

12-1-2019

Parental Involvement Matters: The Teachers' Perspective

Willie Penn

Concordia University - Portland, blanche10penn@gmail.com

Follow this and additional works at: https://digitalcommons.csp.edu/cup_commons_grad_edd



Part of the [Education Commons](#)

Recommended Citation

Penn, W. (2019). *Parental Involvement Matters: The Teachers' Perspective* (Thesis, Concordia University, St. Paul). Retrieved from https://digitalcommons.csp.edu/cup_commons_grad_edd/418

This Dissertation is brought to you for free and open access by the Concordia University Portland Graduate Research at DigitalCommons@CSP. It has been accepted for inclusion in CUP Ed.D. Dissertations by an authorized administrator of DigitalCommons@CSP. For more information, please contact digitalcommons@csp.edu.

Concordia University - Portland

CU Commons

Ed.D. Dissertations

Graduate Theses & Dissertations

12-2019

Parental Involvement Matters: The Teachers' Perspective

Willie Penn

Concordia University - Portland

Follow this and additional works at: <https://commons.cu-portland.edu/edudissertations>



Part of the [Education Commons](#)

CU Commons Citation

Penn, Willie, "Parental Involvement Matters: The Teachers' Perspective" (2019). *Ed.D. Dissertations*. 379.
<https://commons.cu-portland.edu/edudissertations/379>

This Open Access Dissertation is brought to you for free and open access by the Graduate Theses & Dissertations at CU Commons. It has been accepted for inclusion in Ed.D. Dissertations by an authorized administrator of CU Commons. For more information, please contact libraryadmin@cu-portland.edu.

Concordia University–Portland

College of Education

Doctorate of Education Program

WE, THE UNDERSIGNED MEMBERS OF THE DISSERTATION COMMITTEE CERTIFY
THAT WE HAVE READ AND APPROVE THE DISSERTATION OF

Willie Blanche Penn

CANDIDATE FOR THE DEGREE OF DOCTOR OF EDUCATION

Edward Kim, Ph.D., Faculty Chair, Dissertation Committee

Trish Lichau, Ph.D., Content Specialist

Theresa Kanai, Ph.D., Content Reader

Parental Involvement Matters: The Teachers' Perspective

Willie Blanche Penn

Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

Educational Leadership

Edward Kim, Ph.D., Faculty Chair, Dissertation Committee

Trish Lichau, Ph.D., Content Specialist

Theresa Kanai, Ph.D., Content Reader

Concordia University–Portland

2019

Abstract

The impact of parental involvement in education, as well as parents' relationships with educators, has been of great interest to researchers in education. Researchers have recorded numerous benefits of the influence of parental involvement in the quality of education and the academic achievement of students. Directed by Epstein's framework of involvement, the purpose of this qualitative explanatory case study was to understand the teachers' perspectives on parental involvement and how these relate to parental involvement in an inner-city school in a large public-school district in North Carolina that has low parental involvement. The data collection methods include interviews, follow-up interviews, and documents. Purposeful sampling was used to identify a total of 10 participants who are teachers with at least five years of teaching experience. The acquired data were transcribed, coded, and analyzed for various themes. The data analysis uncovered seven themes that reflected the teachers' perspective of parental involvement. Findings from this research are essential in understanding teachers' views associated with parental involvement in schools in the context of North Carolina. The research also revealed the essential roles played by teachers in the lives of children. The facilitating factors recommended by teachers would help to draft strategies for implementation and integration in the school improvement plans in the existing educational system. Results from this study present a model/policy implication that other schools struggling with lack of parental involvement can implement.

Keywords: parental involvement, parent-teacher partnership, parent and teacher's communication, barriers to parental involvement, Epstein framework

Dedication

This dissertation is dedicated to my beloved husband, Felix A. Penn Sr., for his unconditional love and support throughout this journey. Thank you for being an exceedingly pleasing husband. It is also dedicated to my children, Rafael, Jasmin, Petronila, and Felix II Penn, and 14 grandchildren, Destinee Clark, Malik Clark Jr., Dre Clark, Makayla Clark, Kobe Penn, Kyler Penn, and the Grace family, Anniah, J. Nair, Stephon, Seyvn, Teigan, Yariah, and K'Mari, and Legend Grace; you all have been amazing sources of inspiration during this journey. My love for you all is beyond measure. And now my grandson, Malik Clark, and my great granddaughter, Houston Clark. My parents, Lacy and Helen Johnson, and my favorite Aunt Sarah Sloane, whom I love so much for believing in me and my goals. You all are truly wonderful.

