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Parents' Perspectives of Parental Involvement to Support Student Academic Achievement

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Walden University

College of Education

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Arega Nigussie

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Walden University
2021

Abstract

Parents' Perspectives of Parental Involvement to Support Student Academic

Achievement

by

Arega Nigussie

MA, Voronezh State Pedagogical University, 1982

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

November 2021

Abstract

Parental involvement is the foundation for family-school relationships that empower parents, improve student academic achievement, and encourage parents to participate in their children's education. The problem is the inconsistent parental involvement in a Midwestern school to support students' academic achievement. The purpose of this study was to investigate the perspectives of parents about parental involvement and parents' perspectives about their role in supporting the academic achievement of their children. The study was grounded in Epstein's theory of six types of parental involvement and Moll's theory of funds of knowledge. Two research questions were used to investigate parents' perspectives on parental involvement and parents' perspective on their role in supporting the academic achievement of their children. A basic qualitative methodology was applied, and data were collected using semi structured interviews of 12 volunteer participants in a stratified sampling. Open and thematic coding were used to analyze the data. The findings showed that parental involvement has been inconsistent due to parental lack of knowledge about school activities, lack of time, and parental conflicts of schedules. Based on the findings, a policy recommendation was created for the school to establish communication standards to increase parental involvement activities at home and at school. The findings may lead to positive social change if they are used to strengthen programs that increase participation, inform decisions about involving parents, and promote a culture that helps all stakeholders work together for student academic success.

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Dedication

I want to dedicate my work to my late father, Captain Delessa Dadi, and mother, Worknesh Gebregiorgis, who early on supported me in the long journey of seeking knowledge. I also would like to thank my wife and children for their patience, dedication, and support in finishing the doctoral adventure.

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Section 1: The Problem

The Local Problem

Parental involvement in children's schooling is necessary to enhance student academic achievement (Doi et al., 2020; Wang & Sheikh-Khalil, 2014). To support student success, educational leaders need to devise a system that promotes effective partnerships involving all parents, the community, teachers, and school administrators (Durisic & Bunijevac, 2017; Rapp & Duncan, 2012). Boonk et al. (2018) and Young et al. (2013) stated that designing an effective parental involvement program requires a specific definition of the term "parental involvement" that includes an in-depth understanding of parents' perspectives on parental involvement and its relationship to student academic achievement. This understanding includes parental perspectives regarding their critical roles, measurable contributions in their children's education, and understanding of their opportunities for involvement (Boonk et al., 2018). Parental involvement in school activities is declining, a problem facing many public schools in the United States (Smythe-Leistico & Page, 2018). This decline is mostly related to the lack of a precise and contextual definition of parental involvement, parents' lack of knowledge regarding how to help their children academically, and lack of encouragement from the teachers and administrators (Zenda, 2021).

In this study, a basic qualitative method was chosen to investigate the perspectives of parents about parental involvement and parents' perspectives about their role in supporting the academic achievement of their children. Parents from the school at

the study site were interviewed about their perceptions. The problem for this study was the inconsistent parental involvement activities in a Midwestern school to support students' academic achievement. The study was grounded in Epstein's theory of six types of parental involvement and Moll's theory of funds of knowledge. In the study, two research questions were used to investigate parents' perspectives on parental involvement and parents' perspective on the role of parental involvement in supporting students' academic achievement. In the study, a qualitative study methodology was applied. Data were collected using semi structured interviews of 12 participants selected in stratified sampling. Open and thematic coding were used to analyze the data. The results showed that parental involvement has been inconsistent due to parental lack of knowledge about parental involvement, lack of time, and schedule conflicts. The study includes a policy recommendation project for the school to establish communication standards to increase parental involvement activities at home and in school.

The study may be useful for parental program designers, educators, community activists, and other researchers. The desired long-term results of this study include the expansion of more inclusive parental involvement programs, which could be useful for greater participation by well-informed parents in the decision-making processes of schools, democratic representation of parents in schools, empowerment of parents, advancing a transparent working culture of schools, and an increase in motivated parental involvement to improve the academic success of students.

The following section includes the problem statement, the purpose of the study, research questions, definition of terms, the rationale, significance of the study, the literature review, and conclusion.

The Local Problem

The problem is the inconsistent parental involvement activities in a Midwestern school in supporting students' academic achievement. A parent association committee member at the study school stated that participation of parents in school events, parent meetings, and school volunteerism has greatly decreased for the last 2 years, and the trajectory does not seem promising. Likewise, De la Torre et al. (2015) reported that parents from the school complained that the structures and practices of the district board significantly restricted parental involvement, limiting parental input in board policy and decisions affecting the education of children. Parents and others in the community in the district contested the persistent unilateral decision of the district school board in the closing of schools, the rejection of community-generated proposals, the use of educationally inappropriate and damaging standardized tests, and probation policies. Parental involvement in their children's schooling is necessary to enhance student academic achievement (Doi et al., 2020; Wang & Sheikh-Khalil, 2014). To support student success, educational leaders need to devise a system that promotes effective partnerships involving all parents, the community, teachers, and school administrators (Durisic & Bunijevac, 2017; Rapp & Duncan, 2012). This understanding includes parental perspectives regarding their critical roles, measurable contributions in their children's education, and understanding of their opportunities for involvement (Boonk et

al., 2018). Successful parental involvement requires the collaboration of parents, teachers, school staff, and the community. Enhanced family and school relationships occur when parents communicate and share the needs and strengths of their children with the teacher and school staff, which creates an optimal learning environment, both at home and school.

Rationale

According to the district's school quality rating policy at the study site, the district requests that parents and guardians of its students complete a yearly survey about their child's education between April 1 and April 30 of each year. The results of the survey report are made public on the district's website. In the survey, the district uses a Likert scale to solicit parents' perceptions and attitudes about their child's school climate, quality of teachers, school safety, and facilities. However, the collected data do not include the contribution of parents in student home learning and parents' participation in major school decisions nor parents' perceptions of available opportunities for involvement. Furthermore, the district considers schools with survey results under 30% incomplete and excludes their data from the report. Likewise, the district excluded the school's parent survey data for the years 2017, 2018, and 2019. Thus, the parent survey data presented in this study was for 2016, available in public records. According to the year 2016 district parent survey data, the school was rated weak (20–39%) in parental involvement and below average (20–29%) in student growth and attainment. Based on the district school quality rating, a school can score between 1 and 5 points and is assigned a level in the following order:

- Level 1 +: (4.6 – 5.0) the highest performance: Nationally competitive school with an opportunity to share best practices with others.
- Level 1: (4.0 – 4.5) high performance: A good school choice with many positive qualities—minimal support needed.
- Level 2 +: (3.0 – 3.9) average performance: Additional support from the network team is needed to implement interventions.
- Level 2: (2.0 – 2.9) below average performance: “Provisional support” rating means increased support from the network.
- Level three: (1.9 and under) the lowest performance: School needs “Intensive intervention” directed by the district, charter schools in this category are on the academic warning list (District, 2016).

The study site district used weighted average to determine a school’s rating and status. According to the district School Quality Rating Policy (SQRP), Level 3 (2.0 – 2.9), a minimum percentile rating of less than 40%, is considered low. The district ranked the school at the study site at Level 3 with a prescription of intensive support. Schools with the intensive support status need a probation plan, which may require amendments to the school’s continuous improvement work plan. Under the district’s rule, Section 5/34-8.3, when a school has been on probation for at least 1 year, the local school district board of education is authorized to take additional corrective measures, including the closing of the school.

Parental involvement in schools is inconsistent for various reasons. Only parents can reveal their reservations about or support parental participation in influencing student

learning success (Buckley et al., 2020). Scholars have stressed those understanding parents' perspectives about parental involvement and the role of parental involvement in influencing student academic success may reduce the number of uninvolved parents and increase the potential for parental recognition that students' learning success is a shared responsibility (Durisic & Bunijevac, 2017).

Meaningful school parental involvement occurs when motivated parents clearly understand their rights, roles, and responsibilities and are supported by a welcoming school climate and comprehensive parent involvement policy (Fernández & López, 2017; Flaherty et al., 2012). The one-directional parent survey currently instituted in the district collects data regarding parental satisfaction with the treatment of students and parents by schools. However, it does not include data on parental roles, responsibilities, and contributions influencing their children's education. Furthermore, the absence of survey data for some schools requires further exploration. According to the SQRP at the study site, the district excluded school surveys rating less than 25%. In 2019, the SQRP result report revealed that 662 schools participated in the parent survey, and 270 schools rated less than 25%. The total number of high schools that participated in the parent survey in the same year was 180, and the district rated 120 less than 25%. In the same year, 100 charter schools participated in the parent survey, and only 28 schools rated greater than 25%. Based on the SQRP, the district excluded all schools that rated less than 25%. Thus, the report indicated the insufficiency of parents' participation in the survey, especially in high schools and charter schools.

The overall parent survey results revealed that 40% of elementary school parents responded to the survey, while only 24% of high school parents responded to the survey. The itemized survey results indicated that 60% of elementary school parents agreed that staff at the school greeted them warmly, and 73% agreed that schools invited parents to meetings and special events. Fifty percent of the elementary school parents agreed that they could make decisions that affect the whole school community. Eighty-three percent of the elementary school parents agreed that teachers respected them, and 70% responded that they felt comfortable with their children's teacher. Fifty percent of parents agreed to the overall cleanliness of the school where their children attend, and 39% agreed with the food service at the school. Fifty percent of the elementary school parents agreed that they had access to technology, such as computers, iPods, and mobile phones. Likewise, the 2019 school quality rate report for high school parents indicated that 47% addressed issues with school administration, such as tardiness, student absenteeism, and student-teacher relationships. Forty percent of parents indicated they had opportunities to make school decisions that affected the whole school, and 65% stated that the school invited parents to meetings and special school events. Fifty percent of high school had little involvement, and 51% of parents responded that they had access to technology. High school students received less support than the elementary schools. Scholars have stressed that parents have become involved in high school education in response to inclusive school practices and compensating for perceived deficits in student experiences at school (Park & Holloway, 2018).

Evidence of the Problem from the Professional Literature

Scholars have found that the definition of parental involvement is critical in the designation of the parents' role in the academic achievement of children (Fernández Alonso et al., 2017; Jeynes, 2018). Jeynes (2018) stressed that getting parents involved may not only require a particular definition but understanding the perceptions of parents and their input is instrumental in designing a productive parental involvement program. Relatively few studies have investigated parents' perceptions about parental involvement and their perceptions of the impacts of their involvement on student learning (Fernández Alonso et al., 2017). Researchers have framed parental involvement in a secondary school as a multidimensional construct, but most studies have not explored how and to what extent each form of parental involvement positively or negatively impacts student academic success (Duan et al., 2018). Similarly, Hamlin (2021) stated that the lack of comprehensive research examining how inner-city parents perceive parental involvement is especially focused at the high school level. Therefore, it is useful and crucial to explore parents' perceptions about parental involvement and their perceptions of their involvement in influencing student learning.

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA, 2016) into law, the nation's education law and longstanding commitment to equal opportunity for all students. The new law allowed continued progress in ongoing efforts to improve parental involvement programs that support educational opportunities for all students in the state. However, contrary to the effort of the state, parents and the community of the study site district believed that the district board excluded their input in

the decision process, permanently leaving them on the sidelines (see Lipman et al., 2015). The contrast between the expressed parental disappointment concerning the district's action and the commitment of ESSA to parents, as indicated in the act, seem conflictual.

Both federal and state educational agendas have stipulated that a quality parental involvement program is the most substantial factor in influencing student academic achievement (Núñez et al., 2017). ISBE has stressed that meaningful family engagement is a cornerstone of effective schools. The basis of a meaningful family engagement is the notion that parents, educators, and community members all share the burden of student academic achievement and well-being. Families as the primary care providers to their children have a stake in all aspects of the school system, and educators must consider parents as key partners in enhancing student academic achievement. Students whose families have been involved in family engagement opportunities exhibited greater attendance rates and higher math and English language arts achievement than nonparticipating peers (Biag & Castrechini, 2016). In response to the need for more support with family engagement, the ISBE brought together research, best practices, and training to give districts, schools, and families to help grow and expand school-family partnerships.

In the notation of the importance of filling the existing gaps in research about practice, scholars have agreed that many parts remain unknown about how parents conceptualize parental involvement distinctively at the high school level (Hill et al., 2018; Orange, 2020). Hill et al. (2018) and Orange (2020) recommended that future research should consider including a broader range of perspectives, analyzing further and

clarifying the assumptions—what parental involvement means and represents to its actors, namely, parents and school personnel. However, there is no comprehensive research addressing parents' perspectives, roles, and responsibilities in influencing student academic achievement as the central focus, with district and school facilitation of parental involvement as an overall program, so this study helps fill this gap in practice at the local district.

The parental involvement program as reflected in the district's policy, the absence of the actual practice at the school, and parents' viewpoints of their exclusion limiting their input in board policy and decisions that have affected children's education is an assertion of the need for further investigation. To achieve sound functioning of the complex work of schools and cohesion of the roles of the school community, which is critical to sound systemic operation, state, district, school, parents, and the community must coordinate their efforts in closing the gaps and reducing misconceptions. Alternatively, raising the awareness of parents about their roles and responsibilities is crucial in developing an influential parental involvement program to support the educational needs of children.

The purpose of the study was to investigate how parents perceived their involvement and their role in influencing the academic achievement of their children. Both federal and state educational agendas have stipulated that a quality parental involvement program is the most substantial factor in enhancing student academic achievement outcomes (Newchurch, 2017). Students whose families engage with the schools exhibit greater attendance rates and higher math and English language arts

achievement than nonparticipating peers (Biag & Castrechini, 2016). Researchers have agreed that some disruptive behavior hinders academic success, and adequate parental involvement can reduce the risk and redirect students to focus on the important work of academic success (Austin-Ohanenye, 2021). A successful parental involvement program is the result of the collaborative efforts of parents, school administrators, and teachers in defining parental involvement so that a consistent message is conveyed regarding the expectation of parental responsibility to influence the learning success of their children (Durisic & Bunijevac, 2017).

Furthermore, parents have stated that the structures and practices of the district board have significantly restricted parental involvement, thus limiting parental input in board policy and decisions affecting the education of children (De la Torre et al., 2015). In setting a successful parental involvement program, parental input in the process is paramount. Evaluating parental perspectives about parental involvement in student academic achievement is also important (Kenyon et al., 2021). Likewise, Orange (2020) stated the absence of comprehensive research examining how parents perceived parental involvement, primarily focused on the high school level. Thus, the purpose of this study was to investigate the perspectives of parents about parental involvement and their perspectives about their role in supporting the academic success of their children.

Definition of Terms

The following are terms used in this project study and their definitions:

Nurture group: An in-school resource for primary school children whose emotional, social, behavioral, and formal learning needs cannot be met in the mainstream class (Kirkbride, 2014).

Parental involvement: “Federal legislation defines parent involvement as the participation of parents in regular, two-way, meaningful communication involving students’ academic learning, and other school activities” (Agronick et al., 2009, p. 79).

Parental role construction: Parental involvement in children’s education is reflected in parental expectations, parental roles, and range of activities constructed around the personal experience of the parameters of parental belief (Green et al., 2007)

Parents’ sense of efficacy: Parental motivation for involvement and believing in the positive outcome of their activities in their children’s education is guided by the results of parental expectation (Hoover-Dempsey et al., 2005).

Student attainment: Measures how well the school performed on standardized tests at a single point in time. The school’s scores are compared to national average scores. A 50th percentile score means the school performs at the same level as the national average school (District, 2016).

Student growth: The change in standardized test scores between two points in time, in this case, between students’ eighth grade state Scholastic Aptitude Test score and 11th grade American College Testing score. This growth is measured based on an expected American College Testing score based on their Scholastic Aptitude Test score (District, 2016).

The School Quality Rating Policy (SQRP): The Board of Education's policy for evaluating school performance. It establishes the indicators of school performance and growth and the benchmarks against which a school's success is evaluated annually. Through this policy, each school receives a School Quality Rating and an Accountability Status ranging between Levels 1 and 3 (District, 2016).

Significance of the Study

In this study, I explored the perspectives of parents about parental involvement and parents' perspectives about their role in supporting the academic success of their children. Orange (2020) recommended that researchers should consider including a broader range of perspectives explaining parental involvement programs. In addition, Hornby and Blackwell (2018) stressed the gap between the rhetoric and reality of parental involvement. They discussed four types of barriers influencing the effectiveness of parental involvement in children's education: individual parent and family barriers, child factors, parent-teacher factors, and societal factors. Moreover, Harwood et al. (2019) stated that the conceptual and methodological limitations of existing literature studying parental involvement in isolation has created scientific gaps in facilitating the understanding of optimal parental involvement. Furthermore, the authors stressed that the gaps created represented how parents appeared overlooked within the intentional process of the psychosocial development of children. Goodall (2018) stated that school staff often understand parental involvement to mean parents' interactions with the school, which are generally initiated and orchestrated by the school, limited to activities such as attending parents' evenings, helping with homework, and coming into school for various activities.

Goodall added that while these actions promote school parental involvement, they do little to support the home learning environment, yet the most significant strides supporting children's learning are achieved in that environment. Therefore, parental involvement is a process in the continuum.

A successful parental involvement program assists parents to actively participate in major school decisions that affect student achievement. Zolkoski et al. (2018) asserted that research may help parents, school administrators, and teachers cooperate in their efforts and clearly define parental involvement so that a consistent message is conveyed to parents regarding the expectation of parental responsibility. Thus, the findings of this research may be used by parents, school administrators, teachers, and education leaders to strengthen their parental involvement programs and close the gaps between families and schools. In turn, this may encourage parents to increase their participation in school decision-making and assume leadership roles in schools to influence the academic success of their children.

The positive social change implications are actionable information from parents to parental involvement program designers, educators, community activists, parents, and other researchers to support the expansion of more inclusive parental involvement programs, more participation of well-informed parents in the decision-making process of schools, democratic representation of parents in schools, empowerment of parents, and advancing a transparent working culture of schools as well as to increase motivated parental involvement with a valid evaluation tool to measure outcomes to influence the academic success of students. Few researchers have investigated parental perspectives

concerning parental involvement and the role of parental involvement in influencing the success of student learning.

Research Questions

The problem is the inconsistent parental involvement in a Midwestern school to support students' academic achievement. According to the district, the school was rated weak (20-39%) in parental involvement and below average (20-29%) in student growth and attainment. Both federal and state educational agendas have stipulated that a quality parental involvement program is the most substantial factor in student achievement (Otto & Karbach, 2019). In this study, I investigated how parents perceived their involvement at the school and how parents perceived that their involvement supports the academic achievement of their children. The research questions were as follows:

Research Question (RQ) 1: What are the perspectives of parents about their involvement with their children's education?

RQ2: What are parents' perspectives about their role in supporting the academic achievement of their children?

Review of Literature

The literature presented in this study was retrieved from the Governor State University and Walden University libraries. I used the keywords *parental involvement*, *parental engagement*, *parental support*, *family-school communication*, *improving family-school relationship*, *technological tools in improving family-school communication*, *setting standard for best family-school communications*, *parental involvement*, *parental engagement*, *parental support*, *community school support*, and *student success*. I

researched the Search Thoreau Walden University Discovery Service, ERIC, and Education: A SAGE Full-Text Collection, Education Resource Complete, ProQuest Central, SocINDEX with Full Text, and PsycARTICLES and Google Scholar. Of 4,115 items, I selected those journal articles that addressed the parental perception of parental involvement. A limited number of the journal articles addressed parental involvement, but only a few of the journal's articles addressed parents' perceptions. I used key phrases such as *barriers to parental involvement; fostering parental involvement; school communication and the collaboration of parents; parent-teacher associations; parental involvement and academic achievement; expectations of parental involvement; family-school communication; optimizing parental involvement through the use of technology; technology and parental involvement; technology improving school parental involvement; engaging the stakeholders in education; best practice in parental involvement, parental involvement, and academic socialization; perception of students about parental involvement; community and parental involvement; school, family, and community partnerships; and theory and practice in parental involvement*. During the review, I discovered the absence of comprehensive literature that addressed the perceptions of high school students' parents on parental involvement and the role of their involvement in student academic achievement.

The study's literature review is divided in to two parts: the conceptual framework and literature review related to key concepts describing the selected research linked to the study. I also address the alignment of chosen methodology with the scope of the research study and justify the rationale for selecting the conceptual framework. I discuss studies

related to the key concepts under investigation and describe the known, controversial, and concepts needing further exploration. Furthermore, in the literature review, I describe and justify the particular approach I selected to explore the RQs.

Conceptual Framework

The combined theory of the six types of parental involvement (Epstein, 2019) and Moll's "funds of knowledge" (2015) provided the conceptual framework for this study. Parental preferences for their children's schooling stems from their past and present experiences. Investigating parental involvement in isolation without defining the qualities that emphasize valuing parents' culture, context, and unique desires for their children makes the investigation incomplete. In understanding the factors that parents work with and look for in their children's education, school leaders can better incorporate parental funds of knowledge and, in doing so, value parents (Navarro-Cruz & Luschei, 2020). In other words, parental involvement is the continuation of the process of the funds of knowledge of the parent in a more complex form than childhood. Thus, marring the two concepts into one, Moll's "funds of knowledge" and Epstein's "typology of parental involvement" to investigate the perspective of parents about their involvement in influencing the academic success of their children is a natural and a compelling concept to follow. Epstein's typology has been used extensively to promote parent-school partnerships in national and international school initiatives (Benner & Zeng, 2017; Ross, 2016) In this study, Epstein's (2019) model served as a blueprint to explore the perception of parents about parental involvement and the school-parent relationship that supports student academic achievement. Epstein's six models of involvement are

parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. I used Epstein's communicating model to explore the presence and strength of two-way communication between the school and parent. Two-way communication helps parents understand the school's programs and expectations that promote student academic success.

Examining the all-around accumulated experience of parents added depth to the inquiry of this research study. Investigating parental accumulated experience revealed crucial information regarding the funds of practice or belief system that guides parents in supporting their child's education. Therefore, I used the concept of Moll's "funds of knowledge" (2015, p. 114) to examine historically accumulated, culturally developed, and socially distributed resources of parents to define themselves in influencing the learning success of their children.

