2020

A Comparative Study on Parental Involvement

Roldens Paulynice
Nova Southeastern University, rpaulyni@fau.edu

Share Feedback About This Item

A Comparative Study on Parental Involvement

by
Roldens Paulynice

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
and School of Criminal Justice in Partial
Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University
2020

This applied dissertation was submitted by Roldens Paulynice under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

David Weintraub, EdD
Committee Chair

Lisa Ard, PhD
Committee Member

Kimberly Durham, PsyD
Interim Dean

Statement of Original Work

I declare the following:

I have read the Code of Student Conduct and Academic Responsibility as described in the Student Handbook of Nova Southeastern University. This applied dissertation represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

Where another author's ideas have been presented in this applied dissertation, I have acknowledged the author's ideas by citing them in the required style.

Where another author's words have been presented in this applied dissertation, I have acknowledged the author's words by using appropriate quotation devices and citations in the required style.

I have obtained permission from the author or publisher—in accordance with the required guidelines—to include any copyrighted material (e.g., tables, figures, survey instruments, large portions of text) in this applied dissertation manuscript.

Roldens Paulynice
Name

December 24, 2019
Date

Abstract

A Comparative Study on Parental Involvement. Roldens Paulynice, 2020: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice. Keywords: parental involvement, school leaders, student academic performance and success, and parental partnership

Parental involvement has been found by many researchers to be important in student academic success. However, many school leaders are challenged to get many parents actively involved in their child's education. At the research site, for example, the researcher observed that many parents do not get actively involved in their child's education, and they miss the school parental meeting or programs. If this problem is solved, school staff members or leaders would care and would benefit from it.

The purpose of this study was to explore the perception of educators on the impact of parental involvement on student success and on the effective strategies that they use that can be used to increase parental involvement at a school on the central east coast of Florida. This study is guided by Epstein's model of parental involvement. This study has two research questions that are about teachers' perceptions on the efficacy of current attempts at parental involvement and teachers' suggestions for improving parental involvement at the research site.

The researcher used a qualitative case study design and one-on-one interviews to explore the perception of five teachers. The interviews were recorded and transcribed by using the Rev Voice Recorder App or the Rev Call Recorder App. The researcher used open coding to analyze the data. The study's results showed that communication, school resources, and parental programs or events are effective in increasing parental involvement.

Table of Contents

Chapter 1: Introduction

Statement of the Problem

A priority for many urban school leaders is to increase parental involvement (Rhames, 2014). This issue has been raised by both, educators and researchers, to promote the successful schooling of urban youth (Barnyak & McNelly, 2009; Rhames, 2014; Wilder, 2014). According to the literature, low parental involvement is a complicated problem, which can impact student achievement levels (Barnyak & McNelly, 2009; Rhames, 2014; Wilder, 2014). Although the existing research has produced some promising findings regarding parental involvement, Hirano and Rowe (2016) found that many of the research findings related to parental involvement are limited. As Mishra (2008) indicated, "Despite the validity of some studies, much parent involvement research contains serious methodological flaws, which results in a lack of confidence in their findings and limits their accuracy and usefulness" (p. 278). To deal with the possible problem related with the issue, several approaches and strategies were used by many schools to increase both parental involvement and student academic achievement, including helping some disable parents, adopting some parental involvement models, providing funding and communication services to the parents, and analyzing data to make decision (Martinez, 2015). Although these strategies have been implemented in the schools, parental involvement remains low, and some more complex academic problems, which are correlated to low parental involvement, occur in the schooling of the students (Martinez, 2015).

At the writer's school or the research site, for example, the local problem was that the level of partnership and involvement between many ESOL parents and the staff

members was low. To deal with the problem, the school leaders used a variety of strategies as an attempt to build effective partnership with the parents so that the parents could actively involve in their child's education, such as establishing parental involvement programs in the school, scheduling meeting with the parents to discuss with them the academic concerns of their child as a way to promote academic achievement, allowing the parents to come in the meeting with other parties, providing translation services to the parents, and reminding the parents of the exact date and time of the meeting through phone call or email messages. Although the school leaders have been used these techniques, the level of involvement or the participation of many parents in the meeting remains low while the ESOL students have academic problems that need to be discussed with the parents.

Research showed that promoting parental involvement in school has being a difficult issue (Bailey, 2017). As Bailey indicated, to promote parental involvement, both parents and educators must come together to do such, particularly when the parents lack the required skills and resources to involve themselves. When it comes to educators, teachers who are highly educated are very skilled, and they can help promote the level of student achievement because they often have the available resources to help the parents or increase their involvement level (Broadus, 2016).

Unfortunately, many parents misunderstand the meaning of their contribution to their child's education, and this misunderstanding leads to a negative impact on the partnership that exists between the school and the family, which causes confusion and makes it difficult for the parents to involve (Bailey, 2017). For example, as Broadus (2016) indicated, parents often have the misconception that their child does not value

their education, which diminishes their level of involvement in the education of their child. "In practice, however, a gap continues to exist between the additional support educators expect from parents and actual parent response (which can appear limited)" (Bailey, 2017, p. 16). Additionally, Ellis, Lock, and Lummis (2015) showed that parents and teachers have different views about the practices that are used that lead to ineffective partnership, which can have an impact in the academic performance of the students. "It is these practices, activities, outcomes and views (preferences) that inform the current body of knowledge on parents and teachers engaging with each other" (Ellis et al., 2015, p. 165). While this problematic gap, the lack of involvement or the ineffective partnership between the schools and the parents, continues to exist, many researches, however, showed that both schools and families need to have a better comprehension of each other, and they must work together to tackle the students' academic achievement problems (Bailey, 2017). Newchurch (2017) indicated, "The most accurate predictor of a student success is the extent to which families can: (1) create a home environment conducive for learning; (2) articulate high expectations for their child's achievement; and (3) become involved in their children's education" (p. 2).

The lack of parental involvement, that negatively impacts the success of the student, has remained an issue that schools across the nation are enduring (Kooy, 2012). Lack of parental involvement causes dilemma in the academic performance of the students (Tabaeian, 2016). Many parents fail to participate in their child's education because they miscomprehend the educational world of their child (Rhames, 2014). Parental involvement is in necessity within the schools (Rhames, 2014). School leaders believed that to satisfy the need or to increase student achievement, parents must

participate in their child's education (Campbell, 2011). The leaders acknowledged that comprehending the diversity of perspectives would give them numerous chances to collaborate with the uninvolved parents, and that collaboration would make the parents feel more comfortable and end up partaking in the education of their child (Rhames, 2014a). The parents failed to engage in their child's education because of many factors, which were low income or low educational level, job obligations, limited resources, and lack of confidence (Murray et al., 2014). Additionally, the lack of communication, parental apprehension, and childcare and racial difference were cited by Flemmings (2013) as barriers that prevented parents from participating in their child's education.

To fight these barriers or to develop collaboration efforts with the parents, many school leaders let the parents communicate and make decisions for their child (Campbell, 2011). In addition to that, many school leaders tried to recognize or differentiate each parent and determine what assistance that they needed; that helped the leaders to come up with more strategies to collaborate with the parents; as a result, many parents involved in their child's education (Campbell, 2011). The involvement of the parents was crucial for assisting the students in their education or their success since there was corporation between the schools and the parents, and it was substantiated by many researchers to be beneficial for increasing the academic performance of the students (Oates, 2017). However, the level of involvement of the parents was small (Flemmings, 2013). The number of parents participating in their child's education kept decreasing as students progressing to higher grade level (Brannon, 2007). There was a lack or a decrease in parental involvement, especially during the middle school years, which were the years that the students needed their parents the most to transform them and to better their

academic lives or to be their counselor or their confidant or mentor (Oates, 2017). The

majority of educators indicated that there were behavioral difficulties that were linked

with the decline in the participation of the parents, and those issues were expected to

escalate in the future, but to solve them, more parents must partake in their child's

education (Carpenter, Young, Bowers, & Sanders, 2016). There must be a good

relationship between parents and teachers, and this relationship could lead to an increase

in student achievement, and there must be trust between the teachers and the parents,

which would in turn boost parental involvement (Oates, 2017).

However, 22% of parents in one study noted that they did not get involved

because many teachers considered them as potential classroom distractions, and 21%

reported that it was difficult for them to get in contact with the teachers; thus, their

involvement was diminished (Public Agenda, 2012). Many of the techniques, procedures,

or strategies that the school leaders used to boost the involvement of the parents were not

effective (Wanke, 2008). They are still searching for strategies to stimulate parental

involvement since there lack of it has a negative impact on the academic achievement of

the students (Newchurch, 2017). "Therefore, identifying the effective strategies will

guide programs and policies so that they can promote the most effective strategies" (Hill

& Tyson, 2009, para. 4).

Using objective data, I studied the impact of lack of parental involvement on

student academic performance/ or success and explored some effective strategies to fight

it.

The Topic

Parental involvement is important in education (Newchurch, 2017). It "is the

volunteer service of parents at school or at home for the purpose of improving a child's education" (Washington, 2016, p. 1). Parental involvement is critical for student to succeed (Washington, 2016). Parental involvement has been seen by many school leaders as the principal asset for educating students (Washington, 2016). "Researchers studying parent involvement activities used Epstein's model found that 'parent involvement remains a significant challenge' for school leaders" (Washington, 2016, p. 3).

Evidence of the Existence of the Problem

At the local school where the researcher worked, the researcher noted that many ESOL parents fail to get actively involved in their child's education. They do not attend the parental involvement programs or the parental meeting of the school to evaluate or discuss the academic concerns of their child. Since they do not attend the parental meeting, the staff members try to contact them over the phone to discuss their child's academic problems but could not reach them. Most of the times, they would neither call or email back. Some parents would report that they could not attend the parental meeting or programs because of work obligation. The school administrators, counselors, or teachers would ask the writer, the researcher, to reschedule the meeting with some Haitian parents, but the writer would not reach them when telephoning them, and even if the writer had a chance to get in contact with the parents and reschedule the meeting, many parents would still not attend.

One of the math teachers at the research site, the ESOL program leader, shared his concerns with the researcher about the problems that they encounter when the parents fail to attend student led conference of the school. The teacher said that parents do not show off in the student led conference because most of the time, they must work or do not have

transportation, so the problem is that the teachers would have to create time to have the students conduct the conference with them because the school teachers assign a grade for the conference, so that does not affect the students' grade in the short run since it is not the students' fault but the parents' fault; however, that affects the school staff members and the students somehow because it put them behind (Personal Communication, Name to be withheld by request, January 28, 2019). That is, the students whom their parents attend the conference would have their grades to be put on in the grade system on time, but those whom their parents do not attend would have to be pulled out from classes to conduct the conference with a teacher, and that may impede the students in their learning or cause them to miss classroom instructions from their teachers (Personal Communication, Name to be withheld by request, January, 28, 2019).

Background and Justification

Smith (2011) indicated that while some parents fail to get involved in their child's education due to multiple factors, including unsatisfactory partnership between parents and school staff members and lack or limited school resources or programs, that negatively affect student success, the leaders are required to create programs in the schools so that the parents can involve and that the students can academically succeed. Some of the involvement programs or strategies are "parent night, open house, kindergarten round up, family reading nights, and parent teacher organization" (Jones, 2015, p. 9). At the researcher's school, many of these parental programs have been implemented by the school leaders so that the parents can involve to help promote the success of the ESOL students, including student led conference and parent open house, but many parents do not attend. To substantiate, the research site has the following

parental programs or events: PTO meeting, Open House, Title I Parent Meeting, Take Your Dad to School Day, Science Night, Science Fair Night, History Night, Student Led Conference, and 8th Grade Transition Celebration (FloridaCIMS, n.d.).

The assistant principal of the research site shared results of a parent survey with all the school staff members through the district employee email system, and the results were as follow on Table 1, but she did not share any information about the number of parents who took the survey.

Table 1

Results of Parent Survey

Parental Concerns	Percentage of Parents who completed the survey
Parents who agreed or strongly agreed that the experience was organized, that their child effectively communicated his/her goals, and that their child understood his/her social, behavior, and academic goals.	96.5%
Parents who disagreed or strongly disagreed.	2.5%
Parents who remained neutral.	1%
Parents who concerned about parking on campus	0.7%
Parents who concerned about students had missing folders	0.4%
Parents who felt that the conference was too long	0.2%
Parents who had a child with was missing grades	0.2%
Parents who felt that the conference was inconvenient	0.2%

The parents who attended and completed the survey offered some suggestions on how the school staff members can make the conference better. The parents mentioned that there should be a legend or a guide with grade and testing information; the conference can be done at different day for certain groups; the I-ready data must be explained to them; and the code of absent must be described (Personal Communication, Name withheld, October 16, 2018).

At the writer's school, low parental involvement is a concern for many of the school educators. One of the school teachers at the research site mentioned that it is a problem or a concern when a parent does not show off in a meeting since the meeting would have to be rescheduled and time must be recreated for the parent (Personal Communication, Name to be withheld by request, January 28, 2019). One of the school officers mentioned that when the school is unable to get in contact with a parent or when a parent does not show off on the parental meeting, that may have an impact on the school environment and on the child, which in return may affect the other students (Personal Communication, Name to be withheld by request, January 28, 2019).

Deficiencies in the Evidence

The deficiencies in the evidences can commence with the meaning of parental involvement itself; that is, the way that researchers defined the terms has remained unreliable and confused, especially in its effective utilization (Wilder, 2014). Even if the meanings may sound reasonable, the definition of parental involvement variedly changed frequently (Wilder, 2014). As Young, Austin, and Growe (2013) indicated, there is not a unique definition of parental involvement in the research, or there is a variation in the definition of the concept by researchers, educators, and parents. For example, parental involvement was defined in terms of committed resources of the family, but many researchers defined it in terms of how the family invest in their child's education, while it was defined in terms of parental conduct by many other researchers (Wilder, 2014). Deslandes, Royer, Turcotte, and Berttrand describe parental involvement as when the parents actually interact with the teachers in the environment of their child's school or help their child with school assignment in their house (Young et al., 2013). "Some

theorist and practitioners define parental involvement as home-school partnerships; parental participation; and parents as partners. Abdul-Adil and Farmer defined parental involvement as any parental attitudes, behaviors, style, or activities" (Young et al., 2013, para. 5). McNeal (2014), on the other hand, described parental involvement in terms of social norms.

Due to that problem, some researchers concentrated on the types of involvements that parents utilized in their child's education instead of universal parental involvement (Wilder, 2014). Boatwright (2014) mentioned that "Chrispeels suggests that additional research is needed" regarding parental involvement (p. 41). Many studies related to the definition of parental involvement are not specific (Lawson, 2015). The research studies that analyzed the aspects of the relationship between parental involvement on student academic achievement are sporadic, and there are uncertainties in the results (Wilder, 2014). "The problem arose when some of the reported significant correlations became non-significant once the previous student performance was controlled. These studies are just a few examples indicating that, as is often the case with complex phenomena, the findings related to parental involvement are frequently full of inconsistencies" (Wilder, 2014, p. 379). The studies lacked consensus due to the bewilderments in the results (Harris & Robinson, 2016). For example, many of the studies stated that the relationship between parental involvement and student academic performance/ or success is positive, but others concluded that it is negative, while others mentioned that the relationship is mixed or neutral or nulled (Harris & Robinson, 2016). "To summarize results regarding the relationship between parental involvement and student academic achievement, numerous meta-analyses were conducted over the past two decades, their findings

differed, confirming the need for a systematic research review of these results" (Wilder, 2014, para. 5 & 6). Using objective data, the researcher of this study systematically reviewed or presented past researches about the relationship between parental involvement and student achievement to help fulfill the need of finding effective ways to boost parental involvement. As Newchurch (2017) found, studies on how to stimulate parental involvement are in need and must be continued.

Audience

Teachers, administrators, readers, faculties, and parents may benefit from the study. Teachers may learn and may be able to better educate parents how their lack of involvement is detrimental to their child. School administrators may know how to effectively deal with the barriers of parental involvement. Faculties, parents, and readers may learn. Faculties may learn about better ways to deal with these students and the parents. Upon completion of this study, school leaders may be able to apply the recommended approaches or strategies derived from the results to increase parental involvement and student academic achievement/ or success. Parents who do not adequately participate may feel effected by the matter, but in turn, they may feel persuaded to contribute in their child's education to the best of their ability. For example, "Parents of minority or low-income children are less likely to be involved in their children's education than parents of non-disadvantaged children. If they receive adequate training and encouragement, however, parents of minority or low-income children can be just as effective as other parents in contributing to their children's academic success" (Chen, 2018, para. 6 & 7).

