would reply and not know if the message was actually sent back to the teacher or would receive an error message. Teachers would receive some of the same limitations, in not knowing if the messages were received by the parents or not. Also limitations that could have been seen in this study were the time period. It was a very short time period which could make it difficult to show complete results.

The results of this study were not expected to be what they turned out to be. Although there were changes in grades were increasing, they only increased about 3.6 percent. The attendance percentages decreased by 2.1 percent. This could be because parents felt more comfortable letting the teacher know that they student would not be attending class. Although the individual results were not great, the teachers thought it really saved time. Some individual results that were seen in this study were shown to be good though. Students started turning in homework after they were absent because the teacher had noticed the parents. Students started showing up on time for class because parents were getting notifications about students showing up late or not at all.

I personally think if the technology limitations could be worked out, such as parents being able to reply to messages and if the study could be ran for a longer period of time the

results would show different. Since students started showing success I believe that I could have continued over time. The grades would have continued to increase and students might have started showing up on time and every day. I liked this study because it allowed low income families who might not have been able to afford internet, in order to receive emails a chance to communicate with the teacher on the same level.

References

- Pakter, A. & Chen, L. (2012). The Daily Text: Increasing Parental Involvement in Education with Mobile Text Messaging. *Journal of Educational Technology Systems*, 41(4). 353-367. Doi: 10.2190/ET.41.4.f