Moll stressed that individuals use self-definitions, self-expressions, and self-understandings through the experience gained; consequently, understanding identity entails an understanding of the funds of habits, assumptions, knowledge, and ideas that people use (Moll, 2015; Vaccaro et al., 2019). I used the concept of funds of knowledge approach to explore parental personal and communal experiences, parental resources, and competencies to support their children's education. The parental resources extended to social networks and access to community services or religious organizations validated by the parents' definitions and applied in their daily lives. Funds of knowledge propose that people are competent and knowledgeable due to their life experiences (Moll, 2015; Vaccaro et al., 2019). National and international researchers have used funds of

knowledge to explore parents' life experiences, the basis of their daily interaction with others, including the interaction with teachers, school administrators, and the community (Civil, 2016; Johnson & Johnson, 2016). Whyte and Karabon (2016) applied funds of knowledge as a framework to explore the implications of the experience of teachers and teacher educators in using home visits to develop an asset approach to their work with parents.

Both Epstein's (2019) six models of involvement and Moll's (2015) "funds of knowledge" served to frame key RQs and develop the instrument for the study. Cai et al. (2019) stressed that selecting a fitting theoretical framework is significant to establishing the significance of a research question. Furthermore, the authors described how the theoretical framework provided ties together all of the parts of a research report into a coherent whole and recommended that this should help (a) make a case for the study and shape the literature review, (b) justify the study design and methods, and (c) focus and guide the reporting, interpretation, and discussion of results and their implications.

The distinct variation in meaning and context of parental involvement, as mentioned in the literature reviewed, indicates the differences within the education community. Understanding parents' perspectives concerning school involvement, implementing effective methods of communication, and the means used to overcome misperceptions about parental involvement are important factors in designing a parental involvement program (Coskun & Katitas, 2021). Schools' frequent communication and cooperation with parents are the most vital premises for school practices of parental involvement; they enhance trust in the home-school relationship, and trust is a vital

component of effective collaboration between home and school (Gu, 2017). However, the educational community knew little about what parents consider parental involvement that influences their students' learning. As Doi et al. (2020) explained, the educational community knows very little about the underlying mechanisms that explain variations in parental involvement. Scholars have agreed that although there is universal agreement about the usefulness of parental involvement in their child's education, the meaning of parental involvement varies as outlined by the school boards, district leaders, principals, teachers, and parents themselves (Barghi & Garyi Garavand, 2020). The inconsistency in defining parental involvement and how these definitions have impact the implementation of associated strategies at the different levels of the educational system have created difficulties for parents of students to participate in a parental involvement program that influences student academic achievement.

While many researchers have agreed on the positive results of parental involvement in the decision regarding the education of their children, still many others have argued that the existing literature gaps in defining parental involvement have reduced its effects on student academic achievement. In considering the importance and the barriers to parental involvement, scholars have argued that many parts remain unknown about how parents conceptualize parental involvement (Fan et al., 2018). Fan et al. (2018) recommended that future studies should consider a broader range of perspectives to analyze further, clarify the assumptions, and define what parental involvement means and represents to its actors, namely, parents and school personnel. As Doi et al. (2020) stated that researchers have conceptualized parental involvement at the

secondary level as a multidimensional construct, but most studies have not investigated how and to what extent each form of parental involvement is positively or negatively related to academic achievement. Bates et al. (2016) agreed that parental involvement has become a predictor of an individual student's performance, yet the mechanisms for understanding its influence need further evaluation. Jaiswal (2017) argued that the inconsistent construct of parental involvement makes it difficult to arrive at any general conclusion across studies. Furthermore, Jaiswal stated that research studies have revealed a positive relationship between parental involvement and students' achievement, but others have reported no measurable adverse effects of parental involvement on academic achievement. To resolve the variations of parental involvement, Jeynes (2018) recommended that parents, school administrators, and teachers in coordination need to define parental involvement so that a consistent message is conveyed to parents regarding the expectation of parental responsibility. A trusting and productive parent-school partnership that enhances student academic achievement occurs when parents and school professionals regard each other as reliable allies so that families attain multiple opportunities for notable participation in their children's education (Francis et al., 2016).

Review of the Broader Problem

The education community is still struggling to develop meaningful parental involvement programs that positively influence students' learning outcomes at the high school level (Boonk et al., 2018). Many researchers who have discussed parental involvement have focused on parents of elementary students (Hill et al., 2018; Li & Fischer, 2017). Researchers have agreed on the limited number of parental involvement

studies that included parents of secondary school students, and most of the researchers have not explored how and to what extent each form of parental involvement affects student academic achievement (Doi et al., 2020; Durisic & Bunijevac, 2017). Murray et al. (2014) stressed the absence of comprehensive research examining how inner-city parents perceived parental involvement, indicating the gap in the current literature pool.

Concept and Definition of Parental Involvement

Researchers have defined a typical parental involvement program as the participation of significant caregivers (e.g., parents, grandparents, stepparents, foster parents) in pursuit of activities improving their children's academic success and social well-being (Smith et al., 2019). In defining the type of activities in which parents engage in parental involvement programs, scholars have stated that the general concept of parental involvement entails any parental beliefs, practices, customs, or exercises that happen within and outside the school environment to promote children's educational and behavioral achievement (Coleman, 2018).

School leaders require teachers and school staff to support parental involvement in education and encourage parents to influence their children's academic progress (Jin & Schmidt-Crawford, 2017). However, the missing piece in building a successful parental involvement program is the input of parents' knowledge. In a study regarding inner-city parental involvement, scholars indicated that parents and school personnel have agreed that parental involvement was as much the parent's responsibility as it was the school personnel (Hamlin & Flessa, 2018). However, Hamlin and Flessa (2018) continued that the problem was the lack of comprehensive research examining how inner-city parents

perceive parental involvement. In designing successful parental involvement, the program requires a holistic approach, where all stakeholders contribute to the making (Hamlin & Flessa, 2018). Scholars have stressed the need for a modern and comprehensive model of parental involvement more focused on classroom learning that involves all stakeholders (Aldridge & McChesney, 2021).

Overall, researchers have agreed that parental involvement is a key factor for the educational success of students (Brajša & Žganec et al., 2019). However, the current diversified definition of parental involvement makes it difficult for parents to identify their constructive role within the school. Therefore, using parent-friendly language, framing a clear and realistic explanation of parental involvement is more likely to generate cooperative home-school alliances and guarantee sustainable parental involvement success (Harwood et al., 2019). Education leaders need to design parental involvement programs that enhance parental participation in all school affairs, including major decisions that may influence student academic achievement. Exploring parents' perspectives on the definition of parental involvement allows gathering crucial data pertinent to designing a comprehensive parental involvement program.

Parental Involvement and Student Academic Achievement

Parent-teacher communication is the foundation of a healthy school climate that can improve home-school collaboration and enhance parental decision-making in student academic achievement. Doi et al. (2020) argued that meaningful parental involvement improves student academic achievement. As their children's first educators and lifelong mentors, parents want to understand how schools provide their children with high-quality

learning. Meaningful parental involvement promotes parental social capital by increasing parents' knowledge about schools and the larger educational processes (Adams et al., 2017). Scholars have stressed parental involvement as the fundamental aspect of education. To improve learning, school leaders must devise a system that fosters and promotes effective partnerships involving all parents (Razer & Friedman, 2017).

Researchers have agreed that parental involvement enhances student academic achievement; however, they differed on the level and type of effective parental involvement. Low parental involvement is one of the major factors that negatively affect student academic achievement. Jigyel et al. (2018) argued that low parental involvement as a factor in low student achievement and a related decline in parental involvement is a problem facing public high schools today. Hayes et al. (2018) examined the sociodemographic factors associated with trajectories of parental involvement in shared book reading and other home activities for children. Likewise, Hornby and Blackwell (2018) found five types of barriers to parental involvement in education: (a) individual parent and family barriers, (b) child factors, (c) parent-teacher factors, (d) societal factors, and (e) declining support for families from external agencies and services.

The Role of the Teacher and the School Administration in Parental Involvement Activities

The communication of school leaders and teachers with parents is the most critical factor in maintaining and cultivating an effective parental involvement program. Yulianti et al. (2020) argued that modern schools face the challenge of equipping students with the skills they need to succeed in their life while teaching the academic material

required. Furthermore, the authors stressed that school leaders and teachers are two essential agents within the school organization to promote parent-teacher communication. In general, society expects parents to partner with the school to support children's learning. The majority of parents at the study site school stated that they have a good relationship with teachers, and some volunteer to do work at the school. However, parents considered most of their relationships with the teachers informal, except for the teacher conference at the beginning of the year and report card pick up at the end of the year. Some parents did not show up at school unless they were required to appear due to their child's behavior problems. Likewise, William (2018) agreed that because of parents' perceptions of teachers as education specialists, parents gradually and sometimes even unconsciously withdrew from their responsibilities as parents as it affects their children's schooling.

Haymovitz et al. (2018) stated that they designed alternatives to improved school engagement and culture necessary to promote social and emotional learning of students and address conflict through therapeutic methods, including social harmony, a model that is gaining traction. After 3 years of implementation of social harmony in a small private school, Haymovitz et al. (2018) conducted a study involving 32 students, teachers, and parents in a community-based concept mapping procedure to articulate the perceived impact of social harmony in schools. The authors reported their findings that participants reported a noticeable impact of social harmony on teachers' productivity, student well-being, peer relationships, and improved school climate. Park and Holloway (2018) agreed that teacher-parent networks are positively related to parental involvement activities in

organizations consisting of parents, teachers, and school staff, including participating in volunteering at school.

School Leadership as a Factor Influencing Parental Involvement

Educational leaders differ in their view of striking the right balance between the role of school and family in educating children (Ramanlingam & Maniam, 2020). Nonetheless, most have agreed that parental involvement contributes to a favorable school environment and enhances student academic achievement (Park & Holloway, 2018). To strengthen the parent-school relationship, Leenders et al. (2019) recommended schools share their experiences in organized and diverse types of networks to maximize the involvement of different groups of parents. Organized networking is a skill requiring personal dedication beyond professional boundaries and the willingness to spend extra time in the community to form a mutual interest in improving education. However, scholars have argued that most teachers and administrators lack the skill to adequately work with the community in general and with parents from different cultures (Vorbeck, 2019). Emphasizing the inadequacy of the cultural competence of school leaders, scholars have stated that teachers' understanding of minority parents, developmental philosophy, school policies, and leadership are barriers to parental involvement (Goss, 2019). Central to school parental involvement, knowledge of parental values, and their experiences interacting with the school leadership and teachers are crucial. Individuals used self-definitions, self-expressions, and self-understandings through the experience gained, and consequently, understanding identity entails an understanding of the funds of habits, assumptions, knowledge, and ideas that people use (Capotosto et al., 2017). Thus,

enhancing the knowledge of teachers and educational leaders of parental experience, assumptions, and ideas would help close the existing gap between school-home relationships.

The Role of the Student in Parental Involvement

The role of parents in adolescents' lives is important and significantly contributes to youngsters' academic success (Chen et al., 2020). However, parents' and students' perceptions regarding parental involvement and how these perceptions are related to school achievement and well-being may differ (Sawyer et al., 2018). Allen and White-Smith (2018) conducted a twofold research analysis to gain insight into parent and student perceptions of parental involvement in students' education and examined the associations between the perceptions of both parties and students' achievement and well-being, with special attention to background characteristics of parents and students. A significant difference was found between parents and students in their perceptions of parental involvement. Further analyses showed that at the item level, students and parents significantly differed for all items. The largest difference was found in parents' interest concerning what the students learn at school. According to students, parents concentrated on monitoring grades, whereas parents demonstrated the highest scores for interest in school and learning (Smith et al., 2019).

According to Allen and White-Smith (2018), most scholars focused on teachers' and parents' perceptions of parental involvement in school, and students' perceptions of parental involvement were omitted in consideration. However, the author stated that students are the critical agents in learning and, more specifically, in the parental

involvement process. Parents at the study site school mentioned they attend activities and complete homework and assignments with their children. Parents also cook and provide nourishing food, clothing and take children to the doctor when needed. However, parents perceived the parent-child interaction as routine and considered cooperation as the obligation of children. The children's opinion was secondary and sometimes taken for granted. Parents at the school admitted the absence of children in school-related meetings. Cook-Sather (2018) stressed that young children's ideas should be incorporated into academic research, scholarship, and practices relating to home and classroom learning.

Scholars have indicated that intellectual ability alone is not enough for students to excel in school, and children need friendly support from friends, the community, teachers, school administration, and family to be successful in life (Valdez & Bowman, 2020). Furthermore, developing parent-student and teacher-student relationships, facilitating positive student-student relationships, communicating a clear sense of purpose to students, improved students' engagement in academic activities, and optimizing students' perceptions (Xerri et al., 2018). Scholars have agreed that parental involvement is necessary for the academic achievement of children. However, Fernández and López (2017) evaluated styles of family involvement at home via students' perceptions. Fernández and López agreed that students' perceptions described the styles of involvement in the home better than the parents' own opinions, which are, on occasion, biased by social desirability. The results showed that parents' involvement in their children's education is associated with differential academic performance. The

communicative style was positively related to academic results. The data are in agreement with evidence showing that when parental involvement is measured using distal measures of support (family communication about school matters), there are more evident influences than when measuring the amount of help with homework and indicating that less interventionist parental styles which encourage children's autonomy associated with better academic results

Additional Factors Influencing Parental Involvement

In addition to school-based factors, a variety of variables and components affect parental involvement. Financial situation, employment history, level of education, and lack of time are among the life experiences that parents relate to the balance of their parental involvement portfolio. Bartz et al. (2017) stressed that parental involvement within an economically disadvantaged African American population, parents with consistent employment and higher educational aspirations for their children were more likely to participate in their children's education. Bartz et al. (2017) recommended that parental involvement programs include the positive factors African Americans can bring to the programs, such as the positive role that Black racial identity plays in creating a sense of "connectedness." The authors added that parental involvement programs should not be exclusively school-centric, should include the positive attributes of parents and school personnel working cooperatively with community agencies and other resources in the neighborhoods where the children reside. Similarly, Fitzsimons et al. (2017) found financial stress significantly associated with a higher incidence of mental-health

problems, poorer child-rearing practices, and decreased parental school involvement later.

Other researchers also have linked parental educational attainment to greater levels of parental involvement (Park & Holloway, 2017). Parental lack of time can also reduce or restrict parental involvement, thus diminishing parent-child educational interactions. Scholars have related that lack of parental work leave and inflexible work schedules limited low-income parental opportunities to volunteer at school and support their children's education at home (Carrillo et al., 2017). In a study investigating the influence of parental homework assistance on student achievement, scholars stated that low-socioeconomic status (SES) children face significant irregularities regarding their school supports and scholastic opportunities and may be more vulnerable to academic difficulties (Spann et al., 2020). Education, economics, and lack of time are important parental life experiences that influence parental involvement. Similarly, Pierstorff (2019) found that lack of parental participation resulted in lower reading and math achievement scores. Kuhfeld et al. (2018) have found that the combination of greater academic socialization and school-based involvement was beneficial for all adolescents' grade point average, whereas home-based involvement with academic socialization and school-based involvement yielded mixed results. Furthermore, the researcher stated that greater academic socialization and home-based involvement appeared beneficial for educational attainment among African American and Hispanic/Latino adolescents, but not white adolescents. More home-based involvement and less academic socialization were associated with less educational attainment for white adolescents. Exploring parents'

perception of how they mitigate educational, financial and time difficulties is important in designing parental involvement programs that support student academic achievement.

The Importance of Leaderships' Knowledge of the School Community

The school's administrators play a crucial role in creating a school culture where parental involvement is not only accepted but valued (Deal & Peterson, 2016). Most parents at the school stated they rarely communicated with the school administration. Some parents stated they served as office attendants and security. Scholars indicated that school leadership and climate affect students' academic achievement and mediate parental involvement (Alhosani et al., 2017). Furthermore, administrators recognized the value of parental involvement and included parents in various education initiatives (Robinson, 2017). The majority of parents at school lacked the knowledge of the school services and how to access them. Parents stated that they have never participated in significant school decisions that affect the education of their children. Likewise, Furey (2019) agreed that many parents know little about school policy or scholastic requirements, and many more feel ill-equipped to assist in policy change or home-learning opportunities. Hill (2020) stressed that parental involvement takes place beyond school- and home-based involvement in the context of the parent-child relationship and includes discussions between parents and children about the school, which is especially important for adolescents.

Parental involvement works well when the balance between home- and school-based involvements is well coordinated. The interaction and the relationship between home and school can significantly affect student education outcomes. School leaders

have the primary responsibility to cultivate the home-school relationship. However, the family is equally responsible for the academic success of children.

The school leadership has the primary responsibility to identify the strength and needs of the school community. School leaders may create a welcoming school climate, create a smooth relationship to improve communication between family members, and initiate parent-centered school activities. However, knowledge of the leadership about the school community they serve is paramount.

Parental Motivation for Participation

Parents' perceptions about their involvement played a prominent role in their motivation for involvement and participation in their child's education. Dove et al. (2015) argued that parental involvement takes some forms influenced by cultural beliefs and attitudes, sometimes misinterpreted as the lack of parental interest. The authors stressed that some Hispanic and African American parents often place much trust and responsibility in teachers and assume parents should only enter their child's school upon request. Likewise, Olvera and Olvera (2012) argued that school parental involvement does not always result in a positive outcome, sometimes creating undesirable overloads on the school management and teachers by parents and negatively impacting the school community. On the contrary, many researchers advocated significant parental involvement to improve children's education (Otto & Karbach, 2019). Policymakers view parental involvement as a significant component of school reform efforts, but evidence of its effect on student achievement is equivocal. Likewise, scholar stated that parental involvement improved children's academic success through encouragement and

motivation (Costa & Faria, 2017). Most parents considered that parental involvement enhanced their children's education (Haines et al., 2015). Despite much evidence stressing the advantages of parental involvement, parents may grapple with various barriers to participation, such as time and resource constraints, cultural differences, and a lack of familiarity with the school system. Scholars argued that schools might hold deficit-based attitudes toward parents, in which school perceptions of parents and restrictive notions of what counts as parental involvement limit participation among minority and low-income families (Hamlin & Flessa, 2018). Parents have a diverse viewpoint on their motivation of parental involvement and the outcome of their commitment. However, the majority of parents associated their motivation with the results of their child's learning.

Characteristics of an Effective Parental Involvement Program

Effective parent-teacher communication provides the two parties with a deep understanding of mutual expectations and children's needs. Using qualitative thematic analysis, Leenders et al. (2019) investigated which subjects' teachers discussed with parents in conferences and other contact moments and how they communicated with each other. The authors found: (a) two-way communication used the most in at-risk schools, (b) teachers found it difficult to involve parents in the decision-making process concerning special care children, and (c) the teachers' attitudes toward parents were best concerning complex discussion topics. Furthermore, the authors found that difficulties occurred when teachers stood alongside the parents instead of addressing their expertise role. The authors stressed that parents and teachers considered trustful relationships as the

most critical factor in their communication. Parental involvement programs that improve student academic achievement are ensured when the goals, mission, and responsibilities of parents, the school, and the community overlaps and operate in the same direction (Park & Holloway, 2018). Also, aligning the school's overall mission with the parental involvement program, educators and school administrations emphasized the value of the all-inclusive participation of parents in designing an effective parental involvement program.

Trust as Factor of Improving Parent-School Relationship

Building trust is a vital element in building and maintaining the family-school relationship. Collier et al. (2020) surveyed parents ($n = 1,234$) and teachers ($n = 209$) from a suburban school district to investigate the trust level between parents and teachers and its influence on students' school performance. Parents and teachers completed parallel forms of the Family-School Relationship Survey, consisting of the following scales: trust, frequency, and nature of parent-teacher interaction, recommendations for improving trust, and demographic variables. The authors examined relative levels of parental trust for teachers and teacher trust for parents within three grade-level categories: elementary (grades K-6), junior high (grades 7-8), and high school (grades 9-12) and found parents' trust was highest at the elementary level. Furthermore, the authors identified improving home-school communication as a primary means to improve trust. The improved trust resulted from better parent-teacher communication at the elementary level, indicating frequency and quality of parent-teacher contact cultivated. Trust is the resilience of an individual's character or organization's ability, strength, or truth to deliver

to the receiver as promised. In turn, receivers place their confidence and interact with the donor reciprocally (Collier et al., 2020). Additionally, the quality of family-school interaction served as a better predictor of trust than the frequency of contact or demographic variables, and trust positively correlated indicators to school performance. The authors recommended that school personnel make more systematic efforts toward building trust between parents and teachers throughout a child's academic career.

Parental Association as Support Encouraging Parental Involvement

The Parental Association or Parent-Teachers Association is a standard support group where parents may look for help and contribute to helping other parents, teachers, and students. Murray et al. (2019) defined a parent association as a parent-led organization that attempted to create structures for parents to communicate collectively with school leaders and a venue for parents to contribute time, money, and energy to their children's schools. Teachers and school administrators are responsible for cultivating and fostering parental involvement, but they are often not prepared to engage in this work due to a lack of parent-specific communication skills (Camacho & Alves, 2017; Epstein, 2019; Goss, 2019). A parent association membership served as a point of connection that promoted best practices in children's welfare at home, school, and the community through a parental involvement program (Murray et al., 2019).

School Climate to Support Parental Involvement

The majority of school leaders encourage parental involvement to improve the school climate for students' accommodation. Parents at the school formed a committee within the parent association to improve the school grounds. Many parents tried to create

a welcoming environment and invited new parents to be part of the endeavor. However, despite the few active parents and parent association members, many parents hesitated to participate in the beautification activity. Likewise, teachers and administrators often unsuccessfully tried to involve low-income families in school projects (Caridade et al., 2020). Despite the concerted efforts of teachers and administrators, many parents face obstacles to parental involvement, such as time constraints, a lack of familiarity with the school system, or challenges communicating with school staff (Floyd, 1998; Hamlin & Flessa, 2018; Robinson, 2017; William, 2018). To promote successful parental involvement schools must establish concrete strategies to examine the factors that affect parental involvement, including the school climate, the logistics, and the quality of communication between parents and schools, and parental perceptions of their roles in the education of children (García-Carrión et al., 2019). Experts universally considered a welcoming school climate requires the participation of all parents, parent-teacher communication, a designated room where parents could interact with each other or teachers, and accommodations such as the availability of childcare (Daily et al., 2019). The school climate is the ecological factor where interactions between individuals and the persons, objects, and symbols in the immediate environment occur. School climate is also the most potent predictor of the child's developmental outcomes (Chun & Devall, 2019). It is necessary for school leaders and teachers to understand needs of parents to enlist their support.