This dissertation is also dedicated to my best friend and one of my greatest supporters in the process of this study, Valerie C. Woodard, who supported me in going back to school and staying focused on my goals, and to Judith Mercer, Arisha. (Sister) Johnson, Ressie Johnson, Marie Wright, Tina White, Yolonda Horton, Roshunda Anthony, Michael T. Sanders, Linda William, Keith Sturghill, Jackie McCullough, Delores Aklouess, Shirley Singletary, Christina Wilson, Timmy Drayton, Jackie McCullough, Sarah Ellison, Linda Sutton, Belinda Luster, Dianne Davis, Apryl Lewis, Linda Cruz, Prince Britt, James Johnson, Lacy Johnson, Darryl Johnson, and Ronnie Johnson. Last, this dissertation is dedicated to all the educators, students, parents, and administrators in my community.

Acknowledgments

God is Good!!! All the Time!!! To God, be the glory!

First, God is good, and His love for me to pursue my goals in life was a blessing. I would like to take the time and the opportunity to express my deep appreciation to the following people and to say thank you from the bottom of my heart.

This dissertation would not have been complete without their commitment and support. My profound appreciation goes to my dissertation chair, Dr. Edward Kim. He has been on point with his great level of understanding, patience, and feedback and has supported me during the entire study.

I also must acknowledge Dr. Trish Lichau, the content specialist, and Dr. Theresa Kanai, the content reader, for their valuable opinions and patience with me in writing my dissertation. They gave their time to support me during this study.

I would also like to thank my editors and all my friends and family who assisted me with my writing to get it right. Most of all, Maureen Barney from the Concordia University writing center, thanks so much for your support.

To my family, friends, and the many wonderful community members who worked with me to get through the process of my dissertation, I say thank you. I truly appreciate your support, encouragement, and prayers during my studies.

Table of Contents

Abstract	ii
Dedication	iii
Acknowledgments.....	iv
List of Tables	xii
List of Figures	xiii
Chapter 1: Introduction	1
Introduction.....	1
Background, Context, History, and Conceptual Framework for the Problem.....	3
Background, Context, and History	3
Conceptual Framework.....	4
Statement of the Problem	6
Purpose of the Study.....	7
Research Question	7
Rationale, Relevance, and Significance of the Study	8
Rationale.....	8
Relevance.....	9
Significance	9
Definition of Terms	10
Assumptions, Delimitations, and Limitations	12
Assumptions	12
Delimitations	12
Limitations.....	13

Chapter 1 Summary	14
Chapter 2: Literature Review	16
Introduction to the Literature Review.....	16
The Search of the Literature	19
Conceptual Framework.....	20
Epstein’s Framework of Parental Involvement	22
Type 1: Parenting	22
Type 2: Communicating.....	22
Type 3: Volunteering.....	23
Type 4: Learning at Home.....	23
Type 5: Decision-Making.....	24
Type 6: Collaborating with the Community.....	24
Review of Research Literature and Methodological Literature	24
Barriers to Parental Involvement.....	25
Effective Communication.....	26
Parental Involvement.....	27
Teacher’s Perspectives	29
Technology for Parental Involvement	31
Review of Methodological Issues.....	32
Synthesis of Research Findings	36
Critique of Previous Research	36
Chapter 2 Summary	39
Chapter 3: Methodology	41

Introduction.....	41
Research Question	42
Research Design of the Study.....	42
Research Population and Sampling Method.....	43
Population.....	43
Sampling Method	43
Source of Data and Instrumentation	44
Semistructured Interviews	44
Follow-Up Interview	45
Documents	45
Data Collection	46
Semistructured Interviews	47
Follow-Up Interview	47
Documents	48
Data Analysis Procedures	48
Interviews	51
Follow-Up Interview	52
Documents	52
Delimitations of the Research Design	52
Limitations of the Research Design.....	53
Validation	53
Credibility.....	54
Triangulation	54