Setting of the Study

The study was conducted at a school located on the east central coast of Florida. The school has a total of 887 students (National Center for Education Statistics, n.d.). The classroom teachers (FTE) for the school is 55, and the student/teacher ratio is 16.13 (National Center for Education Statistics, n.d.). In addition, there are data from 1999 to 2018 that are available at the Florida Department of Education Website about the school, as follow on Table 2:

Table 2

Recent Data about the Research Site

English language art achievement score	55 out of 100
English language art learning gains score	59 out of 100
English language art learning gains of the lowest 20% score	57 out of 100
Mathematics achievement score	66 out of 100
Mathematics learning gains score	68 out of 100
Mathematics learning gains of the lowest 20% score	75 out of 100
Total Points	436
Number of Components	7
Percentage of total possible points	62%
Percentage of students tested	100%
School Grade for 2018	A
School Grade for 2017	C
School Grade for 2016	C
Percentage of Minority Students	39.9 %
Percentage of disadvantages deprived students	100%
Type of school	01 titled 1 / not a charter school
Region	03
The grading scale score	A = 62% or greater; B=54% to 61%; C=41% to 53%; D=32% to 40%; F=31% or less

Researcher's Role

The researcher holds a master's degree in business administration and a bachelor's degree in economics. At the research site, the researcher was employed as an ESOL Creole Para Educator. The researcher worked in the school from November 20, 2017 to May 31, 2019. The researcher served as an interpreter for the Creole speaking parents and the school staff members, especially during the school meeting. The researcher also served as an interpreter for the ESOL Creole speaking students and assisted them with their academic assignment. The researcher was getting permission from the research site and the school principal to conduct study at a place that he is no longer employed.

To reduce coercion or bias, the researcher obeyed the ethical standard of research, and he worked respectfully and honestly with the participants and protected them from any research harm. The researcher informed the participants about the purpose of the study, the data collection method, and the coding method that were used in the study. The researcher also informed the participants about their rights, benefits, and privileges and the costs of participating in the study. The researcher made sure that he did not coerce the participants to participate in the study by explaining to them that it was voluntary to participate in the study, and they had the right to leave the study at any time. The researcher also made sure that he protected the identity of the research site and the participants in the study. The name of the participants and the research site remained anonymous, and the researcher also made sure that he was respectful to the research site.

Purpose of the Study

The purpose of the study was to explore the perception of educators on the impact

of parental involvement on student success and on the effective strategies that they use

that can be used to increase parental involvement at a school on the central east coast of

Florida. Academic achievement is important because it "represents performance

outcomes that indicate the extent to which a person has accomplished specific goals that

were the focus of activities in instructional environments, specifically in school, college,

and university" (Steinmayr, Meißner, Weidinger, & Wirthwein, 2014, para. 1). This study

would contribute to the existing research on parental involvement considering that there

is a lack of research on the effective techniques to boost parental involvement or on the

impact of parental involvement on student academic performance/ or success.

Significance

Student academic achievement was found to be mostly impacted by parental

expectation, which is one of the facets of parental involvement (Hinkle, 2017). As

Newchurch (2017) indicated, "The most accurate predictor of a student success is the

extent to which families can: (1) create a home environment conducive for learning; (2)

articulate high expectations for their child's achievement; and (3) become involved in

their children's education" (p. 2). The study is relevant to the researcher to conduct

because it would significantly help the researcher to cover or explore some effective

strategies that past researchers were not able to discover. As a result, in parental

involvement research, there could be the arrival of new effective techniques or strategies

on ways to boost parental involvement and student success that could be derived from

this study. Chirgwin (2016) indicated that effective strategies are significant because they

can help any institution to succeed or lead to better focus, production, and profit.

While parent-teacher partnership is required so that parents and teachers can

discuss the essential problems that may impact the success or the life of the students, there is a need for effective relationship between parents and teachers (Flemmings, 2013). When the parents do not participate in their child's education, that causes problems in the school system since the schools must fulfil the social and academic responsibility of the parents (Smith, 2011). There have been questions on how they can support schools and parents in enhancing parental involvement for students to succeed (Berkowitz et al., 2017). However, there are times that the parents are the ones who can have themselves participate in their child's schooling (Ireland, 2014).

Definition of Terms

Academic performance is the diligence that someone invests in school to do well, and test scores can be used to help determine the level of a student academic performance (Martinez, 2015).

Parental expectation is the way that parents acknowledge that their child can succeed in school (Anderson, 2015).

Parental involvement is the investment of the parents in the education of their child (McNeal, 2014).

Student-led conference "is where students discuss their academic achievement with parents instead of holding a parent-teacher conference. A student-led conference is a two-way conversation between a student and his or her parents about learning" (Gober, 2018, p. 2).

Chapter 2: Literature Review

Introduction

The purpose of this qualitative study, in which the researcher conducted one-on-one interviews, was to explore educators' perception on the impact of parental involvement on student academic achievement and on some effective strategies that they used that can be used to increase parental involvement at their school. The literature review for this study encompasses the following topics: *conceptual framework, the causes and barriers of low parental involvement, the family and school partnership, the history of parental involvement, the importance of parental involvement, characteristics and benefits of quality involvement programs, lack of parental involvement, and deficiencies, implications,* and *consensus in parental involvement research.*

Conceptual Framework

Epstein's parental involvement framework is being used as conceptual framework for this study. Epstein's parental involvement framework consists of the six types of involvement: parenting, communicating, volunteering, learning at home, making decision, and collaborating with the community (Finkbiner, 2014). Parenting is the first type of involvement in which the parents know about the nature of the adulthood of their kids, and they understand the atmosphere of their household, which can stimulate the education of their child. (Caño et al., 2016). Secondly, the parents must openly communicate with the school staff members so that they can be aware of the school activities and their child's academic performance (Caño et al., 2016). The next type of involvement is volunteering, that is, the parents must participate in the events that the school and the organization of the community organize (Caño et al., 2016). Learning at

home, the fourth type of involvement, is that the school must develop certain practices to help or train the parents so that they can educate their child at home or assist their child with academic assignment (Compton, 2016). Next, decision making is when there is agreement between the parents and educators about the academic programs (Caño et al., 2016). Lastly, they must be collaboration, that is, the schools work with the community to receive help so that they can create programs and have a better learning atmosphere (Compton, 2016).

Oates (2017) mentioned that the Epstein's model of parental involvement is the combination of the six types of involvements and the friendship of the stakeholders with the school, which can stimulate parental involvement. The model includes the partnership model of parental involvement, which has a positive relationship with student academic performance (Oates, 2017). The Epstein model helps parents to value and consider themselves as profitable resources for the teachers since both parents and teachers can socially and academically assist the child in a significant way (Oates, 2017). Under Epstein's model, test scores could be predicted by educators (Oates, 2017). The Epstein's model of parental involvement helps schools to tackle problems that they may face through educational programs (Oates, 2017).

The Causes and Barriers of Low Parental Involvement.

In this section, the researcher highlights many causes and barriers to low parental involvement. The challenges that low social economic parents faced in the school system that prevent them to participate in their child's education are also highlighted by the researcher.

Causes. Many causes can prevent parents to effectively participate in their child's

education (Haack, 2007; Jafarov, 2015). These may encompass the structure of the school and the structure of the families (Haack, 2007; Jafarov, 2015). The parents' belief about what constitutes their child's success in school can affect involvement (Jafarov, 2015). Low parental involvement can occur due to confusion or confliction in the perception of the parents and the perception of the teachers, especially when the parents and the teachers misunderstand each other (Haack, 2007; Lasater, 2016). It can also occur because of some parents who are careless about their child's education (Haack, 2007; Jafarov, 2015). Pavalache-Ilie and Tîrdiab (2014) demonstrated that many parents fail to properly handle the communication that exists between them and their child, so they fail to stay connected with the school of their student. The climate of the school can be a factor of low parental involvement (Haack, 2007; Washington, 2016). The culture of the school can affect the participation of the parents in their child's education (Haack, 2007; Jafarov, 2015). Many parents are unable to participate in the education of their child due to job fulfillment and financial difficulties (Murray et al., 2014; Smith, 2011). The lack of involvement of the parents can occur due to the problem of ineffective relationship that exists between the parents and the staff members of the school or the school itself, including past experiences with the school (Baker, Wise, Kelley, & Skiba, 2016; Smith, 2011). As Rhames (2014a) indicated, many parents do not get involved in their child's education because they receive no invitation from the school, or the school environment is not hospitable for them.

Some parents may have hard time to converse with educators who are different to them in terms of social status (Haack, 2007; Jafarov, 2015). They may lack the necessary skills and feel intimidated to communicate with the teachers (Bailey, 2017). As a result,

some teachers think that the parents cannot help their child with academic assignment (Haack, 2007; Jafarov, 2015). Many teachers or school staff members may have hard time to converse with parents who come from other countries due to language barrier and educational level (Haack, 2007; Jafarov, 2015).

The participation of parents in their child's education can be impacted by the financial or the educational status of the parents (Jafarov, 2015; Pavalache-Ilie & Tîrdiab, 2014). Low SES parents have difficulty participating in their child's education due to job obligation or lack of education (Evans, 2017; Smith, 2011). Low SES parents may also lack resources to participate in their child's education (Evans, 2017; Smith, 2011).

Barriers. Oates (2017) mentioned several barriers to parental involvement that other studies revealed, which are lack of child care, parent age issue, intimidation, marginalization, English deficiencies, lack of resources, problems related to the structure of the school, lack of friendship between school and parents, and lack of parents' knowledge of how to involve. Lack of transportation and inflexibility in the parents' work schedules are barriers to parental involvement (Deakin, 2014). When surveying schools, 23% cited cultural or social economic problems as barriers to parental involvement, as compared with 12% for language difference, 48% for lack of training, and 9% for safety (Teach Me to Learn at Home, 2014). Washington (2016) cited problems related to the attitude of the teachers and to the environment of the schools as barriers to parental involvement.

The Family and School Partnership

According to Gengler and Olson (2014), parents must give the school the accountability to educate their child, but in return, by exception, the parents have some

independent duties that they must fulfil. School staff members, stakeholders, and parents must be openly in contact for mutual assistance to help the child; that is, the school leaders must share the child's educational records and the policies of the school with the parents (Gengler & Olson, 2014). Oates (2017) indicated that communication must play a crucial role in the relationship between the parents and the teachers. The school leaders must communicate effectively and share the powers with all the shareholders and make sure that no child is left behind (National PTA, n.d.). The schools and the families must collaborate to instruct their child, and they must help each other out by openly sharing their expertise, but there could be violation if the schools failed to invite or collaborate with the parents and provide resources to the students (Gengler & Olson, 2014). There must be open dialogue between the school and the parents, and the school must work diligently to build an effective partnership with the parents as a way to deal with the challenges that they may encounter while educating the students (Gengler & Olson, 2014). In addition to that, the school workers must listen to the strengths and concerns of the parents (Gengler & Olson, 2014). There must be trust and respect between the parents and the teachers (Oates, 2017). One big advantage of the relationship between the school, the family, and the community is that it helps the morality of the teachers and the participation of the parents to improve, which can in turn positively stimulate the success of the students since many individuals have the strength and objective to effectively maintain such relationship (National PTA, n.d.).

It is important for parents to speak out for their child, and it has been proving that students who have parents who advocate for them are more likely to show progress in school (National PTA, n.d.). It is also important for the parents to know the procedures

and the rules of how the school operates (National PTA, n.d.). The parents can educate

their child about the value of education (Henderson & Mapp, 2002; National PTA, n.d.).

The parents may have to try to find out what are the school educational expectations for

their child, and they can daily work and read with their child (National PTA, n.d.). It is

important for the parents to question their child about their daily learning in school and to

let their child work both independently and dependently (Rhames, 2014a). The parents

have to be a good example for their child, and they can properly behave or avoid talking

negatively about the school or the school staff members in front of their child (Rhames,

2014a). It is important for the parents to help their child meet the educational

expectations of the school by assisting them with their school work at home, helping their

child to be ready for school (National PTA, n.d.). The parents have the responsibility to

attend the parental meeting of the school and make sure that their child adequately sleeps

(Rhames, 2014a). It is crucial for the parents and the school staff members to be

confident that parental involvement is important for students to succeed. (National PTA,

n.d.). It is also necessary for the school to be a priority for the parents who can

confidently and respectfully work together with the school staff members (Rhames,

2014a). The parents can be confident in their child and can anticipate great diligence

from their child, and they may use positive and encouraging words to boost their child's

efforts and self-esteem (Rhames, 2014a). The parents have the responsibility to make

sure that their child go to school each day, and they can tell them to work diligently and

listen attentively to their instructors (Rhames, 2014a). The parents also have the

accountability to assist their child gaining emotional and social talents that would help

the child to grow, to succeed in school, and to connect with the world (Roy & Giraldo-

García, 2018).

School staff members can plan for effective parental involvement, and it is important for their plan to have the following characteristics: attitude, approach, atmosphere, and action and activities (Compton, 2016). They can take every parent in consideration in the plan, especially for involvement related matter (Compton, 2016). It is important to provide professional development to the school staff members so that they can better promote parental involvement (Compton, 2016). They have the accountability to determine the students' needs and to take actions to satisfy those needs (Compton, 2016). They can work diligently to understand the needs of the parents and the diversity that exists in the needs of the families, and they can create activities in their school to meet the parents' need (Compton, 2016). As indicated, parental involvement can be supported by school principals and teachers, that is, parental involvement can be a priority for them, and they can overcome the challenges that may impede the parents from participating in their child's education (National PTA, n.d). There can be variation in the diligences that are taken to meet the diverse needs of the families, and the school staff members can make the parents feel welcome and can obtain their point of view in terms of how they govern the school (Compton, 2016, p. 26). The resources within the school can be used to help the parents and the students (Compton, 2016). It is important for the school staff members to be lenient and understand cultural diversity (Compton, 2016). As indicated in a research report, the teachers and principals are capable of comprehending cultural and social diversity in the school (National PTA, n.d.). Understanding the individual identity of the parents and the students will help educators to understand the exclusiveness of cultural diversity, which can in return help them to

positively communicate and assist in the planning process of improving parental participation or can lead to trust and flourishment in the communication between the school and the parents (Compton, 2016).

The school staff members can make the necessary effort to obtain a better point of view from the parents about the school so that they can better promote the parents' participation in their child's education (Compton, 2016, p. 27). They can make sure that there is effective communication in the environment of their school, which can have a positive influence on the relationship between the students and the parents, especially when the families and the students feel welcome and feel they represent a part of the school (Compton, 2016). The environment of the school must be in safe condition for everyone (Compton, 2016; Rhames, 2014a). The school staff members must make diligence to get in contact with the parents so that they can communicate with them, and the communication between them and the parents must be firm and ethical (Compton, 2016; Rhames, 2014a).

The school staff members can work together with the community and the parents to help improve the educational world of the students so that the students can have a better learning experience in school (Henderson & Mapp, 2002; National PTA, n.d.a). Educational decision must be shared between all the stakeholders (Henderson & Mapp, 2002; National PTA, n.d.). The school staff members are responsible to make the parents aware of any alteration in the interaction process that exists between them and the parents (Rhames, 2014a).

The History of Parental Involvement

To increase the level of student success, parental involvement in education has

been shown to be very important. Prior to the creation of public schools, parents were responsible to educate their child unless they were wealthy and could afford a private school for their child to attend (Washington, 2016). During the creation of the first public schools, many parents give their assistance, including constructional assistance (Washington, 2016). At that time, a teacher would be selected by the request of the public, but the school educators did not have adequate resources to educate the students, so the parents would still have to tutor the child at home to satisfy his or her academic needs (Washington, 2016). As time passed by, there was a shift in parental involvement where the parents would go to the school to assist the teachers, and they would prepare some lesson plans to give to the teachers or to help the teachers educating their child while they would still assist the child at home with their school assignment (Washington, 2016).

In the 1960, parental involvement became a priority, especially when the school educators tried to increase student academic achievement (Salwiesz, 2015). As a result, promoting parental involvement in school has been very important (Salwiesz, 2015). The bill of 1965 showed the cruciality of parental involvement (Salwiesz, 2015). Several other laws have since been established, including the bill of 1965 and No Child Left Behind, which have been very important in helping to promote parental involvement in school to help students succeed (Washington, 2016). Goals 2000 replaced the bill of 1965, which helped to promote partnership between the schools, the families, and the parents, and the NCLB help parents to have certain legal rights that they did not have in the past (Washington, 2016).

Increasing parental involvement was a priority for many organizations across the

nation (Robles, 2011). In 1997, the Comprehensive School Reform Demonstration (CSRD) was endorsed by Congress as a way to promote parental involvement (Robles, 2011). Under CSRD, there were legal sanctions that were imposed in terms of school responsibility (Robles, 2011). The schools in the states must satisfy the requirements of the CSRD in terms of parental and community involvement in order to qualify for the $145 to $120 million in grants that the CSRD was offering to the schools (Robles, 2011). In 2006, the National Parent Teacher Association and the National Coalition for Parent Involvement in Education collaborated and required all schools to meet the requirements of the six types of involvement of Epstein's model of family, school, and community partnership (Robles, 2011). The schools were required to work diligently and to come up with plans to promote parental involvement and to make sure that parents were supervised during parental meeting to make sure that they were involved in their child's education (Robles, 2011).

