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Parental involvement in college student transition: student achievement and student autonomy

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PARENTAL INVOLVEMENT IN COLLEGE STUDENT TRANSITION: STUDENT ACHIEVEMENT AND STUDENT AUTONOMY

by
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Thesis Chair: Burton R. Sisco, Ed.D.

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Abstract

Chelsea Katelyn Haines
PARENTAL INVOLVEMENT IN COLLEGE STUDENT TRANSITION: STUDENT
ACHIEVEMENT AND STUDENT AUTONOMY
2016-2017
Burton R. Sisco, Ed.D.
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This study analyzed parental involvement in higher education institutions, specifically Rowan University during spring 2016. It showed how students perceived the parents level of involvement in relation to their own autonomy, and achievement during the transition into college. This study explored the impact of parental involvement on student responsibility, privacy and FERPA, and the students' personal autonomy. The study looked for any significant relationships that occurred with the students' view of parental involvement in relation to autonomy and achievement. The survey tool that was utilized consisted of 92 items which collected demographics and employed a series of Likert-style statements. The subjects consisted of 243 students who graduated from Rowan University by spring 2016. The results of this study showed that parents that encouraged their students to be independent during the college transition period are shown to be successful in promoting both autonomy and achievement. The study showed that parents were being sought out by students on a need basis, while maintaining success with their autonomy and achievement.

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Chapter 1

Introduction

Parental involvement in colleges and universities is a current trend developing throughout the United States. "Although parent involvement is not new, their levels of involvement and expectations seem to be changing" (Carney-Hall, 2008, pp. 3-4). Higher education institutions are constantly managing with the ever-evolving needs of their students. Research is necessary in order to facilitate better understanding on the impact of parental involvement on college students. Additionally, further research will help determine to what extent parents need to be involved in order to have noticeable impact on students' collegiate experience. "In today's college environment, parents have become a viable constituency that cannot be ignored" (Carney-Hall, 2008, p. 9). Realizing that parental involvement with college students is a constant factor, it is critical to understand the involvement in order to inform effective management strategies.

Statement of the Problem

Parental involvement can have both positive and negative effects on the students in various aspects of the college experience. The college transition, student autonomy, and student achievement are all concerns of parental involvement because of the amount of the parental involvement. "Parents are influential, their involvement is often welcomed by the student, and not all parental interaction is inappropriate (Carney-Hall, 2008, p. 9). As a result, research is needed to see the effects of parental involvement and if it helping or hindering students.

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Purpose of the Study

The purpose of this study was to analyze the impact of parental involvement. First, it sought to view the impact of parental involvement during the student transition process. While viewing this impact of parental involvement it was important to seek the relationships with student autonomy and student achievement. In addition, this study sought to see if a significant relationship existed between autonomy and achievement in students with parental involvement.

Significance of the Study

The phenomenon of increased parental involvement for traditional aged students may place parents at odds with the mission of colleges and universities to transform teenagers into adults with the ability to take responsibility for their own lives and contribute to society (Cullaty, 2011). However, for non-traditional aged students the increased parental involvement may differ and cause outcomes unlike the outcomes of traditional aged students. The impact of parent involvement in the college student experience is important to understand for all parties. Intrusive parents could be helping or harming students' time during college; therefore, an understanding of involvement is critical in assessing the impact this relationship has on the student. Analyzing information through other researchers and developing new research on this evolving subject is necessary in order to acquire a more refined perspective.

Assumptions and Limitations

This study assumes that all student responses were truthful and honest. It also assumes that students had some form of parental unit, which may include having only one parent, having a guardian, having grandparents who act as parents or having any

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other adult who simulates a parent in the student's life. The first limitation of this study is that it only reached students that were 18 to 25 years old from Rowan University. The second limitation is that it only discussed parental involvement with the students and not the teachers or school administrators. The final limitation would be that I would be the one conducting and analyzing the results of the data, which could be interpreted differently than someone else analyzing the data. There may be researcher bias due to the collegial relationships with subjects.

Operational Definitions

1. Achievement: Refers to self- disclosed GPA of undergraduate Rowan students during Spring 2016.

2. Autonomy: Students make their own decisions and are evolving independent from their parents.

3. Parental Involvement: Parental unit of Rowan students being involved and included in the Rowan students' education experience.

4. Transition: Students experience this while moving into a new phase or experience in their life.

Research Questions

This study explored the following questions:

1. What do the selected students' report about their parents perceived level of involvement?

2. What is the impact of parental involvement on student autonomy during their transition into college?

3. What is the impact of parental involvement on student responsibility, privacy and FERPA, and personal autonomy?

4. What is the impact of parental involvement on student achievement during their transition into college?

5. Is there a significant relationship between parental involvement, student autonomy, and student achievement during the college transition process?

Overview of the Study

Chapter II provides a summary of the literature that was reviewed relevant to parental involvement. The review looks at studies and articles that relate to autonomy and student achievement.

Chapter III offers the methodology and procedures used to conduct this study. This includes the data collection tools and instruments along with any needed content to better understand the context and participants in the study.

Chapter IV presents the findings of the study. This study shows the findings in relation to the research questions and the data analysis of the student surveys.

Chapter V discusses the major findings and offers recommendations for practice and further research.

Chapter II

Review of the Literature

Parental Involvement in College Transition

The impact of parental involvement during the college students' transition is crucial for both the students and the parents. Studies suggest the recent occurrence of increased parental involvement, is known as the "…helicopter parents who hover over their students' academic and social lives at college, immediately coming to the rescue at the first sign of distress" (Wartman, 2009, pp. 114-115). These parents are influencing the entire university from the prospecting stage before the application process, campus housing, relationships with academic advisors and faculty, and at the exit stage with career services and even on to graduate school, and beyond into employment (Hunt, 2008). However, Edelman's (2013) research shows that the population of helicopter parents is small in comparison to the overall parent population, yet this type of over-involvement can be damaging to students' success in college.

The literature reviewed for this study shows that students with overly involved parents believe that their parent's behaviors included "…attempting to control academic, career, and financial decisions and in the process inhibited feelings of autonomy" (Cullaty, 2011, p. 435). Other overinvolved parents have been viewed as "…flooding campus orientations, meddling in registration and interfering with students' dealings with professors, administrators and roommates" (Shellenbarger, 2005, p. 1). Students' opinions in the literature were that their helicopter parents were overinvolved to the point where it became "annoying" (Edelman, 2013). The viewpoints of the parents in the reviewed literature stated that involvement of the student's transition into college only

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occurred through necessity. Garrison (2013) expressed that it is important to understand how each student's individual situation relates to the parental involvement. The overwhelming influx of parents trying to be more involved in their students' education is here to stay and colleges and universities need to be aware of the different levels of involvement and how effective or ineffective this can be for the student (Edelman, 2013).

Trends in Parental Involvement

The literature shows how most "…universities are also taking intentional steps to work more collaboratively with parents to create a better understanding of the collegiate environment and build connections that support student success" (Cutright, 2008, p. 41). Working proactively with parents that are involved in their students' education is a hopeful process that promotes student success because it draws the parents to be involved in ways that are beneficial to the students. Institutions across the board are responding to the phenomenon of parental involvement. Wartman (2009) says by implementing programs and services specifically for parents gives them an opportunity to be involved. Examples of parent services include Parent and Family Weekends, parent orientations, family events on move-in day, parent newsletters, parent handbooks, parent associations, and fundraising (Savage, 2007; Ward-Roof, Heaton, & Coburn, 2008; Wartman & Savage, 2008). Orientation programing for parents that simulates the students' orientation experience is one of the most common programs for parents. Orientation programming, according to Nehls (2007), "…may enhance the transition and adjustment throughout the college years by offering support and strategies to cope with the situation…" for the parents (p. 9).

Even with the parental programming and parent inclusion activities, students still

have the opportunity to allow their parents to have more involvement in their college experience by taking part in the *Federal Education Rights and Privacy Act* (FERPA). The FERPA "…prohibited the sharing of individual student information with virtually anyone, including the student's parents" (Cutright, 2008, p. 40). Cutright (2008) identifies that the FERPA can be waived for students to allow parents to discuss all of the students record on their behalf. Students disclosing their records and privacy with their parents contribute to the effects of parental involvement.

Role conflict. Parental involvement for students can promote a considerable amount of role conflict. Role conflict when it occurs has "systematic difficulty involved in assuming, maintaining a role, or functioning in a role situation" (Ivey & Robin, 1966, p. 30). This theory explains the four different conflicts that occur based on the perceived roles of the individuals and expected norms of the role takers. The first conflict arises from the individual that is defining the roles; roles can be defined differently depending on the viewpoint of the individual (Ivey & Robin, 1966). The role definers that would be involved that effect parental involvement includes administrators, professors, the parents or the students. Roles that can be perceived extremely different such as parents can create large conflict for the student to understand how the role should be viewed. Ivey and Robin (1966) stated that the second role conflict is within the role itself; the role definers may agree on how the role should be performed, however the role taker cannot fulfill the individual expectations placed on them by the role definers. This conflict relates to parental involvement effects on student achievement because the parent may be defining the role and has certain expectations that the student is not prepared to fill. The third conflict Ivey and Robin (1966) recognize that the individual fulfilling a role may not be

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able to function within the social system and does not know how to perform the role in the larger system. This conflict also recognizes that the role taker holds multiple roles, which can make fulfilling all the roles difficult (Ivey & Robin, 1966). This example of role conflict effects parents and students during the transition period because parents may not know how to perform their role as a parent within the new institutional environment and the parent may already have multiple roles to fulfill, which make parenting at the higher education level difficult. The final role conflict that Ivey and Robin (1966) identify comes from "…the interaction of the individual and his role…" (p. 31). This conflict also discusses that the individuals defining the roles could require more than the role taker is capable of achieving (Ivey & Robin, 1966). This conflict also relates to student achievement because if the student is defining the role of their parent to support the student, they may expect the parent to help them academically beyond what is appropriate. Role theory is created through role conflict because the concept of role and expectations can be used in different ways (Ivey & Robin, 1966,). Throughout the research it is important to recognize the roles of the individuals, how they are being defined and the perceived expectations of the researchers. Role conflict contributes to the effects on parental involvement through the transition period, autonomy, and achievement.

Parental involvement in the students' college transition does show both negative and positive effects on students as well as parents. Students with involved parents can benefit from having a support system to turn during difficult transition periods. Although, parents that support their student by doing everything for them can cause a negative effect on the students' autonomy. Parents who are involved at an appropriate level can

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benefit from their students learning independence and learning how to be successful academically with a large amount of guidance. Parents that are overly involved can cause their student to become solely dependent on the parents and unable to be successful without parents' guidance. However, the transition period into college for students specifically is a time that parents are very involved. Parents can create various outcomes on student achievement, and student autonomy begins with the amount of involvement during the transition period.