Dependability	55
Member Checking	55
Expected Findings	56
Ethical Issues	56
Conflict of Interest.....	57
Researcher’s Position	57
Ethical Issues in the Study.....	58
Chapter 3 Summary	58
Chapter 4: Data Analysis and Results.....	60
Introduction.....	60
Description of the Sample	60
Description of the Participants.....	61
Mary	62
Mark	62
Ann	63
Joan.....	63
Lisa	63
Betty	64
John.....	64
Sue	64
Tim	65
William.....	65
Research Methodology and Analysis	65

Data Collection	66
Semistructured Interviews	66
Follow-Up Interview	67
Documents	68
Data Analysis	68
Interviews	70
Documents	71
Summary of the Findings.....	72
Presentation of Data and Results	75
Semistructured Interviews	75
Code 1: Importance of parental involvement.....	75
Code 2: Educating parents about parental involvement.....	76
Code 3: Teachers’ input on parental involvement	77
Code 4: Benefits of parental involvement.....	77
Code 5: Holistic approach.....	79
Code 6: Working together.....	80
Code 7: Communication	81
Code 8: Cohesive relationship	81
Code 9: Barriers to parental involvement	82
Code 10: Knowing the parents’ schedule.....	82
Code 11: Barriers to teacher–student partnerships.....	83
Code 12: Encourage work plan	83
Code 13: Child improvement plan	83

Code 14: Encouraging programs.....	84
Code 15: Encourage the parent to be involved	85
Code 16: Teacher–student partnership.....	85
Code 17: School improvement program	86
Code 18: Parent–teacher partnership	86
Code 19: Strategies for parental involvement.....	87
Code 20: Communication in the right way	87
Code 21: Knowing parents’ interests	88
Code 22: Considering the students’ emotional state, student’s assessment.....	88
Chapter 4 Summary	88
Chapter 5: Discussion and Conclusion	90
Introduction.....	90
Summary of the Results.....	91
Discussion of the Results.....	92
Theme 1: Understanding Parental Involvement	93
Theme 2: Impact of Parental Involvement	94
Theme 3: Development and Implementation of Programs.....	98
Theme 4: Barriers to Parental Involvement.....	99
Theme 5: Eliminating Barriers	102
Theme 6: Promoting Parental Involvement through Strategies and Programs.....	105
Theme 7: Necessary Teacher Attributes.....	106

Discussion of the Results in Relation to Literature	109
Limitations	113
Implication of the Results for Practice, Policy, and Theory	114
Practice	115
Policy	115
Theory	117
Recommendations for Further Research	118
Replicating the Study	119
Observations	119
Conclusion	120
References	121
Appendix A: Institutional Permission Letter	135
Appendix B: Letter to Teachers	136
Appendix C: Principal Permission	137
Appendix D: Consent Form Concordia University-Portland Institutional Review Board	138
Appendix E: Interview Questions	141
Appendix F: Follow-Up Questions and Member Checking	142
Appendix G: Statement of Original Work	143

List of Tables

Table 1. <i>Overview of Participants' Profiles</i>	61
Table 2. <i>Overview of the Themes and Codes</i>	72
Table 3. <i>Benefits of Parental Involvement According to the Participants</i>	78

List of Figures

Figure 1. Epstein’s framework of six types of parental involvement..... **Error! Bookmark not defined.**

Figure 2. The data analysis procedure 50

Figure 3. Participants’ references**Error! Bookmark not defined.**

Chapter 1: Introduction

Introduction

Parental involvement in students' academic education has numerous benefits. Lemmer (2007) discusses some of these benefits, including motivation to work at a higher level, enhancing teaching and learning methods, building more exceptional accomplishments, and school success. Also, educators can receive assistance and appreciation through effective parental involvement, expand their views, and boost their sensitivity to varied circumstances, and gain knowledge and understanding of children's homes and relatives. Therefore, for the advantage of their children and to motivate the school, parents must play active parts in their children's education and school activities.

