

## Parent Involvement

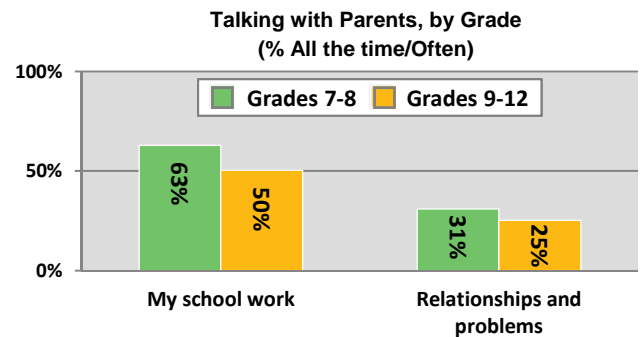
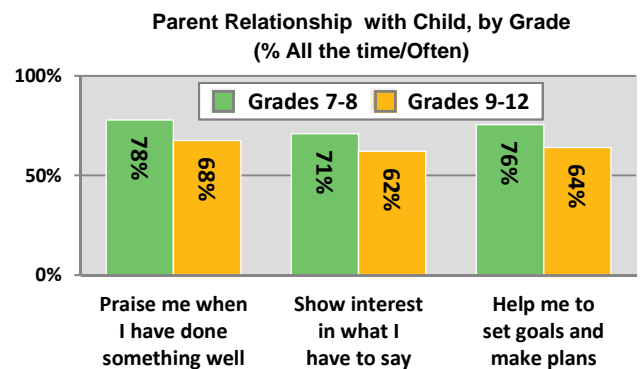
- This Fact Sheet highlights the TDSB's 2011-12 *Student and Parent Census* findings on student-parent relationships, parents' engagement in school, and parents' expectations for their children.
- While virtually all parents expected their child to succeed in school, the level and/or type of parent involvement varied in different degrees according to students' age, gender, socio-economic background (SES), and self-identified racialized grouping and sexual orientation.

### Student-Parent Relationships

#### General Population

*Students in Grades 7-8 were more likely than their secondary school counterparts to report having positive relationships with their parents.*

- While the majority of students reported that their parents praised them when they had done something well, showed interest in what they had to say, and helped them set goals and made plans all the time or often, the proportions were higher among students in Grades 7-8 than among their high school counterparts – about three quarters versus about two-thirds.
- When asked whether the students themselves talked with their parents about school work all the time or often, less than two-thirds of students in Grades 7-8 and only half of students in Grades 9-12 agreed. The percentages of those who indicated that they often talked with their parents about relationships and problems were even smaller, especially among secondary school students.



#### Differences by Demographic Groupings

*Student-parent relationships varied to different extents by gender, SES, racialized background and sexual orientation.*

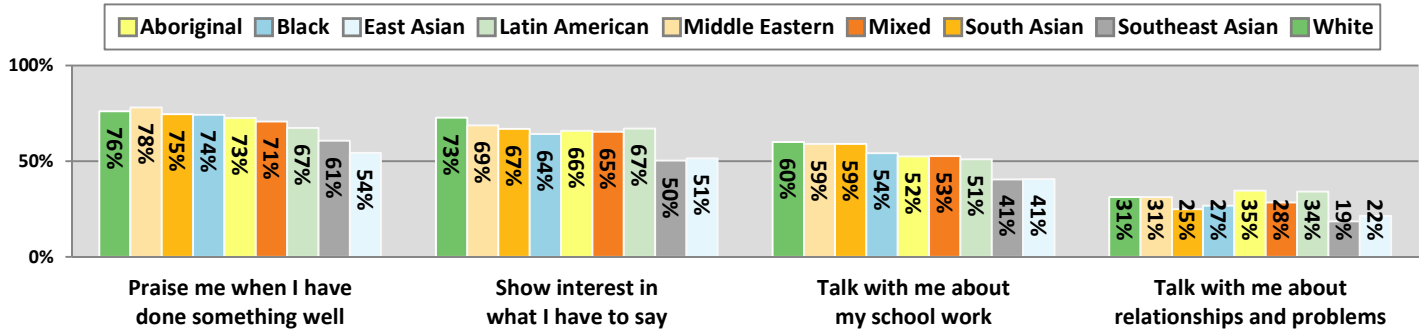
- Female and male students reported similarly in terms of how their parents related to them. However, female students were more likely than their male counterparts to talk with their parents about school work (59% versus 50%), and about relationships and problems (33% versus 21%).
- Students from the higher SES sectors were more likely than those from lower SES backgrounds to report that their parents praised them, showed interest in their conversations, or helped them to set goals or make plans (about 70% versus approximately 60%), and that they talked with their parents about school work (58% versus 47%). But regarding those students in Grades 7-12 who often talked with parents about relationships or problems, the proportions were equally low (about a quarter) across all SES groups.