Transition Period

The students transition period is a key time for the development of future outcomes, relevant theories related to transition period of students in college are examined. Schlossberg, Waters, and Goodman (1995) defined a transition as "any event, or non-event, that results in changed relationships, routines, assumptions, and roles" (p. 27). The transition from high school to college results in multiple changes and challenges that students who enter college may not be fully prepared for because most students have never experienced a transition of this magnitude. Students could be coping with "living on their own for the first time, facing new academic challenges, deciding on a career, learning to manage their finances, and being exposed to diverse situations that are unfamiliar to them" (Payne, 2010, p. 24). Students during this transition time are not alone in the process because the college transition is a significant event in the lives of parents as well, since they must adjust and learn to appropriately support their students' independence, intimacy, identity, and intellectual development (Coburn, 2003). The support of parents can be helpful to the student while they are dealing with a stressful life situation and taking on significant challenges that put them at risk of failing (Payne,

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2010). However, parents can easily hinder the student by being over-involved in the transitional time period. The studies reviewed show that parents need to have control over their own emotions to be a successful part of the students' support system. According to Tinto (1993), the students who have this difficulty transitioning to college usually have either an inability to separate themselves from peer groups from their home life and/or difficulty separating from their parents and other family members. Other researchers have also found that "during the first semester of college, students need to separate themselves from their past communities and associations and make the social and academic transition to the challenging environment of college" (Wartman, 2009, p. 57). Students need to separate themselves from their previous home life: however, they will still need adequate parental support to help them make strong decisions, create goals and plans, and explore the new environment (Cullaty, 2011). Payne (2010) expressed the importance of parents being the primary sources of support because college years are now being viewed as a period of time for emerging adulthood, and an adequate amount of freedom is needed. This transition process, with appropriate parental involvement, provides the opportunities and challenges for students to meet academic demands and greater autonomy. Wintre and Yaffe (2000) determined that "the role of parents was to provide a small, yet significant contribution in most aspects of their children's adjustment to university" (p. 26). Overall, the literature showed that students who seemed the most successful in the transition process were the students whose parents were involved in the college transition process but not overly involved, and students took it upon themselves to be responsible and become independent from their parents.

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Student Autonomy

Student autonomy is a major factor during the college transition process in relation to parental involvement because of the strong positive and negative effects that students can face. "Although autonomy is not strictly a parenting variable, it is an index of parent-child relationships that is expected to have a positive impact on adjustment to university" (Wintre & Yaffe, 2000, p. 14). Reviewing the research showed that Wartman's (2009) stance on autonomy refers to the development of the student being autonomous from their parents and the parents regarding the students as adult. This development can include emotional adjustment towards the current situation and financial responsibility towards college tuition. A student being autonomous also involves learning how to structure time and organize daily life (Chickering & Reisser, 1993). Separation from parents or moving towards separation is the most common approach to becoming autonomous. This is also seen in Chickering and Reisser's (1993) theory of college student development, which emphasizes that students need to learn how to be emotionally independent.

Chickering's theory. From Chickering's theory of identity development is an understanding of identity through the seven vectors (Evans, Forney, Guido-DiBrito, Patton, & Renn, 2010). The seven vectors are developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity.

The first vector is developing competence which occurs when the students overall competence increases and it includes three types of competence that can be developed,

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which are intellectual, physical, and manual skills (Chickering & Reisser, 1993). The second vector is managing emotions. According to Chickering and Reisser (1993), managing emotion occurs when the student develops the ability to learn the appropriate ways of dealing with their emotions. The third vector is moving through autonomy toward interdependence which occurs when the student learns to function independently and takes responsibility for their own goals and worry less about others opinions (Chickering & Reisser, 1993). Chickering and Reisser (1993) stated that the fourth vector is developing mature interpersonal relationships, which involves having "tolerance and appreciation of differences, capacity of intimacy" (p. 49). The fifth vector is establishing identity which relies heavily on the previous stated vectors and includes being comfortable with one-self, having a sense of self, clarity of self-concept, and stability (Chickering & Reisser, 1993). Chickering and Reisser (1993) identify vector six as developing purpose, which is the vector that students experience when they figure out where they want to go in the future and what they want to do. The final vector is developing integrity. According to Chickering and Reisser (1993), this relates to establishing their identity and clarifying their purpose that is based on knowing personal values and beliefs and using them as a guiding foundation.

Identity development contributes to the students becoming more autonomous and can be effected by the level of parental involvement on how they move through Chickering's Vectors. According to Taub (2008), "students in the first two college years are expected to be dealing with the vectors of developing competence, managing emotions, moving through autonomy toward interdependence, and developing mature interpersonal relationships" (p. 17). Two of these vectors with a combination of parental

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involvement can affect the student with establishing identity and becoming autonomous. "Parents can contribute to students' development of competence by allowing them the opportunity to try solving problems on their own and by communicating confidence that they are capable of solving the problem" (Taub, 2008, p. 17). In addition to developing competence, parents can contribute to the vector of moving through autonomy to interdependence. This vector consists of two crucial parts of emotional autonomy and instrumental independence. Parents contribution to emotional autonomy includes allowing students to make choices before college and contributes to instrumental independence by allowing the student to solve problems on their own, while accessing the resources need to solve the problem (Taub, 2008).

It is important to note that all literature did mention the large amount of research that suggests men and women develop autonomy differently (Cullaty, 2011). Autonomy is important because it helps students transition into adulthood and if hindered can affect the student's long-term ability to take care of themselves. Edelman (2013) points out that "while students needed varying levels of parental support, the amount of support they required seemed to be dependent on the level of independence and sense of autonomy that the student had established upon entering college" (p. 87). In this transitional period a crucial change occurs in the character of the relationship with parents, and the relationship must be transformed. Autonomous college students develop adult-to-adult relationships with their parents (Chickering & Reisser, 1993). These relationships with parents are viewed as helping the student build their own autonomy and identity development. Students want a balance of autonomy support and solicited guidance from their parents, which is easily established in an adult-to-adult relationship (Payne, 2010).

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According to the literature, parental involvement of providing support when needed is a helpful way to encourage student autonomy. Studies show that "when students felt supported by their parents they perceived greater freedom to make their own decisions and plan independently from the approval of others" (Cullaty, 2011, p. 431). Another helpful way for parents to be involved and still contribute to the students' autonomy is by promoting independence prior to the rigorous college transition. Essentially, parents can have beneficial involvement if they know the limits and do not have excessive intervention or interference because that can then hinder students' feeling of autonomy or autonomous development. Cullaty (2011) identified three parental behaviors that promote autonomy: "actively defining the parent-student relationship, relinquishing unnecessary control, and encouraging responsibility" (p. 431).

A study on relationships of helicopter parents with autonomy development shows that students who have frequent contact with their parents also have higher levels of autonomous development (Moriaty, 2011). This same research suggests that regular communication with parents encourages the student to grow and mature more then their peers who do not communicate regularly with their parents. Furthermore, Moriaty's (2011) research suggests that students who have a higher level of autonomous development with their parents have a higher level of influence on their college decisions.

Conversely, the literature expresses great concern on parents hindering student autonomy by being hyper-involved in the college transition process and in all matters concerning the student. Wartman (2009) focuses on the viewpoint that autonomy of student is hindered if the parent has a high amount of contact with the college or university on the student's behalf. Other hindering parental behaviors shown to have a

negative impact on autonomy development included "managing roommate conflicts, registering for courses, or contacting a professor about an assignment" (Cullaty, 2011, p. 436). Parental involvement, whether overly involved or involved just enough, is a contributing factor to autonomy during the college transition process. The research combined with Edelman (2013) supports that:

> Some level of parental involvement can help students to navigate the transition more successfully, especially if they feel supported and have a strategy for coping with the transition process. However, the results also indicated that too much parental involvement resulted in greater dependence on parents, reducing the amount of independence and autonomy development a student demonstrated during their first year of college. (p. 89)

The literature recognizes that autonomy and independence tend to have high levels of academic achievement and academic success is higher depending on the level of parent involvement. This also relates to the research provide by Payne (2010) that "parental use of autonomy granting was found to be positively correlated with overall grade point average, persistence, and a good relationship with instructors" (p. 30). Student autonomy has a strong correlation with the transition period of college students, and also relates to student achievement.

Student Achievement

Student achievement and academic success in relation to parental involvement has both positive and negative benefit depending on the level of involvement, similar to autonomy and transition. Cullaty (2011) says that parents' support may provide students

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with the encouragement they need to meet new challenges or grow academically. Parental support also shows that students who have involved parents will have higher grade point averages, and studies have shown that academic achievement is correlated with parental involvement. Fan and Chen (2001) revealed that relationships between parental involvement and academic achievement are stronger when academic achievement is represented by one global indicator of academic achievement such as *Grade Point Average* (GPA). Research on this topic is inconsistent because of the variety of global indicators that are used to determine parental involvement in relation to academic achievement. However, research does show that parents are excessively concerned with the academic success of students, although "the majority of students commented that they would like their parents to be more involved in their academics by anticipating test dates and encouraging them on those days and knowing more about the classes they are taking" (Payne, 2010, p. 96). Students want to have their parents to be partially involved and knowledgeable about what is going on academically. Parents being involved are just right for the academic achievement and success of students; however parents being overly involved can be detrimental to the students' academic experience. The literature expresses that too much influence over academic decisions can become frustrating for the student or prevent certain learning outcomes (Cullaty, 2011). Overly involved parents also tend to disagree with certain academic decisions that the student made and can hinder the students feeling of doing what is best for themselves and for the development of their future. Wintre and Yaffe (2000) discuss that better academic performance can be a positive outcomes of having authoritative parents. Overall, overly involved parents do not harm students in the academic spectrum according to literature.

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However, students find it important for their parents to be involved in the appropriate amount in order to be academically successful.

Summary of the Literature Review

The literature review demonstrates the impact of parental involvement through the idea of helicopter parents and through the new occurrence of parent programs. The impact of parental involvement transpires during the transition period in college and can effect student autonomy and student achievement. Overall, more research is needed on this subject specifically because there are both positives and negatives to parent involvement. Student autonomy and student achievement are effected differently by parental involvement because of the role conflicts and identity development. Understanding the level of involvement that most benefits students could be beneficial to students, parents, and administrators.