The Importance of Parental Involvement

Parental involvement is extremely important in education (Chen, 2018). Parental involvement is crucial for a child's academic success, and schools, staff members, states authorities, and lawmakers play some important roles in the success of a child (Berkowitz et al., 2017). When all the stakeholders come together to assist student, there is tremendous longevity in the students schooling and the love that the students have for their education (Flemmings, 2013). In a simplistic way, the time and the effort that the parents invested in their child's education have a positive relationship with academic performance (Votruba-Drzal, Bachman, & Nokali, 2011). Parental involvement in the educational process can significantly impact student achievement/or success (Kohn,

2013). Students are more likely to finish school when parents involved in their child education. Majority of people think that parental involvement is the best way to better the schools (Kooy, 2012). Jurado (2014) noted that parental involvement is one of the most important factors to consider. Parental involvement is the only greatest significant element of student achievement, according to the executive director of external communications for Miami-Dade Public Schools, John Schuster (McBane, 2017). As Newchurch (2017) indicated, for students to progress or succeed in school, it is important to boost parental involvement, which must be active. In one study, 2/3 of all the parents surveyed reported that their involvement is a must or is needed to help boost their child's academic performance (Public Agenda, 2012). Parental involvement is crucial at all educational levels, from pre-primary education to secondary education (Oates, 2017). Parental involvement has big impact in the bond between the students and their parents and in their creativeness, their emotional well-being, and their interest to learn in school (Kohn, 2013). Parental involvement, consequently, has extensive positive effects on the academic performance of students as many tremendous researchers have found (Murray et al., 2014).

The importance of parental involvement on standardized tests and grades. Paz (2011) concluded that parental involvement helps students to perform better in standardized test. Paz (2011) indicated that many students show better grades or scores than those who their parents do not participate in their education. Jurado (2014) analyzed how parental involvement affected the students in their achievement in school in terms of test scores and GPA, and to do so, many other elements were considered in the matter, such as parents, learning, homeschooling, and volunteer work. The study took place in

Northern Colorado (Jurado, 2014). Twenty-eight parents were surveyed about the above

elements or predictors, and comparisons were made based on critical analysis (Jurado,

2014). It was found that higher parental participation leads to better achievement in terms

of GPA and test scores (Jurado, 2014). Researches demonstrated that there is increase in

student reading and math scores because of parental involvement (Newchurch, 2017).

The importance of parental involvement in student attendance and behavior.

Garcia and Thornton (2014) indicated that parental involvement stimulates good behavior

of the students. Student attendance and discipline behavior are two crucial predictors of

parental involvement and achievement because when the parents are involved, that is,

there is good compliance between the schools and the parents, improvement in the

students' academic life is resulted, or the attendance and discipline of the students get

better (Rhames, 2014). Parental engagement positively boost student attitude and causes

students to have more propensity or predilection to learn and to behave better in school in

terms of classroom comportment, punctuality, and attendance (Chen, 2018). Parental

involvement can help students to stay in school and to not smoke and can positively

affect the behavioral health of the students (Flemmings, 2013).

Chronic absenteeism, which occurs when a student miss more than 10 days of

school in an academic year, is a major problem facing many schools in the nation, which

can have a correlation with student grade (Shafer, 2017). It can occur due to parents'

miscomprehension of the effect of attendance in their child's academic performance

(Shafer, 2017). Shafer (2017) indicated that parents can be very beneficial in preventing

the issue of chronic absenteeism, and many studies have shown that when parents are

informed about the effects of absenteeism in their child's academic performance and are

aware and understand the absenteeism of their child in school, there is a decrease in the number of absences that their child has in school, which in return helps their child to academically progress in school. In a study, absenteeism was explained to the parents as a predictor that negatively impacts student academic performance and that causes students to miss information from school that they cannot retrieve (Shafer, 2017). This information was sent 6 times per year, through mailing, to more than 6, 000 parents by 10 school districts across the state of California (Shafer, 2017). The result was a reduction in chronic absenteeism among students whom their parents were informed about the effect of absenteeism in student performance in school, and the reduction was of 15 percent (Shafer, 2017). There was another study conducted by Rogers who did the same things that the researcher of the previous study did, and he informed the parents about the number of absences that were incurred by their child during the school year (Shafer, 2017). He also shared the attendance record of the students with their parents (Shafer, 2017). In general, there was a reduction in the students' absenteeism in school (Shafer, 2017). Absenteeism was reduced from an average of 17 days per year to 16 days per year (Shafer, 2017).

The importance of parental involvement in student psychological well-being.
Flemmings (2013) found that students are less likely to have emotional problems when the parents are involved. These students often better believe in themselves than the students whom their parents do not involve (Newchurch, 2017). They also have lower chance of committing suicide (Flemmings, 2013). Garcia and Thornton (2014) showed that these students are more socially skilled. Parental involvement can positively have substantial outcomes on the mental health of the students (Kohn, 2013). Psychologically,

parental involvement can positively stimulate the students' self-esteem or pride (Chen, 2018).

Lv et al. (2018) conducted a study with both low self-efficacy students and high self-efficacy students in order to analyze how parental involvement and the aspects of parental involvement were related with the students' self-efficacy profiles. To do so, Lv et al. (2018) used person-centered approach. Lv et al. (2018) found that parental involvement has a positive relationship with the self-efficacy of the students. Student self-efficacy was found to have a positive relationship with many aspects of parental involvement, including parental communication and aspiration (Lv. et al., 2018). The self-efficacy of a child can help the child and his or her parents to learn, which can help boost the involvement and the knowledge of the parents (Peiffer, 2015).

Wairimu, Macharia, and Muiru (2016) conducted a study of 200 participants to determine the relationship between parental involvement and student self-esteem. Wairimu et al. (2016) used the method of probability sampling to conduct the study. Wairimu et al. found that parental involvement has a positive relationship with student self-esteem. The way that the parents converse with their child is beneficial to boost their child's self-esteem, which can have a desirable relationship with the academic performance of the child (Wairimu et al., 2016). In addition to Wairimu et al. (2016), Gith (2017) found that parental involvement has a positive relationship with student self-esteem, and parents are more likely to support or involve in their child's education when their child have better level of self-esteem. Gith (2017) substantiated his argument by indicating that Parker and Benson found a similar result in their research study, which is students have better self-esteem when their parents assist them in their education. To

boost student self-esteem, it can be crucial to use the rules and procedures that are used to increase parental involvement (Gith, 2017, p. 256).

Parents are very important in helping their child to gain learning skills and social and emotional intelligence (Hamidah & Hajar, 2017; Roy & Giraldo-García, 2018). Social and emotional intelligences encompass the skills that someone has that can help him or her to process information, to solve problems, or to socially and emotionally deal with people who are around him or her (Roy & Giraldo-García, 2018; William, 2016). The skills of social and emotional intelligence of a student can help him or her to have better academic performance and behavior (Roy & Giraldo-García, 2018; Victoria State Government, 2017). "Social and emotional learning, understood as a process through which children gain and apply the knowledge, attitudes, and abilities that will help them understand and manage emotions, set goals, embrace empathy for others, and make responsible decisions"(Roy & Giraldo-García, 2018, p. 30). For students to attain the highest societal or academic level, their parents must offer emotional and social support to them (Roy & Giraldo-García, 2018). The way that the parents help their child to select educational classes or to discuss academic activities or lessons that were taught in class are good support to help their child gain emotional and social skills (Roy & Giraldo-García, 2018). The presence of a parent can be a strong social and emotional growth of the child, which can occur through continuous productive communication (Roy & Giraldo-García, 2018; Victoria State Government, 2017). It also represents a strong relationship between the parent, the school, and the child (Roy & Giraldo-García, 2018; Vandenbroucke, Spilt, Verschueren, & Baeyens, 2017). In terms of social and emotional intelligence, the way that the parents support their child in school can make it easier for

their child to have better comprehension, to make reasonable decision, to learn in school, to have better academic behavior, to reasonably plan for themselves, and to socially and emotionally connect and interact with other people (Roy & Giraldo-García, 2018).

Characteristics and Benefits of Quality Involvement Programs

  Characteristics of quality involvement programs. Calzada et al. (2015) showed that parental programs must have the required resources that can help the parents to participate in activities that are accentuated based both on household and schooling events. (Calzada et al., 2015). These programs concentrate on how to converse and how to deal with parental cultural diversity (Calzada et al., 2015). Effective involvement programs have activities that are built based on the standards of Epstein's parental involvement framework (Gadsden County School District, n.d.). There must be the usage of suitable strategies, association, and rules (Johnson, 2017). Administrative support, training, written policy, partnership, networking, two-way communication, and evaluation are some important parts of a good parental program (Johnson, 2017).

  An example of a quality parental involvement program is one that was created by Hara and Burk (Martinez, 2015). The program has a variety of activities, which were worships for the parents, training activities for the parents, organizing students' educational matter with the parents, nutrition workshop for the parents, open house activities for the parents, newsletters and communication activities for the parents, assisting disable parents and gaining details from other party to analyze their need of assessment, family night activities for the parents, searching for funding for the parents, parental debates, and radio activities for the parents (Martinez, 2015).

  Benefits of quality involvement programs. Effective involvement programs can

help increase involvement or fight the negative impact of lack of parental involvement in student success (Flemmings, 2013). As Ireland (2014) indicated, it has been found that parental involvement in school has been promoted through school programs. PTA and PTO officials acknowledged that effective partnership programs or involvement programs are needed to boost parental involvement and student success (Deakin, 2014). PTA leaders believe that it is important to implement some programs to work with the community to do such (National PTA, n.d.). Calzada et al. (2015) found that good involvement programs can help the instructors of the schools to be competent so that they can assist the parents in the education of their child (Calzada et al., 2015). The Hara and Burke program, which is a good parental involvement program, was created to build effective partnership with parents, and the program, which has multiple important facets, positively stimulates parental involvement (Martinez, 2015). As Johnson (2017) indicated, the important parts of a good parental program can play a tremendous role in the success of the students and help the parents to get involved. That is, students often have better test scores and display improved comportment in their education when there are programs that are available, and the available programs and the schools become more prominent and effective, so the positive academic performance of the students lasts for a long period amount of time (Oates, 2017).

Robles (2011) indicated, "Research findings reveal that the most effective parent involvement programs used personal contact, cultural sensitivity, accommodations, communication, and a focused approach to reach parents and students" (para. 1). Robles (2011) showed that students who attended the Saturday program of the urban minority school where the dissertation study took place progressed in school, and the parents who

came to the program learned English skills and ended up being more capable of socially and academically interacting in the school environment, which in return stimulated their involvement in their child's education. The parents, thus, could help their child with academic assignment, and they could meet their own needs (Robles, 2011). The results from the study helped to identify that when implementing an effective parental involvement program, the environment of the school, the school program improvement, the curriculum of the school, and the self-development of the program and the school must be considered because they can have an impact in the progress of the program (Robles, 2011). They can also affect the social skills or the way that students and families socially interact (Robles, 2011).

Parents can help their child to learn both at home and at school (Henderson & Mapp, 2002; National PTA, n.d.). There are several programs that parents can participate to help their child to succeed (Henderson & Mapp, 2002; National PTA, n.d.). Some of these include: family nights, student conference with family and teacher, and family workshops (National PTA, n.d.). Accordingly, as Dwyer and Hecht (1992) indicated, in some parental programs, a type of parental involvement can require the parents to assist their child with assignment at home, but another one can occur when the school staff members ask the parents to come to the school and help the child; however, they are different in terms of assumption even if both can reach their potential goal. They are also different in terms of the interaction of the parents and the school and in terms of the duties of the parents and the school (Dwyer & Hecht, 1992).

In the past, there were parental programs that were established to improve student academic performance, to increase student attendance, to decrease at risk behavior, or to

decrease non-operation costs (Dwyer & Hecht, 1992). Lueder's, Bouie's, and Galen's program were some good parental involvement programs that were established in the past to help promote parental involvement (Dwyer & Hecht, 1992). There were also parent-led programs that were established to help decrease at-risk student behavior in school (Dwyer & Hecht, 1992). There were parental programs where some schools used the parents as aid to help the student to succeed instead of paying a tutor to assist the students, and this scenario was supported by Home and School Institute (Dwyer & Hecht, 1992). In the study of Baker (1997), the parents indicated that when they worked in the school, especially in the classroom with the teacher, they helped the teachers, which benefited their child in return. Parents reported that they sometime worked in the library or in the cafeteria, and they believed that their contribution was very important to the school (Baker, 1997).

The SHINE program was also a good parental program that helped improve student attendance and student success (Chang & Jordan, 2013). Under the SHINE program, parental involvement was a priority for the program leaders (Chang & Jordan, 2013). When the families wanted their child to attend after school program, the parents were required to give consent that their child would attend both school and the SHINE after school program (Chang & Jordan, 2013). The students could not come to the program if they had poor attendance in school (Chang & Jordan, 2013). Students who had good attendance received reward from the program leaders, and the parents also received reward for the accomplishment of their child (Chang & Jordan, 2013). Under the SHINE program, more than nighty percent of the students who participated in the program progressed in school, and more than eighty percent of the students had good attendance in

school (Chang & Jordan, 2013).

There was a program from the school of Iowa that required the parents to verify the absences of their child and made it possible for parents to be accountable for their child's absences, and under the program, the school staff members required that the students could be absent from school for a certain amount of time in each class per academic semester and that attendance represented a part of the students' grade (Dwyer & Hecht, 1992). As a result, there was a decrease in the students' absenteeism and tardiness in school by more than sixty percent (Dwyer & Hecht, 1992).

In Baker (1997)'s study, many parents reported that parental programs increase their involvement in their child's education. Open houses and pot luck dinners are some forms of parental involvement programs that parents reported that bring them the most to their child's school (Baker, 1997). In these programs, they socialize with the school or with their whole family (Baker, 1997). Parents also reported that parental programs that their child perform, such as band and play performance, are activities that they must observe because their child like those programs and like to see them watching them in the public; thus, they make the necessary diligence to attend (Baker, 1997). Some parents reported that meeting or conferences, such as parent-teacher conference, that discuss their child progress also bring them to the school (Baker, 1997).

Lack of Parental Involvement

Pavalache-Ilie and Tîrdiab (2014) mentioned that many parents fail to exercise their role since at the primary or at the beginning stage of their child's education and fail to discuss school related mater with their child, including school progress. As indicated in one study, half of parents reported that they fail to adequately participate in their child's

education (Public Agenda, 2012). In 2012, there was a decrease in the number of parents who participated in school events (Child Trends, 2018). At the writer's school, for example, there is low involvement or partnership between many parents and the staff members since many parents do not attend the meeting and the school programs. There is a need for effective partnership in the school between these parents and the staff members to promote the achievement of the students or to discuss the academic concerns of the students. As Paz (2011) indicated that the parents' inability to actively participate or their lack of involvement represents a very big problem in school, a problem for students, parents, and educators.

Problems students face due to lack of parental involvement. Students experience problems in school when their parents fail to adequately involve in their education. As Ghazvini and Khajehpour (2011) indicated, without parental involvement, students experience academic performance difficulties. Inadequate parental involvement causes the academic achievement of the students to suffer or diminish (Lattimore, 2013). Lack of parental involvement causes students to perform poorly on standardized test (Paz, 2011). Lack of parental involvement causes distractions in student academic performance by causing them to have low self-esteem (Damon, Lerner, Kuhn, Siegler, & Eisenberget, 2012). When the parents do not adequately involve in their child's education, students often have disruptions in the development of their cognition, their academic performance, and their achievement, and they can be delinquent and have no zeal to continue their education (Damon et al., 2012). Lack of parental involvement has bad effects on students' academic progress or causes students to have low academic standard, learn poorly in school, and involve inadequately on their own education

(Diranian, 2014). Teachers often pay less attention to these students, and they are less likely to dig out possible future obstacles that the students may face in their achievement (Zill & Nord, 1994). Students with uninvolved parents are less likely to finish school (Henderson & Berla, 1994). As Flemmings (2013) indicated, the need for effective relationship between parents and teachers negatively impacts involvement and student success (Flemmings, 2013).

Lack of parental involvement causes problems in the attitude and behavior of the students that negatively affect their academic performance in return (McNeal, 2014). Lack of parental involvement causes truancy to occur in the academic life of the students, and students exhibit negative attitude or behavior (Gonzalez-DeHass, Willems, & Holbein, 2005). When students fail to properly maintain their attendance or their behavior due to lack of parental involvement, academic problems occur (Rhames, 2014). They are depressed and utilize drugs or unable to socially connect in their academic environment; they often have poor grades and are undisciplined; or they dropout or fail (Gonzalez-DeHass et al., 2005). Lack of parental involvement may cause students to be aggressive or impulsive, where they are unable to comply with their teachers' instructions or exhibit moodiness in class (Damon et al., 2012). McNeal (2014) mentioned that the categories of parental involvement have indirect effects with the academic performance of the students, and the direct effect first came from the attitude and behavior of the students, which in turn, negatively affected the academic performance of the students (McNeal, 2014).

Deficiencies, Implications, and Consensus in Parental Involvement Research

The studies related to the relationship between parental involvement and student

success are different because of the variation in the definition of parental involvement or

since some of them focus on standardized testing, while other do not (Lawson, 2015).