In the same way, according to Hung (2007), society must increase the involvement of parents to achieve more significant academic standards by participating in schoolwork, having a keen understanding of the relationships between parenting abilities and student achievement in education, and communicating consistently or effectively with educators on the advancement of students. This study explores the concept of parental involvement from the perspectives of teachers in school programs and activities as an independent concern in terms of individual rights and a way of making the educational system more self-governing, taking into account greater accountability by schools to the society. According to Lemmer (2007), there are various benefits attached to parental involvement in their children's education; some of the benefits include encouraging schools to function at maximum potential, enhancing teaching and learning practices, and implementing higher student achievement and success in schools.

Parental involvement is parents' commitment to their children's education and participation in their child's or children's school. Parental involvement can constitute joining the

Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), attending sponsored events, keeping records of their children's schoolwork, and maintaining excellent parent-teacher communication (Cheung & Pomerantz, 2012; Costa & Faria, 2017; Epstein, 2001, 2018; Fan, Williams, & Wolters, 2012). Teachers find parents' support helpful when parents are active in their children's education.

This dissertation focused on an inner-city school in a large public school district in North Carolina, a school that has consistently maintained an F (in school performance grade) from 2012-2017 and has a record of low parental involvement. One of the priorities of this school is to improve its performance grades with programs and parental involvement. By focusing in greater detail on parental involvement from the teachers' perspectives, I identified teachers as the main mitigating factor in the educational process; therefore, the teacher-parent relationship is important (Epstein, 2001, 2005, 2018; McCaleb, 2013). Furthermore, both teachers and parents play a critical role in a child's education (Choi, Chang, Kim, & Reio, 2015; Hayes, 2012).

Although some programs have been successful in schools, more parental involvement needs to be encouraged. In conducting this study, I sought to understand the teachers' perspectives on the teacher-parent relationship and the impact on programs in the school. As a result, I made use of the qualitative research method because it is the most appropriate method for exploring the teachers' perspectives concerning programs and parental involvement.

In Chapter 1, I present the research question and purpose and explored the conceptual framework of the study. I also highlight the rationale, relevance, significance, and definition of terms to investigate in this study. Finally, in this chapter, I examine the assumptions, delimitations, and limitations in the research, followed by the chapter's summary.

Background, Context, History, and Conceptual Framework for the Problem

Background, Context, and History

Researchers have investigated parental involvement for years, and their research shows that parents care about their children, and parental involvement is indispensable for a successful educational experience (Bracke & Corts, 2012; Caspe, Seltzer, Kennedy, Cappio, & DeLorenzo, 2013; Li et al., 2016). According to Caspe et al. (2013), it is essential that parents work with the school to get the most out of their children's education to promote the children's development. Parents and teachers have been interacting since the beginning of schooling in the United States, but unfortunately, their relationship has changed over time (Cutler, 2000; Epstein, 2018). For example, between 1800 and 1850, middle-class mothers focused on nurturing and educating their children at home. Later, teachers assumed more responsibilities in schools for children's education (Cutler, 2000).

However, since the 19th century, the balance of power has shifted from home to school (Cutler, 2000). In the early 19th century, the home, church, and school supported the same goals for learning and the integration of the student into the adult community (Epstein, 2018). However, in the late 19th and early 20th centuries, parental authority began to diminish regarding local school control (Epstein, 2018). During that period, schools began to pull away from community knowledge and gravitate more towards the educational expertise of the teachers (Epstein, 2018).

Fundamentally, the way some teachers interact and communicate with parents plays a significant role in determining the quality and extent to which parents opt to be involved in their children's school education. For instance, some teachers frequently communicate insignificant news concerning the performance of the students; consequently, this can discourage parents,

making them unwilling to be involved in their children's academic education. Accordingly, researchers showed that parental involvement in their children's academic education benefits students in the following ways: academic achievement, improved behavior, increased motivation, enhanced regular attendance, and positive attitude towards their school and homework in general (Epstein, 2018).

In order to achieve the educational benefits, researchers stressed the essentiality of parental involvement in a child's education and classroom behavior (Epstein, 2018). As a result, teachers can focus on instructing the children and modifying their behavior (Simon & Goes, 2013). In addition to parental involvement, when schools enact effective communication methods, such as organizing parent conferences, calling the children's parents, sending emails and/or monthly or weekly folders of students' work for the parents to review, these methods can enhance students' performance and keep parents informed and engaged with their children's academic progress (Epstein, 2018).