# Parent Involvement

## Student-Parent Relationships (Cont'd)

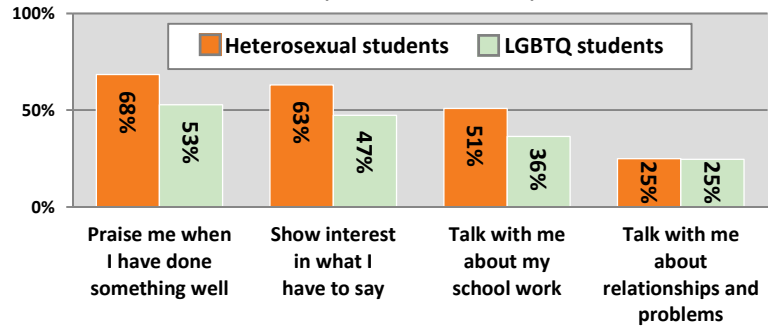
- Among different racialized groups, White students followed by Middle Eastern and South Asian students, were the most likely to report having positive relationships with their parents, while East Asian and Southeast Asian students were the least likely.

Student-Parent Relationships, by Students' Ethno-racial Background  
(% All the time/Often)



- Compared to other secondary school students, those who identified themselves as LGBTQ were much less likely to report that their parents praised them when they had done something well, or showed interest in what they had to say, and that they talked with their parents about their school work. Only a quarter of secondary school students often talked with parents about their relationship issues or problems, and this proportion was the same for both heterosexual and LGBTQ students.

Student-Parent Relationships, by Students' Sexual Orientation  
(% All the time/Often)



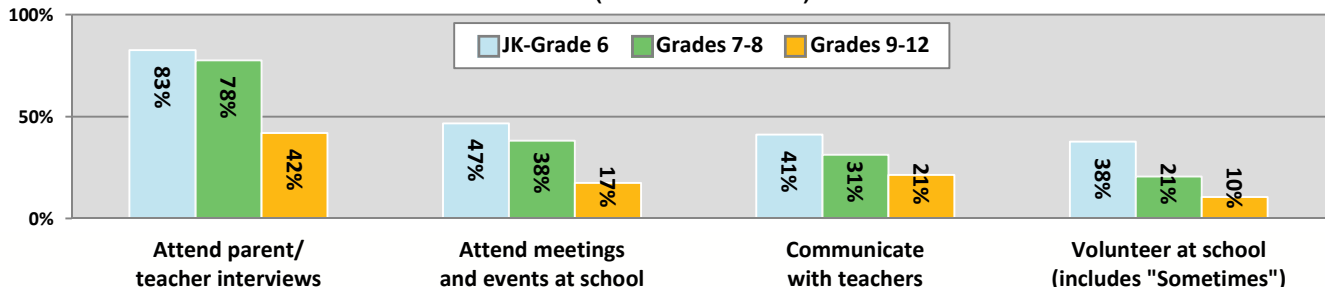
## Parent Engagement in School

### General Population

*The older the students the less involved their parents were in their school.*

- While 83% of parents of students in Kindergarten to Grade 6 always or often attended parent/teacher interviews, the percentage dropped slightly to 78% among those of the Grades 7-8 population, and drastically to 42% among parents of secondary school students.
- The decreasing level of parent involvement in their child's school from elementary to middle and secondary school years was also apparent in terms of attending school meetings or events, communicating with teachers, and volunteering at school.