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Chapter III

Methodology

Context of Study

This study was conducted at Rowan University in Southern New Jersey. The Middle States Commission accredits Rowan University. Rowan University is located in Glassboro New Jersey and is a public higher education institution (About Rowan, 2015). This university offers liberal academic programs from the baccalaureate to the doctoral level (About Rowan, 2015). The student body consists of approximately 16,000 undergraduates and graduate students (About Rowan, 2015). Rowan University began in 1923 as Glassboro Normal School, which was founded with the mission to train elementary school teachers (Rowan History, 2016). As the curriculum became more sophisticated and the program expanded, the name changed to New Jersey State Teachers College at Glassboro (Rowan History, 2016). During the 1950s, the curriculum was once again expanded, which caused an increase in enrollment and an addition of buildings to the campus. With all of the changes came another name change to Glassboro State College in order to better reflect the institution's mission and goals (Rowan History, 2016). This name remained the same until 1992, when Henry and Betty Rowan donated the largest contribution given to a public college or university of its time. They donated $100 million to the institutions, and the school decided to change its name to Rowan College of New Jersey in honor of Henry and Betty Rowan for their contribution (Rowan History, 2016); the name was changed to Rowan University in 1997 (Rowan History, 2016).

Rowan has been recognized nationally by *U.S. News and World Report* as one of 19th Northern Regional Universities and third among the public institutions in the category (Rowan History, 2016). Currently, Rowan University's President is Dr. Houshmand, who has "reduced institutional expenses and increased revenue while expanding enrollment and academic programs" (Rowan History, 2016, p. 1).

Rowan University is a residential campus that features eight residence halls with a variety of living and learning environments (Residential Learning and University Housing, 2016, p. 1). The residence halls are located in historic Glassboro, New Jersey and house over 3,600 students (Residential Learning and University Housing, 2016, p. 1). Currently, Chestnut Hall, Evergreen Hall, Oak Hall, Laurel Hall, Magnolia Hall, Mimosa Hall, Mullica Hall and Willow Hall are designated as freshman buildings and receive special programming geared towards the "First Year Living Experience" of living on a college campus. In addition to the freshman designated halls, Rowan offers apartment style residence halls for upperclassmen students. These residence halls include Edgewood Park, Rowan Boulevard, Triad, Townhouses, and Whitney Center apartments.

Population and Sampling

The target population for this study was junior or senior level undergraduate students who resided on campus, had been enrolled since their freshman year, and had achieved 60 credits or higher. First, in order to ensure representation of a wide range of subjects, The Office of Institutional Effectiveness, Research and Planning generated a list of students who were a representative sample. The available populations were undergraduate students at Rowan University during Spring 2016. The target population for this study were students who graduated from Rowan University by Spring 2016. The

total population was 243 students. A sample size calculator utilizing a margin of error of 3%, a confidence level of 95%, calculated the total sample size for this study to be 198. Random sampling was used because of the access to the whole population and by using Qualtrics to select a random sample. As a result of the email outreach efforts, 120 individuals responded to the survey. Eighteen of the surveys were deemed incomplete, which resulted in 102 usable surveys.

Data Collection Instrument

The survey instrument (Appendix A) was adapted from the *College Adjustment Survey* (Moriarty, 2011). The *College Adjustment Survey* was originally adapted from The *Parental Attachment Questionnaire* (Kenny, n.d), which specifically looks at parental attachment and parental influence. Kenny and Moriarty were contacted by me (Appendix B) and I was granted permission for the survey to be used and modified. In addition, I added additional questions to the survey tool to encompass information not included in the *Parental Attachment Questionnaire.*

The *Parental Attachment Questionnaire* instrument is a 70-item survey that consisted of student, parent, and sibling background questions. Once modified only 63 – items were used from *Parental Attachment Questionnaire*; 29 items were added encompass demographics and additional questions The first eight segments are a series of statements that are descriptive of college students in a Likert scale format. The first two sections use a five point frequency Likert scale, 1= True of me less than 20% of the time, 2= True of me about 20 - 40% of the time, 3= True of me about 40 - 60% of the time, 4= True of me about 60 - 80% of the time, 5= True of me more than 80% of the time. The next three sections use a five point agreement Likert scale, 1=strongly disagree,

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2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree. The following two sections use a five point frequency Likert scale, 1=I never do this, 2=I seldom do this, 3=I occasionally do this, 4=I frequently do this, 5=I do this every day (almost every day). The last section uses a five point frequency Likert scale, 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree. The next segments are a series of statements that are descriptive of family relationships and the kinds of feelings and experiences frequently reported by young adults in a Likert scale format. The last three sections use a five point frequency Likert scale, 1= None at all, 2=A little, 3=A moderate amount, 4=A lot, 5=A great deal.

The additional items that were added to the *Parental Survey Questionnaire* collected nine demographic factors unique to the subject, which included area of residency, age, gender, ethnicity, student status at Rowan University, student information regarding the start of their education, Grade Point Average at graduation or currently, Grade Point Average as a freshman student, and whether they are the first person in their family to attend college. The second section collected four factors in relation to parent and sibling background unique to the subject, including mother's highest level of education, father's highest level of education, whether the subjects' parents are married or divorced from each other, and the number of siblings. Overall, there are 92 total items on the survey.

The study was submitted for Institution Review Board Approval on March 1, 2016. Following the adjustment required by the Institution Review Board, the study was approved on March 11, 2016. Upon review of target population, a modification was submitted March 23, 2016 and the study was then approved for the final time on April 20,

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2016 by the Institution Review Board at Rowan University (Appendix C). The instrument was determined valid during the pilot test, given to four Rowan University students as a test for face validity. None of the students involved in the pilot expressed any issues with understanding content. The survey took no more than 15 minutes for each individual to complete. Following data collection, a Cronbach Alpha was also calculated for the survey and returned coefficients at the following rate for each of the factor groupings. Student Autonomy was (.77), Student Responsibility was (.37), Privacy and FERPA was (.60), Personal Autonomy was (.12), Student Achievement was (.70), Academic Achievement was (.40), and Parental Involvement was (.66). Alpha coefficients with a value of .70 and above typically indicate internal consistency or a reliable instrument As a whole, the test resulted in .841 indicating great internal consistency of the items in the survey.

Data Gathering Procedures

Outreach to the representative sample was conducted through mass email sent to subjects in April of 2016. The email included a letter from me and a direct link to the survey through Qualtrics Survey Software and no personally identifiable information was included. Two reminder emails were sent to the representative sample. Additional outreach to the representative sample was done through Facebook and in person contact.

Data Analysis

The first section of the survey collected nine demographic factors including: area of residency, age, gender, ethnicity, student status at Rowan University, student information regarding the start of their education, Grade Point Average at graduation or currently, Grade Point Average as a freshman student, and whether they are first person in their family to attend college. Demographics were collected to determine if there were

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any correlations between parental involvement and demographics. In addition to the demographic factors, four factors relating to parent and sibling backgrounds were collected. These factors included mother's highest level of education, father's highest level of education, whether the subjects' parents are married or divorced from each other, and the number of siblings of the subjects. These factors were determined to see if there was a correlation to parents and sibling backgrounds with parental involvement. Lastly, the 79 Likert scale statements were used to determine the impact of parental involvement on subjects. The data were collected from the Qualtrics Survey Software and analyzed by me using the Statistical Packages for Social Sciences (SPSS). Through the SPSS software, several statistics were calculated to analyze the data, including frequencies, percentages, means, and standard deviation. A Pearson Product Moment correlation were run to see if there were any significant relationships between student autonomy, student achievement, and parental involvement during the college transition process.

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Findings

Profile of the Sample

The target population for this study was junior or senior level undergraduate students who resided on campus, started as a freshman in Rowan University and have achieved 60 credits or higher. The survey was loaded on Qualtrics Survey Software and the link to the survey was sent to the representative sample of 198 students in April 2016. The link to the survey was also shared on Facebook and via email again in mid-April 2016. The survey was closed on April 22, 2016. There were a total of 120 responses resulting in a response rate of nearly 61%; 102 proved to be usable responses.

Table 4.1 corresponds to the number of student respondents and demographic information allowing me to produce consistent results. Table 4.1 consists of the location, age, gender, class level, ethnicity, started at Rowan as a freshman, current GPA or at graduation, GPA during freshman year and whether the student was first to attend college in their family.

Table 4.1

Student Subjects Demographics (N=102)

Variable		*f*	%
Where are you from?			
	South Jersey	53	53
	North Jersey	42	42
	Out of State	5	5
	Missing=2		

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Table 4.1 (continued)

Variable		f	%
Age			
	19-22 years old	93	91.2
	23-26 years old	6	5.9
	27-30 years old	1	1
	31-35 years old	1	1
	36 or older	1	1
	Missing=0		
Gender			
	Male	42	41.2
	Female	57	55.9
	Transgender	3	2.9
	Missing=0		
Class Level			
	Junior	51	50.5
	Senior	50	49.5
	Missing=0		
Ethnicity			
	White/Caucasian	72	70.6
	Hispanic/Latino	4	3.9
	Black/African	4	3.9
	American	16	15.7
	Asian/Pacific Islander	1	1
	American		
	Indian/Native	5	4.9
	American		
	Other		
	Missing=0		
Started at Rowan as a freshman			
	Yes	79	77.5
	No	23	22.5
	Missing=0		

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Table 4.1 (continued)

Variable		f	%
Current (or at graduation) GPA			
	0.70-1.30	0	0
	1.31-2.30	3	3
	2.31-3.30	34	34
	3.31-4.00	63	63
	Missing=2		
Freshman Year GPA			
	0.70-1.30	1	1
	1.31-2.30	8	7.8
	2.31-3.30	36	35.3
	3.31-4.00	57	55.9
	Missing=0		
First Person in Family to Attend College			
	Yes	22	21.6
	N0	80	78.4
	Missing=0		

Table 4.2 depicts the students' parents and sibling background information. There were 73% of students with parents that were married to each other and 24% whose parents were divorced. Table 4.2 shows the highest level of education for the participants' mothers at 30.7% that had a bachelors degree. The participants' fathers' highest level of education were 29.4% for having a bachelors degree, and a high school diploma or GED at 25.5%.

Table 4.2

Parent/Sibling Demographics (N=102)

Variable		*f*	%
Mother's Highest Level of Education	Doctorate	3	3
	Masters	15	14.9
	Bachelors	31	30.7
	Associates	14	13.9
	Some College Credits	11	10.9
	High School Diploma/GED	24	23.8
	Some High School	3	3
	Other	0	0
	Missing=1		
Father's Highest Level of Education	Doctorate	1	1
	Masters	13	12.7
	Bachelors	30	29.4
	Associates	9	8.8
	Some College Credits	12	11.8
	High School Diploma/GED	26	25.5
	Some High School	4	3.9
	Other	7	6.9
	Missing=0		
My Parents are:			
	Married to each other	73	73
	Divorced from each other	24	24
	Other	3	3
	Missing=2		
Number of Siblings:			
	0	11	10.8
	1	41	40.2
	2	29	28.4
	3	12	11.8
	4	6	5.9
	5	2	2
	6	0	0
	7	1	1
	8	0	0
	Missing=0		

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Analysis of the Data

Research question 1. What do the selected students' report about their parents perceived level of involvement?

