AN EXPLORATORY STUDY OF PARENT INVOLVEMENT
AS MEASURED BY JOYCE EPSTEIN’S OVERLAPPING SPHERES OF INFLUENCE

Applied Dissertation Project
Submitted in Partial Fulfillment of the Requirements
For the Degree of Doctor of Education

Sharon L. Armstrong-Piner
Regent University
May 9, 2008
ABSTRACT

Evidence abounds that students whose families are involved in their education have more academic success at school than students whose parents are less involved. The purpose of this study was to determine if Joyce Epstein’s overlapping spheres of influence model is enforced at Friendship Public Charter School, Woodridge Campus. Scores of parents of third-, fourth-, and fifth-grade students and elementary teachers on the parent and teacher questionnaire (Epstein & Salinas, 1994) were used as quantitative data. Document analyses and a focus group discussion with parents were used as qualitative data. The research was designed as an applied dissertation project. The methodology was a mixture of quantitative (questionnaires and scores) and qualitative data. Participants included teachers and parents. The study answered questions concerning the level of parent involvement as indicated by Joyce Epstein’s six types of parent involvement (1987), as well as best practices for schools to implement to strengthen parental involvement.