Parent Involvement in School, by Grade  
(% All the time/Often)



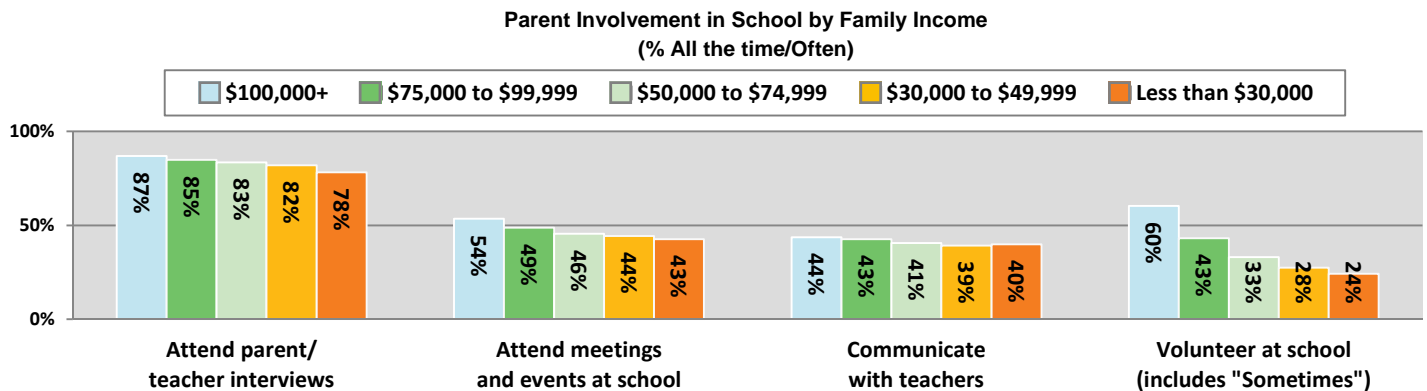
# Parent Involvement

## Parent Engagement in School (Cont'd)

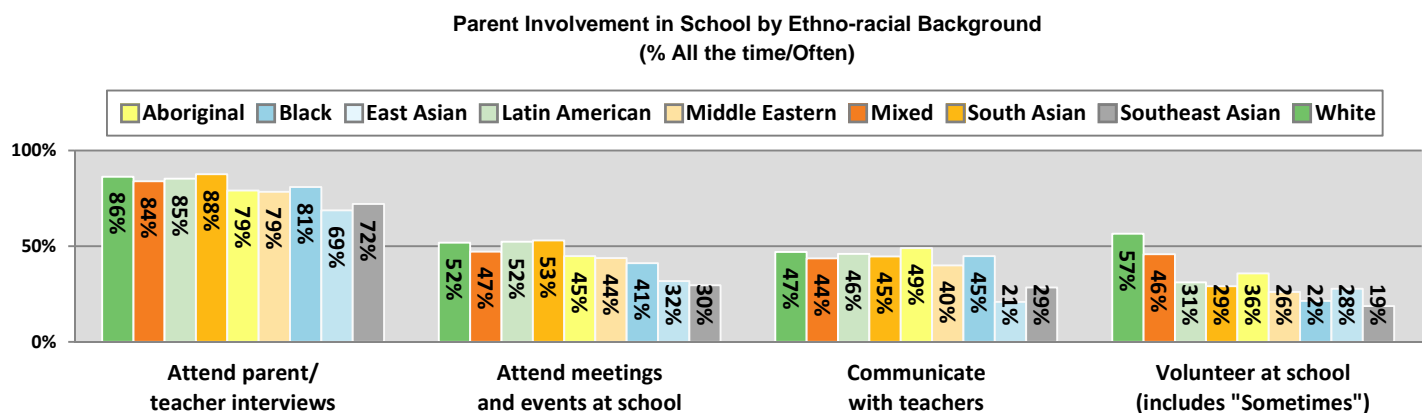
### Differences by Demographic Groupings

*Parents' level of engagement in school differed noticeably by SES and racialized backgrounds, and to a lesser extent by their child's gender and sexual orientation.*

- The levels of parent engagement in school were similar regardless of their child's gender. The only exception was that male students were more likely than female students to have their parents communicate with their teachers all the time or often (44% versus 39% among K-Grade 6 parents, and 27% versus 22% among students in Grades 7-12).
- Within the K-Grade 6 population, parents from higher income brackets were more likely than those from lower income backgrounds to be involved in school, especially in terms of attending parent/teacher interviews, attending meetings and events at school, and volunteering (see figure). These SES variances were smaller among older students (Grades 7 to 12), except that parents from the higher SES sectors were still more likely than their counterparts from lower SES backgrounds to attend parent/teacher interviews regularly (49% versus 39% among students in Grades 7-12).