In this section of the survey, 27 statements were made that are descriptive of family relationships and the kinds of feelings and experiences frequently reported by young adults. The table below is divided into the factor grouping dealing with parental involvement and is arranged by mean scores reflecting highest to lowest frequency. A total of 51 (50.5%) of the students reported that their parents supported their interests and goals a great deal. Eighty six students (85.1%) reported that their parents are never disappointed in them. Fifty three students (52%) responded to the following statement "In general, my parents are available to give me advice or guidance when I want it." Sixty four students (63.4%) responded that their parents generally do not ignore what they have to say. "In general, my parents are persons I can count on to provide emotional support when I feel troubled." Fifty three students (52%) responded to the above statement that they can count on their parents a great deal. Sixty nine students (69%) stated their parents are never too busy or otherwise involved to help them. Students reported more valiability to the statement "In general, my parents impose their ideas and values on me," with 32 (31.7%) and 24 (23.8%) stating they do so "a little" or "a moderate" amount.

Table 4.3

Parental Involvement (N=102)
(1= None at All, 2=A Little, 3=A Moderate Amount, 4=A Lot, 5=A Great Deal)

Statements	None at All		A Little		A Moderate Amount		A Lot		A Great Deal	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
In general, my parents support my goals and interests. *M*=4.32, *SD*=0.882 Missing=1	1	1	3	3	12	11.9	33	32.7	51	50.5
In general, my parents are available to give me advice or guidance when I want it. *M*=4.25, *SD*=0.972 Missing=0	2	2	5	4.9	11	10.8	31	30.4	53	52
In general, my parents have trust and confidence in me. *M*=4.20, *SD*=0.921 Missing=2	2	2	2	2	16	16	34	34	46	46
In general, my parents encourage me to make my own decisions. *M*=4.12, *SD*=0.926 Missing=0	1	1	5	4.9	16	15.7	40	39.2	40	39.2
In general, my parents are persons I can count on to provide emotional support when I feel troubled. *M*=4.10, *SD*=1.309 Missing=0	1	1	14	13.7	14	13.7	19	18.6	53	52

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Table 4.3 (continued)

Statements	None at All		A Little		A Moderate Amount		A Lot		A Great Deal	
	f	%	f	%	f	%	f	%	f	%
In general, my parents respect my privacy. $M=3.79$, $SD=0.958$ Missing=0	0	0	11	10.8	26	25.5	38	37.3	27	26.5
In general, my parents have provided me with the freedom to experiment and learn things on my own. $M=3.75$, $SD=1.108$ Missing=1	2	2	15	14.9	20	19.8	33	32.7	31	30.7
In general, my parents take my opinions seriously. $M=3.75$, $SD=1.076$ Missing=0	2	2	12	11.8	26	25.5	31	30.4	31	30.4
In general, my parents have given me as much attention as I have wanted. $M=3.74$, $SD=1.079$ Missing=2	3	3	9	9	29	29	29	29	30	30
In general, my parents respect my judgment and decisions, even if different from what they would want. $M=3.69$, $SD=0.992$ Missing=2	3	3	6	6	33	33	35	35	23	23

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Table 4.3 (continued)

Statements	None at All		A Little		A Moderate Amount		A Lot		A Great Deal	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
In general, my parents are sensitive to my feelings and needs. *M*=3.64, *SD*=1.054 Missing=1	2	2	14	13.9	26	25.7	35	34.7	24	23.8
In general, my parents are available persons to whom I can express differences of opinion on important matters. *M*=3.62, *SD*=1.162 Missing=2	4	4	13	13	30	30	23	23	30	30
In general, my parents understand my problems and concerns. *M*=3.6, *SD*=1.092 Missing=0	2	2	19	18.6	20	19.6	38	37.3	23	22.5
In general, my parents protect me from danger and difficulty. *M*=3.49, *SD*=1.137 Missing=1	2	2	22	21.8	26	25.7	27	26.7	24	23.8

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Table 4.3 (continued)

Statements	None at All		A Little		A Moderate Amount		A Lot		A Great Deal	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
In general, my parents are persons whose expectations I feel obligated to meet. *M=3.44, SD=1.161* Missing=1	7	6.9	12	11.9	34	33.7	26	25.7	22	21.8
In general, my parents give me advice whether or not I want it. *M=3.26, SD=1.119* Missing=1	4	4	22	21.8	38	37.6	18	17.8	19	18.8
In general, my parents impose their ideas and values on me. *M=3.01, SD=1.170* Missing=1	8	7.9	32	31.7	24	23.8	25	24.8	12	11.9
In general, my parents do things for me, which I could do for myself. *M=2.78, SD=1.006* Missing=1	7	6.9	38	37.6	31	30.7	20	19.8	5	5
In general, my parents are critical of what I can do. *M=2.63, SD=1.222* Missing=1	21	20.8	29	28.7	25	24.8	18	17.8	8	7.9

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Table 4.3 (continued)

Statements	None at All		A Little		A Moderate Amount		A Lot		A Great Deal	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
In general, my parents live in a different world. *M*=2.48, *SD*=1.101 Missing=1	18	17.8	39	38.6	30	29.7	6	5.9	8	7.9
In general, my parents have no idea what I am feeling or thinking. *M*=2.15, *SD*=1.095 Missing=2	33	33	36	36	17	17	11	11	3	3
In general, my parents restrict my freedom or independence. *M*=1.92, *SD*=1.031 Missing=0	44	43.1	32	32.4	17	16.7	5	4.9	3	2.9
In general, my parents treat me like a younger child. *M*=1.91, *SD*=1.138 Missing=2	50	50	24	24	15	15	7	7	4	4
In general, my parents try to control my life. *M*=1.84, *SD*=1.047 Missing=3	50	50.5	26	26.3	14	14.1	7	7.1	2	2
In general, my parents are too busy or otherwise involved to help me. *M*=1.59, *SD*=1.055 Missing=2	69	69	14	14	10	10	3	3	4	4

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Table 4.3 (continued)

Statements	None at All		A Little		A Moderate Amount		A Lot		A Great Deal	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
In general, my parents ignore what I have to say. *M*=1.50, *SD*=0.770 Missing=0	64	63.4	27	26.7	8	7.9	1	1	1	1
In general, my parents are disappointed in me. *M*=1.24, *SD*=0.666 Missing=1	86	85.1	9	8.9	4	4	1	1	1	1

Research question 2. What is the impact of parental involvement on student autonomy during their transition into college?

In this section of the survey, 20 statements were offered that are descriptive of many college students to determine the frequency and percentage of the students' level of autonomy. Table 4.4 deals with student autonomy and is arranged by mean scores reflecting the highest frequency to the lowest frequency. According to the data, 72.7% reported that others consider them reliable and trustworthy more than 80% of the time. Fifty one percent reported to be educationally motivated more than 80% of time. However, 51.5% responded true of me less than 20% of the time in regards to the statement "I run out of money because of poor or frivolous spending decisions." Forty three students (43.9%) responded that the responsibility for making their life happy rests with others only 20 percent or less of the time.

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Table 4.4

Student Autonomy (N=102)
(1= True of me less than 20% of the time, 2= True of me about 20 - 40% of the time, 3= True of me about 40 - 60% of the time, 4= True of me about 60 - 80% of the time, 5= True of me more than 80% of the time)

Statements	True of me less than 20% of the time		True of me about 20 - 40% of the time		True of me about 40 - 60% of the time		True of me about 60 - 80% of the time		True of me more than 80% of the time	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I am considered reliable and trustworthy by others. *M*=4.66, *SD*=0.641 Missing=3	0	0	2	2	3	3	22	22.2	72	72.7
I am aware of how my surroundings affect my productivity. *M*=4.50, *SD*=0.772 Missing=2	0	0	3	3	8	8	25	25	64	64
I am educationally motivated. *M*=4.28, *SD*=0.965 Missing=2	0	0	4	4	18	18	27	27	51	51
I write well on course assignments. *M*=4.28, *SD*=0.9 Missing=2	1	1	4	4	12	12	32	32	51	51
I am able to achieve important things. *M*=4.25, *SD*=0.878 Missing=5	1	1	4	4.1	10	10.3	37	38.1	45	46.4

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Table 4.4 (continued)

Statements	True of me less than 20% of the time		True of me about 20 - 40% of the time		True of me about 40 - 60% of the time		True of me about 60 - 80% of the time		True of me more than 80% of the time	
	f	%	f	%	f	%	f	%	f	%
I can be depended upon to support classmates' projects. *M*=4.19, *SD*=1.047 Missing=3	3	3	3	3	19	19.2	21	21.2	53	53.5
I am confident I could live and be happy wherever I find myself. *M*=4.04, *SD*=0.994 Missing=4	1	1	7	7.1	19	19.4	31	31.6	40	40.8
My grades accurately reflect my abilities and the amount of effort I put into courses. *M*=4.02, *SD*=1.102 Missing=3	3	3	8	8.1	18	18.2	25	25.3	45	45.5
I am self-sufficient. *M*=4.01, *SD*=1.03 Missing=4	2	2	7	7.1	18	18.4	32	32.7	39	39.8
I am a self-directed learner. *M*=3.98, *SD*=1.05 Missing=3	1	1	10	10.1	19	19.2	29	29.3	40	40.4

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Table 4.4 (continued)

Statements	True of me less than 20% of the time		True of me about 20 - 40% of the time		True of me about 40 - 60% of the time		True of me about 60 - 80% of the time		True of me more than 80% of the time	
	f	%	f	%	f	%	f	%	f	%
I know where to look or who to ask about things I need on campus. *M*=3.92, *SD*=1.128 Missing=4	3	3.1	11	11.2	15	15.3	31	31.6	38	38.8
I am open to seriously considering controversial ideas and theories. *M*=3.91, *SD*=1.126 Missing=3	3	3	11	11.1	16	16.2	31	31.3	38	38.4
I value knowledge of what is happening in the world today. *M*=3.82, *SD*=1.146 Missing=3	6	6.1	6	6.1	21	21.2	33	33.3	33	33.3
I enjoy learning for its own sake. *M*=3.81, *SD*=1.089 Missing=2	0	0	15	15	25	25	24	24	36	36
I feel competent interacting with university administrators. *M*=3.70, *SD*=1.052 Missing=5	2	2.1	11	11.3	27	27.8	31	32	26	26.8

Table 4.4 (continued)

Statements	True of me less than 20% of the time		True of me about 20 - 40% of the time		True of me about 40 - 60% of the time		True of me about 60 - 80% of the time		True of me more than 80% of the time	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I enter class discussions only when prompted by the instructor. *M*=3.06, *SD*=1.413 Missing=2	14	14	27	27	21	21	18	18	20	20
I feel an obligation to support the college's activities. *M*=2.49, *SD*=1.273 Missing=3	27	27.3	28	28.3	19	19.2	19	19.2	6	6.1
I give back to this university as much as (or more than) I receive things. *M*=2.39, *SD*=1.287 Missing=5	32	33	23	23.7	22	22.7	12	12.4	8	8.2
I run out of money because of poor or frivolous spending decisions. *M*=2.03, *SD*=1.326 Missing=5	50	51.5	19	19.6	11	11.3	9	9.3	8	8.2
The responsibility for making my life happy rests with others. *M*=1.93, *SD*=1.048 Missing=4	43	43.9	30	30.6	17	17.3	5	5.1	3	3.1

Research question 3. What is the impact of parental involvement on student

responsibility, privacy and FERPA, and personal autonomy?