Parental Involvement Activities at Home and School

Most of the parents at the school indicated that they learned their parenting skills from their parents, some from friends, and the rest watching television programs dedicated to the subject. Parenting practices are behaviors parents engage in raising their children, such as academic activities with children, attending school events, volunteering at school, and attending community activities with the children (Ogg & Anthony, 2020). Parental home-based involvement includes helping children with homework, reading together, and other general cognitive stimulating activities such as visiting the museum, the zoo, going to the park, and attending community events. Many parents value homework as an important connection to the school and the curriculum and sharing with parents the important skills the child needs to master. Mastery involves in the specific curriculum provides parents the type of home learning to expect and prepare to help their children complete homework and assignments (Bempechat, 2019). For example, mostly, parents do not need to be teachers; however, they need to understand how teachers assess the final performance outcome. Thus, teachers may inform parents the format of the assessments such as, tests, and grading that follow the completion of specific topics. Riswanto and Aryani (2017) stressed that evaluating students using standards-based formative assessment informs parents about their input in supporting their children in completing homework and assignments. Home supervision, such as setting television rules and creating an environment encouraging students to study, is part of parental involvement helping students' academic outcomes (Riswanto & Aryani, 2017).

Challenges of Parental Involvement

Researchers emphasized the need to incorporate training programs for teachers and school administrators regarding the development of consistent and meaningful parental involvement programs. On the contrary, many public schools have succeeded in minimizing the level of parental engagement in productive, reciprocal relationships that stripped teacher education curricula of any meaningful content of parental participation (Burke et al., 2018). Traditionally, local, district, and state education leaders did not consider assisting student academic achievement at home as part of teacher's responsibility and helping the teacher at school as part of parent's responsibility (Marda et al., 2018). Some leaders still preferred more traditional forms of parental involvement limited to post-prom activities, athletic club participation, and concession stand help (Kadir et al., 2019). Some parents agreed with Loyd-Smith and Baron's sentiment of limited involvement and stressed that school or home-based activities must focus on the children and not on parents. Regarding the importance of participation in decisions of public schools, Blakey and Glaude (2021) stated that public welfare and public decisions gain legitimacy when based on mutual understanding required to build traditions of cooperation and consultation that facilitate learning about the expressed demands and desires of parents and communities. Parental invitation to participate in school activities is a good beginning step for parental involvement. Discussing the favorable preconditions for cooperation, Jensen and Minke (2017) indicated that parents' decisions to be involved in their children's education depended on their contextual motivation and beliefs, the general opportunities available, and the school's invitation to parents to become involved

in defined activities of the school. Furthermore, most parents are strangers to the inner working of the school and unaware of the gaps and needs within the school. Therefore, it is incumbent of teachers and the school administrations to introduce and inform parents about program activities and available opportunities for parental involvement. After examining school influences on parents' role beliefs, Whitaker (2019) found that parents' perceptions of student invitations to involvement, school expectations of involvement, and school climate positively affected parental involvement. Comparatively, researchers agreed that parental perceptions, motivations, and beliefs about school involvement can predict real parental commitment in schools or at home (Whitaker, 2019).

When fully informed of the needs of their child's school, parents volunteer to fill in the gap. Scholars indicated that some parents become involved in their children's education to fill in the gap created within the school curriculum and help enhance the all-rounded development of their children (Antony-Newman, 2019).

Meaningful parental involvement in education can influence the checks and balances between the necessary independence and preventive interventions that enhance students' learning environment. Some researchers conceptualized parental involvement at the secondary level as a multidimensional construct, but most studies failed to explore how and to what extent each form of parental involvement is positively or negatively related to academic achievement (Doi et al., 2020; Duan et al., 2018). Bates et al. (2016) agreed that parental involvement had become a predictor of an individual student's performance; yet, the mechanisms for understanding its influence need further evaluation.

Implications

Following the literature review findings, I summarized that parental involvement is a process in the continuum and involves the collaboration of children, parents, teachers, school staff, and the community. The literature review findings revealed the differing misconceptions about parental involvement resulting in inconsistency surrounding its meaning and effects on student outcomes (Sebastian et al., 2017). The different traditional conceptions of education leaders kept the responsibility of home and school learning apart without clearly defining the boundaries between the two (Marda et al., 2018). On the other hand, the literature review findings implied that scholars argued that schools might hold deficit-based attitudes toward parents, in which school perceptions of parents and restrictive notions of what counts as parental involvement (Hamlin & Flessa, 2018). Developing young children's minds requires programmed and comprehensively related activities beyond school- and home-based involvement, possibly discussed between parents and children or students and their teacher (Hill, 2020).

Summary

In Section 1 of this study, I discussed the problem, the rationale for the study, the RQs, the concept, and the literature review. I discussed that parental involvement is the foundation for family-school relationships that empowers parents, improves student academic achievement, and encourages parents to participate in their children's education. In this section, I indicated that the problem for this study emanated from the inconsistent and decreasing parental involvement in Midwestern schools to support students' academic achievement. In this section, I also indicated that the district

conducted annual evaluations to assess the content and effectiveness of the parental involvement programs with input from parents, which did not evaluate students' home and school learning contributions. The purpose of this study was to investigate how parents perceived their involvement at the school and the role of parents in supporting the academic achievement of their children. The study was grounded in Epstein's theory of six types of parental involvement and Moll's theory of funds of knowledge. The major parts of the literature reviewed addressed the common thread associated with parental involvement, the lack of consistency and clarity in defining parental involvement, including details of roles and expectations of parental contributions. Thus, parental involvement works in both directions; educators inform parents of the expectations of the learning outcome of their children, and parents inform educators what parents can contribute to realizing the expectations to improve students' academic achievement. However, negotiating the balance of the partnership has been a delicate subject, where communication problems often existed between parents and teachers (Jigyel et al., 2018). Thus, to reach a meaningful and fair balance in parental involvement, parent-teacher communication at the school is paramount.

In the next section of this proposal, I discuss the methodology and the application of the combined theory of the six types of parental involvement (Epstein, 2019) and Moll's "funds of knowledge" (2015) in exploring the perspectives of parents about parental involvement and the role of parental involvement on student academic achievement. The topic discussed includes: the research design and approach, the criteria for selecting participants and gaining access to the participants, methods of establishing a

researcher-participant working relationship. The section also included data collection and analysis, the analysis results, findings, summary of the results, and project deliverable base on the outcome of the results.

Section 2: The Methodology

Qualitative Research Design and Approach

In this study, I used a basic qualitative study to explore parents' perspectives on parental involvement and parents' perspectives about their involvement in supporting students' academic achievement. The research was driven by two RQs exploring parents' perspectives about their involvement in a Midwestern school to support student academic achievement. In addition, I used the two RQs as a guide in the interview with parents to focus on their understanding of parental involvement and their actual contribution to support their children's academic progress. The RQs were as follows:

RQ1: What are the perspectives of parents about their involvement with their children's education?

RQ2: What are parents' perspectives about their role in supporting the academic achievement of their children?

Parental involvement as a process is composed of many activities connected to help children grow and thrive, and parents are the facilitators of the activities. The purpose of this study was to investigate how parents perceived their involvement in these activities and recognized their role in supporting the academic achievement of their children. Researchers have used the qualitative study approach to organize detailed results from raw and uncategorized data (Creswell, 2014). In qualitative research, individuals sharing a specific interest are better suited for a one-on-one interview approach than observation (Bogdan & Biklen, 2007). Furthermore, in a qualitative design, the researcher's interest is to understand how people perceive and experience the

world around them and the meaning of their construct (Merriam, 2004). I selected a qualitative study design investigating a contemporary phenomenon within its real-life context (see Merriam, 2004). Qualitative study is an end product of field-oriented research focused on a single study unit around which there are boundaries, for example, a program, a group, or a community (Harrison et al., 2017). I compared the methodologies of five of the major traditions in qualitative research: narrative, ethnography, phenomenology, grounded theory, and case study. Narrative research combines methods rely on individuals' written or spoken words or visual representation (Merriam, 2004). The narrative research method typically centers on the experiences of individuals as told within their experience. Ethnographic research requires the researcher to interact with a study's participants in their real-life environment for an extended amount of time. Likewise, in phenomenological research, the researcher reveals experiences and describes the meanings of lived human life, and the method requires the researcher to experience the real life of the participants. Furthermore, grounded theory methodology involves the long and rigorous construction of hypotheses and theories by collecting and analyzing data, whereas researchers use a case study methodology to investigate a single individual, group, or event in-depth (Merriam, 2004).

Considering the nature of my study topic, the literature review, and conceptual framework, I eliminated the five listed methods through logical rationalization of the approaches. I selected the method that facilitated the problem statement and the purpose of my study in 1 hour, one-on-one, semi structured interviews of parents about their perspective of parental involvement and their role in supporting the education of their

children. Furthermore, I eliminated quantitative and mixed approaches because a quantitative approach reflects statistical findings in a study instead of a rich, detailed account of results, as the participants of this study reported. In a mixed approach, researchers use qualitative and quantitative methods, and mixed methods would not have addressed parents' perceptions as framed in the study (see Creswell, 2014).

Participants

Criteria for Selecting Participants

Establishing specific inclusion criteria was especially important in this qualitative research study because it helped ensure that the parents who participated could provide rich information necessary to address their perceptions about parental involvement and their role in children's education (Snyder, 2019). In this study, parents had to have children presently attending the school, had preferably to have had experience in elementary and high school, and to have volunteered to share their experiences in parental involvement at home, school, and the community.

According to the PA chair at the study site, the PA at the local school developed three categories for parental involvement. These included participating in school activities more than 12 times in the academic year, service in the leadership rank of the parents' association, attendance of four workshops, and attendance in school parental involvement activities volunteering as a teacher aid in the classroom, serving as a representative of the parent association, and attending two individualized parent-teacher meetings. I divided the parent population into three activity subgroups that were more homogeneous than the total population and selected from each stratum to generate a

sample. Stratified sampling gives more reliable and detailed information about the sample and ensures that each subgroup of a given population is adequately represented within the whole sample population of a research study (Etikan & Bala, 2017). Stratification can be proportionate or disproportionate. From the three subgroups, I planned to select 12 participants in total, four participants from a subgroup, with more experience in parental involvement and with less parental involvement activities within the school.

The subgroups were as follows:

- Maximal parental involvement activities: Parents who participated in parental involvement activities more than 12 times in the academic year, served in the leadership rank of parents' association council, attended four workshops, and contributed toward the school resources.
- Medium parental involvement activities: Parents in attendance in school parental involvement activities between 6 and 12 times in the academic year, volunteered as a teacher aid in the classroom, served as a representative of the parent association to assist with at least three events throughout the school year, and attended two individualized parent-teacher meetings in a school year to discuss the student's school performance progress.
- Minimal parental involvement activities: Parents whose general attendance was limited to school parental involvement activities fewer than six times in the academic year.

Justification of Number of Participants and Setting

Creswell (2014) recommended sampling 10 to 12 members of a population for individual interviews to achieve saturation. In addition, Francis et al. (2010) referred to saturation during “data collection when no new additional data found that develops aspects of a conceptual category” (p. 1230). By contrast, Mason (2010) hinted at the typical sample size for interviews to be between 20 and 30. The setting for this study was a charter school that had contracts with the state. It is a public school, open to all children of the local community and cannot charge tuition. Furthermore, the school participated in state testing and federal accountability programs. The district conducts and collects data of accountability, including charter schools, and reports to the state.

Gaining Access to the Participants

I submitted an application requesting the cooperation of the school principal. The principal granted my request and introduced me to the PA chair and the school unit leader, who provided the room for the interview. The PA chair arranged two meetings, first with the parent council members, followed by a group of parents. My presentation to council members and the group of parents meeting was brief. It included my self-introduction as the researcher, the reason for the study, the expected involvement of the participants, the minimal risks involved, the potential benefits for future parental involvement programs, and my contact information. I explained the confidentiality of all information associated with each participant. At the end of each presentation, I asked each parent in attendance to fill out a prepared parent information form about volunteering to participate in the study and their secure and available contact information

and to briefly share their level of activities in the parental involvement program at the school. The PA chair allowed me to access the school-parent association website. Using the website, I disseminated and presented information about the study and invited parents to register to participate in the study.

Methods of Establishing a Researcher-Participant Working Relationship

To establish a researcher-participant working relationship, I gained members' trust and support (see Creswell, 2014). I exchanged information with the participants about the minimal risk and the private manner of the research to cultivate partnership. I explained the purpose of the study to participants, addressed the steps, and exercised precautions to ensure the confidentiality of their information. I also engaged participants with complete accuracy and asked their involvement after completing the interview to check on the content of the recorded and transcribed information. At the end of this research, I shared the final product of the study with the participants as further confirmation of the committee chair, committee, and the URR approved the proposal. Before collecting data, I secured Walden Institutional Review Board (IRB) approval (# 07-23-18-0317265). I followed the IRB guidelines to minimize harm to the participants and their families. I also secured local permission from the school. I established and shared a detailed description of the study procedure with the participants.

Measures Taken or Participants' Rights, Confidentiality, Informed Consent, and Protection from Harm

To protect the confidentiality of participants, I kept all identifiable information safe and secure in a locked cabinet in my home office, assigned an identification number

to each participant, and kept electronic data cyber-safe with a password only accessible to me. The data management included the protection of privacy and confidentiality of records. I replaced the names of participants with codes (Parent 1, Parent 2) after the interviews. I will keep the data for at least 5 years and aggregate data in reports and publications, thereby not presenting any personally identifiable records as required by Walden University and from the school. I obtained written consent from participants. I placed the information collected in a restricted area only accessible to myself. I formulated the actual RQs free of stress, less than what the research participants would experience in their daily life. I limited the research data collection to personal information relevant to the study and prevented the unwanted intrusion of privacy of others not involved in the study, such as a personal financial loss. I also avoided any perceived pressure to participate due to any current or expected personal relationship with the participant. I minimized disruption or disturbance at the interview site. I secured the informed consent of participants as required upon securing parental permission to participate in the study, §46.116 (National Institutes of Health, 2014). The information given to the participants was in English, the language understood by all participants.

Data Collection

Justification of the Data for Collection

In a qualitative design, the researcher's interest is to understand how people perceive and experience the world around them and the meaning of their construct (Merriam, 2004). In the study, I used one-on-one interviews, the most common data collection instrument in the basic qualitative study, to explore parents' perspectives about

parental involvement and the influence of parental involvement on student academic achievement.

Identification of Data Collection Instrument and Source

I used the interview protocol as a guide for conducting the one-on-one semi structured interviews (Appendix B). The protocol provided a framework for planning and implementing the one-to-one interview with parents regarding their involvement in their children's education. The interview protocol outlined the background and purpose of the study, confidentiality of participants, direction for parents, and the questions. I ensured that the questions were clearly articulated using understandable and appropriate language. Furthermore, I ensured the interview questions were free of language or terms that prompted the participants to accept or dissent, double-barreled inquiries, and confusing or wordy questions that puzzled members, consequently leading them to give unreliable answers (see Merriam, 2004). In this study, I used the Williams and Sanchez (2012) parent interview questions to guide the researcher-developed interview protocol. The parent interviews consisted of 11 questions to investigate parental views on their involvement to support their child's academic achievement. Table 1 shows the research and interview questions and a sample of parents' responses.

Table 1*Research and Interview Questions and Sample of Parents' Responses*

Research questions	Interview questions asked	Sample of parents' response
RQ 1	<p>1. What parental involvement means to parent.</p> <p>3. Parental involvement activities schools may not recognize.</p> <p>4. Parental activities parents participated to prepare child ready for school?</p> <p>5. Most important activities for parental involvement.</p> <p>6. School activities parents do with as parental involvement.</p> <p>7. Obstacles participating in parental involvement activities</p> <p>9. Things that make easier for parents to participate in parental involvement.</p> <p>10. Home activities parents engage with their child.</p>	<p>"I advocate for my child" "I ensure that kids inside and outside school are safe"</p> <p>"School may not recognize I give my children vitamins" "I wash and keep clean clothes every night"</p> <p>"In the morning, my son usually has breakfast"</p> <p>"Afterschool program has been really fundamental in keeping our children on track." "Just need to know that you're listening to the children."</p> <p>"Volunteering at school, helping the teacher as TA.</p> <p>"lack of time" "Conflict of Schedule" "being tired from work"</p> <p>"At home help with children"</p> <p>"flexible time for school meetings"</p> <p>"Cooking while doing homework"</p> <p>"Go to the park and play"</p>
RQ 2	<p>2. Things parents do for parental Involvement.</p> <p>8. Parent's impression of the progress of child in school.</p> <p>11. Parent's home activity for the child to succeed in school.</p>	<p>"Volunteering at school"</p> <p>"Participate in school fundraising"</p> <p>"My son needed some help" "My daughter is doing great at school"</p> <p>"Make sure the child complete homework" "Help the child complete assignment"</p>

Note. Williams and Sanchez (2012) guided the researcher-developed interview protocol

The school provided a secure office for the interview. The room was private, well lit, and in a quiet section of the school. The school secretary cooperated in guiding each parent to come to the room. Each parent was assigned a specific date and time via the PA chair. All parents were English speakers. I used an Olympus digital recorder with excellent sound quality. The interviews took place after school over 4 days, in November of 2019. During the interview process, I maintained neutrality, expressed respect, and confirmed genuine interest in the process. Furthermore, I withheld judgment and refrained from debating with participants about their views. I was courteous and thanked each participant after their interview. Each interview lasted 45 minutes to 1 hour. I audio recorded the interviews with the permission of each participant.

Systems for Keeping Track of Data

I took quick descriptive notes as I interviewed the participants. All data analysis sentences and comments from the hard-copy documents and audio files on a universal serial bus drive were printed and stored in a locked filing cabinet in my private home. Only I have access to the key to the file cabinet. In addition, I stored the participants' transcriptions and other files on my password-protected personal computer. I am the only individual who knows that password. I wrote down personal thoughts and feelings in my research log about the research topic before interviewing the participants to reduce bias. Reviewing my notes helped me to remain neutral during the research process.

The Procedures for Gaining Access to Participants

Based on the sampling criteria, I also used parent association emails and in-person distributed leaflets. To the leaflet, I attached a written request to parents to confirm their

name, best means of contact, role within the school, and willingness to participate in the parent interview. I also provided my telephone number, email address, and specified time of contact to answer questions regarding the research. Furthermore, I included a defined window of the timeline for the parents to respond. I collected individual information about parents privately and confidentially. I took extra care in the conversation to avoid pressuring participation in the study. I gathered and listed all parents who responded to the invitation and the date and time of the response. I listed all parent responses according to the school's parental role and time of response. I collected the completed parents' information form and compiled a list according to the time of submittal. Twenty-seven parents volunteered to participate in the interview, 12 from the maximum parental involvement group, 10 from the medium parental involvement group, and five from the minimum parental involvement group in the current academic year. Seven parents had no children in high school, and three parents had insufficient time to complete the interview. I compared each parent against the established criteria, and 17 of the volunteers were found qualified to participate in the interviews. I prearranged a list according to time and date of return of parent permission to interview by category. I ranked parents by maximum, medium, and minimum with parental involvement activities and selected them from the top of the list of each category. Parents from the maximum and minimum level of participation represented less than the targeted recruitment of five volunteers. I exerted efforts by extending the cutoff date twice, from October 21, 2019 to October 29, 2019, to expand the maximum and minimum parental involvement volunteer pool. The established cutoff date was October 20, 2019. However, at the end of the extension, no

more parents volunteered for the interview. Finally, I selected 12 participants, two from the maximum involvement group, six from the medium parental involvement group, and four minimum parental involvement group of the previous year, as displayed in Table 1, and had students in both the secondary and elementary school levels (with the exception of two participants who only had elementary students but met the parental involvement criteria). Furthermore, 12 parents from the maximum subgroups represented the school PA. However, the school employed 10 of them part-time, and the school contract required their consistent presence. It was hard to determine their activities as a parental involvement or as a part of employment. Therefore, I excluded 10 parents from participation. The medium subgroup was the next most significant number of parents, and I added two more parents to the subgroup, totaling six participants. The minimum was the smallest subgroup, and I selected four participants from the subgroup. Etikan and Bala (2017) stressed that it is reasonable to take larger samples from the more variable of strata and smaller samples from the less variable strata and account for both differences of stratum size and stratum variability as shown in Table 2.

Table 2

Selection of Participants

Level of participation	Volunteered parents	Selected parents
Maximum (a)	12	2
Medium (b)	10	6

Minimum (c)	5	4
Total	27	12

Note. A self-disclosed level of parental participation.

Selected participants have children attending elementary and secondary school. Most have experience in parental involvement activities both at the elementary and the secondary level, In Table 3 show the number of children and grade distribution of participants.

Table 3

Number of Children and Grade Distribution of Participants

Parents	Elementary	High school	Total children
P1	1	1	2
P2	1	1	2
P3	2	1	3
P4	1	2	3
P5	1	1	2
P6	1	1	2
P7	1	1	2
P8	1	2	3
P9	1	1	2
P10	1		1
P11	1	1	2
P12	1		1

Note. A self-disclosed participant's number of children and grade level.