When it comes to academic achievement, various research findings showed that the

relationship between parental involvement and student success is neutral or nulled

(Batchelor, 2013). Some studies analyzed students' success from a psychological point

of view instead of academic points of view or instead of students' grades (Lawson, 2015).

These studies are, consequently, varied, and there has been disagreement in the impact of

the facets of parental involvement in the success of the students (Lawson, 2015). For

example, Batchelor (2013) showed that parental involvement has a negative impact in

student academic performance. However, Epstein demonstrated that the negative impact

does not directly come from the involvement of the parents; it just happens because when

students performed poorly in school, parents tend to involve more to help boost the

academic performance of the student (Williams, 2017). Parents tend to contact school

personals to address the academic concerns of their child, and they may look at to help

the students more with their school work (Williams, 2017). However, Williams disagreed

with this statement and said that statement is not supported in the literature.

A study conducted by Hector Research Institute of Education Sciences concluded

that the impact of parental assistance in the success of the students is based on the

methods and levels to which parents are involved in their child's education (University of

Tübingen, 2017). In a study, Pavalache-Ilie and Tîrdiab (2014) found that parental

involvement has a positive relationship with academic performance and motivation.

Intrinsic motivation is one of the predictors or aspects of parental involvement for good

academic performance (Pavalache-Ilie & Tîrdiab, 2014).

When it comes to the relationship between parental involvement and student success in terms of homework, researchers share different perspectives. There are studies that demonstrated that there is a negative impact in student academic performance when the parents assist their child with homework. (Williams, 2017). As Wilder (2014) determined in his nine meta-analyses, parental involvement has a positive impact or correlation with the academic performance of students, but there was an exception when it comes to homework. The effect or correlation was lower when the parents help their child with homework (Wilder, 2014).

Paz (2011) investigated the impact of parental involvement on student academic performance on standardized test, and to do so, Paz surveyed students from XYZ Middle School. In that study, he showed that reading and math were positively correlated in terms of parental involvement (Paz, 2011). It was found in the study that the reading scores of students who their parents participated in the FCAT workshops were better than those whom their parents did not, with the rejection of the null hypothesis, and the same conclusion was drawing for the math scores of the students (Paz, 2011). Cooper, Lindsay, and Nye (2000) conducted a survey of 709 parents. Factorial evaluation was done in the study, and they came up with three basic dimensions of homework that were related to the types of parental involvement, which were direct involvement, autonomy, interference of parents, and distraction elimination (Cooper et al., 2000). The parents reported that the students were less distracted when they were doing their homework when there was no adult in the house but classmates (Cooper et al., 2000). It was found in the study that the parents let the higher-grade students to be independent when they were doing homework, and when the parents less help the students, students have better

academic performance than when the parents give them more help (Cooper et al., 2000).

Research Questions

  1. What are teachers' perceptions of the efficacy of current attempts at parental involvement for ESOL students?

  2. What are teachers' suggestions for improving parental involvement of ESOL students at the local research site?

Chapter 3: Methodology

Aim of the Study

This qualitative study aimed to explore educators' perceptions on current parental involvement initiatives at the local school. Through one-one-one open interview, the researcher gained the perception of the participants or collected data for the study.

Qualitative Research Approach

According to Pathak, Jena, and Kalra (2013), "Qualitative research focuses in understanding a research query as a humanistic or idealistic approach. Qualitative methods are used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data" (para. 2). Qualitative approaches are known for depicting important research elements (Pathak et al., 2013). There are six types of qualitative research, which are history model, grounded theory, narrative model, case study, ethnographic model, and phenomenological model (Leonard & Seidel, 2019).

According to Leonard and Seidel (2019), a phenomenological study is based on the participants' experiences, and ethnographic research explores the topics in an unfamiliar way. The narrative model focuses on the actual happenings about the topic, which occur as time pass by, and the grounded theory explicates the reason of the occurrence of the action (Leonard & Seidel, 2019). The historical model is based on the history of the topic by depicting the events from the past about the subject (Leonard & Seidel, 2019). The case study model deeply explores the topic, and conclusions can be drawn from the data that can come from multiple sources (Leonard & Seidel, 2019).

For this study, the case study model was used by the researcher. The researcher used case study as specific strategy of inquiry because the researcher wanted to deeply

look or analyze the problem and collect data from a variety of sources to draw conclusion. The researcher used the embedded case study approach because embedded case study requires more data collection and more effort to evaluate or analyze the data; consequently, this method can help to better deeply understand the problem, as Newton (2003) indicated.

Participants

The study was conducted at a school located on the east central coast of Florida. The school district that the research site belongs to has 5 high schools, 4 middle schools, and 17 elementary schools. There are also 3 non-traditional schools, 9 K-8 schools, 1 Grade 6-12 school, and 4 magnet schools. The research site is one of the middle schools of the school district. At the research site, 10 teachers were invited by the researcher to participate in the study, but 5 of them decided to voluntary participated since it was voluntary to participate in the study. The researcher stop inviting additional teachers once he got the 5 teacher participants because "the number of interviews conducted reflects the optimum number for qualitative research of between 5 and 25 individuals who have all experienced the phenomenon in question as suggested by Creswell and Kvale and Brinkmann" (Dinnie, 2018, p. 35 & 36).

The researcher of this study worked with 5 educators at the research site in Buildings 6, 7, and 8, which are middle school buildings. The participants were selected by the researcher, and participation in the study was voluntary. The participants were required to sign an informed consent form. The researcher informed the participants about their rights. The researcher explained to the participants the benefits of participating in the study. The researcher informed the participants that they could leave

the study at any time before its completion.

The researcher used quota sampling method to select the participants. "Quota sampling is a sampling technique whereby participant quotas are preset prior to sampling. Typically, the researcher is attempting to gather data from a certain number of participants that meet certain characteristic" (Garde, n.d., para. 2; Wunseh, 2018, p. 122).

Data Collection Tools

The researcher used an interview protocol as the instrument for this study. The researcher distributed the interview questions to the participants before the interview. The researcher conducted one-one-one interview with the participants. The researcher designed set of interview questions and their relationship to the research questions can be found in Appendices A and B. The researcher expected each interview to take 45 minutes.

Procedures

After the researcher obtained preliminary IRB approval from Nova Southeastern University, the researcher gained approval from the research site. This was followed by the NSU IRB completing their evaluation of this study. Once IRB had approved the study, the researcher asked the school principal for permission to conduct the study. After that, the researcher asked the school principal for access to go to the classrooms in Building 6, 7, and 8 at the research site to contact or communicate with the possible participants for the study. The researcher shared information about the study about the inform consent. The researcher asked the participants to share with him their personal contact information, such as email address and phone number, and he shared his personal contact information with them. The researcher informed the participants that he would

contact them through their personal email address or their phone number only when he wanted to share or discuss with them information related to the study. The participants were given inform consent forms, which they needed to sign, before the researcher could interview them.

The interviews were conducted via phones or in person depending on the method that best fit each participant. The researcher recorded and transcribed the interview by using the Rev Call Recorder or the Rev Voice Recorder App. In this app, the interview information were stored and secured because the researcher email address and the personal passcode, face ID, or finger point of the researcher were required to get access to the transcripts and the recordings.

Below is an estimated chronological timeline of events that the researcher used as guidance during the completion of the study.

Month 1, week 1- At the research site, the researcher went to the classrooms to contact or communicate with the possible participants for the study. The researcher informed them about the purpose of the study, their rights and benefits, and the costs of participating in the study. Those who volunteer in the study were asked to sign the consent form and then the researcher scheduled an interview date and time with each participant. The researcher also told them that he would give them the interview questions in advice.

Month 1, week 2- The researcher distributed the interviews guides and protocols to the volunteer participants through email or in person.

Month 1, week 3 and 4- The researcher interviewed the participants at a convenient place or time and transcribed and saved the recording of the interviews by

using the Rev Call Recorder or the Rev Voice Recorder App. The researcher emailed the transcriptions to the participants and asked them to check for accuracy.

Month 2, week 1- The researcher reviewed and analyzed the interviews by using open coding.

Data Analysis

For this qualitative study, the researcher used open coding to analyze the data. As many researchers indicated, in qualitative research, it is important to organize, mark, and analyze the data (Creswell, 2014; Richards, 2017). Open coding is one of the processes that can be used to analyze qualitative data (Gallicano, 2013; Mills, Durepos, & Wiebe, 2010; Richards, 2017). Gallicano (2013) indicated that when using open coding, the researcher summarizes the data based on his or her observation and based on the denotation of the text after reading the data multiple times. The researcher should also note what the participants say (Creswell, 2014; Gallicano, 2013; Richards, 2017). "Per Creswell, coding allows the researchers to better organize their data by indexing with colors, tags, labels, and names" (Richards, 2017, p. 46).

Ethical Considerations

For the purpose of this study, the name of the research site and the participants were protected or remained anonymous. A number was assigned to each participant for identity protection. The researcher saved all recording and all collected data through his personal computer or through the Rev Call Recorder or the Rev Voice Recorder App, and they were locked. No one had access to them, but a personal password, that only the researcher knew, was required to access them. Right after the completion of the study, all data would be deleted or burned by the researcher.

Trustworthiness

This study should be trusted for multiple reasons. One of the reasons that this study should be trusted is that the interpretation of the finding is accurate because the researcher asked the members of the school to check the accuracy of the results and because the participants checked the transcriptions to make sure they were what they said in the interviews.

Nowell, Norris, White, and Moules (2017) described several characteristics that can make a research or a researcher to be trusted, which are credibility, transferability, dependability, confirmability, audit trails, and reflexivity is central to the audit trail. As Nowell et al. (2017) indicated, "The credibility of a study is determined when coresearchers or readers are confronted with the experience, they can recognize it… Transferability refers to the generalizability of inquiry" (p. 3). In this study, the researcher or other school educators experience the research problem at the research site, and the researcher also shows how the results of this study can be transferable or how can the schools or the school educators can benefit from it. Additionally, in terms of dependability, the researcher presents the research in a way that is logical and makes sure that the research is well documented and presented by backing up the statement of the problem with literature and follow the correct APA guideline. The researcher also makes sure that the research questions are highlighted with the purpose and the research problem of the study. As Nowell et al. (2017) indicated, "To achieve dependability, researchers can ensure the research process is logical, traceable, and clearly documented. When readers are able to examine the research process, they are better able to judge the dependability of the research" (p. 3). When it comes to audit trails, additionally, the

researcher rationally bases the study on the Epstein's parental involvement framework. According to Nowell et al. (2017), in terms of audit trails, the researcher must be rational in selecting a theory or a methodology for the study. In terms of confirmability, after all, the researcher includes personal communication or dialogue in the research. The researcher also states the verbatim expressions of the participants from the interview and makes conclusion from the interview or based on the data, the manuscript, or the dialogue. As Nowell et al. (2017) indicated, "Confirmability is concerned with establishing that the researcher's interpretations and findings are clearly derived from the data…Researchers are encouraged to keep a self-critical account of the research process, including their internal and external dialogue" (p. 3).

Potential Research Bias

The study has no potential research bias. During the study, the researcher maintained ethical and professional relationship with the participants. Ethic was a priority for the researcher since he abided the ethical rules of research conduct. "Ethics refers to the correct rules of conduct necessary when carrying out research. We have a moral responsibility to protect research participants from harm" (McLeod, 2015, para. 1). The researcher respectfully worked with the participants. He did not coerce them to participate in the study, and he respected their right, dignity, and privilege.

The researcher also had some of the experienced educators or leaders at the research site to review the data. The researcher interview questions for the study were also reviewed by some educators to make sure that they were aligned with the research questions. All of the above add to the trustworthiness of the research.

Chapter 4: Findings

Introduction

In this chapter, the researcher presents the results of the qualitative case study. The results of the study focus on the perception of five teachers on the impact of parental involvement on student academic achievement and on some effective strategies that they use that can be used to increase parental involvement at their school. The researcher explored the teacher participants suggestions on what can be done to improve parental involvement in the ESOL program at the local research site. The teacher participants shared their suggestions and their perceptions with the researcher through one-on-one interviews, which were conducted in English. Many of the teachers' perceptions were common to one another, but some were different. In this chapter, the researcher logically presents the results, the commonness, and the differences in the perceptions of the participants in an organized manner. This chapter includes direct quotes from interviews with the participants to illustrate themes and findings. Here is a brief description of each of the teacher participant for the study:

- Participant #1: White female teacher, Caucasian, was born in United States of America. She is in her second year of working at the research site.

- Participant #2: White female teacher was born in United States of America. She is in her third year of working at the research site.

- Participant #3: Black male teacher and adjunct university instructor, was born in the United States of America. He is in his fifth year of working at the research site.

- Participant #4: Hispanic female teacher was born in Columbia. She is in her third

year of working at the research site.

- Participant #5: White female teacher was born in United States of America. She is in her fourth year of working at the research site.

For this qualitative study, the participants were asked 10 interview questions. The interviews were conducted outside of work hours via cell phones or in person depending on the method that best fit each participant. The researcher spent hours reading and listening to the interview transcriptions and the interview recording before using open coding to logically analyze them in an organized manner to locate the themes or responses to the two research questions. As the researcher was analyzing the data, many themes emerged that support many aspects of the conceptual framework for the study, the Epstein's model of parental involvement that has six types of involvement, which are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community.

Results for Research Question #1

Research Question #1 examined teachers' perceptions of the efficacy of current attempts at parental involvement for ESOL students. There are three themes which evolved from the participants' answers: (1) parental contact and information, (2) parental programs or events, and (3) school resources. All the participants said that the school staff members contact the parents, and they communicate with the parents to include them or inform them about their child's education. They also said that the school administrators, staff members, or leaders help the parents to involve in their child's education through parental programs or events, and they use the resources within the school to promote parental involvement. All participants explained how the school

students help in increasing parental involvement at the research site. Four of the five participants mentioned student led conference as a program or event that the school staff members or leaders hold to promote parental involvement. Four of the five participants also mentioned that the PTO is a parental organization or program that is used in the school to promote parental involvement.

Theme 1: Parental contact and communication. All the participants demonstrated that the school staff members help the parents to involve in their child's education through parental contact and communication. Participant #1 responded during the study interview when asking her how she helps in increasing parental involvement and student success in her school, "I'm always willing to contact home about negative behaviors, for instance. And concerns maybe not behaviors, grades wise or student work ethic wise. I contacted home about that if I feel concerned enough about it just to include the parents in what's going on at school with their students." Participant #2 also showed that she contacts the parents and communicates with them to include them in their child's education, and she showed that communication is crucial in education. As she said to the researcher during her interview,

> I think it's important for us as teachers for parents to have that open line of communication. So I establish that by making sure I call parents and making sure parents are on the same page with things going on in different assignments students have and making sure that my parents know what's going on in the classroom. That's how I contribute to it.

Participant #3 explained how the school staff members use certain resources in the school to contact or communicate with the parents. He said, "Well, they have the planners, and

we use the planner to talk with the parent. We tell the parent about events coming up…
With those communications, the notices, they also have a connect phone system that they
use to call and tell other parents about different things happening at the school, and they
always encourage the parents to come to the school." Participant #3 also mentioned that
the school staff members believe and tell the parents that their involvement has a positive
relationship with student success in their school. He said, "Well, they tell them that they
believe it's going to help the student succeed more, but that's just what they say to them."
Additionally, Participant #4 indicated that the school staff members communicate with
the parents to inform them about their child's academic performance. She said during the
interview,

> Mostly, we are eager to talk to the parents, most of the time, about how the kids
> are doing in the school…What I know is that we work with the parents but only in
> this case, like when we try to call them and when they have some issues or some
> worries about or concerns about what is happening with the kids in the school that
> we are in touch all the time with them, you know.

Participant #5 indicated, "Well, we have many children that don't speak English, but we
provide a lot of staff to help with communication, and I think that's one way." She went
on to say to the researcher during her interview, "I let parents know when tests are going
to be, when we're doing anything special in the classroom, for example, science fair. And
I encourage parents to call and talk to me about these things." She also mentioned,
"There are students that when you see that the parent is calling… A child comes to school
and said, 'Hey, my parent was on Skyward and they saw this grade, and they wanted to
know why it was like that.' Or, 'My mother was on Skyward and she saw that I was

missing this work. Can I make it up?' It really boosts the child's motivation to do well."

Participant #1 and Participant #5 also shared with the researcher some other strategies that are used in the school by the school staff members to communicate with the parents in order to promote parental involvement and student success. One strategy that was mentioned by only Participant #1 was the Good Call of the Month that the school staff members use to communicate with the parents to promote student success. Participant #1 said, "And then positively though, if a student's being really positive and doing what they need to do, we have a good call of the month board that we use. So we're encouraged as staff to use it where we call home and say, 'Hey, your student's doing really well. They're really respectful. They're doing really good in this class.'" Participant #1 also mentioned that the recovery team helps in promoting student success in the school with the help of the teachers who have to contact the parents and communicate with them when some students are falling behind in their academic performance. She said that the teachers have to refer the students who're falling behind to the recovery team after they contact the parents and explain the matter to them, and the recovery team is required to pull out these students from their elective classes so that they can make up their work so that they can succeed. As participant #1 indicated,

> And then if we're falling behind to promote student success, if they're falling
> really behind, we're supposed to use the academic recovery system at school
> where it's not a bad news thing, it's a good news thing because we're saying, "Hey,
> they're currently failing my class and your student needs to make up the work. I'm
> giving them a chance, more time to make up the work." So we write a form, we
> send it to the recovery team, they meet with the kid, they make up the work. So,

we have that in place as well to ensure that they're passing.