Organizing training and development programs that enlighten the teachers on the importance of electronic and frequent in-person communications will equip teachers with the knowledge of engaging parents. Having teacher-and-parent training and development programs will strengthen and support such a relationship (Lambert & Lambert, 2012). Therefore, there is a need for positive two-way communication between teachers and parents to guarantee a better academic performance of the students.

Conceptual Framework

This study was based on Epstein's framework of parental involvement (Epstein, 2018). Epstein (2018) developed a framework of six types of parental involvement for the benefit of the parents, students, teachers, and the school (see Figure 1). With regard to this belief, it is crucial

to consider the teachers' perspectives on parental involvement. Epstein's framework categorically explained the significance of effective collaboration between the home and school to ensure a positive impact on the students. Epstein's model clearly explains how schools can collaborate with parents, families, and communities to assist them in getting more involved in their children's academic education. Epstein's framework of parental involvement provides a benchmark of specific areas of involvement that may be lacking and highlighted strategies on how those areas can improve.

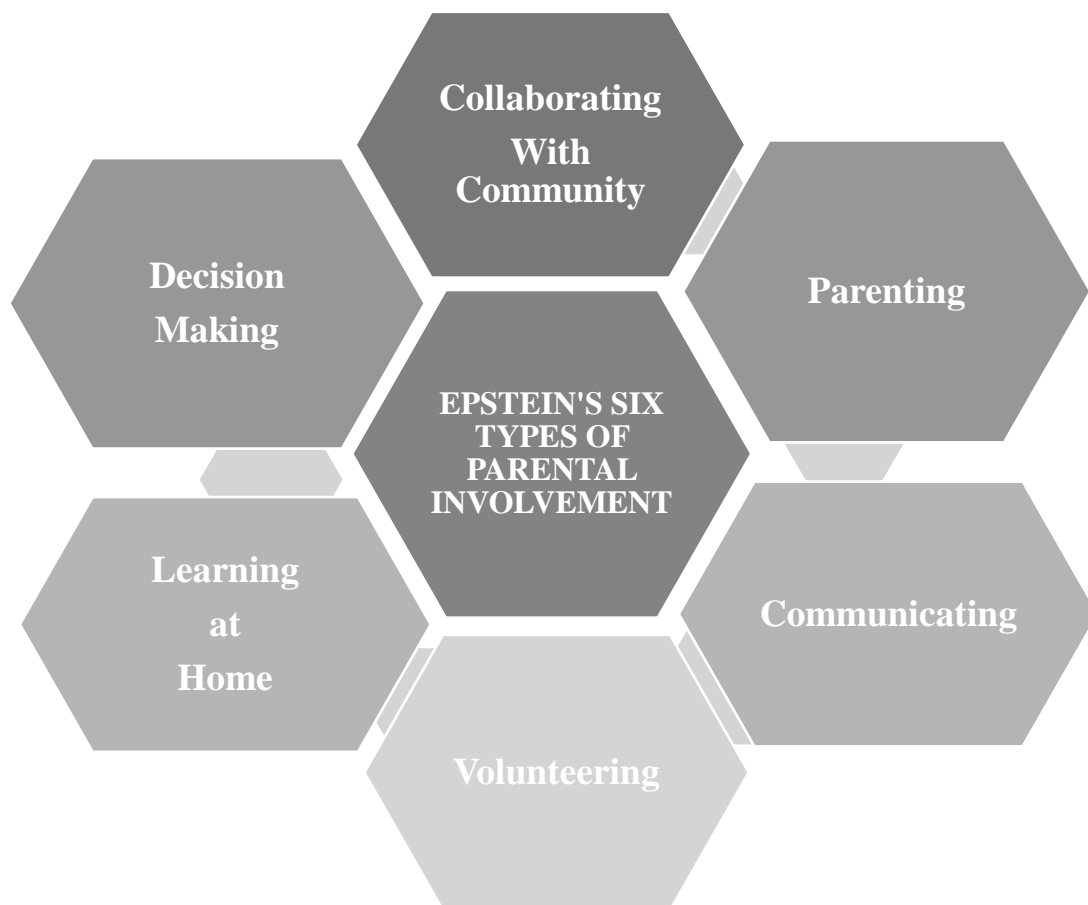


Figure 1. Epstein's framework of six types of parental involvement.