Role of the Researcher

In the study, my role was to interview the participants and collect data. I was a program developer in a nonprofit organization, offering comprehensive support services to parents at the time. I participated in the development and approval of IEPs, advocated for children in foster care, and chaired the child and family team meeting in the state department. Furthermore, I assessed and evaluated different programs for effectiveness

and interviewed customers for feedback about the services offered at the organization. My previous experience included being a high school principal, a teacher, and a field service manager at the Department of Children and Family Services. As a parent, I remained active and maintained a close relationship with parents in the district. During my study, I was aware of the biases emanating from my affiliation with parents and parent bounded professional experiences. I was also aware that my biases may influence my view, thus affecting my interpretation of the data in this study. I conducted member checking to validate the truthfulness and reliability of the interviews (see Lodico et al., 2006).

Data Analysis

In analyzing the interview data, I followed the six steps analyzing data proposed (see Creswell, 2014). I utilized a program available online (Trent's AI) to get the audio-recorded interview transcribed. I reviewed several times all the interview transcripts to gain a sense of the conversation and divided the whole interview into two sections: parents' perspectives on parental involvement and parents' perspectives on the role of parental involvement in student academic achievement. I used MAXQDA and familiarized myself with data through a close reading of the transcript several times. I noted my observations and reflections about the interview transcript, thoughts, and comments of potential significance into recallable memos. I registered observed repetitions and initial interpretative comments. I used the MAXQDA code system to organize and sort the information. I assigned different color codes to assist in the data analysis. I started with open coding, followed by axial coding and selective coding,

respectively. I used open coding to analyze the transcribed parental interview texts line by line and identified, named, categorized, and described the critical phenomena. I used the actual interviewees' words for the codes, written in standard educational terms, and used my own words to fit the interviewees' statements to establish the codes.

Furthermore, Priest et al. (2002) pointed out, following the open coding, at the axial coding stage, I compared for relations, similarities, and dissimilarities and connected between categories and subcategories of parents' perceptions of parental involvement. I analyzed the cause for parental involvement or lack thereof, the context of occurrence of parental involvement, actions of parents, and interactions of parents with their students, and consequences of parental involvement in the education of their children. Last, I used selective coding to choose the most important category as a central phenomenon and developed a single storyline to answer the research question. I used the software application MAXQDA to process the open coding part of the analysis. The data were analyzed 30 days after the data were transcribed and reviewed by the participants for accuracy.

Evidence of Quality and Procedures to Assure Accuracy and Credibility

In a qualitative study, researchers seek not to measure but rather understand, represent, or explain the complex social phenomenon relatively accurately. Thus, the researcher establishes trustworthiness by demonstrating that the findings are credible, confirmable, and transferable. According to Merriam (2004), in a qualitative study, the investigator deals with the question of credibility by examining the congruency of the study findings with reality. Lincoln and Guba (1985) have argued that ensuring

credibility is one of the most critical factors in establishing trustworthiness. In this study, I conducted member checking by sharing my interpretations of participants' viewpoints with the participants to clear up areas of miscommunication and identify inaccuracies. Member checking took place in the course, and at the end, of the data collection dialogues. I also asked all participants to read the transcripts to ensure the accurate articulations of the dialogue.

One of the preferred methods to ascertain confirmability is to invite an outside researcher to conduct a peer review on the research study (Angen, 2000). Another member of my dissertation committee coded 30% of the data and we compared our codes and Themes to ensure interrater reliability. We discussed any differences until 100% agreement was achieved. I implemented transcription review to ensure credibility. I contacted the participants by telephone to set up times to give them paper copies of their individual interview responses. In addition, I asked them to provide their feedback on those copies. I included my telephone number and email address so that the participants could convey their agreement or disagreement with the transcribed interview responses. My telephone number was listed because some participants did not have computer access.

Salient Data and Discrepant Cases

I included a transparent discussion of my background as part of the study, how it might have affected the study, and what strategies were used to address the problem. In discussing my role in the research, I mentioned the inherent biases emanating from my affiliation with parents and parental bounded professional experiences. I also shared my

awareness that the biases might have influenced my view, thus affecting my interpretation of the data in the study. To reduce the inaccuracies, I applied the strategy of reflexivity and actively engaged in critical self-reflection about my biases and predispositions. Through reflexivity, I continually monitored and attempted to control my biases throughout the process of the study. I also used negative case sampling to reduce the effects of my preferences by carefully and purposively searching for examples from the literature that disconfirmed my expectations. The use of negative case sampling assisted me in not ignoring relevant information, and I came up with more credible and defensible results (Johnson & Johnson, 2016).

I summarized the outcomes of this study based on the parents' interviews on their experiences of parental involvement and their role in student academic achievement. I concluded the study with definitions of parental involvement from the point of view of participants. I provided supportive evidence to the discussion by citing related literature, reflecting published studies on the topic.

Data Analysis Results

Using Trent's AI, I transcribed the digitally recorded interview for individual participants. I assigned codes P1, P2, P3... for each participant. I compared the audiotape with the transcript for correctness. I hand-delivered and emailed the transcript to each participant and gave my contact phone number, secured number, and contact hours for feedback. I received three minor adjustments from participants and corrected the original transcript. I reviewed the data for accuracy and completeness. I uploaded the full transcript to the MAXQDA 2020 to help me assign specific notation. I used the manual

coding and read the content several times. I noted my observations, reflections, thoughts, and comments of potential significance into recallable memos.

I registered observed repetitions and initial interpretative comments. I used the MAXQDA code system to organize the information. I assigned different color codes to assist in differentiating similarities and differences. I created a matrix using phrases that captured the experience of the participants. I used Priest et al. (2002) to analyze data using thematic and open coding. I developed codes based on participants' descriptions of experiences that accounted for parental involvement experiences. I categorized the whole interview transcripts into 162 parts and carefully reviewed similarities and content clarity. After several repeated reviews, I combined 26 code segments into 12 subthemes. Those are learning at home, parents' communication with children, parental presence, afterschool activities, parental communication with the teacher, parent volunteerism at school, parental participation in school-related decisions, parental satisfaction of student success, community participation, the obstacle to parental involvement, parental support to children's education, parental funds of life, uncategorized and after identifying concepts and finding relations between subthemes. I integrated the 12 subthemes into two themes for the final report: the parent-child and parent-school relationship.

I used the framework of Epstein's (2008) model of parental involvement, parenting practice, learning at home, communication, volunteering, decision-making, community collaboration, and Moll's (2015) funds of knowledge to inform my analysis. The interview questions were based on the constructs from the framework and used to

analyze and synthesize the transcript. Table 4 below shows the themes, subthemes, codes and number of each code mentioned.

Table 4

Themes and Subthemes for Research Question 1

Themes	Subthemes and minor categories	Quote counts	Sample quotes
Parent-child relationships			
Parenting practice	Well-being, morning routine, healthy eating, safety of children	11	“I follow the routine to preparing children for school.” “In the morning, my son usually has breakfast . . . well-balanced meal in the morning before school.” “I ensure that kids inside and outside school are safe.”
	Afterschool activities	9	“I put them in different activities like dance, martial arts, and the drums.” “Afterschool program has been really fundamental in keeping our children on track.” “My younger daughter is more into dancing, doing the dance movements more than her school book.”
	Parental communication with the child at home.	10	“Asking children how their days are going . . . what they need from the school . . . and listen.” “Just need to know that you’re listening to the children.” “As parents, we want to encourage the children not to be distracted so easily.”
Parent-school relationships			
	Parental communication with the teacher	12	“I communicate with teachers and administration at all times.” “I like to stay connected to the staff and all the people who are connected with the school.” “I communicate with the teachers on a regular basis. . . . My son needs my close attention.”
	Parental volunteering at school	9	“I’m usually here volunteering as assistant to the teacher or in the office.” “My daughter’s in cheerleading. . . . I already sign up all the things they asked me to do some fundraisers and stuff like that.” “I always volunteer and help the school out in any way possible.”
	Parental participation in school-related decisions	9	“I worked on the curriculum of urban agriculture.” “About the curriculum, I know the reading, they explained the ingenuity and teachers also explained the math, but concepts have changed since I finished school”
	Parental community participation	6	“The school has carnivals where parents participated.” “We do some things in the community . . . summer camp we didn’t get any funding for it . . . that was something that my children, I enjoy doing.” “We partner with the park district to have events”

Note. RQ1: What are the perspectives of parents about their involvement with their children’s education? Interview question (1, 3, 4, 5, 6, 7, 9, and 10).

Findings

Research Question 1

RQ1: What are the perspectives of parents about their involvement with their children's education?

To answer RQ1, eight interview questions were asked (1, 3, 4, 5, 6, 7, 9, and 10). Those results showed two large categories of parent-to-child relationship and that of the parent-to-school relationship. There were four subthemes within the parent-to-child relationship category and six subthemes within the parent-to-school relationship category. The parent-to-child relationship category included the subthemes the well-being of children, parental communication with children, parental presence, and afterschool activities. The parent-to-school relationship category included the following *subthemes*: parental communication with the teacher, parent volunteering at school, parental participation in school-related decisions, community participation, obstacles to parental involvement, and parental shared childhood experiences.

Theme 1-1: Parent-to-Child Relationship

All 12 parents mentioned the parent-to-child relationship. The parent to child relationship supports RQ 1 as it demonstrates how the parents support the child to attend and be prepared for school. This involvement is reflects the parents' involvement in their child's education and progress. Most mentioned many of the subthemes found as well eight of the subthemes total. The first subtheme under the first main theme (Parent-child) was the building of the relationship and guidance of parents to their child (ren). Two of

the parents stated that they learned parenting skills from their parents, and one of the parents mentioned she learned survival skills from her mother. Participant 5 stated, “Parenting is that something that you learn from your parents.” Parent 3 added, “I learned from my parents.” Parent 11 stated the family in the community as means of survival and said, “I grew up in a single-parent home, and thanks to the community in the projects, we survived.” Parent 12 said, “I learned how to step out of my emotion and look to children from their perspective because their eyes are brand new to the world, and everything is new to them.”

The second subtheme under the first main theme was how the parent supported the well-being of the child. Within that subtheme, three smaller categories emerged as parents discussed how they supported their child’s well-being. Of the 11 parents, four mentioned a morning routing (e.g., getting off to school), five of the parents taught healthy eating habits to their children, one parent mentioned ensuring the safety of children, and one parent mentioned advocating and helping the child making important decisions. Regarding the morning routine, Parent 3 said, “Daily, you are getting the children up, get them showered, dressed, and have breakfast at home.” Parent 4 added, “I follow the routine to preparing the children for school.” Mixing the morning routine with breakfast, Parent 7 stated, “I fix their breakfast every morning.” Parent 10 added, “In the morning, my son usually has breakfast, absolutely no television, and primarily making sure that he has well-balanced meal in the morning before school.” Preparing and eating healthy habits for their children, Parent 8 said, “It’s a challenge because we like to eat healthily, so we cook a lot, cooking and homework going on at the same time. It is

challenging.” Parent 12 said, “Making sure that they’re healthy, physically, mentally and spiritually . . . actively listening to children.”

Regarding ensuring the safety of children, Parent 11 stated,

I ensure that kids inside and outside school are safe, going out to the store, to school, anywhere, volunteer at the school watching the children, help feed the children, do different activities, ensure children are comfortable at home and school.

Parent 2 added, “Prevent children from being bullied.” Parent 5 stated, “I try to push the development of the whole person.” Parent 1 said, “Advocating on daughter behalf at school, extracurricular activities, taking her to the doctor, anything that may involve her, and making important decisions.”

The third subtheme was the importance of parent communication with the child at home, discussing school and academic activities. Eight of the 10 parents mentioned the importance of maintaining parental communication with the child about school and academic activities. Two of the parents stressed about modeling acceptable behavior for the children. Parent 6 said, “Asking children how their days are going, what they need from the school and listen.” Parent 7 added, “I would have to say to listen to children they have a lot to say, just need to know that you’re listening to them.”

Regarding schoolwork, Parent 8 said, “A strong level of comprehension is the foundation of most everything.” Parent 9 added,

I told my daughter, as long as you’re open to learn, you can learn. It’s not a secret, so you don’t have to feel defeated. This is just letting us know what we need to

work on. It is important to listen to children with words and observe their action, behavior, know everything, spend time with them and enjoy.

Parent 10 said, “I feel like kind of spread out. If I’m not sitting there with my son, he starts daydreaming, and I just don’t have the time to sit there with him.”

Redirecting the attention of distracted children, parent 11 said, “As parents, we want to encourage the children not to be distracted so easily. So, you want to make sure you monitor them, especially when they’re on test days.”

Helping students is the foundation of learning all the other subjects but is challenging. Explaining the challenge, Parent 12 said,

Providing assistance has been a big thing . . . getting my son to read and understand what he’s reading, comprehending it, sometimes with big words he feels challenged, you have to tell him not to be scared of words and let him sound out the word before you run to get help.

Some parents stressed modeling behavior as one of the factors in introducing acceptable behaviors to children. Parent 3 stated, “We can’t tell our children to do stuff that we’re not doing ourselves. We have to be an example for them, model the behavior that we want them to have.” Parent 4 added, “I try to demonstrate acceptable behavior.”

The last subtheme in the category of parent-to-child communication was the importance of discussing school activities. Parents mentioned their children participate in a range of activities in afterschool programs within the school and the community, sports teams, outdoor activities, or at-home entertainment. Discussing afterschool activities, nine parents mentioned the importance of maintaining afterschool activities for their

children. Parent 2 stated, “I put them in different activities like dance, martial arts, and the drum.” Parent 3 reported, “My children all have been pretty active and have a lot of things that they can get involved.” Parent 5 stated, “We’ve taken the children out with their instructors to the school garden.” Parent 6 said, “Afterschool program has been really fundamental in keeping our children on track.” Parent 7 stated, “I taught about survival skill, lot of activities, and afterschool where my son or daughter would need a ride.” Parent 12 stated, “My son used to play soccer, some type of physical activity. So now I’m going to take my son over to a place for karate lesson.”

Theme 1-2, Parent-to-School Relationship

The other large category found for RQ 1 was the importance of the parent-to-school relationship. All 12 parents mentioned the importance of maintaining a parent-to-school relationship. There were six subthemes within the parent-to-school relationship category: parental communication with the teacher, parental volunteering at school, parental participation in school-related decisions, community participation, and obstacles to parental involvement.

The first subtheme in the parent-school relationship category was parental communication with the teacher. Parents used telephones, emails, and in-person communication with the teacher and school personnel to help improve their children’s learning. All 12 parents mentioned interacting with the teacher, and 11 parents reported positive interaction with the teachers and school personnel. Only one parent expressed dissatisfaction over inadequate interaction with the school.

Parent 1 said, “I talk to my daughter and get her side. I don’t just immediately go to the teacher. I talked to her and get her understanding, and I’ll go and talk to the teacher.” Similarly, Parent 3 reported, “I communicate with teachers and administration at all times.” Parent 4 reported a different set of experiences, “My wife and I ended up becoming instructors.” Parent 5 said, “I like to stay connected to the staff and all the people who are connected with the school.” Parent 6 stated, “I communicate with the teachers on a regular basis. . . . My son needs my close attention.” Parent 12 said, “Communicating with the teacher, looking at lesson plans that are being delivered to your child, any disciplinary or any changes that are involved the curriculum.” Expressing the grievance, Parent 7 stated, “My son was very sick, and I didn’t even get phone calls from the school . . . may be a lack of staff to check on the parents.”

The second subtheme in the parent-school relationship category was parental volunteering at school. Parents mentioned they volunteered in a different area of the school. Parents stated they participated in fundraising activities, security, chaperoning, helping the teacher in the classroom, gardening, and office attendants. Nine parents mentioned volunteering and reported they gained positive experience with the students, teachers, and school personnel during the tenure of their volunteer service.

Parent 1 said, “I participated in going on a trip, apple taffy. I also volunteered at the school.” Regarding the usefulness of classroom observation, Parent 2 shared the experience, “Sometimes, when a parent comes and sits, or volunteers observe that child acts at school might be different from how they act at home.” About both the classroom and in-office experience, parent 3 stated, “I’m usually here volunteering as assistant to

the teacher or in the office.” With a similar experience, Parent 9 stated, “My daughters in cheerleading . . . I already sign up all the things they asked me to do some fundraisers and stuff like that.” Parent 4 mentioned, “Simply volunteering for stuff in a small way.”

Parents mentioned volunteering regularly and stated they benefit from the interaction. Parent 7 stated, “My daughter participated in a book sale every year, and the school always needed parents to help.” Similarly, Parent 9 said, “My daughters in cheerleading, and I already sign up all the things they asked me to do some fundraisers.” Confirming the volunteering status, Parent 11 stated, “I always volunteer and help the school out in any way possible.”

The third subtheme in the parent-school relationship was parental participation in school-related decisions. Only some parents mentioned they participated in school-related decisions supporting the improvement of student learning. Two parents stated that they had the experience of participation in the process of curriculum decisions, and two of the parents attended the teacher lead curriculum open house. One of the parents mentioned the discussion of parents in school improvement. Four parents reported noninvolvement. Parent 5 said, “I worked on the curriculum of urban agriculture.” Similarly, Parent 6 stated, “I have created a program in which our students take a class in the summertime.” Parent 10 stated, “I attended open house.” Parent 12 also stated, “The teacher explained the ingenuity of the curriculum and teachers also explained the math, but the concepts have changed since I finished school” Parent 1 added, “I’m not involved with the school’s curriculum, or the curriculum teachers are using.” Parent 2 also stated, “It changes so much, and it’s hard to keep up with the curriculum. It’s too much work.”

The fourth subtheme in the parent-school relationship was parental community participation. Only six parents responded to the primary interview question and the follow-up probing question. A parent reported participating in a fundraising carnival. Another parent mentioned chaperoning at a summer camp run by a group of parents. One parent reported partnering with the district, setting the village for the school carnival, and cleaning the streets. Two parents stated a general agreement that parents should participate in community activities. One parent blamed the presence of politics for noninvolvement.

Parent 11 stated, “The school has carnivals where parents participated taste foods, parents bring out products such as twisting hair, do dread, and I create my own product to go into your hair.” Parent 9 said, “We do some things in the community, like summer camp, we didn’t get any funding for it, and that was something that my children, I enjoy doing.” Parent 4 stated, “We partner with the park district to have events” Parent 5 said, “I think that every parent should see each student as their own child.” Parent 6 rationalized, “I need to plan between my career and the work that we do in the community.” Revealing her feeling, Parent 8 said, “Being involved in the community, there is no way around politics; unfortunately, it’s like the two go together.”

Research Question 2

RQ 2: What are parents’ perspectives about their role in supporting the academic achievement of their children?

To answer RQ2, three interview questions were asked (2, 8, and 11). Thus, the results showed two large categories of parent-to-child relationship and that of the parent-

to-school relationship. There were two subthemes within the parent-to-child relationship category and two subthemes within the parent-to-school relationship category. The parent-to-child relationship category included the subthemes: the child learning at home and the parental satisfaction of student success. The parent-to-school relationship category included the subthemes: parental strength supporting more parental involvement and the obstacle to parental involvement.

All 12 parents mentioned the parent-to-child relationship. Most mentioned many of the subthemes found as well.

Table 4 shows the themes, subthemes, codes and number of times codes were mentioned for RQ 2.

Table 5*Themes and Subthemes for Research Question 2*

Framework	Subthemes minor categories	Quote count	Sample quotes
<hr/>			
Parent-child relationships			
Learning at home	The child learning at home. Helping the child with homework. Other supports at home.	10	“We do a lot of budgeting activities, counting and pay for the groceries at home.” “Mostly, I’m at home making sure my children get the homework done.” “I do homework with them or do it individually. Sit around, and we do homework.” “I primarily help my son with his homework . . . know his strengths and needs . . . help him become more independent.”
	Parental satisfaction of student success.	11	“So right now, my daughter testing for SAT, most exciting because the test help the students what schools they can apply to.” “I just let them know what their grades looking like and what they don’t want to be reminding them of that and get them together.” “They are making old clay progress.” “I’m very pleased with the progress my children academics.”
Parent-school relationships			
Funs of life	Parental strength supporting more parental involvement	9	“We did also participate in an extracurricular type of programs.” “I kept a closer eye on my son... come to the school because the teacher always invites me to come to the classroom.” “I have not been as involved as I have before. I need to”
	Obstacles to parental involvement	9	“Most single parents don’t have the time. Since I started with my oldest, there’s been a big decline in parental volunteerism” “My schedule has been pretty hectic as crazy.” “Especially living in a poverty area where you don’t always find two-parent homes are extremely hard on the schools, and most of the kids in here are basically from single parents home.”

Note. RQ2: What are parents’ perspectives about their role in supporting the academic achievement of their children? Interview questions (2, 8, and 11).

Theme 2-1, Parent-Child Relationship

The first category in the parent-child relationship was the child learning at home. Nine parents responded relevant to the primary interview question and the follow-up probing question. The parents' response focused on two subcategories: helping the child with homework and other supports at home. In helping the child with homework at home, a parent mentioned integrating home budding activities in learning to count, devoting time to sit with children, doing homework, helping the child with school subjects, and assuming the place of the first teacher to the child. In providing other support to the child, a parent mentioned helping the child become more independent, allowing the child and friends to work on the computer at home to get help on schoolwork, and teaching the child about societal standards.

Parent 1 stated, "We do a lot of budgeting activities, counting and pay for the groceries at home." Assuming the role of teacher, Parent 4 stated, "I consider myself as the first teacher to my child." Ensuring completion of homework, Parent 7 said, "Mostly I'm at home making sure my children get the homework done." Helping the child with school subjects, Parent 8 stated, "I've just been working on him just trying to help my child that we can probably improve on his subjects." Parent 2 stated, "I do homework with them or do it individually. Sit around, and we do homework. "Helping my child becomes independent, Parent 10 stated, "I primarily help my son with his homework, know his strengths and needs and help him become more independent. "Parent 11 stated, "I actually invite children from the school over to my house where my 11-year-old daughter and they be on Study Island website where the kids go get extra help." In

helping the child learn societal standards, Parent 12 said, “I consider myself as the first teacher to my child. So basically, I’m teaching him the societal standards bringing his personality to the forefront, so he has a balanced life.”

The second subtheme in the parent-child relationship category was parental satisfaction of student success. Eleven parents mentioned the progress of their children. While 10 parents expressed satisfaction with their children’s academic progress, 1 parent was dissatisfied and planned to homeschool the child in the future. Some parents used outside help to improve the academic performance of their children. Alternatively, some parents reported that the school has helped their children improve their academic performance.