Participant #5 mentioned that the school used an *all call system* to communicate with the parents. As she indicated, "They do an all call to parents when they feel that the parents need to be advised of anything."

Theme 2: Parental programs or events. Participant #1 mentioned during her interview, "The school supports parental involvement by having events such as dads take your kids to school day…We have student led conference things where parents come and hear about their students in school. Open house nights every school year at the beginning to promote parent's involvement in their children's school." In addition to participant #1, all four other participants demonstrated that parental programs or events are used in the school to promote parental involvement. As Participant #2 indicated, "I know that particularly our school does have parent involvement through PTO and students advisory council, and they try to reach parents by having programs such as student led conferences." Participant #3 said during the interview, "They try to get them all to the Parent Teacher Organization, to come to the school and do things around the school… Every now and then, they have been having events on the weekend and after school to try to get the parents to come out and be a part of the school environment with the kid." Additionally, Participant #4 shared multiple activities or programs that the school staff members used to work with the kids and the parents to promote student success. She said,

> For example, we have some kind of programs that I see that they try to work with every single year. Like, for example, the day that the parents can go with their kids to the school. The parental conference is another good activity when we try to encourage the kids to talk to their parents and tell them by themselves how they

are doing in the school, how can they be more involved with the education of their

kids, or mostly how they encourage each other to work together for being a better,

to try to be a better development of the kids in the school.

Participant #5 also shared with the researcher a list of events that the school used to work with the parents to encourage them in many different ways. As she indicated,

They work with parents. For example, they have the parent-student day where ...

For example, the game night that they have where parents come in and play board

games with the kids, and they're encouraged to bring books and stuff like that or

their own games. They have family dinner night where… They have a once a

week, once a month, parent-student meeting and they have ... They even ... On

Saturdays, some Saturdays, like one around Christmastime, where they have the

kids come in and do all kinds of holiday type of stuff, so that the parents can go

out shopping without them tagging along.

Participant #5 indicated that the school staff members support parental involvement and student success through the parental programs or events, including the solid PTO that the school has. She said, "There's also parent-teacher ... I mean, student led conferences. There's also meeting set up for parents and all of the student's teachers. It's at the parents' request or it can be at a teacher's request."

Theme 3: The school resources. The participants shared with the researcher that the resources within the school are used to help promote parental involvement. When asking Participant #1 how she helps in increasing parental involvement and student success in her school, she said, "I help with this by using the Remind app to send out deadline reminders and updates regarding grades to the parents and the students." In

terms of the use of the school resources, Participant #2 felt that the students help their

parents to get involved in the school during student led conference. She said to the

researcher during her interview,

> I feel like our school administrators reach out to parents by having the students

> learn leadership skills to address their parents, to help them be more accountable

> for them. So our school really focuses on parent involvement by allowing the

> students to lead their parents and inform them of what goes on at school. I don't

> know if that makes any sense. I'm trying to get at like student led conference.

She also said, "I feel that our school is interested in allowing the students to learn how to

stand up for themselves and present themselves to the parents…our school does a good

job on working with parents and students to get them on the same page as to what they're

learning and what's going on in the classroom." Participant #3 mentioned that the school

staff members send notices home to the parents through the students with their planner.

He also mentioned that the school use Skyward to promote parental involvement. He

said, "Like, on Skyward they have a parent access portal, they try to tell them, 'Use that

to check the grade for the kid,' and in case they don't use that, then they send home a

paper grade and they tell them on that that they can use the computer grade." Participant

#4 mentioned that during student led conference the students help in the matter. She said,

"The parental conference is another good activity when we try to encourage the kids to

talk to their parents and tell them by themselves how they are doing in the school, how

can they be more involved with the education of their kids…" Participant #5 mentioned

that she helps in increasing parental involvement in her school by using remind.com. She

said, "I work with parents. I set up on Remind.com..." Participant #5 also explained

during her interview how the school staff members use the resources in the school to communicate with the parents. She said, "I think that we also use resources available to staff from just making phone calls home to providing many parents with support, whether it be with the academic resources that we have at the school. It helps them to be knowing what the students are doing."

All participants believed that the students help in increasing parental involvement in their school. Participant #1 said, "We send letters home through first classes for school, state tests for instance. We sent one home this past week about the practice SAT that's coming up..." Participant #2 also indicated that the students help in increasing parental involvement in their school during student led conference as indicated in the previous paragraph. Participant #3 mentioned, "We know the student like this in their planner, and that way they can show it to their parents. Then when they issue certain notice, they say, 'Give this to the homeroom,' and give to them for them to take it home to tell the parent what's happened." Participant #4, as indicated in the previous paragraph, mentioned that the students help in improving parental involvement in their school through student led conference. Participant #5 said, "Sometimes the students act as their parents' interpreter."

Additionally, apart from the three themes for Research Question #1, Participant #4 mentioned that the school staff members offer English classes for the parents and assist the students through some programs like after school tutoring and through all the resources that the district has for them to help with the need of second language to promote parental involvement and student success. She said,

Every single time when we see that the kids have not only academic issues in the

school, we try to help them through the guidance counselors or even through all

the programs that the district has for them. And not only that, but…I saw that last

year for example… the parents for the ESOL students… have the possibility to

study English at least two days a week. In some specific schools, they can get

English classes.

Participant #3 mentioned that the school staff members let the parents to volunteer, and

they set up meeting for parents every Tuesday in the school. He said, "Well, they

encourage them to come and to talk with the kids whenever they can, and have, I think,

Tuesdays set up for different departments for them to come out and meet if they want to

meet. They tell them they can volunteer if they want to volunteer." Participant #1 also

shared with the researcher some other strategies that are used in the school to promote

parental involvement and student success. She said to the researcher during the interview,

"We send honor roll certificates home, and we hold honor roll or principal's honor roll

events during the year every year for those kids that get AB honor roll. So that promotes

the student's success. The kids are very proud of themselves, and the parents of course are

proud of their kids doing good in school too." According to participant #2, the school

staff members include the parents and the students in the decision making process to

support parental involvement and students success. She mentioned to the researcher, "I

think it is important for our school about parent involvement because they do want the

parents to be aware of what happens and also part of our decision making as to what goes

on in the school." When asking her how that she thinks the mission statement and the

goals of her school support parental involvement and student success, she responded that

"it supports it by allowing our students and both our parents to have a say in what they

believe goes on at our school and what they believe should be taught at school. It really keeps them involved in their child's education." In addition to the parental events and programs, including the PTO, that the school used to support parental involvement that are listed above, Participant #5 said that the school support parental involvement though parental outreach. When asking her how that she thinks the mission statement and the goals of her school support parental involvement and student success, she mentioned "the types of outreach we do for parents." Participant #4 mentioned that when there are certain celebrations in the school, the school staff members work with the parents.

Results for Research Question #2

Research Question #2 looked at suggestions of teachers for improving parental involvement at the local research site. There are two themes for that research question, which are greater communication and using the programs or resources in the school. All the participants shared that some forms of communication can help increase parental involvement at the local research site. They also shared with the researcher some effective resources that they have in the school that can be used to increase parental involvement in the ESOL program at the local research site.

The participants shared some other suggestions on how to increase parental involvement in their school. Participant #1 said that the talent development number and the ESOL paraprofessionals can help in the matter. Participant #2 suggested that providing translation services to the teachers, teaching them about parental culture and language, and using email and imagine learning can help increase parental involvement in her school. Participant #3 mentioned that when sending letters home to the parents, the school staff members can make custom letters in the language that the parents can speak.

He said, "Most times, the letter's in English or Spanish. It's not always in Creole. They don't always check to see what language they should send a letter home. Maybe if they made custom letters. If the parent of the house speaks Korean, then the letter should go home in Korean. Take the time to notice that. I think that would help some." He also mentioned that the ESOL paraprofessional educators can help in the matter. Participant # 4 said that "it will be more helpful if the school opens another kind of a schedule so they can attend the meetings. At least, the parent-teacher conferences, you know? Maybe after four." Additionally, Participant #4 mentioned that the school staff members have to collaborate with the parents or have to be more involved with them in the meeting to avoid the escalation of the problem. In addition to the school staff members, she also included the parents in the matter. She said, "When the parents are so involved…in their child's school life, it will be much better… They can be more involved in the emotional development of the kids. And I think, that is, when I say emotional, it's because we know that when the kids don't … speak English…they feel so underestimated all the time." She also mentioned that the parents have to try too. She said,

> Because the situation is not only for our school…So it's for that reason that these
>
> kinds of situations can escalate in another kind of situation that they don't want
>
> here…Because they came from countries when they are running away… But they
>
> faced a lot of struggles in this new country. So the thing is that if the parents try,
>
> or at least the school tries to work with the parents about how to support, how to
>
> feel better about the opportunities that they have here, maybe they can work with
>
> the kids in the same way…So, it will be so good. Not only for the kids but for the
>
> parents when they try to develop better strategies on how to get in this new

culture that they are open their arms for them, but they need to get used to how to do the things here in this new country.

She also said as a closing statement,

Maybe we need to talk. Maybe we need to think about all the kinds of programs, but we need to think deeply…what we need to do is maybe our research or at least consult the parents about all of the kinds of situations that they face every day. So we will know what will be the best way that we can work with them closely … I think that we need to consult them first to talk about how to improve the level of the parental involvement in the academic life of their kids.

Participant #5 shared that the school staff members can use the resources available in the school to reach the parents more. She also said, "Well, I think we either have to offer them more at night, and then I think we also have to offer things in the day for the parents who works nights, and stuff at nights for the parents who work during the day. I think giving alternative times would really help parents."

Theme 1: Greater communication. Communication is one of the two themes for Research Question #2. As indicated in the previous paragraph, Participant #1 said the talent development number that sends voicemails and that calls the parents and the school staff members can be used to contact or communicate with the parents to increase their involvement. She said to the researcher during her interview,

And then regarding parents, from parental involvement, there's a thing sent out by the districts where the talent development number calls and we get, I never pick it up but, it goes to voicemail and they just tell us, "Hey, just to remind you that such and such day is a half day or such and such day is the next day that we have

off or whatever." Or sometimes it's sent out by administration at my school. Those voicemails about, not even that, but just the next parental thing that's coming up, the next event or if FSA testing is coming up, they're sending it out like, "Hey, FSA reading is coming up. Make sure your child has a good breakfast, goes to school, goes to bed early," and things like that. So that's another resource that's used that I think is a good way for parents be involved as well.

Participant #1 also mentioned that an "official valid letter of excuse" like jury duty can be used to help increase parental involvement. She said, "It should be like, when they request time off in the work system at their shift to be like, school meeting, just like jury duty is a drop down option, it should be like school meetings are a drop down, and they can put it in. It should be like an accepted thing so that they can just take the time off..." Participant #2 also showed that communication is an important asset that can be used to increase parental involvement and student success in the school. She said, "I think that using email and using imagine learning and having a good rapport with both the student and the parent and the teacher working together. I believe that's what would increase effectiveness of communication and success in the classroom." She also mentioned that the school can provide translation and language services to the teachers to help with the parents' language barrier. Participant #3 mentioned, "Well, they'd have to tell them about it, let them know that there's somebody there who's going to be able to facilitate them if they need somebody to translate for them or if they need somebody just to communicate the information to the child." He also said to the researcher during his interview as a closing statement, "So, other than telling the parent to check the grades, the parent would have to talk with that individual teacher to try to see something more that they can do."

When asking Participant #4 about what she thinks that the school staff members can do to improve the level of parental partnership and involvement in the ESOL program, she mentioned communication as a key element that can be used to do such. Participant #4 said during her interview, "Maybe if we give them a voice or at least talk to them openly and see what are their concerns or what they are expecting from the school." She went on to say during her interview, "But we need to talk to them directly. We need to talk to them and consult them. Ask them to see what are their concerns, or what they will like to do not only with the school, but that this school can improve the education of their academic goals for the kids, for their kids." In addition to all of the above participants, Participant #5 showed that communication can help also in the matter. She said, "I think more reaching out to parents to really take the time to find the resources needed to reach out to the parents, to make the parents understand more of what's going on at school."

Theme 2: Using the programs or resources in the school. The participants shared their perceptions on strategies or resources that can be used to increase parental involvement in their school. As indicated above, Participant #1 said that the talent development number that calls and sends voicemails to the parents about coming meeting and events can be used to increase parental involvement. She also mentioned that the ESOL paraprofessional educators as effective resources that can be used to increase both parental involvement and student success in her school. As she indicated during her interview with the researcher,

> But I think what's useful to improve parental involvement with say a student's
> progress in the ESOL program is if the ESOL paras or, I guess it would have to be
> them or somebody who has the tests scores or something, to send some sort of

language proficiency update maybe once each quarter and then there's four

quarters in the year or once each progress report for instance.

Participant #2 demonstrated that the use of email and imagine learning can help in the

matter. When asking her about the programs or resources in her school that she finds to

be effective that can be used to increase both parental involvement and student success in

the ESOL program, she said, "I think that using email and using imagine learning…" In

addition to Participant #1 and Participant #2, Participant #3 also shared his suggestions,

and he mentioned that the paraprofessional educators can help in the matter. When asking

him about the resources or programs in his school that he finds to be effective that can be

used to increase both parental involvement and student success in his school, he

responded, "The ESOL program. No, we have too many things on that. We have a para.

There's one that can speak Creole and one that can speak Spanish." Participant #3 also

showed that the phone in the school can be used to help increase parental involvement in

parental meeting. He mentioned that the school staff members can use phone conference

mode to conduct the parental meeting if the parents do not show off in the meeting for

their child. As he said, "What they do for the IEP, when there's a parent that need to

come to the school for IEP meeting and they can't make it, they put them on a conference

call and talk with them on the phone. So they could do that if they want to…talk with the

parents..." Participant #4 found that the following resources to be effective that can be

used to increase parental involvement in the ESOL program, which are after-school

tutoring, English classes for parents in the same school during night time, and the

paraprofessional educators. As she indicated to the researcher during her interview,

As I told you in the beginning, after-school tutoring is one of them. English

classes for parents in the same school. Because it's not only the programs that the district give to the parents, but it could be maybe more effective when the parents can take classes in the same school because they know or they feel the environment that the kids are living in the school, you know?

She also mentioned that the school staff members can have some kind of meeting where the paraprofessional educators have to be in to work with the parents. She said, "Not only the staff members. I mean not only the administrators, but they need to get, the paraprofessionals need to get involved in those kinds of meetings, too. Because they are the first instance, because they are working in the first place with the kids, not even the teachers, you know." Participant #4 mentioned that the ESOL paraprofessional educators are effective resources that can be used to increase parental involvement in their school, and she laid a reasoning behind it by saying that the parents feel more comfortable working with the para educators, but they feel uncomfortable in the absence of a para educator. She said,

> They don't feel comfortable trying to talk to the school because they know that some, if nobody speaks their language in the school, they are not be able to, they are not able to talk to the school or with the staff members. I think that they feel more comfortable talking…through the para who speaks the same language, you know? And because sometimes they are not comfortable.

Participant #5 also shared her suggestions in terms of what can be done with the resources within the school to increase parental involvement in the school. She said, "I think they need to research the resources available to us as a staff, and use those resources to reach out to parents."

When asking her about the programs or resources in her school that she finds to be effective that can be used to increase both parental involvement and student success in the ESOL program, she mentioned, "But I would say that, again, we have the resources at the school to reach out to parents in their own language, and we send things home in multiple languages so parents can understand that. When we have conferences with the students, we make sure there's an interpreter there…"

Participant #1 thought that transportation service is effective. She said, "Yeah, I think that that is because then it helps get rid of the issue with them not being able to come. Gives them what they need." Participant #2 also thought that transportation service is effective to increase parental involvement in their school for parents who report lack of transportation as a barrier that prevents them to attend the parental meeting. She said,

> Yeah, I think it would increase parent involvement because I have had parents in the past who have not been able to come to meetings, and they really wanted to attend. I would say either the transportation would have them attend or if they are really serious about wanting to meet with administrators or teachers or school personnel that they would even call. You know, like even just showing that effort of wanting to be there. If they were allowed transportation, I think they would come.

Participant #3 also thought that it is effective. He said during his interview, "I never saw anybody provide any transportation for them, but I suppose if they did provide it, it would help some of them come out more." Participant #4 said, "May be." Participant #5 thought that providing transportation service is very effective to increase the involvement of parents who report lack of transportation as a barrier that prevents them to attend the

parental meeting. She said, "Oh, yeah. I think that would be effective. I don't know how we'd do it, but I think it would be very effective."