Many schools have implemented Epstein's model of parental involvement, establishing programs that are beneficial to family and school partnerships (Epstein, 2005). Within Epstein's framework, effective parental involvement practices are suggested to engage parents in

children's learning. Based on Epstein's results, parental involvement includes home-based activities, such as assisting with homework, motivating the students to study, encouraging school attendance, and school-based activities, such as volunteering in-classroom programs and attending PTA or PTO meetings, recitals, and parent-teacher conferences. Epstein's framework of parental involvement can encourage teachers to motivate parents to become involved in their children's education, and this is a significant step in creating a valuable relationship between parents and schools (Dor & Rucker-Naidu, 2012). This study concentrates on the perspectives of teachers.

Statement of the Problem

Even though much work has been done to address issues in education, such as the lack of parental involvement, ineffective parent and teacher communication, and a lack of programs for foster students' academic achievement, the problem of students' declining academic performance in large public school districts still exists. The main issue is whether parental involvement is sufficient and to what extent it is possible to guarantee the capability and effectiveness of school leadership and programs, hence the study seeks to explore teachers' perspectives of the competence of parental involvement and programs and the barriers to effective parental involvement. This study will contribute to the body of knowledge needed to address these problems by investigating the impact of the effective and the ineffective programs in the inner-city school, the importance of parental involvement in their children's education, the need for a good relationship between parents and teachers, and the issues and concerns often faced by teachers and students.

Purpose of the Study

There is significant literature showing a positive relationship between student academic achievement and parental involvement (Al-Alwan, 2014; Hampden-Thompson, Guzman, & Lippman, 2013; Jeynes, 2012; Kirkwood, 2016). The purpose of this qualitative case study was to investigate the teachers' views on the essence of teacher–parent relationships. The findings of this study provide sound and expedient information concerning the involvement of parents in schools. The direct benefit of the study is a better understanding of the factors preventing parents from participating in their child's school. The possible benefits of this study includes identifying the teachers' perspectives regarding teacher–parent relationships and building a sustainable rapport with parents to encourage them to become involved in their children's school, which will consequently boost the students' academic achievements.

Other possible benefits from this study include providing strategies for improving teacher–parent relationships, parental involvement in school, and communication between teachers and parents. The benefits are intended to build a sustainable rapport between the school and the participating parents and encourage them to become volunteers. Parents will be able to build a good rapport with the teachers; thus, the child will take his or her academic work seriously. Accordingly, parents should understand how to support their children by teaching them to view education positively (Hammack, Foote, Garretson, & Thompson, 2012).

Research Question

How do teachers perceive the effectiveness of parental involvement in schools, the impact of parental involvement programs, and the barriers to parental involvement?

Rationale, Relevance, and Significance of the Study

Rationale

As an uninvolved parent, when my children were in school, I have a better understanding of the dynamics and failures of parents to be involved in their children's academic education. My experience in this self-defeating behavior motivated me to take on this qualitative case study. The study may assist parents and teachers in understanding how important it is to be involved in a child's education. Research has shown that when parents are actively involved in their school-age children's education, the children's academic achievement tends to increase (Epstein, 2018; Smith, 2015). In teacher-parent relationships, it is significant that parents and teachers engage in effective communication that is open to mutual respect and shared responsibility (Epstein, 2018; Tadesse, 2014).

One example of an affected school district in North Carolina is Clay County Schools, and presently, the schools have formulated a policy to ensure parental involvement in the educational process. The policy seeks to make parents play an integral role in assisting their child's education, to encourage teachers to be active in the educational process of children and to bring parents on board in the advisory committees to take part in making decisions regarding the education of their children (Clay County School, 2016). Parents must engage with their children in productive and simulative academic activities at home because it will create a positive impact on the children's performance, especially when going through personal development changes (Carpenter, Young, Bowers, & Sanders, 2016).