Planning for the future school, Parent 1 stated, “Honestly, my plan is to homeschool her for high school. . . . She’s in seventh grade. I have a two-year plan.” In invoking awareness of children to reality, Parent 2 stated, “Progress as a whole because I just let them know what their grades looking like and what they don’t want to be reminding them of that and get them together.” Exiting the child to the next level of challenge, Parent 3 stated, “So right now my daughter testing for SAT, most exciting because the test help the students what schools they can apply.” Parent 5 said, “My son ended up improving once I put him in a tutoring class.” Similarly, expressing the satisfaction of the children, Parent 6 stated, “I’m very pleased with the progress my children academics.” Seeking help from the teacher, parent 7 reported, “My son was struggling with some of his grades, so I talked to the teachers.”

Sometimes, parents need confirmation from other parents, looking for a clue where their child stands among peers. Parent 9 stated, “It is wonderful. . . . I tried to talk to some of the other parents, and they agree the school is doing fine with the kids in their academics.” Measuring the child’s progress, Parent 10 stated, “I think my son is progressing very well.” Parents 11 compared the progress of an older child with the younger and stressed, “I would love for my daughter to succeed in school. I just had my oldest daughter, 17, who is about to graduate from high school with honors.” Satisfied with the outcome of the child, Parent 12 said,

It’s wonderful because now I see all the hard work that I’ve put into him is really coming into play now. He’s grasping the concepts that I’ve been trying to beat into his head or constantly repeat myself and try to make sure he understands.

Theme 2-2, Parent-School Relationship

The first subtheme in the parent-school relationship category was parental strength that supported parental involvement. Five parents mentioned doing extra school-related work to improve the learning environment of their children. One parent stated developing an entire school curriculum in horticulture that helped the school with extra food production.

Rewriting volunteers to the school, Parent 2 stated, “I am the person who actually ask high schooler volunteer to lower classes. Have a gathering and schedule everyone to meet and get to know each other to start the program.” Doing extra work also helps one’s own child improve in academic performance. Parent 5 stated, “We did also participate in an extracurricular type of programs.” Similarly, Parent 6 stated, “I created a program in

which our students take a class in the summertime and learn how to grow food, and how to plant seeds.” Sometimes, teachers invite parents to sit in the classroom to observe the child perform. Parent 7 stated, “I kept a closer eye on my son and come to the school because the teacher always invites me to come to the classroom.” Forming the habit of doing extra schoolwork sets the student to advance in academics. Parent 10 stated, “My son, after finishing his homework assignments, and follows the teacher’s guide to do extra work on the computer.”

The second subtheme in the parent-school relationship category was the parental obstacles in participating in parental involvement activities. Ten parents mentioned that personal obstacles prevented parents from participating in parental involvement activities. Parents reported a lack of support and time, conflict of schedule, financial difficulties, and uncooperative children prevented them from being involved or decreased their participation in parental involvement activities.

Parent 2 stated, “I am talking to some of the other parents, and they don’t have the support like I have.” Limiting the lack of time to a certain group, Parent 3 stated, “Most single parents don’t have the time. Since I started with my oldest, there’s been a big decline in parental volunteerism,” Parent 8 stated,

My schedule has been pretty hectic. But I think, parent council probably could do a better job of promoting it too. The burden of a single parent is just dealing with our daily anxiety. That’s our greatest challenge, pretty much exhausted from work.

Similarly, Parent 10 said, “There are things that I would like to offer to the school, but my schedule would not allow it at this time.” Parent 4 said, “Having competing demands, such as work.” Explaining the difficulties of raising a child as a single parent in poverty, Parent 11 said, “Especially living in a poverty area where you don’t always find two-parent homes is extremely hard on the schools and most of the kids in here are basically from single parents’ home.” Parent 7 stated, “The school would have to spend a lot of money and hire a lot of people to do things with parents involved. But all parents aren’t available.” Parent 5 stated, “My oldest son had a problem taking instruction from me. I have to spend time with him to redirect.”

Summary of the Results

In the results, parents indicated parental involvement for them includes everything related to caring for the well-being of their children and supporting their academic needs. Furthermore, parents plainly presented that their role in the academic achievement of their children comprised of supporting the educational performance of their children through supervision of homework, arranging tutoring, and afterschool programs. Parents in the finding perceived that parental involvement played a significant role in their children’s academic achievement.

Epstein’s six types of parental involvement (Epstein, 2019): parenting practice, learning at home, communication, volunteering, decision-making, community collaboration, and Luis Moll’s funds of knowledge (2015) informed the analysis. Moreover, I found that parents had a varying level of understanding of parental involvement, lack of knowledge of the curriculum the teacher used to teach their

children, the absence of significant parental involvement in school decision-making, and minimal community collaboration.

The findings showed that parents extended invitations to other parents to participate in school parental involvement. However, despite their concerted effort, all parents reported that membership of parental involvement is declining and identified three reasons for the decline: (a) lack of knowledge about parental involvement, (b) lack of time, (c) conflicts of schedules.

The majority of the parents mentioned that they tend to model behaviors of parenting after their own parents. All parents agreed the significance of good parenting skills in supporting parental involvement and student achievement. Parents stated that they exercised meaningful communication with their children during stressful situations. The majority observed the well-being of their children, such as physical health, hygiene, and balanced food.

The finding showed that parents used the mechanism of homework and assignments to support their children's academic success at home. Parents stated they used homework and assignments to learn the school curriculum and information on what the children were doing in the classroom. However, some parents admitted that they rarely participated in homework activities, and some mentioned lack of time and conflicts of schedules prevented them from providing supportive care beneficial to children's academic achievement.

The findings also revealed that working parents lack time to have conversations with their children. Furthermore, most working parents hinted they come home tired,

exhausted, and run out of time. Alternatively, results indicated that many parents face obstacles to parental involvement, such as time constraints, a lack of familiarity with the school system, or challenges communicating with school staff. The result also showed that many parents do not know the curriculum used to teach their children. Parents stated they communicated with the teacher. However, most parents admitted that they did not discuss the curriculum in their conversations with the teacher.

The findings showed some parents claimed that they did not receive invitations from the school and stated as the reason for not participating in school activities, while others reported that they participated in the invitation process. Some parents had difficulties volunteering at school and the community due to schedule conflicts. However, the majority of the parents stated that they volunteered in the school or classroom by helping teachers and administrators as tutors or assistants, fundraising and promoting the school, and attending school programs. The results showed that some parents recognized the presence of two-way communication about school programs and children's progress using notes and flyers about important events and activities. In some instances, teachers visited students' homes in person and received phone calls. Furthermore, some parents communicated with their children and discussed each other's feelings, thoughts, and behaviors with school, teachers, and friends. Parents stated interactions with their children were mostly healthy. The study results showed that most parents took no part in school decisions, curriculum discussions, or school governance committees. Two parents disclosed they were part of the parent-teacher association but

admitted that they were not involved in any school decisions. However, some parents reported that they were involved in disseminating information to other parents.

The results showed that parents sometimes used private institutions for their family health, cultural, recreational, social support, and other programs and services. Furthermore, participants used paid community skill and talent centers and summer programs for students. Although parents purchased some of the services from private institutions, they used the afterschool program at the school. Parents also reported that they have used the community services, like the park, the community library, health center, the streets, and the police for individual parent and group activities.

I collected the data for this study from individual volunteer parents. Thus, the study did not include information from the school or parents who may be less engaged. It is essential to incorporate data from parents, the school, and the community to conduct in-depth and complete family-school collaboration research.

Project Deliverable and Conclusion

I used the results to make three recommendations to increase the participation of parents in parental involvement activities to influence the academic achievement of their children at school and home as shown in Appendix A. Furthermore, in section 3, I will discuss the policy recommendation, the background of existing policy and summary of findings, major evidence from both literature and research, the recommendations Connected to the problem, the goals of the proposed project, the rationale, technology as a means to economize time and reduce conflicts of schedules, parents' and teachers' perceptions about emails and online platforms.

Section 3: The Project

Introduction

I conducted a qualitative case study investigating parents' perspectives on parental involvement and about their role in supporting children's academic achievement. Through this study, I found that the significant barriers to parental involvement at the school were lack of time, conflicts of schedules, and lack of parental knowledge about parental involvement and its influence on student academic achievement. Parents suggested flexible time for parental school meetings, better promotion of school activities, and accommodation of parenting needs during the meeting. Some parents at the school reported that they had a good relationship with the school and communicated with some teachers. However, these parents also reported no substantial communication regarding basic lessons taught to their children in the classroom.

Policy Recommendation

Background of Existing Policy and Summary of Findings

The policy recommendation resulting from this project is aimed at increasing the participation of parents in influencing the academic achievement of their children at the school. The use of technological tools for family-school communication may improve parental involvement by addressing lack of parental time, conflicts of schedules, and increase parental knowledge about parental involvement. The policy recommendation is focused on virtual interactions as the best available means to date to improve family-school communications, thus increasing parental participation in their children's education. The current policy recommendation encourages that the school designate a

separate but secured parent-friendly page on the school website or phone app. The additional recommendation from this study includes the school using the school's Parent University webpage as a collaborative platform for parents, teachers, and administrators to establish a parental involvement program accessible to parents and teachers.

Major Evidence From Both Literature and Research

Parental involvement is important for the healthy and prosperous development of children. Parenting practices are behaviors parents engage in raising their children, such as academic activities with children, attending school events, volunteering at school, and attending community activities with the children (Ogg & Anthony, 2020). Helpful parental involvement requires the collaborative work of parents with teachers and school staff, and communication is the foundation. Sylvia and Glenda (2019) agreed that involved parenting regarding children's education is complex and intensive both at home and school. All parents at the study site school agreed that parental involvement activities are necessary for the healthy and successful development of the child. Parents' interactions with their children are necessary and also expand parents' knowledge about their children (Griffith & Arnold, 2019). However, despite their effort to increase parental involvement activities at study site school, the number of participating parents has declined. Parents at the school identified three primary reasons for the decline: (a) lack of knowledge about parental involvement, (b) lack of time, and (c) conflicts of schedules. For instance, some parents at the school admitted that they rarely participated in homework activities due to lack of time and conflicts in schedules. The findings of this

study also revealed that most working parents come home tired and run out of time to interact with their children.

Lack of Knowledge and Communication Regarding Curriculum

The study results showed that many parents did not know the teacher's curriculum to teach their children and did not discuss it in their conversations with teachers.

However, teachers can provide parents with a wide range of advice to help their children at home in completing homework and assignments (Bempechat, 2019; Yotyodying & Wild, 2019). Communicating directly to parents on educational content, academic skills, or child development boosts parents' engagement and student academic achievement (e.g., suggestions of topics to discuss with students about their schoolwork; Higgins & Cherrington, 2017). Students also make progress in school when parents often discuss how their children are progressing in the classroom and become involved with parent-teacher organizations, such as the PTA (Spiteri & Rundgren, 2020). However, although teachers may attribute the responsibility of initiating interactions to parents, parents may expect teachers to initiate the interaction (Conus & Fahrni, 2019).

Involving parents regarding children's education is complex and intensive, and consistent parental involvement helps parents become knowledgeable in creating the right environment both at home and school (Sylvia & Glenda, 2019). Therefore, parental communication with the school, the community, and the student is an integral and significant part of parental involvement (Ogg & Anthony, 2020).

Recommendations Connected to the Problem

The policy recommendations from this project include implementing virtual interactions to improve family–school communications and thus the consistency of parental participation in their children’s education. The current policy recommendation encourages that the school may designate a separate but secured parent-friendly page on the school website. The school can use the school’s Parent University webpage or phone app as a collaborative platform for parents, teachers, and administrators to establish a parental involvement program accessible to parents and teachers. These following three highlights are the focal points of the policy recommendations:

- Use the school’s Parent University webpage or district/school app as a collaborative platform for parents, teachers, and administrators to establish a parental involvement program that is accessible to parents and teachers.
- Establish a clearly stated standard explaining the roles and responsibilities of family, teachers, and school administrators that articulates expectations at home and school.
- Standardize and integrate parental involvement in the daily routine of school-family activities.

The Goals of the Proposed Project

The project’s goals are to increase the participation of parents in the academic achievement of their children at the school. The objective is to promote and expand family–school communications using technology to reduce lack of parental time and increase parental knowledge about parental involvement. Using communication tools at

the school may serve parents who lack the time and have conflicts of schedules to communicate with the school. Users of technological devices can listen, view, respond, or save messages at their leisure.

Rationale

Seven of 12 parents who participated in this study reported that a limited number of parents adequately communicated with teachers and administrators. Parents with adequate communication played a disproportionately large role in the PA organizing around tasks or interests, such as improving school grounds, facilities, fundraising, or newsletter production. Furthermore, parents reported that they did their best individually to support their children at school and home. Parents reported that they listened to their children and communicated concerns to the teachers. Two parents reported that they became permanently employed in the school as a teacher's aide. The parents who communicated with the school and teachers had a good relationship and stated that they were satisfied with their academic progress. Parents also expressed seeing few other parents participating in school activities and cited lack of time, conflicts of schedules, and lack of support as the reasons for nonparticipation. Most parents assumed parental involvement included the well-being of children, and they shared the responsibility of transporting their children to the school. However, most parents in the study reported that parental involvement activities at the school are declining.

Helpful parental involvement requires the collaborative work of parents with teachers and school staff, and communication is the foundation. The district's website mentioned a brief overview of the district Acceptable Use Policy for staff and defined the

appropriate channels and platforms for staff or adults who work in schools. However, the policy mentioned only the appropriate channels and platforms for students to communicate with teachers, staff, or any adult who works in a school. The district also established a framework for communication for schools to use when engaging with vendors and service providers. The study site school has a parent page on its website and discussed the Virtual Parent Workshop Series: Indispensable Role of Fathers Powered by Fathers. However, the website has not incorporated any discussion as stipulated in the state family engagement framework. The school website lacked information pertinent to home learning and family-school engagement.

Some schools have integrated digital technology as a part of schools' communication infrastructures, such as ClassDojo, Class Messenger, Edmodo, Livingtree, Remind, and SimplyCircle, which provide secure platforms for parents and teachers to communicate in flexible times (Kong & Song, 2015). The following technology tools are commonly used in the transformation of school communications:

- Instagram is an online photo-sharing and social network platform owned by Facebook. Likewise, Instagram allows users to edit and upload photos and short videos through a mobile app.
- Zoom is a cloud-based video communications application that allows users to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.

- Messenger Rooms are aimed to connect with friends and family to share a screen or schedule a meeting ahead of time and watch everyone in a grid view.
- Class Dojo is the most popular application used by schools. It is behavior management system intended to foster positive student behaviors and classroom culture. Students earn “Dojo Points” based on their classroom behavior. Parents also get tokens to buy groceries for monitoring their children using the app. Teachers use Class Dojo to keep parents up to date on student progress and classroom performance.
- Text messaging, or texting, is sending electronic messages, typically consisting of alphabetic and numeric characters, between two or more mobile devices, desktops or laptops, or other types of compatible computers (Khatser et al., 2021).

School leaders can apply technology to reduce the family-school communication gap (Yusof et al., 2020).

Technology as a Means to Economize Time and Reduce Conflicts of Schedules

Scholars have agreed that the application of technology expands the parameters of the school domain, increased access, and participation of parents. However, it is up to each school to implement and integrate effective technology with the system. Electronic messages are instant, and parents, teachers, and school staff can access the information at a time of their choice and location. Parents with lack of the time and conflicts of schedules can retrieve messages at their leisure. Technology is the best medium of adult

education. Parents as adult learners can collaborate educational materials with other parents, teachers, or any other person they prefer. Curry and Holter (2019) stressed that parents' relationships with other parents are essential resources for role construction and efficacy and may reduce the communication gap between parents and schools, especially in high-poverty areas. Increased and meaningful communication between home and school is likely to enhance parental involvement and students' learning. Bempechat (2019) stressed that sharing essential skills the child needs to master and what mastery involves in the specific curriculum provides parents the type of home learning to expect and prepare to help their children. Parents and nonparents alike turn to the school website when they need fast and reliable information about their children and themselves. If schools do not provide specific and accurate information on the school's website, parents will not find it helpful and engage with it less often. It is beneficial for schools to share with current and potential parents the tools to be self-sufficient, not to make teachers and school staff busy. Additionally, most parents would prefer to find the answer on the school website than calling someone from the school. According to Jaiswal (2017), technology enhanced the opportunity of communication between home and school, improved families in learning with their child, better informed parents about academic performance of students, enabled teachers to better engage parents in school activities, and effectively monitored the students' time to time activities (Jaiswal, 2017).

Clear Information Deliverance and the Connection to Parental Involvement

The literature review findings indicated that a comprehensive implementation and systemic integration of ESSA policy provision and adopted communication framework

might improve family-school communication, thus increasing the consistency of parental involvement activities. The policy recommendations articulated parental rights as stated and how families can enhance their children's education. The framework encourages two-way family-school communications through adopting a standing page, with voice and written message (accessible to handicapped parents) designated to parents. The purpose of the page is to sufficiently inform parents, teachers, and school staff the parent about the framework the support available for parents and the important role of parents in the education of their children.

Parents' and Teachers' Perceptions About Emails and Online Platforms

Parental hardship in supporting their children affects not only parent-school communication but also derails parental networks. Bordialba and Bochaca (2019) developed a theoretical model to adapt the decomposed theory of planned behavior tailored explicitly to address the acceptance of technology in parent-teacher interactions, which showed the essential beliefs supporting or restraining the usage of digital media for family-school communication. The data were obtained from interviews with 30 families and 35 teachers from 11 different schools, and Bordialba and Bochaca found that parents and teachers displayed more positive stances on digital media usage in schools where the management team promoted emails or online platforms for family-school communication. Furthermore, the authors stated that parents and teachers held beliefs about emails and online platforms based on their perceptions of the setting and themselves. Likewise, Brotherson et al. (2020) conducted nine focus group interviews consisting of parent and teacher participants. A total of 19 individuals participated in the

focus group interviews, consisting of one male and 18 female. The feedback survey was also completed to gather additional information on family engagement. Brotherson et al. found that students made progress in school when parents communicated often with the teachers, discussed the progress of children in the classroom, became involved with parent-teacher organizations, and interacted outside of the classroom, such as attending sporting events, theater, and debating events. Parental communication with the school, the community, and the student is an integral and significant part of parental involvement (Ogg & Anthony, 2020). This communication minimized stressful situations between students and teachers (Otani, 2020).

Review of the Literature

I searched and reviewed literature supporting the project, including technology used to improve family-school communications, and, thus, the consistency of parental participation in their children's education. Through reviewing the literature aligned with the current study, three topics emerged that informed the policy recommendation.

The literature presented in the project was retrieved from Governor State University, Walden University libraries, Google Scholar, and EBSCO. Using the keywords *family-school communication, improving family-school relationship, technological tools in improving family-school communication, setting standard for best family-school communications, parental involvement, parental engagement, parental support, community school support, and student success*, I researched the Search Thoreau Walden University Discovery Service, Springer Link, ERIC and Education: A SAGE Full-Text Collection, Taylor & Francis Online, Science District, Education Resource Complete, and

ProQuest Central, APA PsycNet, SocINDEX with Full Text, PsycARTICLES, and Google Scholar. I used the key phrases such as school *communication and the collaboration of parents, parent-teacher associations, expectations of parental involvement, family-school communication, optimizing parental involvement through the use of technology, technology and parental involvement, technology improving school parental involvement, engaging the stakeholders in education, and parental involvement and academic socialization*. Parental involvement is a process of interrelated activities connected together to create a holistic atmosphere that benefit the development of children. Many players participate in parental involvement activities, including parents, teachers, school administrators, the community, businesses, and local government and nongovernment agencies. Communication is the foundation of parental involvement, helping exchange information about family-school interactions. In the literature review, I skimmed through the findings of other scholars about the parental involvement activities such as the trust factors needed to cultivate the parent-school relationship, the best available factors to influence home-school learning, the technology improving family-school communication, and the collaboration of parents, students, teachers, and school administration supporting the cohesion of parental involvement activities. In the literature review, I examined the teacher's introductory communication with parents and leadership knowledge of the school community as the most vital factors that encourages parent-school interaction and communication. I also investigated what scholars considered best practices improving family-school communication as indicators of better parental

involvement. I explored usage of technology in organizing best parental involvement communication tools in school.

Positive Parent-School Interaction to Increase Parental Involvement Activities

To form a productive partnership and exchange knowledge of parental involvement, parent-teacher and parent-to-parent communication are essential. Conus and Fahrni (2019) conducted an ethnographic study exploring the communication between teachers and parents during face-to-face interactions. Conus and Fahrni stated that their qualitative inductive analysis showed a general paradox with negative implications for building family-school relationships. The Conus and Fahrni indicated that while teachers attributed the responsibility of initiating interactions to parents, parents expected teachers to initiate the interaction. Teachers' lack of awareness of obstacles that prevented parents from initiating interactions was considered evidence of a lack of interest in their child's schooling. The authors stressed that schools and teachers need to rethink their role in routine communication by removing the barriers that disadvantage parents.

Boonk et al. (2018) stressed that overall, the results of prominent meta-analyses in the field indicated statistically significant relationships between parental involvement and academic achievement. Similarly, Bryce et al. (2019) utilized data from the National Institute of Child Health and Human Development Study ($n = 1,03$) and employed a longitudinal path model to examine indirect associations between parents' and teachers' academic influences and student academic achievement through behavioral engagement. In the study, the authors focused on three specific academic influences—direct parental involvement, the student-teacher relationship, and teachers' instructional support—

examining whether each may meet different needs or offer a differential influence on children's academic achievement. Boonk et al. found indirect associations linking direct parental involvement (positively), student-teacher conflict (negatively), and instructional support (positively) to students' academic achievement via behavioral engagement.