Summary

There are three main themes for Research Question #1. The participants said that the school staff members help in increasing parental involvement in their school through parental contact and communication. The school staff members contact or call the parents to inform them or to include them in their child's education. Communication plays an important role in increasing parental involvement and student success in their school. In addition to parental contact and communication, the participants said that the school staff members use the resources within the school to promote parental involvement and student success. Additionally, the participants shared with the researcher that the school staff members or leaders build partnership with the parents through parental programs or events.

There are two themes for Research Question #2, which are communication and using the programs or resources in the school. The participants said that communication can help improve parental involvement in their school. In addition to communication, the participants also cited some resources within their school that the school staff members can use to increase parental involvement in the school.

The participants also shared their perceptions on how to reduce work as a barrier that prevents many parents to attend the parental meeting. Four of the five participants mentioned that the paraprofessional educators or the translators are effective resources that can help increase parental involvement in the school. Additionally, four of the five participants thought that providing transportation service to the parents who do not have

transportation is effective to increase their involvement in parental meeting. However, Participant #4 remained neutral. She said, "May be." She mentioned that transportation service is not the main problem that the parents have. The parents face other problems in their life, such as economic and immigrant problems, along with work problems.

When it comes to the relationship between parental involvement and student success, all participants shared that parental involvement has a positive relationship with student success. Participant #1 said that the relationship is direct and that students who have a caring household are more likely to show progress in school. As Participant #1 indicated, "I think that the relationship between parental involvement and student success at my school is directly correlated..." Participant #1 also indicated that when some students are falling behind, they have to call the students' parents before they can help the students with their academic performance. Participant #2 drew the relationship on how the students learn to present themselves to the parents. Participant #3 said that the school staff members believe and say to the parents that their involvement can help their child to perform better in school. Participant #4 said that it is clear that students perform better in school when their parents involve in their education. She also thought that parents can have a positive effect in their child's emotional life and development. Participant #5 mentioned that studies and real-life application show that students are more likely to perform better in their school when their parents involve in their education. She also mentioned that the students of her school perform better academically when the parents are involved in the PTO.

Chapter 5: Discussion of Findings and Recommendations

Introduction

The aim of this qualitative case study was to explore the perceptions of educators on the impact of parental involvement in student success and on some effective strategies that they use that can be used to increase parental involvement in their school. The research problem that was investigated by the researcher was that although school staff members or leaders used a variety of strategies to improve the level of parental partnership and involvement in their school, the level of parental involvement and partnership among many parents has remained low. The researcher conducted one-on-one interviews with five teachers to collect data from them for this study. In this chapter, the researcher interprets the results of the study and explains the implication to practice them. The researcher lists some recommendations that can be used to increase parental involvement at the research site. The researcher also lists the possible limitations that the study may have.

Interpretation of Results

In this section, the researcher interprets the study by comparing its results with Epstein's model of parental involvement, which is the conceptual framework for the study. Epstein's model of parental involvement encompasses six types of involvement, which are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Epstein's model of parental involvement has been found to be effective in increasing parental involvement in school. As Bailey (2017) indicated, "Joyce Epstein, a prominent education researcher out of John Hopkins University has developed a framework focused on school, parent, and community

involvement that leads to a better partnership and ultimately greater support for the student"(p.5). Here are some detailed explanations about each type of involvement in Epstein's model of parental involvement as follow:

One type of involvement in Epstein's model of parental involvement is parenting (Đurišić & Bunijevac, 2017; Heaton, 2016; Newchurch, 2017). "Parenting includes all of the activities that parents engage in to raise happy, healthy children who become capable students." (Đurišić & Bunijevac, 2017, p. 140). Parenting can be how the parents and the school create a climate at the child's home that supports the child's educational learning and growth (Heaton, 2016). In this type of involvement, the school staff members can collect data from the families to help the teachers understand the students and the parents, and that can help the school staff members to know and comprehend the obstacles that the parents face and help them to know how to assist the parents and the students and to develop a better relationship with them (Newchurch, 2017). A parenting activity can be the school staff members inform the parents about their child's academic growth, health condition, and well-being (Đurišić & Bunijevac, 2017). Another parenting activity can be the school staff members educate the parents about the situational learning support of their household as a way to assist the parents understand how to help their child at home (Đurišić & Bunijevac, 2017). Parenting activities can encompass "parent education and other courses or training for parents, family support programs to assist families with health, nutrition, and other services, home visits at transition points to elementary, middle, and secondery school" (Đurišić & Bunijevac, 2017, p. 140 & 141).

Communicating is another type of involvement in Epstein's model of parental involvement (Đurišić & Bunijevac, 2017; Heaton, 2016). In this type of involvement,

school staff members can contact the parents to inform them about their child's

development and the academic curriculum (Newchurch, 2017). "The communicating

category concentrates on building effective forms of two-way communication about

school programs and child progress" (Heaton, 2016, p. 29). Communication between the

parents and the school staff members should be detailed, and it is a valuable tool that

helps the parents to better understand the curriculum and that helps the students to

seriously take their responsibility and to value their education (Newchurch, 2017).

Đurišić and Bunijevac (2017) shared a variety of communicating activities that school

staff members can use to communicate with parents. School staff members can

communicate with parents through conference (Đurišić & Bunijevac, 2017; Newchurch,

2017). They can also communicate with them through "regular schedule of useful

notices, memos, phone calls, newsletters, and other communications" (Đurišić &

Bunijevac, 2017, p. 141). They can communicate with the parents though PTO meeting

or through the handbook (Newchurch, 2017). School staff members can provide

interpreters to parents to assist them with language (Đurišić & Bunijevac, 2017). They

can also send report card to parents (Newchurch, 2017). In this type of involvement,

"Schools send home notes and flyers about important events and activities. Parents give

teachers information about their child's health and educational history. A school website

is an additional mode of communication with parents and families" (Đurišić &

Bunijevac, 2017, p. 141).

Đurišić and Bunijevac (2017) indicated that volunteering is another aspect of

Epstein's model of parental involvement that "applies to recruiting and organizing help

and support from parents for school programs and students' activities" (p. 141). In this

type of involvement, parents can receive support from the school to help them to participate in the school events and the activities that their child participate in (Heaton, 2016). Đurišić and Bunijevac (2017) shared a variety of ways that parents can volunteer in their child's education. Parents can help the teachers and the school staff members, and they can assist their child with homework (Đurišić & Bunijevac, 2017; Newchurch, 2017). "Second, they may volunteer for the school; for instance, fundraising for an event or promoting a school in the community…they may volunteer as a member of an audience, attending school programmes or performances" (Đurišić & Bunijevac, 2017, p. 141). The parents can help in the school activities (Đurišić & Bunijevac, 2017; Newchurch, 2017). They can help the school staff members and other parents (Đurišić & Bunijevac, 2017; Newchurch, 2017). They can help in the "parent room or family center for volunteer work, meetings, and resources for families, annual postcard survey to identify all available talents, times, and locations of volunteers" (Đurišić & Bunijevac, 2017, p. 141)

Learning at home is another type of involvement in Epstein's model of parental involvement (Đurišić & Bunijevac, 2017; Heaton, 2016). It is about how the school staff members can inform the parents about their child's academic performance and about how the school staff members can help the parents assist their child with academic choices, schooling activities, and educational assignments (Đurišić & Bunijevac, 2017; Heaton, 2016). "Parents helping their children with homework or taking them to a museum, are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum" (Đurišić & Bunijevac, 2017, p. 141). In this type of involvement, the school staff members can inform the

parents about the school policies and their child's homework (Đurišić & Bunijevac, 2017). They can also tell the parents about the expected skills that the students must have for their respective grade level (Đurišić & Bunijevac, 2017). They can help the parents to converse with their child at home, especially when helping them with their homework (Đurišić & Bunijevac, 2017). They can also help the parents to support their child with academic goals and college preparations (Đurišić & Bunijevac, 2017). Learning at home is a type of involvement in Epstein's model of parental involvement that can help better the partnership and the corporation between the parents and the school staff members and that can assist the child's in their schooling (Newchurch, 2017).

Decision making is another aspect of Epstein's model of parental involvement in which the school staff members let the parents have a voice in the decision making process to participate in their child's education (Đurišić & Bunijevac, 2017; Heaton, 2016). "Parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision making activities include taking on leadership roles that involve disseminating information to other parents" (Đurišić & Bunijevac, 2017, p. 141). In this type of involvement, parents can be a part of the school parental organization, including the PTO (Đurišić & Bunijevac, 2017). They can also be part of the advisory councils (Đurišić & Bunijevac, 2017). They can be part of the "committees for parent leadership and participation, independent advocacy groups to lobby for school reform and improvements, networks to link all families with parent representatives" (Đurišić & Bunijevac, 2017, p. 142).

Collaborating with the community is the last aspect of Epstein's model of parental

involvement (Đurišić & Bunijevac, 2017; Heaton, 2016). It "pertains to identifying and integrating communities' services and resources to support and strengthen schools, students, and their families" (Đurišić & Bunijevac, 2017, p. 142). The school staff members can work together with the community to encourage learning (Heaton, 2016). They can inform the parents, the families, and the students about the community programs that they have for them (Đurišić & Bunijevac, 2017). The programs can be recreation program, cultural program, summer program, social program, and learning program (Đurišić & Bunijevac, 2017).

The results of the study support many aspects of Epstein's model of parental involvement. Communication is one of the aspects of Epstein's model of parental involvement that is supported by the results of the study. All the participants shared that the school staff members communicate with the parents to discuss the academic progress or concerns of their child with them to include them in their child's education. The participants cited many strategies that the school staff members use to communicate with the parents. Some of the strategies were the good call of the month and the talent development number or the connected line system. Volunteering is another aspect of Epstein's model of parental involvement that is supported by the results of the study since all participants reported that the parents get involved in their child's education through parental programs or events that the school staff members organize. The participants shared a variety of programs or events that the school staff members organize to help increase parental involvement in their school, including PTO, student led conference, and open house.

The researcher also compares the results of the study with the literature review in

Chapter 2. The study's results support the idea in the literature that communication is important in increasing parental involvement in education. The results also support the idea that parental programs or events can help school staff members to increase parental involvement. In addition to that, the results of the study support the idea that the school resources can be used to help the parents and the students. Additionally, the results of the study support the idea of the importance of parental involvement that has a positive relationship with student success.

First, the results of the study support the idea in the literature that communication is important in increasing parental involvement in education. As indicated in research literature, communication is an effective strategy for increasing parental involvement in school (Kemp, 2015). Educators and parents nowadays communicate through internet and smart phone, and many teachers use email, Facebook, and Twitter to communicate with the parents in order to get them connected and involved in their child's education (Kemp, 2015). "When you make an effort to contact parents, you're saying that you value their insights. Parents who might otherwise feel uncomfortable reaching out then know that they're welcome to do so" (Waterford, 2018, para. 2). When there is good communication between the school and the parents, the students have better behavior (Brock & Edmunds, 2010; Kemp, 2015). "Communication is a key step in improving family involvement. Students benefit the most when the communication occurs frequently and not just when there are issues at school" (Kemp, 2015, p. 11). When there is strong communication between the school and the family, the family and the school partnership got improved (Hornby & Lafaele, 2011; Kemp, 2015). It helps the teachers to have better morality (Hornby & Lafaele, 2011; Kemp, 2015). It also helps the students to

be better prepared, and it positively aids them in their academic success (Kemp, 2015; Kraft & Dougherty, 2013; Sanders, 2014; Stringer & Hourani, 2013). It improves the condition of the school environment (Hornby & Lafaele, 2011; Kemp, 2015). The students behave better and have better attendance and punctuality (Hornby & Lafaele, 2011; Kemp, 2015; Waterford, 2018). They also get more satisfied with their education (Hornby & Lafaele, 2011; Kemp, 2015; Waterford, 2018). The mental health condition of the students and the confidence and satisfaction of the parents got improved (Hornby & Lafaele, 2011; Kemp, 2015). Communication helps improve homework completion rates and students' grade, and it helps increase the level of trust between the parents and the teachers (Waterford, 2018). "Reciprocal communication encourages teamwork between the home and school and discloses to students that contact is being made between the home and school to track student success" (Newchurch, 2017, p. 12).

Two-way communication can lead communication to collaboration between the parents and the teachers (Waterford, 2018). "Communication can be an effective way to increase parent involvement, but it needs to be timely, easy to understand and useful. Parents need to have the opportunity to be heard and any barriers preventing this communication need to be identified and addressed" (Kemp, 2015, p. 12). Communicating with the parents to inform them about the education of their child is beneficial in school, and it is crucial at the beginning of every school year for the school staff members to firstly communicate with the parents as a way to help establish a solid foundation between the school and the parents (Kemp, 2015). "Communication acts as a bridge to engagement and, ultimately, strong parent partnerships... Once parents and teachers establish that first connection, they can work together to help students reach their

academic potential" (Waterford, 2018, para. 2).

In addition to communication, the results of the study support the idea that parental programs or events can help school staff members to increase parental involvement. As many researchers indicated, parental programs are important in increasing parental involvement in school (Fernandez, 2018; Fuller, 2017; Heaton, 2016; Newchurch, 2017). "As parental involvement programs have been implemented in schools throughout the nation, numerous studies have sought to identify the benefits of these programs. These studies have investigated not only academic benefits to children but also the behavioral and psychological benefits of involvement" (Heaton, 2016, p. 20). Many studies showed that parental programs are good predictors of involvement that help students to have better academic performance when there is collaboration between the parents and the school and when the parents attend the school programs or events (Heaton, 2016). Students can learn to communicate better with adults and get skilled when participating in the volunteering parental programs (Newchurch, 2017). Parental programs help the communication among the parents, the students, and the school staff members to grow (Heaton, 2016). Parental programs also have a positive effect on the point of view of the parents (Heaton, 2016). When the parents involve in parental programs, they understand the curriculum better, and they have better self-esteem about their potentiality to work with their child and the school staff members (Newchurch, 2017). "Teachers become more ready to involve families in new ways, thus including those who do not volunteer at school. In addition, they become more cognizant of parents' talents and interests in the school and children" (Newchurch, 2017, p. 15 & 16). Students often benefit from the parental programs and from the strategies that their

school staff members used to get the parents involved in their education (Fernandez, 2018). The parental programs help increase parental participation and involvement and improve the choice of the parents in picking up a school for their child (Fernandez, 2018). School staff members depend on parental programs or events to communicate with the parents in order to understand their concerns and to inform them about their child's academic performance and about how they can assist their child in their academic preparation outside of the school (Heaton, 2016). According to a study, it was found that "students in schools that offered a comprehensive involvement program saw a 4.5% increase in test scores compared to a 2.5% increase in schools that did not use a comprehensive involvement program" (Heaton, 2016, p. 27). Parents who involve in the parental involvement programs at their child's school would also help their kindergartener child to succeed in elementary school (Fuller, 2017). Students who participate in parental programs or events with their parents for academic preparation perform better in reading and math than those who do not participate (Heaton, 2016). "Parental involvement constructs including preventive communication, quality of communication, scaffolding independence, structure at home, and linking education to future success were found to prevent a decline in grade point averages for students as they progressed from 7th to 11th grade" (Heaton, 2016, p. 27).

In addition to communication and parental programs or events, the results of the study support the idea that the school resources can be used to help the parents and the students. As Compton (2016) demonstrated, the school resources can be used to increase parental involvement. When increasing parental involvement and student success, "Opportunities should be provided for teachers to learn through professional development

as well as for students to grow academically. These focus areas should utilize existing resources within the school to promote a positive learning environment for students and their families" (Compton, 2016 p. 27). In the 1980's, for example, parental information and resource centers were created as school resources to help increase parental involvement and to help with parental training (Oates, 2017).

There are several ways that the school staff members can use the resources within the school to promote parental involvement. Compton (2016) indicated that the school staff members can send fact cards to the parents with the school information in them in order to help the parents with communication and schooling information as a way to help them engage in their child's education. The school staff members can also put some amicable signs around the school environment to assist the parents with directions to different locations within the school (Compton, 2016; Padak & Rasinski, 2010). For example, they can provide the parents with information about the directions and the opening time of the school library (Robles, 2011).

It is important for the school staff members to provide resources to the parents so that they can academically help their child at home (Oates, 2017). They can provide computers and a host of resources to the parents so that they can help their child at home with language barrier and academic assignment (Robles, 2011). To better the interaction between the parents and the school, the school staff members can conduct parental meeting like parent-teacher conference in which they use the interpreters in the school to communicate the information to all diverse parents in their respective languages (Oates, 2017). The interdisciplinary teams can also set up meeting with the parents and can also be in the conference meeting with the parents to assist them with their needs and with the

barriers that prevent them to involve in their child's education (Oates, 2017). "The interdisciplinary teams in middle schools could serve as a resource for the parents. The teams can consolidate their experiences and discuss instructional methods to assist both students and families" (Oates, 2017, p. 103).

The school teachers can explore the school resources to work with the parents (Compton, 2016). They can work together with the parents and can improve the programs that are already in the school for the parents, and they can use them and combine them with other resources within the school to better the partnership that exists between them and the parents. (Flemmings, 2013). "Volunteer programs help teachers tremendously and can include a parent room at the school with resources for families" (Oates, 2017, p. 37). The PTO/PTA is viewed as a great parental resource in school, and there could be more resources coming in the school when the PTO, the parents, the community, and the school staff members put all their resources together in the school (Flemmings, 2013). "Parents historically viewed certain school staff, nurses, and counselors as trusted confidantes and resources" (Flemmings, 2013, p. 103).