Parents can provide opportunities to make learning more practical for their children in order to boost memory retention of abstract concepts. It is important to note that, when teachers get to know parents who are committed to the academics of their child, they tend to pay more

attention to such students (Epstein, 2018). Parental involvement has resulted in a positive impact in the sense that, when children see their parents frequently in school, they tend to behave appropriately, so as not to create embarrassment (Carpenter et al., 2016).

Relevance

The relevance of the study is to show the impact of parental involvement on students' education and how impactful the teacher–parent relationships will be on the students. It is vital to understand the teachers' perspective on why parental involvement has declined in schools. Results from this study show that when parents are actively involved in their children's academic education, the children will become disciplined and tend to have higher grades in school (Epstein, 2018). Parental involvement can boost teachers' morale and encourage stronger parent–teacher relationships.

Significance

Parental involvement plays a significant role in the academic performance of students. The research is anticipated to increase policymakers' and instructional authorities' knowledge of suitable techniques for parental involvement in the planning and engagement of school activities. The study can be used as a benchmark to address the barriers to parental involvement in the planning of school programs. The research findings would identify the type of parental involvement that is crucial in improving the academic performance of students. The teacher's perspective on parental involvement is significant because it will make it easier to develop strategies for building stronger teacher–parent relationships, which will improve students' academic achievement. The study will help teachers and parents understand the importance of parental involvement. According to Henderson and Mapp (2002), when parents are involved in

their students' academic education, the students will be inclined to earn higher grades and test scores, pass their classes, earn credits, attend school regularly, and show improved behavior.

Since teachers are the professionals who lead the educational process, it is imperative that teachers understand students and how they live, work, and play. It is also essential for parents to understand the teacher's perspective. The study is also significant because it shows how parents and teachers can form alliances and build strong relationships for the benefits of the students. It is important to make parents aware of the value of being involved in a child's learning process (Aslan, 2016; Boonk, Gijsselaers, Ritzen, & Brand-Gruwel, 2018; Bruin, 2018; Epstein, 2018; Jeynes, 2012). Parents can also take part in critical decision-making of a child's education and can recognize academic potentials and talents (Cheung & Pomerantz, 2012; Costa & Faria, 2017; Epstein, 2018). It is important to note that, through this study, teachers and parents will realize the fundamental importance of incorporating programs at the school for the success of the students.

Definition of Terms

Barriers. Barriers are those factors that limit parents' ability to be fully involved in their children's academic education. Some of the barriers include poor communication, lack of time, children's attitudes, age, learning disabilities, talents, and gifts (Epstein, 2018). LaRocque, Kleiman, and Darling (2011) showed that social-political factors, such as the negative experiences parents grappled with-in schools and socioeconomic conditions, can also be barriers to effective parental involvement.

Effective communication. Effective communication is defined as communication between two or more persons receiving and understanding the information. An exchange of information between teachers and parents is important so that both parties can have access to

adequate information about each other (Aslan, 2016; Jeynes, 2012). Effective communication includes active listening, nonverbal communication, asking questions, being transparent and succinct, clarifying and summarizing, being empathetic, providing feedback, developing trust and rapport, and being present.

Parental involvement. According to Epstein (2018), parental involvement is the parents' devotion to caring for their children's educational progress. Parental involvement is, therefore, parents' activeness and commitment to the academic achievement of their children. When parents are involved in their children's education, it helps the children to learn more (Castro et al., 2015). When parents participate in their children's academic education, it helps in building a relationship between the school and the parents. A study by LaRocque et al. (2011, p. 116) defined parental involvement as the parents' or caregivers' investment in the education of their children.

Partnership. A partnership is an association between parents and teachers to attain goals. As stated by McCaleb (2013), "Teachers can create connections with parents and students to facilitate participation in the schools" (p. 12). Parent partnership is defined as parents and teachers developing opportunities for two-way communication. Learning from each other is also a form of partnership among students, teachers, and parents. By bringing parents on board in the program, students will be able to improve in their academic education (Epstein, 2018; Lambert & Lambert, 2012). The utmost effort was dedicated to bringing together all materials and resources to make sure the data collected are interpreted, mode of comparison determined, and conclusion made with no biases.