Use of Technology Improving Family-School Communication

Most schools shifted monitoring, communicating sharing student grades with parents through technology. Schools use telephone, email, and school communication apps to connect. E-learning refers to the proper use of digital technology to meet academic goals through appropriate pedagogy. Appropriate pedagogy is about designing activities according to a principle, model, or theory in a learning setting to accomplish the educational goal (Kong & Song, 2015). Kong and Song (2015) conducted questionnaire surveys and semi-structured focus group interviews and collected data from the sampled parent to investigate parents' concerns about e-learning and proposed a school-parent partnership to address the parental concern. Results indicated a high correlation between parental understanding and support for e-learning. Kong and Song shed light on the importance of school-parent partnerships and recommended that parents implement proactive e-learning rules at home to monitor, support, and inspire e-learning. Likewise, schools should formulate policies addressing the concerns of parents and work diligently to gain their support. Kong and Song (2015) stressed that schools could enhance parents' pedagogical understanding of e-learning and address parental concerns through school-parent communication and peer support.

Kong and Song (2015) have stressed that building a technology-based relationship between schools and parents benefits students, parents, and teachers to gain more information about students, and inversely, schools benefit from understanding and addressing students and parental needs. Gonzales and Gabel (2017) found families use creative ways of communicating with each other, extended family, and distant family members through social media. Likewise, parents posted more of their own stories regarding interactions with their children, the sphere of interest, and what they did during the day online than they did in hard-copy portfolios (i.e., basic personal information, name, fb count, email address) and their comments had more detail about the child's life at home, giving teachers greater awareness about the child (Foster et al., 2017).

To increase family-school communication, school management teams may take the first initiative to introduce technology to families. Schools may develop website accessible to parents to guarantee communication effectiveness. The website may include parent education on the two primary branches of parental involvement: school-based aspects of communication such as parents' active participation in school-sponsored activities (e.g., volunteering, PA/PTO membership, attending parent-teacher conferences) and home-based aspects of communication such as designating expectations, timelines, and baseline requirements for parents and teacher communication (Gu, 2017; Jeynes, 2018). A growing number of student information management systems are automated updating parents about students' performance, attendance, and missing assignments. The school real-time informational texts and alerts could serve as an essential complement to two-way communication between educators and families (Bergman & Chan, 2017).

Furthermore, demonstrating the roles of interrelated aspects of the family-school partnership to parents into observable components may lead to actionable insights (Gerdes et al., 2020). Effective family-school communication increases the participation of parents in the academic success of their children (Epstein, 2019). However, communication between parents and children is determined by the knowledge both parties possess to work together toward improving students' academic achievement and behavior. Likewise, Doss et al. (2019) stressed that sending directly to parents, school educational content of academic skills, or child development-related guide boosted parents' engagement, student academic achievement. Doss et al. suggested three communication forms for effectiveness: (a) guidance for literacy development activities, (b) suggestions of topics to discuss with students about their schoolwork, and (c) mini-lessons about what students are learning in school.

Good Family-School Communication as Indicators of Increased Parental Involvement

Recent field experiments offered some excellent insights into how best to engage families to contribute to children's academic achievements. Kraft (2017) conducted a small randomized-control trial during a charter school summer session and found that personalized phone calls to parents immediately increased students' engagement in school, as measured by homework completion, in-class behavior, and in-class participation. In the trial, Kraft trained the teachers to use a conversation protocol that updated parents about their academic progress and classroom behavior and alerted them about upcoming homework assignments and tests. Following the trial, Kraft asked

teachers to write to parent's one specific thing students had done well or improved. Kraft found that these brief weekly messages reduced students who failed to earn course credit by 41%. Kraft identified three primary factors that contributed to low parent-teacher communication: (a) implementation barriers (including outdated or difficult-to-access contact information), (b) the absence of schoolwide communication policies, and (c) teachers' lack of non-instructional time.

The author recommended schoolwide plans to increase the frequency and quality of parent-teacher communication, send parents frequent individualized information about their student's performance, and provided parents with guidance about supporting their students in school and enhancing learning opportunities for them at home. Kraft (2017) stated that schools need to regularly update parental preferences about the time, format, and language parents prefer for communication supporting clear conversation, enhancing and text protocols to build on new technology, and volunteers serving as family engagement coordinators and translators, clarify expectations for teachers on how often to reach out to parents, simultaneously, allowing teachers non-instructional responsibilities such as lunch-duty, non-instructional time, contractually obligated workdays, and designated blocked time for parent-engagement efforts. Kraft (2017) stressed that school leaders play a significant role in promoting parent-teacher communication outreach as a schoolwide priority and dedicating resources to these efforts. Kraft also stressed that integrating digital technology as a part of schools' communication infrastructures such as ClassDojo, Class Messenger, Edmodo, Livingtree,

Remind, and SimplyCircle provides secure platforms for parents and teachers to communicate in flexible times.

School leaders are primarily responsible for helping parents navigate logistical barriers to involvement, such as improved communication, making parents understand their roles, and building a welcoming and engaging environment for parental involvement (Cross et al., 2019). Concurrently, school climate, logistics regarding parental involvement, quality of parent-teacher partnerships, parents-school communication, parent-student relationships, and parent perceptions of the roles they play in their child's education are key factors that encourage parental involvement and improved student outcomes (Epstein, 2019).

School Communities Supporting Parental Involvement

The best-organized school communities support parental involvement with policies and establish assessment tools to evaluate policy components, best practices, and set benchmarks and goals (Pogoda et al., 2019). As the schools' social and relational character changes, the leadership finds reducing learning barriers and challenges. Welcoming environments for parents and practical forms of two-way communication are positively associated with a substantial reduction of barriers to improving school climate. Alinsunurin (2020) used principals' responses from the round of Program for International Student Assessment database, the broadest education assessment program globally, with the most extensive and generalizable multi-country survey on academic achievement collected alongside parental involvement. Alinsunurin used two research questions for the research: parental involvement in shaping the school learning climate

and the dimensions of parental involvement that mattered for educational inclusiveness. Alinsunurin conducted preliminary tests such as exploratory factor analysis followed by confirmatory factor analysis (CFA), randomly divided the dataset into two parts. Subsequently, the author examined whether the same structure applies to the other half by performing a CFA. In the regression analyses, the author generated the composite indicator for the latent variable and performed CFA for the total sample. Alinsunurin specified a two-level model to concurrently investigate the relationship of the school learning climate and numerous variables included at the school level and compared measurements between levels (i.e., variation between countries). In preliminary analyses, the Alinsunurin found that public school principals face the worst barriers in improving the learning climate attributable to teacher behavior and management issues.

Furthermore, the Alinsunurin reported that four of the six dimensions of parental involvement decreased the learning climate's hindrances with various side effects. First, the analysis showed that providing a welcoming and accepting environment for parental participation was significantly and positively associated with improving the learning climate. Alinsunurin recommended a friendly environment for parents as an essential point for school improvement among public school principals. Furthermore, the Alinsunurin found that designing effective communication channels about school programs and students' progress was associated with an improved learning climate. The improvements ranged from a -0.15- to a -0.20-point reduction in barriers to the learning climate associated with teacher behavior and management issues.

Two involvement dimensions link with the reduced value to the barriers in the learning school climate. Schools' provisions and ideas about how families helped with children's homework and other curriculum activities were statistically significant. The Alinsunurin reported that these results pointed that parents' community- and home-based educational coproduction activities inseparably link to principals' managerial realm. Moreover, this appealed particularly to teacher behavior and management. Among the school leadership controls, only the principal's leadership in framing and communicating school goals and curricular development related to reducing the hindrances in the learning climate. However, the magnitude was lower than those of parental involvement. Alinsunurin stated that the finding was evidence of gaps between private and public schools. The adoption of standardized tests compared with lower barriers in the learning climate among private schools was twice as much as in public schools. Large class sizes in private schools were not significantly related to the learning climate hindrance. In contrast, it was a significant barrier among public schools.

In section two, Alinsunurin identified the domains of parental involvement that mattered for educational inclusiveness. The analyses extended within a subset of public schools where the learning climate challenges were noticeable. Alinsunurin in a survey questioned the principals to evaluate the percentage of students in their school with: (a) heritage language different from the test language, (b) special needs, and (c) economically disadvantaged homes.

Principals' and teachers' roles within these schools facilitated schools' capacity to ensure that students faced no risk of being excluded. The Alinsunurin measured learning

climate in terms of its association with teacher behavior and management issues, and the research underscored and emphasized the relational character of learning climate within communities. Alinsunurin found that principals' perceptions in these subsets of public schools did not consider their schools to be substantially different from principals' observations in other countries. Alinsunurin reported persistence in reducing barriers to the learning climate linked to teachers' behavior and management upon providing public schools a welcoming and accepting atmosphere for parents to become involved. Alinsunurin recommended a relevant, actionable course of action for school leadership, ensuring schools maintain inclusive social character, with clear and accessible communication lines between principals, teachers, and parents.

Successful schools promote parental involvement, a broad sense of community, and mutual trust between parents and school staff and similarly, programs and initiatives focused on respectful and trusting relationships among school staff, families, and community members to effectively create and sustain family and community connections with the schools (Bryan et al., 2020). Likewise, school leaders who value parental involvement take steps to develop engagement skills, provide opportunities for parents to play active and essential roles in the school, ensure that school staff members listen to parent concerns, and maintain the following five guiding principles of best practices to strengthen parental involvement in supporting the academic achievement of their children: (a) cultivate trusting relationships and a supportive parent community, (b) invite parents to help identify new strategies for engaging less involved parents, (c) improve parent involvement by hosting one-on-one and small group meetings, (d) discuss

important issues and highlight student success, rather than hosting large, formal events that focus on shortcomings and test scores, and (e) consider how students perceive the school climate; there is a significant relationship between the students' sense of belonging and the extent to which parents become involved in the school (William, 2018).

Parents at the study site school expressed that they appreciated when teachers communicated how their children were progressing in school, supporting their child's needs, and any deficit they needed to address. When families provided continual and transparent information about school-related issues, it enhanced the parent-teacher relationship (Bordalba & Bochaca, 2019). However, language barriers, conflicting schedules, a lack of trust, cultural differences, and socioeconomic factors are just some reasons behind low-quality home-school communication in many schools (Murray et al., 2019). Parental involvement improves when direct and routine communication occurs, such as face-to-face conferences, telephone contacts, open houses, teacher notes, and classroom visits (Torrez-Graham, 2020). It is best practice for teachers and school leaders to communicate with parents in multiple ways that minimize technical obstacles and language barriers, taking responsibility for initiating positive interaction with parents, and offer parents opportunities to ask questions and share their opinions (Hoover-Dempsey et al., 2005; Torrez-Graham, 2020).

Use of Technology to Serve the School Community

A school community is an association of the people attached to a school, where teachers, administrators, students, the students' families, and the immediate stakeholders

interact—the school community is more of an educational system by drawing the school into its orbit (Doi et al., 2020). Most parents live in the school community, but some families live outside the school community having a sense of belonging to more than one community, the community where their child attends school, and the community of residence. The school community is critical to parental involvement programs, thereby supporting students' academic achievement (U.S. Department of Education, 2020). However, parental involvement alone is inadequate to improve schools, and the community must also be involved and responsible for providing resources and funding, support services, parental assistance, political pressure, and accountability (U.S. Department of Education, 2020). Hence, parents, communities, and schools must work together for schools to become successful and benefit from the partnership. The National Association of School Psychologists have outlined nine key elements necessary for creating and sustaining effective parent, school, and community partnerships to improve students' overall wellness and academic achievement: (a) a leadership team comprised of parent, school, and community stakeholders; (b) assets and needs assessment to address overall student wellness and academic achievement; (c) a designee located at the school to coordinate family-school-community partnerships; (d) realistic expectations and shared responsibility for the school and community partners; (e) ensure high-quality wellness services that leverage family-school-community resources; (f) ongoing comprehensive professional development for all family, school leaders, staff, and community partners; (g) a detailed plan of long-term sustainability; regular and periodic evaluation of

effectiveness through a variety of measures; (h) and a communication plan to share progress and challenges (Roche & Strobach, 2019).

Schneider and Arnot (2018) applied organizational communication theory in a mixed-methods case study of two secondary schools and found deficiencies in transactional school-home-school communication, reflected in mismatches between parents' and teachers' perceptions regarding parental knowledge of their children's schooling, levels of parental engagement, and barriers to parental engagement. Schools applied digital media to enhance parent-school communication. Thus, teachers increasingly turned to various digital technologies such as Facebook, Twitter, Instagram, Zoom, Massinger, Class Dojo, and text messages to improve parent-teacher communication (Bordalba & Bochaca, 2019). However, many parents and teachers are still reluctant to use media to enhance two-way pedagogical communication between parents and teachers (Bordalba & Bochaca, 2019). In addition, school leaders applied social media as a powerful tool to reduce the parent-school communication gap (Yusof et al., 2020). Community use of technology has improved in connecting the open community with services, government offices, nonprofit organizations, and private citizens. However, many schools exempt themselves from such opportunities due to fear of intrusion and illegitimate use of private information. Setting rules and standards may reduce such fears and allow schools to improve and expand their reach to the school community, especially parents as the primary beneficiaries of the school.

The literature review findings call for a paradigm shift in the conceptualization of parental involvement, the expansion of parental involvement beyond school and home

confinement. The literature review findings revealed that communication is the foundation of all types of parental involvement. Rodriguez et al. (2014) stressed that regular school communication focused on the child's progress and the variety of communication methods that allowed parents' choice as the essential characteristics of positive communication. However, schools are not using the opportunities created by fast technological tools to expand parental involvement as an activity limited to an organization.

The literature review findings showed that parental involvement activities might size up to opportunities created by 21 technological developments and integrate parental involvement activities to the full potential of the school system. Furthermore, Fan et al. (2018) have recommended that future studies consider a broader range of perspectives, analyze further and clarify the assumptions, and define what parental involvement means and represents to its actors, namely, parents and school personnel. The literature review findings revealed the direction for future collaborative inclusiveness fostered by the well-developed communication tools could improve and increase the consistent participation of parents beyond the bound of the school ground.

Project Description

Existing Supports, Potential Barriers, and Potential Solutions to Barriers

The project's goals are to increase parental involvement activities and the objective of the projects is intended to promote and expand family-school communication using technological tools to reduce lack of parental time, conflicts of schedules, and increase parental knowledge about parental involvement.

The three policy recommendations of the projects are as follows:

- Use the school's Parent University webpage or district/school app (phone application) as a collaborative platform for parents, teachers, and administrators to establish a parental involvement program that is accessible to parents and teachers,
- Establish a clearly stated standard explaining the roles and responsibilities of family, teachers, and school administrators that articulates expectations at home and school,
- Standardize and integrate parental involvement in the daily routine of school-family activities as detailed in (Appendix A).

Parent University Webpage or Application as a School Collaborative Platform

Parents may use their mobile phones or computers to access the school website or application at any location and time instantly view or listen to messages. Parents who lacked the time and with conflicts of schedules can retrieve messages at their leisure. Technology is the best medium of adult education. Parents as adult learners can collaborate educational materials with other parents, teachers, or people they prefer. Curry and Holter (2019) stressed that parents' relationships with other parents are essential resources for role construction and efficacy and may reduce the communication gap between parents and schools, especially in high-poverty areas. An effective parental involvement program connects family-school, promoting best practices in children's welfare at home, school, and the community. The first policy recommendation is to diversify the Parent University web page to include a framework that guides and

coordinates parental involvement activities both at home and school. Furthermore, parents in the study reported that they did their best individually to support their children at school and at home. The basic qualitative study findings related the absence of organized knowledge sharing that included parents, teachers, and school staff. For example, parents assumed parental involvement “just helping the children with homework.” Others assumed “fundraising as the main purpose of parental involvement. The Parent University is set to provide learning experiences to empower families to support their student’s academic success. The collaboration of parents, teachers, and school staff may further enhance families’ support and children’s academic success. The Parent University creates the opportunity to share the same information from the same sources to parents, teachers, and school staff. It signifies the unity of purpose in successful student academic achievement, establish a clearly stated standard explaining the roles and responsibilities of family, teachers, and school administrators that articulate expectations student’s learning at home and school. A parental involvement program functions most efficiently when parents, teachers, and school staff share a common understanding of each other’s roles and responsibilities. The basic qualitative study findings indicated that parental involvement decreased at the school was the lack of clarity among parents regarding their respective roles and responsibilities while working with teachers to influence students’ academic achievement. Some parents assumed that completing assignments and homework should be the student’s and the teacher’s responsibility. A few parents also assumed that once the child is in school, their help is unnecessary. Research findings indicated that parents’ lack of or limited knowledge

placed them at an additional disadvantage because of unfamiliarity with the procedures involved in obtaining resources to provide for their children's academic success (Melon et al., 2017). Many parents lacked the skill how to support their children at home. Guidance from experts or seasoned parents may give bits of advice to parents needing help. The availability of such information is an essential resource and encourages parents to be more involved in their children's academic success. Scholars have stated that optimal parental involvement is an integrated process into the daily routine of school-family activities, including instructive guidelines for parent associations, the minimum standard for parental involvement accompanied with best examples, and data of family-school activities (Bailey, 2017; Chun & Devall, 2019; Koyama & Bakuza, 2017; Miguel et al., 2021).

The school can accommodate the three policy recommendations at its current conditions. The school's Parent University web page runs as the school training program and parallel it could carry the collaborative platform of the framework. The school keeps the record of parents of current students. Reaching out to parents is one of the regular tasks the school staff performs. Thus, the school may invite parents via regular mail narrating the project and its benefits for parents and the success of their children's education. Establish a clearly stated standard explaining the roles and responsibilities of family, teachers, and school administrators that articulates expectations at home and school requires several days of training and negotiations of all involved. The principal of school or designee, the PA chair, or the designee may lead the training and the negotiation. The school principal and PA chairs are responsible for inviting parents,

teachers, and school staff to organize the training arrangements. The invitation will open the door to encourage teachers to discuss the aim and purpose of the project.

Consequently, parents, teachers, and school staff will have an opportunity to communicate the framework's content and its purpose with parents. The principal or designee, the parent association chair, or designee form separate groups of a parent, teachers, school staff, or mixed groups to help train and function as a lead in the negotiation process of the project. The negotiation and training participants will be encouraged to use the study's findings as a research document to discuss family-school communication gaps, strengths, and needs. The project may be divided into three overlapping phases:

(a) The management phase:

- Ensure that the principal and PA chair lead and support collaboration efforts for the school and PA,
- Communicate the topics to the group and collect feedback.

(b) The promotion phase:

- Assign committees to serve as promoters for the project. Allow discussion time to digest the policy recommendation,
- Assign school staff or PA to collect prominent opinions forwarded from participants.
- Discuss parent, time commitment, resources, sufficiency, and availability of logistical means to accommodate communication.

(c) The deployment:

- Revisit the research findings to assist in improved and effective family-school communication that supports students' academic achievement,
- Parents, teachers, and school staff discuss ways to prioritize suggested changes,
- Review confirmed the framework of new forms of communications,

The school has an afterschool program and implements annual activities such as Back to School Night, Parent Association meetings, and Parent-Teacher Conferences. These are possible avenues to share the projects with parents. The school could divert resources from the current non-working parental involvement programs to thriving and promising parental activities that may increase the participation of parents in the education of their children. However, the support and the commitment of school administration, teachers, and school staff are necessary to initiate the program. I found that the significant barriers to parental involvement were lack of time, conflicts of schedules, and lack of parental knowledge about parental involvement. Using communication tools may serve parents who lacked the time and had schedule conflicts to communicate with the school. Users of technology devices choose to listen, view, respond to, or save messages at their leisure. Similarly, technological devices benefit school organizations in saving data accurately and efficiently, including sending, receiving, and responding to messages. The school can message to groups, individuals, or targeted populations with a stroke of a key. The school partially used technological tools to teach students, save data, and send messages to selected individuals. The policy recommendations may help streamline the communication process and expand it to capture the larger school-parent population. In similar technologically well-equipped

schools, parents can share the classroom experience while at home, work, and faraway places, provided the school has the right technological tools and proper training of users.

Busy parents may participate in their child's classroom experience at their leisure.

Potential Barriers to Implementation

The school and the parent association have indicated the desire to increase parental involvement activities. However, non-traditional approach of the project may face some barriers to implement. Some parents may be hesitant using technology to communicate with the teacher. Teachers may resist communicating with parents due time and the extra work that accompanies communicating with parents on their own time slot. The policy recommendations address parental involvement as a process in a continuum and promote the credence that parental involvement may not be narrowed to school events and helping children complete homework at home. The policy recommendations encourage parents, teachers, and school staff sharing of new ideas and recognize parents as experts in their own families. These may raise balance of power between parents and teachers. Teacher resistance, confusion, and biased thinking could pose barriers when implementing a standard communication framework. Thus, creating a unified family and teacher and uncovering usage of communication tools to reduce parental lack of time and conflicts of schedules as barriers may influence the success of the standard communication framework and lead the school to increase parental involvement activities at home and school.

Potential Solutions to Barriers

Parents, teachers, and school staff may be ambivalent to fully engage with the project's innovative and nontraditional model. Making the standard clearly state roles and responsibilities may reduce the problem of power balance between parents and teachers. It is essential to focus on the benefit of the project to the education of children and the outcome that relieves parents making unnecessary trips to the school. Teachers and parents may resist the project, fearing conflicts of schedule with work and lack of time to participate in the project. No good will come from casting blame as to past failures or challenges. The conversation must remain focused on the need to do more to support all learners, especially those marginalized by the current design of parent involvement. The other barrier is the lack of past parent-school interaction that persisted in the school, which may discourage parents from participating in the project. The implementation plan calls for parents, teachers, and school staff at the school, classroom, and at home level involvement. The communication framework's classroom level encourages parents to volunteer in the classroom using technology or in person. The events will help reduce parents who may be initially hesitant to join in larger-scale school events. Parents may demonstrate participation in-home parental involvement activities in a variety of ways. For example, playing games, going to a park to play games or observe nature, attending game events, going to a movie, going to a museum, and more. The parent may follow up to discuss the events with the teacher. The teacher will enter the record retaining in the weekly data collection. Small acts of parental involvement in classroom experiences, such as parents reading a story to the classroom, delivered in a prerecorded or live form

based on the parent's convenience. Parents may accompany a class on a nature walk around the school grounds and provide gentle entry points as partners with the school. However, these activities should be considered in consultation with the parent. The school may be prepared to accommodate both virtual and parent volunteerism. Both these activities may be recognized as parental involvement activities, and the school should discuss the activities in the framework. The messaging associated with the hosting of the communication framework events will be critical in framing the purpose of these events and reimagining parental involvement in the school. The school may demonstrate that all parent involvement is valued by actively encouraging virtual and in-person parental involvement activity strategies.