Table 4.5 is used to understand the students' level of responsibility related to

autonomy. Items are arranged by mean score according to level of agreement from most

to least positive. Results indicated that 70.7% strongly agreed with the statement, "I am

responsible for my own academic success." The results showed that only one statement in

Table 4.5 had strong disagreement of 3% for the statement, "I involve my parents as

needed."

Table 4.5

Student Responsibility (N=102)
(1= Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree,
5=Strongly Agree)

	SD		D		NAD		A		SA	
Statements	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I am responsible for my own commitments. *M*=4.78, *SD*=0.466 Missing=4	0	0	0	0	2	2	18	18.4	78	79.6
I am responsible for my own academic success. *M*=4.64, *SD*=0.63 Missing=3	0	0	1	1	5	5.1	23	23.2	70	70.7

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Table 4.5 (continued)

Statements	SD		D		NAD		A		SA	
	f	%	f	%	f	%	f	%	f	%
I am responsible for my independence. *M*=4.63, *SD*=0.565 Missing=5	0	0	0	0	4	4.1	28	28.9	65	67
I involve my parents as needed. *M*=4.05, *SD*=1.091 Missing=3	3	3	7	7.1	17	17.2	27	27.3	45	45.5

Table 4.6 depicts Privacy and the FERPA, which relates to the students autonomy and how much information the students were willing to share with their parents. Items are arranged by mean score according to level of agreement from most to least positive. Results indicated that 61 students (61%) strongly agreed with the statement, "I share my grades openly with my parents." Forty eight students (48.5%) stated that they strongly disagreed to being aware of the FERPA, which resulted in 50 students (51%) that strongly disagreed to signing the form for their parents.

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Table 4.6

Privacy and FERPA (N=102)
(1= Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree,
5=Strongly Agree)

Statements	SD		D		NAD		A		SA	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I share my grades openly with my parents. *M=4.33, SD=1.055* Missing= 2	4	4	4	4	8	8	23	23	61	61
I share my non-academic lifestyle openly with my parents. *M=3.92, SD=1.181* Missing=4	5	5.1	7	7.1	21	21.4	23	23.5	42	42.9
I am aware of the FERPA. *M=2.27, SD=1.531* Missing=3	48	48.5	16	16.2	12	12.1	6	6.1	17	17.2
I have signed a FERPA form for my parents. *M=2.10, SD=1.351* Missing=4	50	51	12	12.2	22	22.4	4	4.1	10	10.2

Table 4.7 depicts Personal Autonomy, which is to understand the level of

autonomy the students felt they developed. Items are arranged by mean score according

to level of agreement from most to least positive. Results indicated that 78.6% strongly

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agreed with the statement, "I feel it is important to develop independence." The results

showed that 26.3% strongly disagreed with the statement, "I struggled with becoming

autonomous from my parents."

Table 4.7

Personal Autonomy (N=102)
(1= Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree,
5=Strongly Agree)

	SD		D		NAD		A		SA	
Statements	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I feel it is important to develop independence. *M*=4.70, *SD*=0.646 Missing=4	0	0	2	2	4	4.1	15	15.3	77	78.6
My parents allowed me to become autonomous. *M*=3.80, *SD*=1.092 Missing=6	5	5.2	6	6.3	20	20.8	37	38.5	28	29.2
I develop independence during my first semester in college. *M*=3.68, *SD*=1.286 Missing=6	9	9.4	9	9.4	18	18.8	28	29.2	32	33.3
I struggled with becoming autonomous from my parents. *M*=2.45, *SD*=1.154 Missing=3	26	26.3	26	26.3	26	26.3	18	18.2	3	3

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Research question 4. What is the impact of parental involvement on student

achievement during their transition into college?

In this section of the survey, 24 statements were offered that are descriptive of

many college students to determine the frequency and percentage of the students' level of

achievement. The tables below are divided into the factor groupings of Student

Achievement (20 statements), and Academic Achievement (4 statements). Table 4.8

consists of 16 statements, dealing with Student Achievement and are arranged by mean

scores reflecting the highest to lowest frequency. According to the data, 76.5% reported

they use computers effectively every day. A total of 19.4% reported that they try to avoid

being assigned crucial responsibilities in groups of which I am a member. However, 41%

responded to the statement, "I organize what I need to do well enough to assure that

everything important gets done." Forty-four of the students (44.4%) responded that they

frequently take responsibility for making a happy life for themselves.

Table 4.8

Student Achievement (N=102)
(1=I never do this, 2=I seldom do this, 3=I occasionally do this, 4=I frequently do this,
5=I do this every day (almost every day)

Statements	I never do this.		I seldom do this.		I occasionally do this.		I frequently do this.		I do this every day.	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I use computers effectively. *M*=4.59, *SD*=1.01 Missing=4	0	0	0	0	3	3.1	20	20.4	75	76.5

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Table 4.8 (continued)

Student Achievement (N=102)

Statements	I never do this.		I seldom do this.		I occasionally do this.		I frequently do this.		I do this every day.	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I take responsibility for making a happy life for myself. *M*=4.58, *SD*=1.016 Missing = 2	0	0	4	4	12	12.1	44	44.4	39	39.4
I organize what I need to do well enough to assure that everything important gets done. *M*=4.47, *SD*=1.235 Missing=2	0	0	2	2	21	21	41	41	36	36
I analyze the motives (causes) for my behavior. *M*=4.26, *SD*=1.236 Missing=2	0	0	5	5	22	22	44	44	29	29
I seek opportunities to prove my competence. *M*=4.05, *SD*=1.312 Missing=3	1	1	6	6.1	32	32.3	34	34.3	26	26.3
I participate with other students in cooperative efforts to achieve common goals. *M*=3.91, *SD*=1.187 Missing=3	1	1	8	8.1	26	26.3	46	46.5	18	18.2

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Table 4.8 (continued)

Student Achievement (N=102)

Statements	I never do this.		I seldom do this.		I occasionally do this.		I frequently do this.		I do this every day.	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I have serious intellectual conversations with acquaintances. *M*=3.82, *SD*=1.266 Missing=2	0	0	9	8.7	36	34.6	44	42.3	15	14.4
I make changes in my environment (surroundings) to reflect who I am. *M*=3.8, *SD*=1.172 Missing=2	1	1	9	8.7	38	36.5	35	33.7	21	20.2
I offer to help classmate(s) understand class material or solve problems. *M*=3.78, *SD*=1.124 Missing=2	0	0	9	8.7	38	38.5	40	38.5	17	16.3
I become excited about what I learned in class. *M*=3.62, *SD*=1.013 Missing=2	0	0	9	8.7	43	41.3	42	40.4	10	9.8
I have friendly, informal conversations with faculty members. *M*=3.46, *SD*=1.348 Missing=4	2	2	23	22.5	36	35.3	25	24.5	16	15.7

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Table 4.8 (continued)

Student Achievement (N=102

Statements	I never do this.		I seldom do this.		I occasionally do this.		I frequently do this.		I do this every day.	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I contribute to the community's betterment. *M*=3.40, *SD*=1.295 Missing=2	0	0	3	2.9	23	22.1	33	31.7	32	30.8
I take action to correct examples of social injustice or prejudice on campus when encountered. *M*=2.86, *SD*=1.097 Missing=3	9	8.7	27	26.2	47	45.6	15	14.6	5	4.9
I depend on others (such as friends or relatives) to tell me what is the best thing to do. *M*=2.64, *SD*=0.98 Missing=2	9	8.7	38	36.5	45	43.3	9	8.7	3	2.9
I decide not to undertake something new because of the possibility that I might fail. *M*=2.37, *SD*=0.84 Missing=3	15	14.6	44	42.7	35	34	9	8.7	0	0

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Table 4.8 (continued)

Student Achievement (N=102

Statements	I never do this.		I seldom do this.		I occasionally do this.		I frequently do this.		I do this every day.	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I try to avoid being assigned crucial responsibilities in groups of which I am a member. *M*=2.35, *SD*=1.013 Missing=3	20	19.4	44	42.7	24	23.3	14	13.6	1	5

Table 4.9 depicts the students' perception of their parent's involvement in their academic achievement. Items are arranged by mean score according to level of agreement from most to least positive. Results indicate that 51 students (51%) strongly agreed with the statement, "My parents feel positively about my major." The results show that 46 students (46%) strongly disagreed with the statement, "My parents are overly involved in my academic success." Twenty two students (22%) strongly disagreed and 29 students (29%) disagreed to meeting with their academic advisor often. The statement, "My parents are involved in my academic success," had a wide variation from disagreeing at 19% to strongly agreeing at 21%. This statement also had a neutral response from 25 students at (25%) that neither agreed nor disagreed to their parents involvement in their academic success.

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Table 4.9

Academic Achievement (N=102)
(1= Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree,
5=Strongly Agree)

	SD		D		NAD		A		SA	
Statements	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My parents feel positively about my major. *M*=4.22, *SD*=1.001 Missing=2	3	3	3	3	14	14	29	29	51	51
My parents are involved in my academic success. *M*=3.31, *SD*=1.253 Missing=2	9	9	19	19	25	25	26	26	21	21
I meet with my academic advisor often. *M*=2.66, *SD*=1.265 Missing=2	22	22	26	26	26	26	16	16	10	10
My parents are overly involved in my academic success. *M*=1.86, *SD*=0.995 Missing=2	46	46	32	32	13	13	8	8	1	1

Research question 5. Is there a significant relationship between parental

involvement, student autonomy and student achievement during the college transition

process?

