

Table of Contents

Abstract	9
Abstract (in German)	11
Introduction	13
1. Canada and Germany: Educational Systems	18
1.1 Canada	21
1.1.1 A Brief History of the Canadian Education System	22
1.1.2 Country Specifics	26
1.1.2.1 Canadian Federalism	26
1.1.2.2 Quebec	27
1.1.2.3 Aboriginal People (First Nations, Inuit und Métis)	30
1.1.2.4 Immigration	32
1.1.2.5 Multiculturalism	34
1.1.3 Canada's Education System	36
1.1.3.1 The Structure of the Canadian Education System	36
1.1.3.2 Specifics of the Canadian Education System	40
1.1.3.2.1 Multicultural Education	40
1.1.3.2.2 School Boards and Councils	41
1.1.3.2.3 Home-Schooling	43
1.1.3.3 Curriculum and School Life	43
1.2 Germany	46
1.2.1 A Brief History of Germany's Education System	47
1.2.2 Country Specifics	51
1.2.2.1 German Federalism	52
1.2.2.2 Immigration	54
1.2.3 Germany's Educational System	58
1.2.3.1 Structure of the Educational System	58
1.2.3.2 Specifics of the Educational System	62
1.2.3.2.1 School Tracking	62
1.2.3.2.2 Students with Special Needs	65
1.2.3.2.3 Parents' Councils	66
1.2.3.2.4 Half-day and Full-time Schooling	67
1.2.3.3 Curriculum and School Life	68

1.3	Similarities and Differences between Canada and Germany	70
2.	The Relevance of the Home in a Student's School Life	75
2.1	Parental Involvement and Related Theories	76
2.1.1	Parent Involvement	78
2.1.2	Theories Beyond Parental Involvement	83
2.1.2.1	Self-Determination Theory and other Theories	84
2.1.2.2	Authoritative Parental Control	86
2.1.2.3	Social Capital	89
2.1.3	Cultural Capital, Process, Structural Factors, Direct and Indirect Effects	92
2.1.3.1	Bourdieu's Theories of Cultural Capital and Habitus	92
2.1.3.2	Indirect and Direct Effects	94
2.1.3.3	Process and Structural Factors	95
2.1.4	Putting Parental Involvement into Context	97
2.2	The Theoretical Model of this Study	104
3.	The Current State of Empirical Research	105
3.1	Parental Factors	105
3.2	International Studies	106
3.3	Studies on the German Education System	114
3.4	Studies on the Canadian Education System	122
3.5	Parental Involvement: High and Low Achievers	125
3.6	Summary of Parental Involvement	129
4.	Research Questions and Hypotheses	131
4.1	Description of the Theoretical-Empirical Model	132
4.2	Comparison between Canada and Germany	135
4.3	Comparison between High and Low Achievers	141
4.5	Comparison between Quebec and Ontario	143
4.6	Understanding the Cultural Context	144
5.	Method	146
5.1	Data	146
5.1.1	Description of the Data	147
5.1.2	Limitations of the Measurements	149
5.1.3	Challenges Concerning Categorical Variables	150
5.1.4	Estimators for Imputed Data	151
5.1.5	Missing Data, Missing Imputation and Plausible Values	152

5.1.6	Matrix-Sampling Booklet Design and Plausible Values	154
5.2	Methodological Approach	155
5.2.1	Structural Equation Modeling	155
5.2.2	Fit Indices	157
5.2.3	Measurement Invariance	159
6.	Results	164
6.1	Description of the Manifest and Latent Variables	164
6.2	Results of Measurement Invariance Testing and Structural Equation Modeling	168
6.2.1	Comparison of the Canadian Provinces and Germany	169
6.2.1.1	Model: Canadian Provinces	171
6.2.1.2	Model: Germany	175
6.2.1.3	Comparison of the Two Models	178
6.2.1.4	Conclusion	180
6.2.2	Differentiating between High and Low Achievers	181
6.2.2.1	Comparison of High and Low Achievers in the Canadian Provinces	182
6.2.2.1.1	Canadian Provinces: High Achievers	183
6.2.2.1.2	Canadian Provinces: Low Achievers	185
6.2.2.1.3	Comparison of the Canadian Provinces: High and Low Achievers	186
6.2.2.2	Comparison of High and Low Achievers in Germany	187
6.2.2.2.1	Germany: High Achievers	188
6.2.2.2.2	Germany: Low Achievers	189
6.2.2.2.3	Comparison between High and Low Achievers in Germany	190
6.2.2.3	Conclusion	191
6.2.3	Comparison between Quebec and Ontario	192
6.3.1	Ontario	193
6.3.2	Quebec	195
6.3.3	Results of the Comparison between Quebec and Ontario	197
6.3.4	Conclusion	198
6.3	Overall Conclusion	198
6.4	Explanations Based on Country Context	200
7.	Discussion	203
7.1	General Discussion of the Empirical Results	203
7.2	Advantages and Limitations	207

7.2.1	Advantages	207
7.2.2	Limitations	210
8.	Outlook	216
8.1	Recommendations for Future Research	216
8.2	Future Challenges for School and Home	219
	References	224
	Appendix A Journal Comparison	239
	Appendix B Questions and Hypotheses	241
	Appendix C Tables	243
	List of Figures	245
	List of Tables	247