The school guidance counselors are viewed as important resources within the school that help the parents to involve in their child's education (Flemmings, 2013). They are the ones who usually call home when there is any issue within the school between the students and the school staff members (Flemmings, 2013). They are also the first person who usually contact the community service agency members and work with them to help the parents and the students receiving community assistance (Flemmings, 2013). During emergency situations, they help the parents and the students with their need (Flemmings, 2013). They also bring some important resources in their school (Flemmings, 2013).

In addition to the school guidance counselors, the parents are considered as valuable resources within the school that can be used to increase parental involvement and student success (Epstein, 1991; Hansen, 1999; Herrell, 2011; Oates, 2017). As Oates (2017) indicated, "'Parents are the 'most underused resources'… available to a teacher. Therefore, parents need to be utilized effectively to sustain the success of and involvement in school activities" (p. 9). The parents and the teachers should work together to use the resources within the school to better parental involvement and parental partnership (Oates, 2017). The parents sometimes can share some assets with the school if they feel that they are valued within the school (Flemmings, 2013).

Finally, the results of the study support the idea of the importance of parental involvement that has a positive relationship with student success. As many researchers indicated in the literature, parental involvement has been found to be important and to have a positive effect in student academic success (Đurišić & Bunijevac, 2017; Jaiswal, 2017; Lara & Saracostti, 2019). It has a positive impact on a child's development, attendance, emotion, behavior, and self-esteem (Lara & Saracostti, 2019). Parental involvement also has a positive effect on the environment of the child's school (Lara & Saracostti, 2019). "Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities" (Lara & Saracostti, 2019, p. 2). Đurišić and Bunijevac (2017) indicated that parental involvement in school helps increase the social capital of the parents that has a positive relationship with the student graduation rate, behavior, and success. Some parental involvement activities can also positively affect the attitude, the skills, the attendance, and the test scores of the students (Epstein et al., 2009; Jaiswal, 2017). "As

all of the literature have suggested therefore, parents by their involvement in their children's education create the third link in the triangle with their children and their children's teachers in developing necessary settings for the success of their children" (Jaiswal, 2017, p. 95).

Implications for Practice

The main objective to conduct this study was to provide school leaders with some effective strategies that can be used to increase parental involvement since the local problem was that many strategies have been used to increase parental involvement in school, but the level of involvement and partnership among many parents has remained low. Additionally, the literature has indicated that there need to be additional studies on how to promote parental involvement in school.

Accordingly, the results of this study provide many strategies that can be used to increase parental involvement in school. However, one implication for practice is that the results of the study show that communication, along with parental contact, is important to increase parental involvement in school, but some school staff members may continue to have hard time to contact and communicate with the parents who do not speak English in the absence of a school interpreter, especially when the school interpreter do not come to work. As Participant #4 indicated, the parents feel uncomfortable talking to the school staff members when their respective paraprofessional educator is absent, but they feel comfortable talking to their para educator who speaks the same language that they speak.

While the data associated with the results of the study show that the school staff members can use the school resources or use the students as interpreter to communicate the information to their parents, but sometimes, the school staff members may have to

pull up the students out of their classroom to do such, and that may cause the students to be distracted in their schooling or cause them to miss classroom instructions. In addition to that, the school staff members may not have enough financial resources to provide interpreters for all second language parents in their school due to parental languages diversity, so the school staff members may continue to have problems communicating with some parents in their respective language. Like Participant #1 and Participant #3 said, the school staff members have two para educators or interpreters for the two common languages, which are Spanish and Creole, but they do not have a Portuguese one. In addition to that, Participant #3 said that the school letters don't always go home in Creole but usually go home in English and Spanish. To avoid that problem, they can look at to provide translation services to all parents in their respective language.

While parental events or programs have been found to be effective in increasing parental involvement in school, some working parents, however, may continue to have difficulty attending the parental programs or events even if the school personals implement the suggestions of the teacher participants on how to deal with work as a barrier to parental involvement. The possible implications associated with the work problem is that many of the school personals may have to work more or may have to remain informed and closed to both the parents and the workplace. Many of them may not feel too comfortable to contact the workplace or to keep writing a valid official letter of excuse to the workplace for the parents to attend the parental meeting. Additionally, they may still not reach the parents when telephoning them to conduct the meeting with them through phone conference mode. The school personals may have hard time with the opening of a new schedule for the parents that may not fit them or that may not be in their

advantage. The parents may still have other problems occur in their lives even if the school staff members offer them some alternative times to attend the meeting. Many parents and many workplace personals may feel affected by the matter.

Additionally, if the school staff members had to provide transportation services to the parents, they would have to take some appropriates efforts or procedures to do such. They may become in need of more assistance, that is, they may become in need of more financial or human capital or resources to help with the transportation service in their school. The parents may also have to make some effort in the matter.

Limitations

There are many possible limitations in the study. First, the researcher interprets the data based on the perception of the participants, and the results of the study are limited and are based on the perspective of the participants. For example, if the researcher conducted the study with a different group of participant or with a different group of teachers, the results could have been different, or there could have been more results. Additionally, the researcher interviewed the participants only once, but if the researcher had multiple interviews with the participants, the participants could have provided more data to the researcher. Finally, the sole presence of the researcher during the interviews may have an impact on the participants' perspectives.

Recommendations

The school staff members can follow the following recommended strategies or suggestions to increase parental involvement in their school:

1. Providing transportation services to the parents

2. Collaborating with the parents and the workplace and involving more with

the parents during the parental meeting

3.   Opening a new kind of schedule for the working parents that include alternative times and Saturday with morning and afternoon opportunity for them to attend the meeting.

4.   Consulting the parents to know and understand their situation, their problems, and their needs and using the paraprofessional educators during the meeting to communicate and to translate the information for them.

5.   Searching and using the resources available in the school to reach the parents more.

The above recommendations that the researcher provides are derived from the perspectives of the teacher participants about their suggestions for improving parental involvement at the local research site. The school staff members or leaders can look at to use the recommendations in their school to promote parental involvement in the academic life of the students. Many parents reported lack of transportation as a barrier that prevents them to attend the parental meeting, so it may be helpful for the parents if the school staff members collaborate with them to provide transportation service to them since four of the five participants thought that transportation is effective to increase parental involvement. The school staff members may use the school buses and the drivers that transport the students to transport the parents for the parental meeting. In addition to lack of transportation, many parents reported work as a barrier that prevents them to attend the parental meeting, so the school staff members may look at to collaborate with the workplace since Participant #2 mentioned that the workplace where the parents work is what can be helped in the matter. Participant # 2 said that the workplace has to be lenient

toward the parents or let the parents to take time off for school meeting since education is a high priority. Additionally, the school staff members may allow the parents some alternative times, including during Saturday, to attend the meeting since many parents may not work during the weekend. The school staff members may take some time during the meeting to consult or communicate with the parents to find out what are the parents' possible problems, along with the assistance that the parents may need to deal with the problems.

Summary

For this qualitative case study, the researcher used one-on-one open interviews to collect data from the research participants on the impact of parental involvement and student success and on the current parental involvement initiatives at the local research site. The results of the study show that parental involvement has a positive relationship with student success at the local research site. However, at the research site, the local problem was that many parents did not get actively involved in their child's education although the school staff members or leaders have used a variety of strategies to get them involved. The teacher participants at the research site shared with the researcher some effective parental involvement strategies that are used in their school to reduce the problem or to increase parental involvement in their school. They shared that their school staff members contact and communicate with the parents to get them involved in their child's education. They mentioned that the school staff members also promote parental involvement through the parental programs or events and through the usage of the school resources. The teacher participants also shared their suggestions on how to reduce the problem at the research site. They mentioned that communication can be used to increase

parental involvement at their school, along with the utilization of the school resources.

References

Anderson, J. (2015). Parents: Your absurdly high expectations are harming your children's achievement. *Quartz*. Retrieved from https://qz.com/559821/parents-your-absurdly-high-expectations-are-harming-your-childrens-achievement/

Bailey, T. (2017). *The impact of parental involvement on student success: school and family partnership from the perspective of students.* Doctoral Dissertation. Kennesaw State University. Retrieved from Digital Commons. https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1023&context =teachleaddoc_etd

Baker, A. J. L. (1997). Improving parent involvement programs and practice: a qualitative study of parent perceptions. *The School Community Journal*, *7*(1), 127-153.

Baker, T. L., Wise, J., Kelley, G., & Skiba, R. J. (2016). Identifying barriers: Creating solutions to improve family engagement. *School Community Journal*, *26*(2), 161-184.

Barnyak, N. C., & McNelly, T. A. (2009). An urban school district's parent involvement: a study of teachers' and administrators' beliefs and practices. *The School Community Journal*, *19*(1), 33-58.

Batchelor, S. (2013). *Relationship between parental involvement and academic achievement of disadvantaged children: what matters? for whom does it matter? how does it work?* Doctoral Dissertation. Griffith University. Retrieved from Research Gate. https://www.researchgate.net/publication/284179602_Relationships_Between_Par

ent_Involvement_and_the_Academic_Achievement_of_Disadvantaged_Children

_What_Matters_For_Whom_Does_it_Matter_How_Does_it_Work

Berkowitz, R., Astor, R. A., Pineda, D., DePedro, K. T., Weiss, E. L., & Benbenishty, R.

(2017). Parental involvement and perceptions of school climate in California.

Urban Education: SAGE Journal, 1-31. Doi:10.1177/0042085916685764

Boatwright, A. N. (2014). *How school leadership develops parental involvement*

strategies with social capital in four South Carolina middle schools. Doctoral

Dissertation. University of South Carolina. Retrieved from

https://scholarcommons.sc.edu/etd/2989

Brannon, D. (2007). Addressing the decline of parent involvement in middle school.

Principal, *82*(7), 62-63.

Broadus, T. L. (2016). *Examining parental involvement in impoverished schools*.

Doctoral Dissertation. Walden University. Retrieved from ScholarWorks.

https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=4326&context=diss

ertations

Brock, S., & Edmunds, A. L. (2010). Parental involvement: barriers and opportunities.

EAF Journal, *21*(1), 48–59.

Calzada, E. J., Huang, K.-Y., Hernandez, M., Soriano, E., Acra, C. F., Dawson-McClure,

S., … Brotman, L. (2015). Family and teacher characteristics as predictors of

parent involvement in education during early childhood among Afro-Caribbean

and Latino immigrant families. *Urban Education*, *50*(7), 870–896.

https://doi.org/10.1177/0042085914534862

Campbell, C. (2011). How to involve hard-to-reach parents: Encouraging meaningful

parental involvement with schools. *Research Associate Full report*, National College for School Leadership.

Caño, K., Cape, M. G., Cardosa, J., Miot, C., Pitogo, C., Quinio, C., & Jewish, M. (2016). Parental involvement on pupils' performance: Epstein's framework. *Online Journal of New Horizons in Education*, *6*(4), 144.

Carpenter, B. W., Young, M. D., Bowers, A., & Sanders, K. (2016). Family involvement at the secondary level: Learning from Texas Borderland Schools. *NASSP Bulletin: SAGE Journal*, *100*(1), 63. DOI: 10.1177/0192636516648208

Chang, H. N., & Jordan, P. W. (2013). Building a Culture of Attendance: Schools and Afterschool Programs Together Can and Should Make a Difference! In T. K. Peterson (Ed.), *Expanding minds and opportunities: Leveraging the power of afterschool and summer learning for student success*. Washington, DC: Collaborative Communications Group. Retrieved from http://www.expandinglearning.org/expandingminds/article/building-culture-attendance-schools-and-afterschool-programs-together-can-and

Chen, G. (2018). *Parental involvement is key to student success*. Public School Review. Retrieved from www.publicschoolreview.com/articles/12

Child Trends. (2018). *Parental involvement in schools*. Retrieved from https://www.childtrends.org/?indicators=parental-involvement-in-schools

Chirgwin, C. (2016). *The importance of strategy*. Landspeed. Retrieved from https://www.lanspeed.com/the-importance-of-strategy/

Compton, A. N. (2016). *Strategies for increasing parental involvement for elementary school students*. Doctoral Dissertation. Walden University. Retrieved from

ScholarWorks.

https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3748&context=diss

ertations

Cooper, H., Lindsay, J. J., & Nye, B. (2000). Homework in the home: How student,

family, and parenting-style differences relate to the homework process.

Contemporary Educational Psychology, *25*(4), 464-487.

https://doi.org/10.1006/ceps.1999.1036

Creswell, J. W. (2014). *Educational Research. Planning, conducting and evaluating*

quantitative and qualitative research (4th ed.). Upper Saddle River, NJ: Pearson

Education.

Damon, W., Lerner, R. M., Kuhn, D., Siegler, R. S., & Eisenberget, N. (2012). *Child and*

adolescent development: An advanced course. WILEY. Retrieved from

https://books.google.com/books?isbn=1118428730

Deakin, M. B. (2014). *Partnership model builds involvement*. PTOTODAY.

Dinnie, K. (2018). Contingent self-definition and amorphous regions: A dynamic

approach to place brand architecture. *Marketing Theory*, *18*(1), 31-53.

Diranian, S. (2014). *How does a lack of parenting at home affect children's grades in*

school? LivesStrong.

Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for

successful education. *CEPS Journal: Center for Educational Policy Studies*

Journal, *7*(3), 137-153. https://files.eric.ed.gov/fulltext/EJ1156936.pdf

Dwyer, D. J., & Hecht, J. B. (1992). Minimal parental involvement. *The School*

Community Journal, *2*(2), 275-290.

Ellis, M., Lock, G., & Lummis, G. (2015). Parent-teacher interactions: Engaging with parents and careers Australian. *Journal of Teacher Education*, *40*(5), 160-174.

Epstein, J. (1991). Paths to partnership: What we can learn from federal, state, district, and school initiatives. *Phi Delta Kappan*, *72*, 334-349.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2009). *School, family, and community partnerships: Your handbook for action, 2nd ed*. Thousand Oaks, CA, US: Corwin Press School

Evans, L. J. (2017). *Increasing parental involvement: The effectiveness of a parent education program in one urban charter school*. Master's Theses. University of Dayton. https://etd.ohiolink.edu/!etd.send_file?accession=dayton1499260468600285&disposition=inline

Fernandez, S. (2018). *Parental involvement activities that lead to increase parental participation: A case study*. Doctoral Dissertation. The University of Texas at Arlington. Retrieved from https://rc.library.uta.edu/uta-ir/bitstream/handle/10106/27755/FERNANDEZ-DISSERTATION-2018.pdf?sequence=1&isAllowed=y

Finkbiner, B. W. (2014). *Can a one-size-fits-all parental involvement framework be applied to an entire school district? a comparative case study of a district magnet program*. Doctoral Dissertation. University of South Florida. Retrieved from Scholar Common, USF Libraries. https://scholarcommons.usf.edu/etd/5479/

Flemmings, J. B. (2013). *Parental involvement: A study on parents' and teachers' experiences and perceptions in an urban charter elementary school*. Doctoral

Dissertation. Rowan University. Retrieved from Rowan Digital Works.

https://rdw.rowan.edu/cgi/viewcontent.cgi?article=1048&context=etd

FloridaCIMS. (n.d.). 0391 - Southern Oaks Middle School. Retrieved from

https://www.floridacims.org/districts/st-lucie/schools/0391

Florida Department of Education. (2018). *Florida school accountability reports*.

Retrieved from http://www.fldoe.org/accountability/accountability-

reporting/school-grades/

Fuller, K. (2017). *Examination of parental involvement in relation to a child's academic

success*. Doctoral Dissertation. Auburn University. Retrieved from

https://etd.auburn.edu/bitstream/handle/10415/5811/Dissertation%20Final%20Co

py%20Examination%20of%20Parental%20Involvement%20in%20Relation%20t

o%20a%20Childs%20Academic%20Success.pdf?sequence=2

Gadsden County School District. (n.d.). *Effective parent involvement programs*.

Retrieved from:

http://www.gcps.k12.fl.us/?DivisionID=2201&DepartmentID=2083

Gallicano, T. (2013). *An example of how to perform open coding, axial coding and

selective coding*. The PR Post.

Garcia, L. E., & Thornton, O. (2014). *The enduring importance of parental involvement*.

NEA Today..

Garde, M. (n.d.). *Research Sampling*. Academia.

Gengler, C., & Olson, K. A. (2014). *Four models of parent involvement*. University of

Minnesota. Retrieved from University of Minnesota Extension.

https://extension.umn.edu/parent-school-partnerships/four-models-parent-

involvement

Ghazvini, S. D., & Khajehpour, M. (2011). Gender differences in factors affecting

academic performance of high school students. *Science Direct, Procedia - Social*

and Behavioral Sciences, *15*(2011), 1040-1045.

https://doi.org/10.1016/j.sbspro.2011.03.236

Gith, E. (2017). The impact of parental involvement in schools on the self-esteem of

Arab children in Israel. *International Journal of Humanities and Social Science*,

7(3), 253-258.