Proposed Timeline for Implementation

The policy recommendation can be implemented over a school year. The initial discussion of the policy would occur with the principal of the school and the parent association chair. Following the discussion, the principal and the parent association chair will present the policy recommendation to the teachers, school staff, and member of the parent association and adopt the framework as a working document. The school may also allow the school community to engage in the discourse about assumptions related to the communication framework to address decreased parental involvement. To prevent the negative consequences of the change in communication, the school may provide parents, teachers, and school staff training on the communication framework and different communication tools. The training may provide parents, teachers, and school staff to understand essential principles of the communication and established standards to

increase parental involvement to support the students' academic success. The overall implementation and measure meaningful outcome the project may take two years. The policy recommendations may help streamline the communication process and expand it to capture the larger school-parent population. In similar technology well-equipped schools, parents can share the classroom experience while at home, work, and faraway places, provided the school has the right technological tools and proper training of users. Busy parents may participate in their child's classroom experience at their leisure.

Table 6*Timeline for Implementation of School Project Deliverable*

Month	Activity	Participants
August	Initial discussion of the new policy in joint meeting.	Principal of the school and Parental Association Chair
September	Preparation to call joint parent and teachers meeting	Principal of the school and Parent Association Chair
October	Discussion of new policy with joint parent teachers meeting	Principal of the School, Parent Association Chair, Parents Volunteers, Teachers and School Staff
November	Discussion on content the new policy review and adjustment	Principal of the School, Parent Association Chair, Parents Volunteers, Teachers and School Staff
December	Training and schedule of full implementation, start of full implementation	Volunteer participants of the project, Parents, Teachers, School Staff
January- May	Data collection of parental involvement	Principal, Techers and School Staff
June	Debriefing session to review aggregated data collected and the experiences created throughout the year, identify the strengths and weaknesses of the project	Principal of the School, Parent Association Chair, Parents Volunteers, Teachers and School Staff
		Principal, Parents, teachers, School Staff, and the Community.

Note. Participants' monthly activities.

Roles and Responsibilities of Participants

It is the responsibility of the school principal and the parent association to lead this initiative by presenting the initial plans to the general meeting of parents, teachers, and school staff. I will present the project to the school principal and the parent association committee members. I will also help establish the first phase of the

framework and its integration with the school system. I will be available to support the school during the first year of the project implementation and evaluation. The general meeting will be asked to review the policy recommendation and give feedback to the school principal and parent association. Once the necessary correction is made, and the policy recommendation is adopted as a working document. Parents, teachers, and school staff will have the opportunity to volunteer to serve on the planning team for this initiative. The volunteering classroom teacher will be assigned to guide the communication framework on a need basis. This plan is strong enough to bring parents, teachers, school staff, and the community in agreement. However the commitment each part of the stakeholder need to be encouraged and educated on the plan.

Project Evaluation Plan

The project aims to provide a standard framework for schools where parents, teachers, and staff communicate using technological tools to increase parental involvement in home and school. Guanolema et al. (2021) stressed that projects are responses to identified problems, and thorough analysis detecting the problem is critical in project management. The project may address the three barriers parents identified at the school: parental lack of time, conflicts of schedules, and insufficient knowledge of parental involvement activities. The project is informed by recognizing that technological tools improve family-school communications, and schools adopting communication tools to expand outreach to parents may increase parental involvement activities useful in children's education.

Type of Evaluation Plan

The goal is to increase parental involvement activities using standards to guide family-school communication by the school. Using the formative assessments, the school will help parents, teachers, and school staff to identify their strengths and needs and target areas to help the school recognize where parents are struggling and address problems accordingly. The school will collect data of parental involvement activities monthly, and the principal or designees and the parent association chair or designed will analyze the data for progress. The school will use the summative assessment to evaluate the increase in parental involvement activities at the end of the year and compare it against the previous year as a benchmark.

Justification for the Evaluation Types

The iterative process of establishing a communication standard, guiding parents and teachers to use communication tools to discuss parental involvement activities, and collecting weekly classroom parental involvement activity data help the school become responsive to the needs of increased parental involvement activities in the education of children. The school may plan to utilize constructive discussion and survey data to inform the success or failure of the project. The school plan may rely upon the bimonthly formative discussions regarding the increase or decrease of parental involvement activities parent as part of the critical feedback. The school survey data will be part of the discussion and may occur four times a year. The classroom teacher will engage in real-time discussions and feedback, communicating with parents during the week to underscore parental involvement activities. The principal or designee and parent

association chair or designee will aggregate the classroom level data and share weekly to improve set communication standards further to meet parent's and teacher's needs. The summative analysis will occur in May to review the overall program implementation and yearlong experience at the school and classroom levels. The principal, parent association chair, teachers, school staff, and parents involved in the project will complete the formative and summative analysis and review.

The project may have a strong focus on increasing parental involvement activities in improving their children's education. Pimmel et al. (2006) stated that an evaluation starts with carefully defined project goals that lead to measurable outcomes. The project goal is to increase parental involvement activities measured in the number of parents volunteering at school and after school through improved family-school communication using technology. The school-based project is a recycling program and runs in one school. This project is evaluated by assessing the number of parents who attended parental involvement activities, including virtual communication with the teacher regarding the progress of their children, volunteering, and attending afterschool activities. The teacher and assigned afterschool staff collect the number of parents who attended the activities, and progress updates will be reviewed by the teachers (to be assigned by the principal), parent association members, and any or volunteer parents involved with the project. If participation progress is being made, current goals will be adjusted, or new goals will be added to cover other areas of parental involvement activities. If no progress is made, the principal and the parent association chair will see if the set communication standard or part of the standard might be a factor. Teachers and school staff will be

encouraged to contact parents to see if parental involvement practice at home has been regular and if the school can offer any additional support. The principal and parent association chair may pay special attention to see if teachers use communication tools to engage and encourage parents to participate in activities and follow the guidance on the standard communication on the school website. This data will be compared to the prior years of parental involvement activities and family-school communications. If more unusual parental involvement activities are recorded during the year, the project will be a success. If not, further research will be required.

The Overall Goals of the Project

The communication standard is to improve the communication between family schools to improve the parental involvement activities at home and school. The project goal is to increase the participation of parents in the education of their children much better compared to previous years. Teachers and school staff will collect the data of participation of parents in school activities such as volunteering, classroom participation, and communicating with the teacher and school regarding children's education. Furthermore, teachers and school staff will encourage learning home activities parents engaged with their children such as completing homework, playing games, going to the museums, and helping with science projects. Every quarter the collected recorded under each parent is summed up to evaluate progress.

The Overall Evaluation Goals and the Key Stakeholders

The evaluation of the overall goal is to ensure the established communication standard working to increase parental involvement activities at the school consistently.

The communication standard is a guide for parents, teachers, and school staff on how and why their participation in parental involvement activities is beneficial to student learning.

Quan-Baffour and Arko-Achemfuor (2018) stated that the achievement of quality education depends on several factors, including the commitment, participation, and dedication of all significant role players or stakeholders such as the government, the community, the school, the home, and the learner and when the significant stakeholders play their respective roles effectively, learning outcomes can be positive.

To evaluate each goal, the school principal or designee will measure parent activities through parent satisfaction surveys conducted each year. In addition, the principal or designee will collect data of parents' school web page visits that reveal parents' level of engagement in-home learning. Likewise, the principal or designee will collect data from parent's family nights, parent-teacher conference attendance, and counts of parent's volunteer in afterschool and classroom activities. The principal or designee aggregate data for each and compare it with previous years. If the data analyzed show an increase in the frequency and number of parents involved in each activity, then the project's progress is rated positive, and the principal will continue to follow the project's yearly plan making adjustments based on the analysis. If the result shows negative progress, the principal will discontinue or revise the project; discuss the outcome with involved parents and teachers. The principal will search for an alternate solution to increase parental involvement to support student's academic success.

Project Implications

The immediate outcome of the project may provide effective family-school communication that supports to increase parental involvement activities both at home and school. Parents, teachers, and school staff must work collaboratively and address misconceptions about parental involvement to increase parental involvement. Likewise, parent-teacher collaboration can happen when there is good parent-school communication. When parents do not understand what the teacher is teaching the children in the classroom, they cannot effectively support their children learning at home. Similarly, some teachers have difficulty realizing students' highest learning potential in the absence of parent-teacher partnerships. Therefore, two-way parent-teacher communication is fundamental in supporting student learning at home and school. The long-term implication of this project is expanding well-informed parents in the community. Forging a robust family-school partnership will produce ardent and vigorous parent-advocates of the school within the community. Consistent and increased parent-teacher communication will mature into meaningful parental involvement where home and school boundaries will diffuse into one interest, creating a helpful environment for student learning both at home and school. To effect sustainable social change, schools must provide a series of parental involvement workshops for parents' and teachers' professional development. In this project, I emphasized family-school communication as the core foundation of parental involvement. Parent-teacher communication is the primary stage of collaborative work necessary to improve student learning. Henceforth,

as the partnership matures long term, the role and responsibilities merge to serve the student's best interest.

One of the lessons the public may learn from the COVID-19 stay-home experience is that education leaders should prepare parents to take home learning seriously. The onset of the COVID-19 stay-home rule changed homes to classrooms and parents into classroom teachers. However, many parents were unprepared and unequipped to manage the unexpected change. The project is the beginning of a unique post-pandemic opportunity for parents and teachers to create the venue to support student learning both at home and school. This qualitative case study focused on parents' perspectives on parental involvement and their role in their children's academic achievement. I conducted interviews with 12 parents in an urban school in the Midwest. In this study, Epstein's (2008) model served as a blueprint to explore parents' perceptions about parental involvement and the concept of Luis Moll's "funds of knowledge" (2015) to examine historically accumulated, culturally developed, and socially distributed resources of parents to define themselves. The findings will facilitate discussions about promoting efficient and effective practices to promote student learning. This research was limited due to the strict rule of the district data collection for the research. Therefore, more in-depth research is needed to explore the topic further. The project will inform parents, teachers, and school staff of the problem concerning family-school communication and declining parental involvement and promote parent workshops and teacher's professional development as the best means to enhance family-school relationships and increase parental involvement. The project's goal is to increase family-

school communication and work collaboratively to the academic achievement of students. In Section 4, I discussed the study's strengths and limitations; presented my reflections as a scholar, practitioner, and project developer; and offered suggestions for further research.

Conclusion

In the policy recommendations, I introduced the existing problems, followed by a summary of the analysis. I discussed the primary evidence of the problems both from literature and research. I deliberated that parental involvement encompasses a network of actors knitted through communication at the foundation and working for the child's best interest at the center. I selected technology as the best means of communication among involved parties interpreting policy into practice guided by the family-school communication standard framework. Based on the problem presented, the literature review, and the research findings, I offered three interrelated recommendations for the school to implement.

The recommendations intend to devise a standard that delineates roles and responsibilities, which is a complex undertaking involving parents, teachers, and administrators at the minimum. To establish good parental involvement programs, it is helpful to understand the perspective of involved parties. The mix of parent, teacher, and administrators' negotiation can sometimes be packed with emotions. However, a thoughtful and predetermined approach centering on children's education may disarm parents and persuade them to find the best advice to support children's academic success. The proposed three-point policy recommendations are outlines that can guide the

prepared plan of action to achieve a goal or objective to agree or contract between family-school-working relationships. Creating a negotiated platform is the necessary beginning to attract participants. Cultivating and harvesting the product is determined by each participant's reasonable effort and commitment.

Section 4: Reflections and Conclusions

Project Strengths and Limitation

The value of parental involvement activities in supporting student achievement is necessary. Equally important is that the collaboration of parents with teachers and school staff cannot be overstated. Collaboration of family-school can only happen when effective communication occurs between parents, teachers, and school staff. The data collected in this project study illuminated the understanding held by parents that drew primarily on past notions of parental involvement activities that parents learned from their parents and friends. One of the strengths of this project is considering parental involvement activities as a process that happens in a continuum, and parental involvement is built upon shared responsibility for the diverse needs of all students. The project's second and most significant strength is adapting a communication standard shared by parents, teachers, and school staff. Allowing parents, teachers, and school staff to share the same platform helps them collaborate on parental involvement activities and understand their roles, responsibilities, and expectations without confusion. Torrez-Graham (2020) have stressed that parental involvement improves when direct and routine communication such as face-to-face conferences, telephone contacts, open houses, teacher notes, and classroom visits occur, and continual and transparent information about children's school-related issues is discussed. The third strength of the project is the use of technological tools to facilitate parental involvement activities. Bordalba and Bochaca (2019) stated that teachers increasingly turned to various digital technologies such as Facebook, Twitter, Instagram, Zoom, Massinger, Class Dojo, and text messages

to improve parent-teacher communication. Mainstreaming technological tools can eliminate the barriers raised by parents, such as lack of time, conflicts of schedule, and insufficient knowledge of parental involvement. The use of technological tools is not limited to time and place. Parents can access information at the time and place of their choice, and parents can call up, keep, or delete virtual information at their leisure. Such a powerful instrument can be helpful for the school to collect targeted data to improve and provide needed help for parents. As a precaution, Kraft (2017) identified three primary factors that contributed to the low parent-teacher communication: (a) implementation barriers (including outdated or difficult-to-access contact information), (b) the absence of schoolwide communication policies, and (c) teachers' lack of none-instructional time. Overall, the project introduced an innovative approach to increase parental involvement activities by assuming the process in a continuum and systemic integration of technological means to maintain consistency of parental involvement program at the school.

Potential Barrier

In the project, lack of parental time, conflicts of schedules, and insufficient information may continue to be a barrier that may need the creative effort of the school and the parent association to draw parents to participate in the project. Some parents may not have mobile phone services, and some may not have internet services time at all. It is also possible that the parent does not have a great deal of interest in participating in parental involvement activities due to personal reasons. Furthermore, teachers may see family involvement as a task added to an already long list of responsibilities. Therefore,

decline to participate in the project or volunteer for the more intense part of the project tasks, for example, collecting data or educating parents about the benefit of the project for parents and their children. Furthermore, there may be a barrier to school leadership willing to accommodate the project and effect needed changes. Hesitance of stakeholders is another potential barrier.

Solutions

The project will present new, viable options for parents to communicate with the school and the teacher. Using technological tools to communicate with the school, teacher, and staff can save parents' trips to school and expand parameter involvement activities. Educating parents about the process of parental involvement activities may change the wrong perception of parents that parental involvement activities take place only on the school grounds. The communication framework has to clarify the definition of parental involvement activities and how parents can collaborate with the teacher and school staff using technological tools. The school may encourage sharing their ideas and leveraging parents as experts in their own families and lived experiences. The most dynamic solution to entice parents is to explain the task of the project, which can reduce their lack of time and conflicts of schedules, and they can all become experts of parental involvement activities and give advice to their friends. Building and maintaining a welcoming and responsive school communication style can keep parents engaged and ready to take the next step to volunteer or participate in other parental involvement activities. It is also necessary to encourage teachers and all school staff to be respectful and responsive to parents' questions and suggestions.

To help overcome the hesitance of teachers, it is necessary to inform them of the long-term benefits of consistent and increased parental involvement activities. Well-informed parents become more invested in preparing their children for school than uninformed parents. Likewise, well-prepared students are easy to manage in the classroom and more ready to follow the teacher's instruction. The school also may allow free paid time to teachers who volunteer to work on the project and participate intensely with the tasks of the project that need extra time to complete—for example, calling parents after work hours.

Recommendations for Alternative Approaches

Parental involvement is essential to the learning success students, and many parents have challenges in participating in parental involvement activities beneficial to their children. In this study, parents reported that significant barriers to participating in parental involvement activities is lack of time, conflicts of schedules, and insufficient knowledge of parental involvement activities beneficial to their children's education. The current project aims to improve family-school communication using technological tools to increase parental involvement activities by applying school standards. An alternative approach to address the parental problem of the decrease in parental involvement activity is to open a “Parental Involvement” school that provide scholarships and paid leave from work. The school could also establish fellowships for members of the parent involvement committee trained to train other parents and compensate them for their services. Parent volunteers could be compensated for missed workdays financially through a fellowship or a commitment between the school and parents' employer, permitting one day a month

to learn creative ways of parental involvement activities. An alternate solution is creating a new position of parental involvement activity manager on duty and recycle the task amongst parents of the school who can volunteer for the paid position for a week. The school may negotiate with employers to allow parents to take a week of family leave. The school may hire a parental involvement activity coordinator to train parents on innovative parental involvement activities. The school should discourage the notion that parental involvement activity is an added responsibility to already established roles in the school and encourage greater frequency of activities beyond the physical school ground and extend the practice into the community and local groups. Reducing barriers to parental involvement activities helps the community become the school ground where children learn and thrive free of fear and intimidation.

Parental involvement activity is a process in a continuum. Defining parental involvement activity is an intriguing subject, explained in many ways through various experiences. The definition of parental involvement at the school is limited to the number of parents attending school events or parent-teacher meetings. Ng (2021) stated that parents could be involved with many constructive leisure practices with their children, such as community-based clubs, sports, music, art, and drama found at all levels, providing multiple learning opportunities for children to gain social, physical, and intellectual skills. Due to traditional definitions of parental involvement, most parents and teachers' perceptions are limited in its historical definition. The definition of parental involvement is mostly contextualized within the school grounds and to some parents helping their children complete assignments at home. A new criterion for parental

involvement could mean beyond the school grounds: reaching out in the community, which involves the school going to the community instead of the community going to the school. The school could show where parents engage in community work such as festivals, sports tournaments, and football games that draw large crowds of parents to support their children and family. The presence of the school in the community could mean that the school is a part of it. It is an excellent opportunity to learn the natural flow of parental involvement activities that families are engaged in without the artificial limitation imposed by authoritative restraints. If the school is committed to increasing parental involvement, it should accept that parental involvement happens at all times. Hence, in building relationships with parents, the school may examine how school grounds define and limit parental involvement activities such as "allowed" and "not allowed" hinges become free. Hill et al. (2018) stated that a systematic and inclusive understanding of the strategies parents use, youth want and need, and teachers' desire is needed to broaden the conceptualization and deepen the understanding of parental involvement in education. If schools expect parents to be involved, schools should listen to parents and construct the definition of parental involvement based on mutually understood context. The school should consider parents as partners in teaching children. Parents, teachers, and school staff should own parental involvement activities that clearly define their roles and responsibilities with a minimum practice gap in between. Thus, the school may consider parents as contributing members of the educational team in the learning process both at home and in school. The critical piece in the definition of parental involvement activity recognizes that it is a process in the continuum, and parents

own the process in collaboration with the teachers, school staff, and the community of residence.

Scholarship, Project Development and Evaluation, and Leadership and Change

As a Walden scholar, I engaged in activities learning to increase my academic and intellectual capacity to discover, analyze, synthesize, and critically address a problem or a situation. As a learning scholar, I reviewed various literature in education, parenting, health, culture, human behavior, educational psychology, systems, and social science. Furthermore, I learned how to express my inner intellectual and moral being and how to grow under the influence of togetherness. I learned how to draw the knowledge of multiple disciplines to develop a relevant and linear clarification to a subject. As a scholar, I developed the intellectual ability to challenge other scholars' ideas into agreeable outcomes. Likewise, I own ideas that stand apart from others, resolute in developing awareness, with total sincerity, intellectual honesty, and beliefs, and I stand alone to support these beliefs. I made plans to further study areas of interest in the future, particularly those that develop expertise in my study area. I also plan to contribute to academic journals and participate in the area of my expertise to blur the boundaries between school and the community.

In this project, I relied on the scholarly method, body of principles, and practices used by scholars to make my claims about parents' perceptions of parental involvement and their role in students' academic achievement as valid and trustworthy as possible. The project is a policy recommendation suggesting that the school at the study site establish a commonly shared platform where parents, teachers, and the school staff

communicate with each other, thus increasing the participation of parents to improve the education of their children. I plan to follow the management team's direction regarding the schedule and logistics, as explained in the project description. The policy recommendation includes question and answer and follow-up discussion. The goal is to facilitate communication tools that increase parental involvement activities at school and at home. I emphasized student learning ownership in the project development—both family and school share equal joy in students' successful academic achievement. I also emphasized the responsibility of each member of the school community to attain success. In the project description, I suggested that the school principal and PA chair organize the management group composed of parents, teachers, and school staff, reflecting the future collaborative effort cultivated in the process of the initial discussion about the project. Working in collaboration demands commitment to contribute, and sometimes members of an interest group may assume the leadership role, parents or guardians of children are the designated leaders of their family, and teachers are the leaders of the classrooms. A collaboration of parent-teacher leadership creates a cohesive working relationship of home-school, cultivating a continuous educative environment for children to learn at home and school. Ownership of the leadership role encourages parents and teachers to manage the constantly flowing changes in children's education. In the project study description, I encouraged the school principal and PA chair to assume leadership in organizing the initial discussion of implementing the recommendation. Furthermore, I suggested the cross-training of parents and teachers serving as trainers. Although exchanging roles may show some problematic experiences for participants at the

beginning of training, the consistency and commitment of the practice can allow parents and teachers to learn more about the area of helpful expertise they hold and share to support students' academic achievement. This interaction helps the two-way exchange of information that can enrich collaboration, equal participation, and equal responsibility owning equal proceeds of the outcome.