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A significant correlation was discovered during the analysis of the data involving parental involvement in relation to student autonomy. A relationship was discovered between parents providing emotional support when the subject is feeling troubled and the subject being considered reliable and trustworthy. This relationship was determined to be significant at the .01 level (2-tailed) ($r = .330$, $p = .001$). All the variables listed in Table 4.10, according to the Pearson r correlation coefficient, have a moderate and positive level of strength of association in relation to one another. Additionally, another relationship was discovered between parents understanding the subjects' problems and concerns, and the subjects running out of money because of poor or frivolous spending decisions. This relationship was determined to be significant at the .01 level (2-tailed) ($r = .307$, $p = .002$).

Table 4.10

Correlation between Parental Involvement and Student Autonomy: Trustworthiness (N=102)

		I am considered reliable and trustworthy by others
In general, my parents are persons I can count on to provide emotional support when I feel troubled.	Pearson Correlation	.330**
	Sig. (2-tailed)	.001
	N	99

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.11

Correlation between Parental Involvement and Student Autonomy: Money Management (N=102)

		I run out of money because of poor or frivolous spending decisions.
In general, my parents understand my problems and concerns.	Pearson Correlation	.307**
	Sig. (2-tailed)	.002
	N	97

**. Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.12, the relationship between, "I enter class discussions only when prompted by the instructor," and "In general, my parents are available to give me advice or guidance when I want it," was found to be moderate ($r = .327$, $p = .001$). Another correlation was noted between parents taking students opinion seriously and the subjects confidence in living and being happy where they find themselves. This relationship is positive and moderate ($r = .322$, $p = .001$).

Table 4.12

Correlation between Parental Involvement and Student Autonomy: Class Discussions (N=102)

		I enter class discussions only when prompted by the instructor.
In general, my parents are available to give me advice or guidance when I want it.	Pearson Correlation	.327**
	Sig. (2-tailed)	.001
	N	100

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.13

Correlation between Parental Involvement and Student Autonomy: Personal Confidence (N=102)

		I am confident I could live and be happy wherever I find myself.
In general, my parents take my opinions seriously.	Pearson Correlation	.322**
	Sig. (2-tailed)	.001
	N	98

**. Correlation is significant at the 0.01 level (2-tailed).

A moderate correlation emerged during data analysis that dealt with the same parental involvement statement in relation to student autonomy. The relationship in Tables 4.14 and 4.15 show a correlation of parental involvement through the subjects parents encouraging them to make their own decision. Table 4.14 shows the moderate correlation to the subject being self-sufficient at ($r = .309$, $p = .002$). Table 4.15 shows the moderate correlation with the subjects confidence in living and being happy where they find oneself at ($r = .306$, $p = .002$).

Table 4.14

Correlation between Parental Involvement and Student Autonomy: Self-Sufficiency (N=102)

		I am self-sufficient.
In general, my parents encourage me to make my own decisions.	Pearson Correlation	.309**
	Sig. (2-tailed)	.002
	N	98

**. Correlation is significant at the 0.01 level (2-tailed).

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Table 4.15

Correlation between Parental Involvement and Student Autonomy: Independent Confidence (N=102)

		I am confident I could live and be happy wherever I find myself.
In general, my parents encourage me to make my own decisions.	Pearson Correlation	.306**
	Sig. (2-tailed)	.002
	N	98

**. Correlation is significant at the 0.01 level (2-tailed).

Another correlation was discovered during data analysis that had the same parental involvement statement in relation to student autonomy. The relationships in Tables 4.16 and 4.17 show a correlation of parental involvement through the subjects parents providing them with the freedom to experiment and learn on their own. Table 4.16 shows a moderate correlation at ($r = .321$, $p = .001$) with the subject being considered reliable and trustworthy by others. Table 4.17 shows a moderate correlation at ($r = .341$, $p = .001$) with the subjects confidence in knowing where to look or who to ask about things the subject needs on campus.

Table 4.16

Correlation between Parental Involvement and Student Autonomy: Reliability (N=102)

		I am considered reliable and trustworthy by others
In general, my parents have provided me with the freedom to experiment and learn things on my own.	Pearson Correlation	.321**
	Sig. (2-tailed)	.001
	N	98

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.17

Correlation between Parental Involvement and Student Autonomy: Mature Decision Making (N=102)

		I know where to look or who to ask about things I need on campus.
In general, my parents have provided me with the freedom to experiment and learn things on my own.	Pearson Correlation	.341**
	Sig. (2-tailed)	.001
	N	97

**. Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.18, a moderate correlation at ($r = .337$, $p = .001$) was found between the subjects parents having trust and confidence in themselves and the subjects being able to achieve important things.

Table 4.18

Correlation between Parental Involvement and Student Autonomy: Achievement (N=102)

		I am able to achieve important things.
In general, my parents have trust and confidence in me.	Pearson Correlation	.337**
	Sig. (2-tailed)	.001
	N	95

**. Correlation is significant at the 0.01 level (2-tailed).

No significant correlations were discovered during the analysis of the data

involving parental involvement and student achievement.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study investigated the impact of parental involvement during the college transition process in relation to student autonomy and student achievement. The subjects for this study were junior or senior level undergraduate students who resided on campus, started as freshman at Rowan University, and achieved 60 credits or higher. Quantitative data were collected on student respondents including demographic information, and students' respondents parents and sibling background information. Additional data collected focused on descriptions of the students' level of autonomy, data on student responsibility, and data on privacy and the FERPA relating to their autonomy. Academic achievement data collected focused on the students' perception of their parent's involvement in their academic achievement. Supplementary data were collected to establish how often students communicated with their parents, data on parent relationships and transitions, and data on descriptions of family relationships and the kinds of feelings and experiences. The questionnaire utilized was comprised of four sections. The first part of the survey collected demographic information while the following three sections contained Likert type items. The survey was distributed using Qualtrics Survey Software and representative sample was used. Utilizing a margin of error of 3%, a confidence level of 95%, and the total sample size for this study was 198. Random sampling was used because of the access to the whole population and by using Qualtrics to select a random sample. As a result of the email outreach efforts, 120 individuals responded to the survey giving a response rate of 61%. Eighteen of the

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surveys were deemed incomplete, which resulted in 102 usable surveys. The survey data were analyzed using the Statistical Package for the Social Sciences (SPSS). Through the SPSS software, several different statistics were calculated to analyze the data. The statistics calculated included: measures of central tendency and Pearson correlations.

Discussion of the Findings

Research question 1. What do the selected students' report about their parents perceived level of involvement?

In both the research of Taub (2008) and a study from 2009 by Wartman, both present autonomy as the development of the student being autonomous from their parents and the parents regarding the students as adults. This includes allowing students the opportunity to solve their own problems, by communicating the ability to solve problems and by accessing resources needed to solve problems. From the data collected for this study, four statements were presented to the student respondents, which correlated to students' perception of their parent level of involvement and of their parents regarding the students as adults. Each statement showed strong agreement to the statement showing the student as having autonomy from their parents, while the parents have solicited involvement. The data collected for the statement: "In general, my parents are available to give me advice or guidance when I want it," was 31 students (30.4%) who selected a lot of the time and a great deal of the time at 53 respondents (52%). A great deal of the time was selected by 51 students (50.5%), and a lot of the time 33 students (32.7%) indicated that their parents generally support their goals and interests. Forty six students (46%) reported that a great deal of the time their parents have trust and confidence in them, while 34 students (34%) stated that their parents feel this way a lot of the time.

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Another statement that data were collected, which contributed to previous research was, "In general, my parents encourage me to make my own decisions," with 40 students (39.2%) selecting a great amount of the time, and 40 students (39.2%) responding a lot of the time. In a 2013 qualitative study, Edelman reported that the population of helicopter parents is small in comparison to the overall parent population, yet this type of over-involvement can be damaging to students' success in college. The data collected for this study showed that over involved parenting in this sample is minimal. Two statements contributed specifically about parents over powering the students' life, the statements are as followed: "In general, my parents try to control my life," and "In general, my parents restrict my freedom or independence." Only two students (2%) reported that their parents try to control their lives a great deal. Only three students (2.9%) reported that their parents restrict their freedom or independence. Conclusively, very few students in this study population have overly involved parents.

According to Cullaty (2011), it is parents' support that provides students with the encouragement they need to meet new challenges or grow academically. Similarly, Payne (2010) also indicated that students want a balance of autonomous support and solicited guidance from their parents, which is easily established in an adult-to-adult relationship. This study found that most students saw their parents as the persons they can count on to provide emotional support when they feel troubled. Cullaty (2011) states, "when students felt supported by their parents they perceived greater freedom to make their own decisions and plan independently from the approval of others" (p. 431). Chickering and Reisser (1993), demonstrated student autonomy through seven vectors that students move through to be emotionally independent. In this study, perceived levels of parental

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involvement was examined to understand the developmental growth of students. The seven vectors were displayed through certain statements throughout the survey and data were collected in relation to understanding the student perception of relationships with their parents. Managing emotions was one of the seven vectors that was displayed through the statement, "In general, my parents are persons I can count on to provide emotional support when I feel troubled." A total of 53 students (52%) responded to the above statement that they can count on their parents a great deal. For students to be autonomous, they must learn appropriate ways of dealing with their emotions, which shows that the students in this study understood when to use their parents for emotional support a great deal when needed.

Research question 2. What is the impact of parental involvement on student autonomy during their transition into college?

The third vector that students in the study appear to be working towards is moving through autonomy toward interdependence, when the student learns to function independently and take responsibility for goals and worry less about others opinions (Chickering & Reisser, 1993). Students reported that the following two statements were true of themselves more than 80% of the time: "I am aware of how my surroundings affect my productivity," with 64% students in agreement, and "I am educationally motivated," with 51% students in agreement. Both statements show how students are functioning independently from their parents and being responsible for creating their own autonomy. Chickering and Reisser (1993), stated that the fourth vector is developing mature interpersonal relationships, which involves having "tolerance and appreciation of differences, capacity of intimacy" (p. 49). In this study, the data for the

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following statement, "I am considered reliable and trustworthy by others," found that 72.7% stated that this was true of themselves more than 80% of the time. Students developing this rapport with others shows their acceptance towards diverse people and opens a window for meaningful relationships. This means that the involvement of parents did not prevent students in the study to move through the fourth vector.

Research question 3. What is the impact of parental involvement on student responsibility, privacy and FERPA, and personal autonomy?

Wintre and Yaffe (2000), discuss how parenting is one variable in promoting student autonomy, however it does have a positive impact on adjusting to attending college. Through this study, autonomy was achieved by 38.5% of the subjects as they agreed with the statement that parents allowed them to become more autonomous.