Gober, K. D. (2018). *Parent and teacher perceptions of student-led conferences at a Title*

I School. Doctoral Dissertation. Nova Southeastern University. Retrieved from

MARPs, Practicums, and Applied Dissertations.

http://marps.library.nova.edu.ezproxylocal.library.nova.edu/

Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the

relationship between parental involvement and student motivation. *Educational*

Psychology Review, *17*(2), 99-123. DOI: 10.1007/s10648-005-3949-7

Haack, M. K. (2007). *Parents and teachers' belief about parental involvement in*

schooling. Doctoral Dissertation. University of Nebraska. Retrieved from Digital

Commons.

https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1011&context=cehsdi

ss

Hamidah, S., & Hajar, H. S. (2017). Parental involvement in school activities and its

relationship with emotional intelligence. *American Scientific Publishers,*

Advanced Science Letters, *23*(3), 2116-2118. DOI:

https://doi.org/10.1166/asl.2017.8572

Hansen, L. E. (1999). *Encouraging parent involvement at home through improved home-school connections.* Master's Thesis. California State University. Retrieved from ERIC. https://files.eric.ed.gov/fulltext/ED430800.pdf

Harris, A. L., & Robinson, K. (2016). A new framework for understanding parental involvement: Setting the stage for academic success. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, *2*(5), 186–201. Doi:10.7758/RSF.2016.2.5.09

Heaton, R. R. (2016). *Parental involvement: Perceptions and participation at critical moments throughout the middle school transition*. Doctoral Dissertation. East Tennessee State University. Retrieved from Digital Commons @ East Tennessee State University.

https://dc.etsu.edu/cgi/viewcontent.cgi?article=4382&context=etd

Henderson, A. T., & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement.* Washington, DC: National Committee for Citizens in Education.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. National Center for Family & Community Connections with School. Retrieved from SEDL. https://www.sedl.org/connections/resources/evidence.pdf

Herrell, P. O. (2011). *Parental involvement: Parent perceptions and teacher perceptions*. Doctoral Dissertation. East Tennessee State University. Retrieved from Digital Common @ East Tennessee State University. https://dc.etsu.edu/etd/1248/

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *NCBI*, *45*(3), 740-763. Doi: 10.1037/a0015362

Hinkle, L. (2017). *The importance of parental involvement in education*. Livestrong.

Hirano, K. A., & Rowe, D. A. (2016). A conceptual model for parent involvement in secondary special education. *Journal of Disability Policy Studies*, *27*(1), 43–53.

Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, *63*(1), 37–52. doi:10.1080/00131911.2010.488049

Ireland, K. (2014). *The definition of parent involvement*. Livestrong.

Jafarov, J. (2015). Factors affecting parental involvement in education: The analysis of literature. *Khazar Journal of Humanities and Social Sciences*, *18*(4), 35-44.

Jaiswal, S. R. (2017). Role of parental involvement and some strategies that can promote parental involvement. *Journal of International Academic Research for Multidisciplinary*, *5*(2), 95-104.

Johnson, T. (2017). *The impact of parental involvement on the academic success of urban middle and high school students: A systematic review*. Doctoral Dissertation. Nova Southeastern University. Retrieved from MARPs, Practicums, and Applied Dissertations. http://marps.library.nova.edu.ezproxylocal.library.nova.edu/pdf/12080.pdf

Jones, S. (2015). *An evaluation of parental involvement and reading achievement of at-risk grade 3 students.* Doctoral Dissertation. Nova Southeastern University. Retrieved from MARPs, Practicums, and Applied Dissertations.

http://marps.library.nova.edu.ezproxylocal.library.nova.edu/

Jurado, M. (2014). Parental involvement impacting student academic success in AVID. *Ursidae: The Undergraduate Research Journal at the University of Northern Colorado*, *4*(2), 1-113.

Kemp, J. (2015). *Increasing parent involvement by using a variety of communication tools*. Master's Thesis. University of Victoria. https://pdfs.semanticscholar.org/f138/f0eb92ee1d49c827d5215e3f37c6db421a0a.pdf

Kohn, A. (2013). *Parental involvement in education: what kind? to what ends?* Huffpost.

Kooy, G. V. (2012). *Lack of parental involvement is the biggest problem facing public schools*. Debategraph.

Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness*, *6*(3), 199–222. doi:10.1080/19345747.2012.743636

Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in psychology*, *10*(1464), 1-5. doi: 10.3389/fpsyg.2019.01464

Lasater, K. (2016). Parent–teacher conflict related to student abilities: The impact on students and the family–school partnership. *School Community Journal*, *26*(2), 237-262.

Lattimore, M. T. (2013). *The impact of elementary teachers' perceptions and practices to promote parental involvement*. Doctoral Dissertation. Walden University.

Retrieved from ERIC. https://eric.ed.gov/?id=ED558305

Lawson, S. (2015). *Finding the most meaningful forms of parental involvement: A synthesis of meta-analyses*. Master's Theses. State University of New York. Retrieved from Digital Commons @Brockport. https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1643&context= ehd_theses

Leonard, K., & Seidel, M. (2019). *Six types of qualitative research*. Bizfluent.

Lv, B., Zhou, H., Liu, C., Guo, X., Liu, J., Jiang, K., … & Luo, L. (2018). The relationship between parental involvement and children's self-efficacy profiles: A person-centered approach. *Journal of Child and Family Studies*, *1201*(6), 1-13. DOI: 10.1007/s10826-018-1201-6

Martinez, A. (2015). *Parent involvement and its affects on student achievement*. Master's Theses. California State University, Stanislaus. Retrieved from https://core.ac.uk/download/pdf/48504579.pdf

McBane, R. (2017). *An involved parent can make the difference in a student's academic success*. South Florida Parenting.

McLeod, S. A. (2015). *Psychology research ethics*. SimplyPsychology.

McNeal, R. B. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. *Universal Journal of Educational Research*, *2*(8), 564-576. Doi: 10.13189/ujer.2014.020805

Mills, A. J., Durepos, G., & Wiebe, E. (2010). *Encyclopedia of case study research* (Vols. 1-0). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412957397

Mishra, R. C. (2008). *Educational Research*. APH Publishing Corporation.

Murray, K. W., Finigan-Carr, N., Jones, V., Copeland-Linder, N., Haynie, D. L., & Cheng, T. L. (2014). Barriers and facilitators to school-based parent involvement for parents of urban public middle school students. *SAGE Open*, *4*(4), 2158244014558030.

National Center for Education Statistics. (n.d.). *Search for schools and colleges*. Retrieved on February 14, 2019 from: https://nces.ed.gov/globallocator/index.asp?State=FL&zipcode=34983&miles=5 &School=1&PrivSchool=1&College=1&Library=1

National PTA. (n.d.). *Report: The positive relationship between family involvement and student success*. Retrieved from https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships/Report-The-Positive-Relationship-Between-Family-Involvement-and-Student-Success

National PTA. (n.d.a). *Successful family-school partnerships*. Retrieved from https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships

Newchurch, A. C. (2017). *The impact of parental involvement on student success: School and family partnership from the perspective of parents and teachers*. Doctoral Dissertation. Kennesaw State University. Retrieved from DigitalCommons@Kennesaw State University. https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1022&context =teachleaddoc_etd

Newton, S. (2003). *Promoting learning organization through embedded case studies.*

Annual Meeting of the American Evaluation Association. Retrieved from Los

Angeles Unified School District.

https://pdfs.semanticscholar.org/26fa/c59947d0affd9c07dfd9f9ebe83bdab710c7.p

df

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. C. (2017). Thematic analysis:

Striving to meet the trustworthiness criteria. *SAGE, International Journal of*

Qualitative Methods, 16(n.a), 1–13. DOI: 10.1177/1609406917733847

Oates, T. (2017). *Building effective parental involvement in middle schools: The Parents'*

Perceptions. Doctoral Dissertation. Concordia University – Portland. Retrieved

from CU Common. https://commons.cu-portland.edu/edudissertations/41/

Padak, N., & Rasinski, T. (2010). Welcoming schools: Small changes that can make a big

difference. *The Reading Teacher*, *64*(4), 294-297. doi:10.1598/RT.64.4.12

Pathak, V., Jena, B., & Kalra, S. (2013). Qualitative research. *National Center for*

Biotechnology Information, 4(3): 192. DOI: 10.4103/2229-3485.115389

Pavalache-Ilie, M., & Tîrdiab, T. (2014). Parental involvement and intrinsic motivation

with primary school students. *Procedia - Social and Behavioral Sciences*,

187(2015), 1 – 612.

Paz, N. (2011). *The relationship between parental involvement and student achievement*

in reading and mathematics on the Florida comprehensive assessment test: A

quantitative approach. Doctoral Dissertation. Cappella University. Retrieved

from PDFKIWI. https://pdfkiwi.com/documents/641pazfinal-5c86c431a1681

Peiffer, G. D. (2015). *The effect of self-efficacy on parental involvement at the secondary*

level. Doctoral Dissertation. The University of Pittsburgh. Retrieved from http://d-

scholarship.pitt.edu/25252/1/DissertationGaryPeifferREV5-

11_%281%29_MND_Edits_%281%29_Updated1.pdf

Public Agenda. (2012). *Parents want to be involved in children's education yet don't understand key factors affecting public education*. Retrieved from

https://www.publicagenda.org/pages/engaging-parents

Rhames, M. (2014). *How to increase parental engagement in urban education, part 1*. Education Week Teacher.

Rhames, M. (2014a). *How to increase parental engagement in urban education, part 2*. Education Week Teacher.

Richards, S. H. (2017). *Success factors of women in leadership roles and breaking through the glass ceiling: A phenomenological qualitative study*. Doctoral Dissertation. Nova Southeastern University. Retrieved from MARPs, Practicums, and Applied Dissertations.

http://marps.library.nova.edu.ezproxylocal.library.nova.edu/

Robles, S. (2011). *Parental involvement in an urban minority school district*. Doctoral Dissertation. Seton Hall University. Retrieved from eRepository @ Seton Hall.

https://scholarship.shu.edu/cgi/viewcontent.cgi?article=2239&context=dissertatio ns

Roy, M., & Giraldo-García, R. (2018). The role of parental involvement and social/ emotional skills in academic achievement: Global perspectives. *The School Community Journal*, *28*(2), 29-46.

Salwiesz, M. C. (2015). *The impact of parental involvement on the education of children: Unlocking the role of parent involvement in promoting academic achievement*

among racially diverse kindergarteners. Doctoral Dissertation. Case Western

Reserve University. Retrieved from OhioLINK.

https://etd.ohiolink.edu/pg_10?::NO:10:P10_ETD_SUBID:105085

Sanders, M. G. (2014). Principal leadership for school, family, and community

partnerships: the school initiatives. *Phi Delta Kappan*, *72* (5), 334-349.

Shafer, L. (2017). *Parents as allies in reducing absences*. Research Stories. Harvard

Graduate School of Education. Retrieved from

https://www.gse.harvard.edu/news/uk/17/05/parents-allies-reducing-absences

Smith, K. Y. (2011). *The impact of parental involvement on student achievement*.

Doctoral Dissertation. University of Southern Carolina. Retrieved from USC

Libraries, USC Digital Library.

http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/477426

Steinmayr, R., Meißner, A., Weidinger, A. F., & Wirthwein, L. (2014). Academic

achievement. *Oxford Bibliographies Online Datasets*.

Doi:10.1093/obo/9780199756810-0108

Stringer, P., & Hourani, R. B. (2013). Home-school relationships: A school management

perspective. *Educational Research for Policy and Practice*, *12*(2), 149–174.

doi:10.1007/s10671-012-9134-0

Tabaeian, M. (2016). *The effect of parental over-involvement on educational attainment.*

Conference Paper. Sheikh Bahaei University. Retrieved from ResearchGate.

https://www.researchgate.net/publication/308611703_The_Effect_of_Parental_O

ver-involvement_on_Educational_Attainment

Teach Me to Learn at Home. (2014). *Perceived barriers to parent involvement in school*

program. http://teachmetolearnathome.org/perceived-barriers-to-parent-involvement-in-school-program/

University of Tübingen. (2017). *Parents' motivation influences students' academic outcomes*. ScienceDaily. Retrieved December 5, 2018 from www.sciencedaily.com/releases/2017/05/170508083417.htm

Vandenbroucke, L., Spilt, J., Verschueren, K., & Baeyens, D. (2017). Keeping the spirits up: The effect of teachers' and parents' emotional support on children's working memory performance. *Frontiers in Psychology*, *8*(512), 1-12.

Victoria State Government. (2017). *Emotional intelligence*. Retrieved from https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/adviceemotionalintelligence.aspx

Votruba-Drzal, E., Bachman, H. J., & Nokali, N. E. E. (2011). Parent involvement and children's academic and social development in elementary school. *NCBI*, *81*(3), 988-1005. Doi: 10.1111/j.1467-8624.2010.01447.x

Wairimu, M. J., Macharia, S. M., & Muiru, A. (2016). Analysis of parental involvement and self-esteem on secondary school students in Kieni West Sub-County, Nyeri County, Kenya. *Journal of Education and Practice*, *7*(27), 82-98.

Wanke, A. A. (2008). *Parental involvement in children's education*. Master's Theses. The State University of New York At Postdam. Retrieved from SUNY Digital Repository. https://dspace.sunyconnect.suny.edu/handle/1951/43062

Washington, L. V. (2016). *The effects of parent involvement on student outcomes in a minority-serving charter high school*. Doctoral Dissertation. Walden University. Retrieved from The Aquila Digital Community.

https://aquila.usm.edu/cgi/viewcontent.cgi?article=1102&context=dissertations

Waterford. (2018). *How two-way communication can boost parent engagement.*
Retrieved from https://www.waterford.org/education/two-way-communication-
parent-engagement/

Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-
synthesis. *Journal Educational Review*, *66*(3), 377-397.

William, N. G. (2016). *Assessing the link between emotional intelligence and online
student achievement.* Doctoral Dissertation. Texas A&M University-Corpus
Christi. Retrieved from
file:///C:/Users/Roldens/AppData/Local/Packages/Microsoft.MicrosoftEdge_8we
kyb3d8bbwe/TempState/Downloads/goodwin,%20william%20dissertation%20(1)
.pdf

Williams, V. L. (2017). *Relationship between parents' attitudes and involvement in an
elementary school.* Doctoral Dissertation. Walden University. Retrieved from
ScholarWorks.
https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=https://www.googl
e.com/&httpsredir=1&article=5444&context=dissertations

Wunseh, Q. K. (2018). *Language brokering and identity construction: Exploring
Immigrant children's language practices in a multilingual South African contest.*
Doctoral Thesis. University of the Western Cape. Retrieved from
http://etd.uwc.ac.za/xmlui/handle/11394/5837?show=full

Young, C. Y., Austin, S. M., & Growe, R. (2013). Defining parental involvement:
Perception of school administrators. *ERIC*, *133*(3), 291-297.

Zill, N., & Nord, C. W. (1994). *Running in place: How American families are faring in a changing economy and individualistic society.* Washington, DC: Child Trends.

Appendix A

Interview Questions

Interview Questions

1. How do the mission statement and the goal of your school support parental involvement and student success?

2. How do you help in increasing parental involvement and student success in your school?

3. What are your school policies and practices about parental involvement and student success?

4. How do you see the school administrators, staff members, or leaders build partnership with the parents or help the parents to involve in their child's education?

5. How do you see that they use the resources within the school to promote parental involvement and student success?

6. Many parents reported that they cannot attend the parental meeting due to lack of transportation. Do you think that providing transportation service to the parents is effective to increase their involvement in parental meeting?

7. Many parents reported work as a barrier that prevents them to attend the parental meeting. What do you think can be done to reduce this barrier?

8. What are the programs or resources in your school that you find to be effective that can be used to increase both parental involvement and student success in the ESOL program?

9. What do you think the school staff members can do to improve the level of parental partnership and involvement in the ESOL program?

10. Explain the relationship between parental involvement and student success at your school.

Appendix B

Alignment Between Interview and Research Questions

Alignment Between Interview and Research Questions

Interview Questions	Research Questions
1. How do the mission statement and the goal of your school support parental involvement and student success?	1
2. How do you help in increasing parental involvement and student success in your school?	1
3. What are your school policies and practices about parental involvement and student success?	1
4. How do you see the school administrators, staff members, or leaders build partnership with the parents or help the parents to involve in their child's education?	1
5. How do you see that they use the resources within the school to promote parental involvement and student success?	1
6. Many parents reported that they cannot attend the parental meeting due to lack of transportation. Do you think that providing transportation service to the parents is effective to increase their involvement in parental meeting?	2
7. Many parents reported work as a barrier that prevents them to attend the parental meeting. What do you think can be done to reduce this barrier?	2
8. What are the programs or resources in your school that you find to be effective that can be used to increase both parental involvement and student success in the ESOL program?	2
9. What do you think the school staff members can do to improve the level of parental partnership and involvement in the ESOL program?	2
10. Explain the relationship between parental involvement and student success at your school.	?