Reflection on Importance of the Work

Through my research experience, I learned how to manage my time between work, family, and research. I learned and improved my negotiating abilities completing this study, for example, negotiating sharing household tasks with my children and my spouse, dealing with time frames to finish assignments, taking time off from work to read, and designating home office and negotiating conditions with my family. I improved my skills in researching various literature and refined and selected useful information explaining issues at hand. This research allowed me to learn the difference between reading and an in-depth understanding of the literary content of a document. In gathering the research outcomes, I learned how to analyze and synthesize part of my production. During my research, I learned how to observe the ideas I read translated into real-life situations. In the literature review process, I learned how to harvest the relevant information and compare and contrast the pieces of evidence discussed by scholars. During my research, I learned how to select, synthesize, and analyze the information from credible resources that systematically explained the thematically arranged participants' interview transcriptions. I also learned how to employ my most sensible accounts to manage through several doctoral study segments to ensure that I selected the

correct information sources put into proper context. I learned how to handle a very complex and challenging bureaucracy, selecting and confirming the school due to some rules established by the district.

Implications, Applications, and Directions for Future Research

The potential positive social change of the project may build consistent and meaningful family-school communications over time. The accumulated knowledge capital in the community about parental involvement activities creates the collective awareness of the need to support student education within the community. The project recommendation prepares the school to solicit parents and the community to solve the problem of the school, being transferable to other areas of the community's life. By doing so, the school may serve as community gathering place where problems are discussed and solved—the interconnectedness of the school-family-community becomes complete. Increased involvement activities occur outside the bounds of the school compound, multiplying choices of activities for parents, children, and teachers. If schools attain such towering goals for parents and students, the community may produce future parents in much the same regard, creating a harmonious school community free of hazardous environments for student learning. As a positive social change, this project calls for a fundamental change to bring all-inclusive parental involvement activities that may captivate families, teachers, school staff, and the community and move forward to form peaceful and enlightening coexistence.

Conclusion

Parental involvement is a lifelong commitment of parents facilitating the best option for children to acquire skills and knowledge to be successful in life. Parental involvement is a process and changes with time and the age of the child. Successful parental involvement occurs when child-centered efforts of parents, teachers, school staff, and the community collaboratively combine toward students' academic success. Communication is the foundation to garner a working relationship between parents, teachers, and school staff. To reduce time problems and conflicts in schedule and to increase parental knowledge of parental involvement, parents, and teachers, school staff may use technological tools to communicate with each other. Technology-based communication enhanced with sets of standards for users may reduce confusion, increase the efficiency of use, and make it easier to evaluate and improve the process at a selected juncture as needed. Scholars have stressed that an inclusive communication standard helps parents and teachers understand the holistic needs of children, thus supporting children's academic achievement. Therefore, school leaders need to devise inclusive programs promoting consistent and subsistent family-school communication. Increased and meaningful home-school parental involvement activities can only occur when parents and teachers exchange pertinent child-centered information.

Time flexibility requires composing and receiving messages; responding, viewing, and reviewing messages; and inquiring and assessing circumstances. Parents and teachers may increase their options using electronic technology as an alternate at their disposal. Hence, increased educational activities at home and school increase

parental involvement, and the information parents possess about the child determines the quality of support parents can offer.

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Appendix A: The Project

Policy Recommendation

The project is a policy recommendation based on the findings of this study. The project's objectives are to increase the participation of parents in the academic achievement of their children at your school by promoting and expanding family-school communications using technological tools to reduce lack of parental time, conflicts of schedules and increase parental knowledge about parental involvement. In my recent study with 12 parents, I found that the significant barriers to parental involvement at the school were lack of time, conflicts of schedules, and lack of parental knowledge about parental involvement. Using communication tools at your school may serve parents who lacked the time and had conflicts of schedules to communicate with the school. Users of technological devices can listen, view, respond or save messages at their leisure. Similarly, technological devices benefit your school as an organization in saving data accurately and efficiently, including sending, receiving, and responding to messages. The policy recommendations are composed of three parts; addressing the family-school collaborative platform, establishing a standard explaining family-school roles and responsibilities, and standardization and integration of parental involvement in the daily school routine.

Parents' Reaction to the Current Policy

All participants agreed that parental involvement activities are necessary for the healthy and successful development of the children. However, despite their concerted effort to increase parental involvement activities at school, parents at the school stated the

number of participating parents was declining. Parents identified three primary reasons for the decline: (a) lack of knowledge about parental involvement, (b) lack of time, (c) conflicts of schedules.

Some parents at the school admitted that they rarely participated in homework activities due to lack of time and conflicts of schedules. The findings of this study also revealed that most working parents hinted they come home tired, exhausted, and run out of time to interact with their children. Griffith and Arnold (2019) stressed that while parents' interactions with their children are necessary, it also expanded parents' knowledge about their children. Parents stated they communicated with the teacher. However, most parents at the school admit that they did not discuss the curriculum in their conversations with teachers, and many of the parents knew less about the curriculum that the teacher used to teach their children. Yotyodying and Wild (2019) found that parents of children whose teachers actively communicate reported that the teachers provided them with a wide range of actionable advice concerning how they can help their children at home. The study's findings showed that many parents face obstacles to parental involvement due to a lack of familiarity communicating with teachers and the school's standard rules. Some parents at the school hinted about calling the teacher or the school unnecessary disruption and waste of time. Conus and Fahrni (2019) stated that the general paradox with negative implications for building family-school relationships; while teachers attributed the responsibility of initiating interactions to parents, parents expected teachers to initiate the interaction, and teachers' lack of awareness of obstacles that prevented parents from initiating interactions was considered evidence of a lack of

interest in their child's schooling. Some parents completely delegate their scholastic responsibility to the school. William (2018) argued that as a result of parents' perception of teachers as education specialists, parents gradually and sometimes even unconsciously withdraw from their responsibilities.

Summary of Analysis

Several districts and schools within the state have approached family engagement in an inconsistent way, frequently leading to family engagement efforts that are fragmented and marginalized, resulting in less than desirable outcomes. The family is critical to parental involvement programs that support students' academic achievement (U.S Department of Education, 2020). A large body of research has demonstrated that community-based parent support programs, operated in a family-centered manner, increase parents' self-efficacy and competence (Rudo & Dimock, 2017).

The current basic qualitative findings of my study showed that parental involvement was inconsistent and declining and gave three significant reasons; lack of knowledge and information about parental involvement, lack of time, and conflicts of schedules. Parents at your school stated they used homework and assignment to learn the school curriculum and information on what the children are doing in the classroom. However, some parents admitted that they rarely participated in homework activities, and some mentioned that lack of time and conflicts of schedules prevented them from providing support beneficial to children's academic achievement. Furthermore, working parents hinted they come home tired, exhausted, and run out of time. The study's findings revealed that parental lack of familiarity with the school system was an obstacle to

communicate with teachers and school staff. This study showed that some parents recognized two-way communications about school programs and children's progress using notes and flyers about important events and activities. However, all parents who participated in the study reported that they have not seen or heard about the school communication standard. Parents used their customary tradition to ask the teacher questions that are not controversial—asking the teachers if their children act reasonably in class or trying their best in class. William (2018) stressed that as parents perceive teachers as education specialists, parents gradually and sometimes even unconsciously withdraw from their responsibilities as parents as it affects their children's schooling. The findings of the study at your school revealed that parents had a varying level of understanding of parental involvement. Most parents admitted knowing little about the curriculum the teacher used to teach their children, and the majority of parents recognized their limited knowledge about details of parental involvement. Parents also reported the absence of significant parental involvement in school decision-making and minimal community collaboration. All parents at your school agreed on the significance of good parenting skills in supporting parental involvement and student achievement. Parents stated that they exercised meaningful communication with their children during stressful situations. The majority observed the well-being of their children, such as physical health and hygiene and balanced food. The findings also revealed that many parents face obstacles communicating with school staff. Parents stated they communicated with the teacher. However, most parents admit that they do not discuss the curriculum in their conversations with the teacher. My study's findings revealed that some parents were not

receiving an invitation from the school and did not participating in school activities, while others reported that they participated in the parent invitation process. Some parents have difficulties volunteering at school and the community due to conflicts of schedules. The study findings showed that some parents recognized the presence of two-way communications about school programs and children's progress using notes and flyers about important events and activities. However, not all parents agreed to the statement. The findings of this study showed that most parents took no part in school decisions, curriculum discussions, and school governance, while others reported that they were involved in disseminating information to other parents.

The findings of this study revealed various levels of participation of parents in parental activities. Many parents raised a lack of knowledge of home learning and how to communicate with the school as an obstacle to participate in parental involvement activities. In general, all parents who participated in the study showed interest in improving their skills to support their children succeed in school.

Websites are the best means to disseminate and educate parents on parental involvement and other valuable skills in supporting children in education. The district's website mentioned a brief overview of the district Acceptable Use Policy for staff and defined the appropriate channels and platforms for staff or adults who work in schools. The Acceptable Use Policy mentioned only the appropriate channels and platforms for students to communicate with teachers, staff, or any adult who works in a school. In the year 2016, the district also established a framework for communication for schools to use when engaging with vendors and service providers. Your school has a parent page on its

website and discussed the Virtual Parent Workshop Series: Indispensable Role of Fathers Powered by Fathers. However, the website has not incorporated any discussion as stipulated in the state family engagement framework.

Major Evidence Both From Literature and Research

Scholars agree on the importance of parental involvement for the healthy and prosperous development of children. Parental involvement is a process of knitting many activities to support children's growth and success in their academic achievement. Parents or guardians are the central figures in facilitating the continuous functioning for dependable and successful outcomes. Helpful parental involvement requires the collaborative work of parents with teachers and school staff, and communication is the foundation. Ogg and Anthony (2020) indicated that parenting practices are behaviors parents engage in raising their children, such as academic activities with children, attending school events, volunteering at school, and attending community activities with the children. To stay on task, parents need real-time information about their children's educational activities. Information about the school's work, daily schedule, and the curriculum taught are essential tools for parents to influence their children's educational progress. Bempechat (2019) stressed that sharing with parents' essential skills the child needs to master, what mastery involves in the specific curriculum provides parents the type of home learning to expect and prepare to help their children complete homework and assignments. Likewise, Doss et al. (2019) noted that communicating directly to parents, school educational content of academic skills or child development-related guide boosted parents' engagement, student academic achievement, and the communications

can take in the following forms: (a) guidance for literacy development activities, (b) suggestions of topics to discuss with students about their schoolwork, and (c) mini-lessons about what students are learning in school.

Parental networking with teachers, school staff, and other parents enriches the knowledge base of parents. It raises the confidence of parents to become more influential in the academic success of their children. Brotherson et al. (2020) stated that students made progress in school when parents often communicated with the teachers discussing how children are progressing in the classroom and become involved with parent-teacher organizations, like the PA, giving the teachers and parents the possibility to interact outside of the classroom, like attending sporting events, theater, debating events. Jezierski and Wall (2019) stated that involving parents regarding children's education is complex and intensive, and consistent parental involvement helps parents become knowledgeable in creating the right environment both at home and school. Parental involvement is not a choice. Ogg and Anthony (2020) agreed that parental communication with the school, the community, and the student is an integral and significant part of parental involvement.

Communication as the Foundation of Parental Involvement

As a team of successful students' academic influencers, schools may encourage parents to become knowledgeable of parental involvement, its impact on student learning, and the consequences of its absence. Thus, establishing two-way family-school communications is paramount. Communication is the foundation of successful parental involvement, and diversifying communication options based on parents' needs and

establishing a clear use standard may improve parents' participation in parental involvement activities. Scholars specified that it is best practice for teachers and school leaders to communicate with parents in multiple ways that minimize technical obstacles and language barriers, taking responsibility for initiating positive interaction with parents, and offer parents opportunities to ask questions and share their opinions (Hoover-Dempsey et al., 2005). Furthermore, García et al. (2019) stated that to promote successful parental involvement, schools must establish concrete strategies to examine the factors that affect parental involvement, including the school climate, the logistics, and the quality of communication between parents and schools, and parental perceptions of their roles in the education of children (García et al., 2019). Equally, experts considered welcoming school climate requires the participation of all parents, parent-teacher communication, a designated room where parents could interact with another parent or a teacher, and accommodations like child care for school meetings (Daily et al., 2019). Kong and Song (2018) argued that building a technology-based relationship between schools and parents benefits students, parents, and teachers to gain more information about students, and schools benefit from understanding and addressing students and parental needs. The author also stressed that integrating digital technology as a part of schools' communication infrastructures such as ClassDojo, Class Messenger, Edmodo, Livingtree, Remind, and SimplyCircle provides secure platforms for parents and teachers to communicate in flexible times. Bordalba and Bochaca (2019) agreed that Instagram, Zoom, Massinger, Class Dojo, and text messages improved parent-teacher communication but argued that many parents and teachers are still reluctant to use

technological tools to enhance two-way pedagogical parent-teacher communication. In addition, Yusuf et al. (2020) stressed that school leaders applied technological tools as a powerful medium to reduce the family-school communication gap. Likewise, Bergman and Chan (2017) agreed that electronic message is an efficient and accepted way of alerting parents and could serve as an essential complement of two-way communication between educators and families. Scholars agreed that the application of technological tools expands the parameters of the school domain, and increased access to parents may also increase participation. However, it is up to each school to implement effective technology and its integration with the school system study and the literature review findings clearly showed that the school's inconsistent and perennial (seasonal, at the start and the school year) application of the ISBE family engagement framework, resulting in decreased and inconsistent parental involvement activities. The current policy recommendation included that virtual communication is adopted in the language parents speak. ISBE's (2016) communication framework stated that schools provide various options for communication relayed to families. The literature review findings also indicated that a comprehensive implementation and systemic integration of ESSA policy provision, the ISBE adopted communication framework, might improve family-school communication, thus increasing the consistency and the participation of parents in parental involvement activities. The recommendations articulated the necessity of integrating the framework with the existing structure of the school system with clear and constructive communication standards, accessible to all parents in the language they speak. It also provided information about parental rights as articulated in the policy and

how families can enhance their children's education. The framework encourages two-way family-school communications.

Recommendation Connected to the Evidence

The study's findings revealed parental lack of time, conflicts of schedule, and lack of knowledge as the barrier to parents participating in meaningful parental involvement influencing their children's academic success. The literature review and research findings showed that effective family-school communication is the foundation for parental involvement. Scholars agreed on the use of technology tools as the best means of communication affecting family-school-working relationships. The literature reviewed and the research findings showed that an effective parental involvement program is a process that requires the collaborative efforts of parents, students, the teacher, school staff, and the community. Likewise, Ogg et al. (2020) indicated that parental communication with the school, the community, and the student is an integral and significant part of parental involvement. Dettmers et al. (2019) agreed that effective family-school communication helped parents talk to each other, learn from and about each other, and work in collaboration to plan and implement educational activities for children, thereby promoting student achievement and well-being. Therefore, the current policy recommendation aims at encouraging your school to adopt a standing page, with voice and written message (accessible to handicapped parents) designated to parents. The purpose of the page is to adequately communicate to parents, teachers, and school staff the parent involvement policy, the school support for parents, and the important role of parents in the education of their children and the process of its integration within the

school system. However, no quality or quantity of communication tools can positively influence parental involvement. The commitment and active participation of families, teachers, and school staff create a parental involvement program that significantly benefits student success. The prescription of the recommendations focused on virtual interactions as the best available means to date to improve family-school communications, thus increasing parental participation in their children's education. The current policy recommendation encourages that your school designate a separate but secured parent-friendly page on the school website. The recommendations included that the school, "Use the school's Parent University webpage as a collaborative platform for parents, teachers, administrators to establish a parental involvement program accessible to parents and teachers.

Parents may use their mobile phones or use their computers to access the school website at any location and time. Electronic messages are instant, and parents, teachers, and school staff can access the information. Parents who lacked the time and with conflicts of schedules can retrieve messages at their leisure. Technological tools are the best medium of adult education. Parents as adult learners can collaborate educational materials with other parents, teachers, or any other person they prefer. Curry and Holter (2019) stressed that parents' relationships with other parents are essential resources for role construction and efficacy and may reduce the communication gap between parents and schools, especially in high-poverty areas. An effective parental involvement program serves as a point of connection between family-school promoting best practices in children's welfare at home, school, and the community. The finding of the case study

revealed that small groups of parents played a disproportionately large role in the parent association in organizing around particular tasks or interests, such as school grounds, facilities, fundraising, or newsletter production. Furthermore, parents in the study reported that they did their best individually to support their children at school and at home. The case study finding at the school revealed the absence of organized knowledge sharing that included parents, teachers, and school staff. For example, parents assumed parental involvement “just helping the children with homework.” Others assumed “fundraising as the main purpose of parental involvement. The Parent University is set to provide learning experiences to empower families to support their student’s academic success. The collaboration of parents, teachers, and school staff may further enhance families’ support and children’s academic success. The Parent University creates the opportunity to share the same information from the same sources and signifies the unity of purpose in successful student academic achievement, “Establish a clearly stated standard explaining the roles and responsibilities of family, teachers, and school administrators that articulate expectations at home and school.”

A parental involvement program functions most efficiently when parents, teachers, and school staff share a common understanding of each other’s roles and responsibilities. The case study findings indicated one of the reasons parental involvement decreased at the school was the lack of clarity among parents regarding their respective roles and responsibilities while working with teachers to accomplish students’ academic achievement. Some parents assumed that completing assignments and homework should be the student’s and the teacher’s responsibility. A few parents also

assume that once the child is in school, their help is unnecessary. Research findings indicated that parents' lack of or limited knowledge placed them at an additional disadvantage because of unfamiliarity with the procedures involved in obtaining resources to provide for their children's academic success (Melon, 2017). Many parents lack the skill how to support their children at home. Guidance from experts or seasoned parents may give bits of advice to parents needing help. The availability of such information is an essential resource and encourages parents to be more involved in their children's academic success. Scholars stated that optimal parental involvement is an integrated process into the daily routine of school-family activities, including instructive guidelines for parent associations, the minimum standard for parental involvement accompanied with best examples, and data of family-school activities are efficiently collected (Bailey, 2017; Chun & Devall, 2019).

Parental involvement occurs in a continuum into adulthood, and the involvement decreases as childhood transitions into adulthood. Diverse actors perform essential roles during the transition from childhood to adulthood, professional, nonprofessional, experts, and people with no expertise. Standardization and integration of parental involvement in the daily routine of student learning are pivotal. It helps as a consistent medium for parents and streamlines their schedules by understanding their daily expectations to achieve students' well-being and education. The integration of parental involvement in the school system enhances the collaborative efforts of family, school, and community flow in the same direction. It helps eliminate confusion, strengthens using common

resources, improves parent-student-teacher relationship, improves communication between the triads, and may allow the culture of mutual learning.

A standard without measurement is hard to understand and follow progress. The family report card reminds parents where they started and their progress as parents at a particular time. A well-established report card could give feedback to parents about their needs and strength. The raw data collected from the report card is useful for the school research to identify the strength and needs to improve the parental involvement program.

Conclusion

Parental involvement activities are a necessary part of the day-to-day part of the school. It is a process in a continuum that requires all involved, including parents, teachers, school staff, and the community, to influence students' academic success. Communication is the foundation of collaboration that paves the way for a higher-level organization, boosts the confidence of involved, and allows feeling of comradery amongst members of the parental involvement activities. Furthermore, setting a communication standard encourages activity members to establish respect for each other, set roles, responsibilities, and expectations, and cultivate trust. Establishing the communication standard may help school in mainstreaming and simplification of data gathering that inform the school to know the strength and needs of parents and students. Overall implementing the current project may help establish three significant factors, increase sustainable parental involvement activities, integrate parental involvement activities in the daily routine of the school system; create a collaborative and sustainable family-school atmosphere. However, the project's success needs the commitment of

school administration, parents, teachers, and the community to stay focused and work hard to complete each step of the recommendation in a timely manner.

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Appendix B: Parental Involvement Interview Protocol

The purpose: This protocol is a guide for conducting a one-to-one interview in research on the perspectives of parents of students at the study site, a school in the district, about their parental involvement and the role of parental involvement on student academic achievement. The protocol provides a methodological framework on how to plan and implement the one-to-one interview with parents of high school students with the differing level of involvement in the education of children. The purpose of this project study is to explore the perspective of parents of the study site about parental involvement program, identify the needs and strengths of the programs for parents. This protocol outlines the background, objectives, and structure of the study.

Confidentiality and Rights: All responses will be confidential and recorded for study purposes only. I will provide you an information sheet and ask you to sign an informed consent form. I will keep the signed consent in a separate locked filing cabinet not linked to the interview recordings or transcripts. All responses and notes will be destroyed upon completion of the study. You reserve the right to exclude yourself from this study at any time during the process. You may choose not to respond to any or all of the questions during the interview process. You will be able to express yourself or ask questions at any time during the process of the interview.

Interview Questions

- 1) What does parental involvement mean to you?

- a. Probing questions: Can you provide examples on good and bad parental involvement. What can you do to help your child succeed in school?
- 2) What kinds of things do parents do for parental involvement?
 - a. Probing questions: Can you give more examples of things that
- 3) What kinds of things do parents do that schools may not recognize as parental involvement?
 - a. Probing questions: What kind of things parents do with their child that the school does not know?
 - b. Can you give more examples?
- 4) What school activities have you participated in to help your child get ready for school?
 - a. Probing questions: What kind of things your do in the morning with your child?
 - b. What do your morning like before your child leaves home for school? Can you give more examples about your interaction with your child?
- 5) What activities do you think are most important for parents to take part in helping their children succeed in school?
 - a. Probing questions: What specific parental activities you think is important?

- b. Can you elaborate on the type of activities you suggested important?
- 6) What Kind of after school activities do you think parents do with their child?
 - a. Probing questions: What more can you say about after school activities?
 - b. Is there anything else you wish you can do with your child after school?
- 7) What things or obstacles have kept you from participating in school activities or
 - a. Probing question: Can you elaborate on the difficulties? Can you give examples?
- 8) What is your impression of the progress of your child in school?
 - a. Probing questions: Can you elaborate on the progress of your child in school? What else can you say about your child's progress?
- 9) What things would make it easier for you to take part in school activities?
 - a. Probing questions: What else will improve your participation in school?
 - b. What help can the school provide to improve your participation in school?

10) What kind of home activities do parents engage in to help their child succeed in school?

a. Probing questions: What are the lists of things you are involved with your child at home?

b. What else can you do at home with your child to help him succeed in school?

11) What kind of home activities do parents engage in to help their child succeed in school?

Probing questions: What are the lists of things you are involved with your child at home? What else you do at home with your child to help him succeed in school?