Edelman (2013), also indicated that some level of parental involvement can contribute to the transition process, particularly support from parents by helping to provide strategies for coping. However, research shows that high levels of parent involvement can lead to unhealthy dependence on parents, especially during the first year of college. This study showed that the students had appropriate levels of parental involvement, as no excessive parental involvement was reported. A total of 68% of the students agreed or strongly agreed that their parents allowed them to become autonomous. "I develop independence during my first semester in college," was another statement with high agreement levels from the students as 63% agreed or strongly agreed. The data also showed that 26% either strongly disagreed, disagreed or were neutral to the statement, "I struggled with becoming autonomous from my parents." A surprising finding, was that students lacked knowledge of the *Federal Education Rights and Privacy*

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Act (FERPA). The data showed that nearly 50% of the students were unaware of FERPA, and a similar response pattern to allowing parents to see their academic records. Cutright (2008), notes that FERPA can be waived for students to allow parents to discuss all of the students record on their behalf. The results indicated that students are unaware of these rights or if they did understand FERPA, they did not want to allow their parents to be that involved in their records or privacy of their education.

Research question 4. What is the impact of parental involvement on student achievement during their transition into college?

Wintre and Yaffe (2000), also discuss that better academic performance can be a positive outcome of involved parents and even overly involved parents do not have negative effects on student academic performance. Results from the study confirmed this finding as data collected did not show high positive or negative agreement with two statements dealing with parental involvement and academic success. The results showed a wide variation from disagreeing at 9% to strongly agreeing at 21%, for parents being involved. The statement regarding overly involved parents had a wide variation from strongly disagreeing at 46% to agreeing at 1%. Shown through existing student development research from Chickering and Reisser (1993), a student working toward autonomy involves learning how to structure time and organize daily life. The student responses to the statement, "I organize what I need to do well enough to assure that everything important gets done," showed that 36% did this everyday while 41% of the students frequently did this.

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Research question 5. Is there a significant relationship between parental involvement, student autonomy, and student achievement during the college transition process?

Several significant correlations were discovered during the analysis of the data involving parental involvement in relation to student autonomy. Most students used their parents to assist them as needed, and benefited from the support given while maintaining their own autonomy. Students were viewed as reliable and trustworthy because, in times of trouble, they could use their parents to support them. Students viewed their parents as understanding when the student made a poor decision. Parents showing student support when the student is communicating regularly, in spite of the situation being positive or negative, aligns with autonomous behavior. As seen in Moriarty (2011), students who have frequent contact with their parents also show higher levels of autonomous development. Additional, regular communication with parents, encourages students to grow and mature more than their peers who do not communicate regularly with their parents. Additional correlations showed, that parents who provide advice when solicited by students, instilled a greater confidence and encouraged the students to participate. The student's confidence with life had a significant correlation to the parents taking the students opinion seriously. Taub (2008) states that parents who allow students the opportunity to solve problems on their own, communicate confidence in the student solving the problem contributes to development of autonomy. Thus, a significant correlation existed between the encouragement of parents to make their own decision, and students being self-sufficient and confident. Parents who provided students with freedom for experimentation and self-teaching links to the students' ability to discover

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how to meet needs, shows an understanding of personal accountability. Cullaty (2011), demonstrations this correlation by stating that students who feel supported by parents, perceive greater freedom to make decisions and be independent from peers and authority approval. Generally, parents who place trust and confidence in their student creates the conditions for the student to be successful. All of the significant correlations confirmed the overarching theme of positive emancipation of parental involvement with students results in greater student autonomy. Of particular note, however, was the finding that no relationship was found between parental involvement and student achievement.

Conclusions

Students who participated in the survey displayed relatively similar views on levels of parents involvement and how it impacted them. The students identified their parents as being involved in a positive manner, which included promoting support, encouragement, and proper involvement levels. The data showed students who were successful in developing autonomy and achievement, sought out the support of their parents only on an as needed basis. This study provides evidence that the population of parents who may be described as helicopter parents was actually minimal in comparison to the total parent population. Thus, it can be concluded, that over-involved parenting, in this sample was minimal.

The results of this study confirm findings from previous studies. Parents that encouraged students to be independent during the college transition process appear to be successful in promoting both autonomy and achievement. My study showed that involved parents and a moderate level of communication were welcomed by students and considered supportive. Students being regarded as adults and hosting an adult-to-adult

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relationship with their parents, promoted a mature sense of student autonomy. These relationships by parents allowed students the opportunity to solve their own problems by communicating an ability to solve problems, and how to use appropriate resources to solve problems. Based on Chickering's research on student development, the subjects in this study were developing autonomy with the support of parents that allowed for independent growth. Surprisingly, the students showed a lack of knowledge of FERPA, which demonstrates that their parents did not need to be involved enough to require a FERPA form to be completed. Better academic performance, similar to previous studies, did not have one set of outcomes based on the level of parental involvement. The impact of parental involvement on academic achievement was actually very neutral for all subjects in this study. Thus, my study showed that parental involvement actually promoted development of autonomy in a healthy manner. Rather, than creating dependency on parents, a majority of the subjects reported a parental relationship that encouraged autonomy.

Recommendations for Practice

Based upon the findings and conclusions of the research, the following suggestions are presented.

1. Additional student workshops should be held for students to explain the purpose and rights that coincide with FERPA.

2. Consider discussions of autonomy through general education course requirements.

3. Administrators who follow trends in higher education should consider doing more research to verify the rise of parental involvement and what are the recommended impact levels.

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Recommendations for Further Research

Based upon the findings and conclusions of the research, the following suggestions
are presented.

1. Create a tool to measure parental involvement and determine what are healthy
    amounts of parental involvement versus over-involvement.

2. A study should be conducted to investigate a larger number of students at Rowan
    University based on the positive impact of parental involvement on academic
    achievement.

3. A longitudinal study should be conducted on parents and students in relation to
    parental involvement and the impact on student development during the college
    years.

4. A qualitative study should be conducted on the impact of parental involvement on
    the college transition process.

5. A mixed method study should be conducted on parents and students in relation to
    autonomy and academic achievement.

6. Further research into effects of student privacy during the college transition period
    should be conducted.

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Recruitment Letter and Survey Instrument

Recruitment Email

Good afternoon,

My name is Chelsea Haines, and I will be completing my Master's degree in Higher Education Administration this May. I am currently conducting a research study entitled *Parental Involvement in College Student Transition: Student Achievement and Student Autonomy* to fulfill the thesis requirement for my graduate program. In order to earn my degree, I am hoping for your assistance in filling out my survey. This should take no longer than twenty minutes!

The purpose of this study is to analyze the impact of parental involvement. First, it intend to view the impact of parental involvement during the student transition process. While viewing this impact of parental involvement it is important to seek the relationships with student autonomy and student achievement. In addition to this, it seeks to find a significant relationship between autonomy and achievement in students with parental involvement. While your participation in this survey is completely voluntary and you are not required to answer any of the questions, I would truly appreciate any information you can provide.

You can access the survey by clicking here. In order to ensure this survey is only completed by the random sample selected, please do not share this link with anyone else. If you have any questions, please feel free to contact me at this email.

From one student to another, thank you in advance for your time!

Survey Instrument

You are invited to participate in this online research survey entitled Parental Involvement in College Student Transition: Student Achievement and Student Autonomy. You are included in this survey because you are a junior or senior level undergraduate student who reside on campus, started as a freshman in Rowan University and have achieved 60 credits or higher. The number of subjects to be enrolled in the study will be approximately 215.

The survey may take approximately 20 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

The purpose of this research study to examine the involvement of parents during students' transitional time into college. Further, the study also examines whether the amount of student achievement and the amount of student autonomy can be effected by different levels of parental involvement.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us understand parental involvement effects on student achievement and student autonomy.

Your response will be kept confidential. We will store the data in a secure computer file and the file will destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, I may contact Dr. Burton Sisco at 856-256-4500 ext. 3717, the principal investigator or the co-investigator, Chelsea Haines at 856-491-0891.

Please complete the checkbox below.
❑ To participate in this survey, you must be 18 years or older. Place a check box her (1)
❑ Completing this survey indicates that you are voluntarily giving consent to participate in the survey

Q1 Where are you from?
❍ South Jersey
❍ North Jersey
❍ Out of State

Q2 How old are you?
❍ 0-18 years old
❍ 19-22 years old
❍ 23-26 years old
❍ 27-30 years old
❍ 31-35 years old
❍ 36 or older

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Q3 What is your gender?
- ○ Male
- ○ Female
- ○ Transgender

Q4 What is your ethnicity?
- ○ White/Caucasian
- ○ Hispanic/Latino
- ○ Black/African American
- ○ Asian/Pacific Islander
- ○ American Indian/Native American
- ○ Other

Q5 What is your class level at Rowan University?
- ○ Junior (58-89 credits)
- ○ Senior (90 or above)

Q6 Did you start as a Freshman at Rowan University?
- ○ Yes
- ○ No

Q7 What is/was your grade point average (GPA) now (or at graduation)?
- ○ 0.70-1.30
- ○ 1.31-2.30
- ○ 2.31-3.30
- ○ 3.31-4.00

Q8 What was your grade point average (GPA) during your freshman year of college?
- ○ 0.70-1.30
- ○ 1.31-2.30
- ○ 2.31-3.30
- ○ 3.31-4.00

Q9 Are you the first person in your family to go to college?
- ○ Yes
- ○ No

Q10 Mother's Highest Level of Education
- ❑ Doctorate
- ❑ Masters
- ❑ Bachelors
- ❑ Associates
- ❑ Some College Credits
- ❑ High School Diploma/GED
- ❑ Some High School
- ❑ Other

Q11 Father's Highest Level of Education
- ○ Doctorate
- ○ Masters
- ○ Bachelors
- ○ Associates
- ○ Some College Credits
- ○ High School Diploma/GED
- ○ Some High School
- ○ Other

Q12 My parents are:
- ○ Married to each other
- ○ Divorced from each other

Q13 How many siblings do you have?
_____ Brothers
_____ Sisters

Q14 Please use the following scale to respond to the questions

	True of me less than 20% of the time	True of me about 20 - 40% of the time	True of me about 40 - 60% of the time	True of me about 60 - 80% of the time	True of me more than 80% of the time
I value knowledge of what is happening in the world today. (1)	○	○	○	○	○
I am able to achieve important things (2)	○	○	○	○	○
I write well on course assignments. (3)	○	○	○	○	○
I enter class discussions only when prompted by the instructor. (4)	○	○	○	○	○
I feel an obligation to support the college's activities (5)	○	○	○	○	○
I am educationally motivated. (6)	○	○	○	○	○
I can be depended upon to support	○	○	○	○	○