- Among different racialized groups, White parents were the most actively involved in their child's school, while East Asian and Southeast Asian parents were the least.



- Compared to other secondary school students, those who identified themselves as LGBTQ were less likely to report that their parents attended parent/teacher interviews regularly (42% versus 35%). Other than that, the level of their parents' involvement in school was similar to that of other secondary school students.

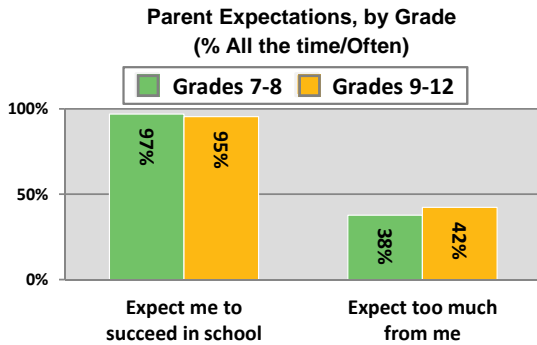
# Parent Involvement

## Parent Expectations

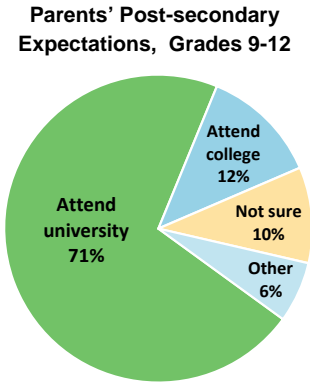
### General Population

*Almost all parents expected their child to succeed in school. Over 70% of secondary school parents expected their child to attend university.*

- Virtually all parents expected their child, regardless of age, to succeed in school. However, secondary school students were slightly more likely than their Grade 7-8 counterparts to report that their parents expected too much from them.



- The majority (71%) of secondary school students indicated that their parent's expectation for them was to attend university after high school. While 12% reported that their parents expected them to attend college, 10% of the secondary school students were not sure of their parent's post-secondary expectation for them.

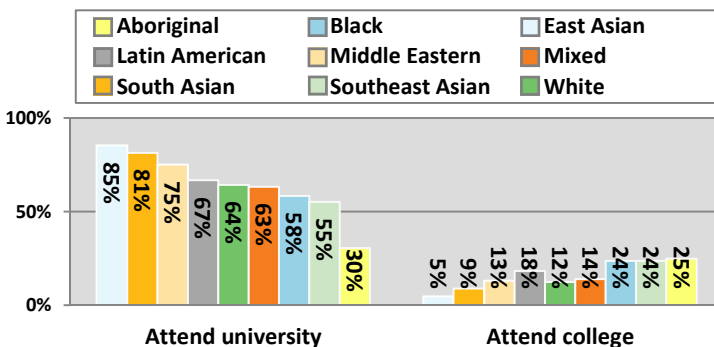


### Differences by Demographic Groupings

*Parents' expectations for their child's post-secondary plans differed by gender, SES, racialized background, and sexual orientation.*

- While almost all parents expected their child, regardless of gender, to succeed in school, female students were more likely than their male counterparts to be expected by their parents to attend university after high school (70% versus 59%).
- Although parents regardless of SES background equally expected their child to succeed in school, the share who expected their child to attend university was much larger among those from the higher SES sectors than the ones from lower SES backgrounds (80% versus 68%). The reverse is true regarding the proportions who expected their child to attend college (15% among those from the lower SES versus 7% among those from the higher SES sectors).
- Regarding parents' post-secondary expectations, the proportion who expected their child to attend university was highest among East Asians followed by South Asians, and lowest among Blacks, Latin Americans, and the Aboriginals.

**Parents' Post-secondary Expectations by Ethno-racial Background, Grades 9-12**



- According to the TDSB's 2011 Student Census: Grades 9-12, while 96% of heterosexual students reported that their parents expected them to succeed in school, the percentage among LGBTQ students was lower (88%). On the other hand, a higher percentage of LGBTQ students indicated that their parents expected too much from them. Considering post-secondary expectations, parents of LGBTQ students were much less likely to expect their child to attend university.

**Parent Expectations by Students' Sexual Orientation, Grades 9-12**