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classmates' projects (7)					
I am open to seriously considering controversial ideas and theories. (8)	○	○	○	○	○
I run out of money because of poor or frivolous spending decisions. (9)	○	○	○	○	○

Q15 Please use the following scale to respond to the questions

	True of me less than 20% of the time	True of me about 20 - 40% of the time	True of me about 40 - 60% of the time	True of me about 60 - 80% of the time	True of me more than 80% of the time
I enjoy learning for its own sake. (1)	○	○	○	○	○
I give back to this university as much as (or more than) I receive (2)	○	○	○	○	○
I am self-sufficient. (3)	○	○	○	○	○
I am aware of how my surroundings affect my productivity (4)	○	○	○	○	○
I am a self-directed learner. (5)	○	○	○	○	○
I am considered reliable and trustworthy by others (6)	○	○	○	○	○
I am confident I could live and be happy wherever I find myself. (7)	○	○	○	○	○
I know where to look or who to ask about	○	○	○	○	○

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things I need on campus. (8)					
My grades accurately reflect my abilities and the amount of effort I put into courses. (9)	○	○	○	○	○
The responsibility for making my life happy rests with others (10)	○	○	○	○	○
I feel competent interacting with university administrators. (11)	○	○	○	○	○

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Q16 Please use the following scale to respond to the questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am responsible for my own academic success. (1)	○	○	○	○	○
I am responsible for my independence. (2)	○	○	○	○	○
I involve my parents as needed. (3)	○	○	○	○	○
I am responsible for my own commitments. (4)	○	○	○	○	○

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Q17 Please use the following scale to respond to the questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am aware of the FERPA. (1)	○	○	○	○	○
I have signed a FERPA form for my parents. (2)	○	○	○	○	○
I share my grades openly with my parents. (3)	○	○	○	○	○
I share my non-academic lifestyle openly with my parents. (4)	○	○	○	○	○

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Q18 Please use the following scale to respond to the questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I develop independence during my first semester in college. (1)	○	○	○	○	○
My parents allowed me to become autonomous. (2)	○	○	○	○	○
I struggled with becoming autonomous from my parents. (3)	○	○	○	○	○
I feel it is important to develop independence. (4)	○	○	○	○	○

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Q19 Please use the following scale to respond to the questions

	I never do this	I seldom do this	I occasionally	I frequently do this	I do this every day

			do this		(almost every day)
I use computers effectively. (1)	○	○	○	○	○
I take action to correct examples of social injustice or prejudice on campus when encountered. (2)	○	○	○	○	○
I organize what I need to do well enough to assure that everything important gets done. (3)	○	○	○	○	○
I become excited about what I learned in class. (4)	○	○	○	○	○
I contribute to the community's betterment. (5)	○	○	○	○	○
I analyze the motives (causes) for my behavior. (6)	○	○	○	○	○
I make	○	○	○	○	○

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| changes in my environment (surroundings) to reflect who I am. (7) | ○ | ○ | ○ | ○ | ○ |
| I have serious intellectual conversations with acquaintances. (8) | ○ | ○ | ○ | ○ | ○ |

Q20 Please use the following scale to respond to the questions

	I never do this	I seldom do this	I occasionally do this	I frequently do this	I do this every day (almost every day)
I offer to help	○	○	○	○	○

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classmate(s) understand class material or solve problems (1)					
I have friendly, informal conversations with faculty members. (2)	○	○	○	○	○
I seek opportunities to prove my competence. (3)	○	○	○	○	○
I participate with other students in cooperative efforts to achieve common goals (4)	○	○	○	○	○
I take responsibility for making a happy life for myself. (5)	○	○	○	○	○
I depend on others (such as friends or relatives) to tell me what is the best thing to do. (6)	○	○	○	○	○
I decide not to undertake	○	○	○	○	○

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something new because of the possibility that I might fail. (7)					
I try to avoid being assigned crucial responsibilities in groups of which I am a member. (8)	○	○	○	○	○

Q21 Please use the following scale to respond to the questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My parents are involved in my academic success. (1)	○	○	○	○	○
My parents are overly involved in my academic success. (2)	○	○	○	○	○
I meet with my academic advisor often. (3)	○	○	○	○	○
My parents feel positively about my major. (4)	○	○	○	○	○

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Q22 Please use the following scale to respond to the questions.

	None at all	A little	A moderate amount	A lot	A great deal
In general, my parents are persons I can count on to provide emotional support when I feel troubled. (1)	○	○	○	○	○
In general, my parents support my goals and interests. (2)	○	○	○	○	○
In general, my parents live in a different world. (3)	○	○	○	○	○
In general, my parents understand my problems and concerns.	○	○	○	○	○

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(4)					
In general, my parents respect my privacy. (5)	○	○	○	○	○
In general, my parents restrict my freedom or independence. (6)	○	○	○	○	○
In general, my parents are available to give me advice or guidance when I want it. (7)	○	○	○	○	○
In general, my parents take my opinions seriously. (8)	○	○	○	○	○
In general, my parents encourage me to make my own decisions. (9)	○	○	○	○	○

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Q23 Please use the following scale to respond to the questions.

	None at all	A little	A moderate amount	A lot	A great deal
In general, my parents are critical of what I can do (1)	○	○	○	○	○
In general, my parents impose their ideas and values on me. (2)	○	○	○	○	○
In general, my parents have given me as much attention as I have wanted. (3)	○	○	○	○	○
In general, my parents are available persons to whom I can express differences of opinion on	○	○	○	○	○

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important matters. (4)					
In general, my parents have no idea what I am feeling or thinking. (5)	○	○	○	○	○
In general, my parents have provided me with the freedom to experiment and learn things on my own (6)	○	○	○	○	○
In general, my parents are too busy or otherwise involved to help me. (7)	○	○	○	○	○
In general, my parents have trust and confidence in me (8)	○	○	○	○	○
In general, my parents try to control my life. (9)	○	○	○	○	○

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Q24 Please use the following scale to respond to the questions.

	None at all	A little	A moderate amount	A lot	A great deal
In general, my parents protect me from danger and difficulty (1)	○	○	○	○	○
In general, my parents ignore what I have to say. (2)	○	○	○	○	○
In general, my parents are sensitive to my feelings and needs. (3)	○	○	○	○	○
In general, my parents are disappointed in me (4)	○	○	○	○	○
In general, my parents give me advice whether or not I want it.	○	○	○	○	○

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(5)					
In general, my parents respect my judgment and decisions, even if different from what they would want. (6)	○	○	○	○	○
In general, my parents do things for me, which I could do for myself. (7)	○	○	○	○	○
In general, my parents are persons whose expectations I feel obligated to meet. (8)	○	○	○	○	○
In general, my parents treat me like a younger child. (9)	○	○	○	○	○

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Instrument Approval from Author

Chelsea Haines <chelsea.iavicola@gmail.com> Wed, Feb 3, 2016 at 5:51 PM To: bmoriarty@bridgew.edu

Good Evening,

My name is Chelsea Haines and I am a graduate student at Rowan University in NJ. I am currently working on my masters thesis for my MA in Higher Education Administration. I am interested in utilizing your College Adjustment Survey as the instrument for my thesis. I have read your research and understand that you have adapted your instrument from other resources.

In order to use your instrument, I need your permission to include this instrument into my thesis. The name of my thesis is Parental Involvement in College Student Transition: Student Achievement and Student Autonomy.

I am looking forward to hearing from you. Chelsea Haines

Moriarty, Beth <BMORIARTY@bridgew.edu> Sun, Feb 7, 2016 at 9:23 PM To: Chelsea Haines <chelsea.iavicola@gmail.com>

Hi Chelsea

Sorry for the delay in ge3ng back to you. I have been away from the office for a few days. I would be happy to grant you permission to use my survey instrument for you thesis. As you know I did adapt my survey from another instrument and I had the researcher's permission to do so. Best of luck to you with your thesis.

Beth

Beth Moriarty, Ed.D. Director of Residence Life and Housing Bridgewater State University bmoriarty@bridgew.edu 508-531-1277

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School of Education

DEPARTMENT OF COUNSELING, DEVELOPMENTAL
PSYCHOLOGY, AND RESEARCH METHODS
Campion 307
(617)552-4030
Fax (617)552-8419

Dear Colleague:

You have my permission to reproduce and use the Parental Attachment Questionnaire for research
purposes.

Sincerely,

Maureen Kenny, Ph.D.
Associate Professor
Department of Counseling, Developmental
Psychology and Research Methods
Boston College

Appendix C

Institutional Review Board Approval

** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office **

**DHHS Federal Wide Assurance
Identifier:** FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date: 4/18/2016
Study Expiration Date:

eIRB Notice of Approval

STUDY PROFILE

Study ID:	Pro2015000726			
Title:	Parental Involvement in College Student Transition: Student Achievement and Student Autonomy			
Principal Investigator:	Burton Sisco		**Study Coordinator:**	None
Co-Investigator(s):	Chelsea Haines		**Other Study Staff:**	None
Sponsor:	Department Funded	Internal / Institutional Funding	**Approval Cycle:**	Not Applicable
Risk Determination:	Minimal Risk		**Device Determination:**	Not Applicable

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Review Type:	Exempt		Exempt Category:	2
Subjects:	334			

CURRENT SUBMISSION STATUS

Submission Type:	Modification ([Mod201600000053](Mod201600000053))	Submission Status:	Approved
Approval Date:	4/18/2016	Review Type:	Exempt

Pregnancy Code:	No Pregnant Women as Subjects Not Applicable	Pediatric Code:	Not Applicable No Children As Subjects	Prisoner Code:	Not Applicable No Prisoners As Subjects

Protocol:	Protocol 3	0.06	Consent:	financial disclosure	0.01	Recruitment Materials:	Recruitment Email	0.02
	Survey Word Format	0.01		Online Alternate Consent .pdf	0.01			
				Protocol.pdf	0.01			
				Recruitment Email .pdf	0.01			
				Survey Word Format .pdf	0.01			

Modifications:	Changes to Protocol Document(s) Change in Subject Population

* Study Performance Sites:
Glassboro Campus   201 Mullica Hill Rd, Glassboro, NJ 08028

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.

2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.

3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of

expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**

4. **Amendments/Modifications/Revisions** : If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.

5. **Unanticipated Problems**: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online
at: http://www.rowan.edu/som/hsp/

6. **Protocol Deviations and Violations** : Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online
at: http://www.rowan.edu/som/hsp/

7. **Consent/Assent**: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10.Letter Comments: *There are no additional comments.*

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