Assumptions, Delimitations, and Limitations

Assumptions

In qualitative studies, assumption is a critical aspect and this study is not devoid of assumptions. One assumption accompanying this study is the participants' honesty. It was assumed that all 10 participants were honest and trustworthy enough to express their views on parental involvement accurately. The participants' reminiscence of an event may be at odds with the actual event, thereby making their responses undependable. However, with the help of triangulation, the accuracy of the participants' responses was ensured.

Another assumption is that all participants will give detailed information about the programs that work at their school in order to support parental involvement. Although the participants' views or perspectives will differ from one another, these views or perspectives will enable the researcher to discover themes among the participants' responses. One other assumption is that the participants would have worked or are working with parents to involve them in the programs at the school. A final assumption is that the available programs will assist parents in the success of the study. It is important that all 10 participants are open to speak freely and share accurate information without any bias.

Delimitations

According to Simon and Goes (2013), "the delimitations of a study are those characteristics that arise from limitations in the scope of the study and by the conscious exclusionary and inclusionary decisions made by the researcher during the development of the study plan" (p. 4). Delimitations are those characteristics set out by researcher to define the limit for their study. Some of the delimitations that this study might be faced with include location, time, sample size, and participants' teaching experience. First, the location was at the school or

an area at the school. Second, the time frame for interviewing each participant was limited to a 60-minute interview. The third delimitation was the sample size. Yin (2014) stated that qualitative case studies do not have a minimum requirement for the sample size. The sample size was 10 participants and thus could not be used to generalize the total number of teachers in the study area. Perhaps the minimum number for the sample size should have been greater. This may have resulted in a greater ability for the sample size to be more representative of the population.

Limitations

Limitations in a research study are the potential weaknesses that are out of the researcher's control (Simon & Goes, 2013). Whereas researchers can have control over the delimitations in a study, the researchers have no control over the limitations. These limitations are external factors in research that influence the outcome of the study and are more natural with little or no human influence. Some of the external factors that were beyond my control were the dates for conducting the interviews, the period of interviewing each participant, and the honesty of the participants' responses.

The first possible limitation of this study was the dates for the interviews. The date was limited to the teachers' schedules. The limitation is possible because scheduling an interview outside the teachers' timeframe will most likely lead to the failure of the interviewing process. The second possible limitation was the timeframe for interviewing each participant, which was limited to a 60-minute interview with open-ended questions. However, after the first interview, there was a second follow-up interview that was at least a 45-minute interview with each participant. The third possible limitation to this study is participants' honesty and perspectives on parental involvement. The limitation is possible because the participants have control over

their answers. For this reason, it is essential to receive actual and truthful information for the study because I have no other means of verifying their answers.

Chapter 1 Summary

Through this study, considering the perspectives of teachers, I hope to discover more information about the benefits of having parents involved in the education of their children. Parental involvement is a channel through which parents can be effectively involved in the academic education of their children. In summary, teachers should do all they can to improve active parental involvement. As a result of more parental involvement, a student's grades and academic achievements may increase, thus fostering successful students. A successful student is the result of an involved parent, healthy teacher–parent relationships, and an ethical and educational environment (Epstein, 2018). The overall focus of this study are teachers; they are the main mitigating factors in the educational process.

Chapter 1 offered an introduction to the concept of parental involvement from the teachers' perspectives, background, context, and history. Briefly discussed were the main research question, rationale, relevance, significance, definition, assumptions, delimitations, and limitations of the study.

In Chapter 2, I focus on the literature review, argument, and conclusions of the author's selected body of literature. The chapter also focuses on the conceptual framework, methodological literature, methodological issues, research findings, a critique of previous literature, and the chapter's summary.

I focus, in Chapter 3, on the methodology and design of this study. The chapter also concentrates on the qualitative research study, research population, sampling method,

instrumentation, data collection, identification of attributes, validation, credibility, dependability, expectation to find ethical issues, conflict of interest, researcher position, and summary.

Chapter 4 centers on the data analysis and the results of the study. The chapter begins with an overview of the introduction and the research question. It presents a description of the sample, research methodology, analysis, summary of the findings, the presentation of the data, and results. This was followed by a summary of the chapter.

In Chapter 5, I present a detailed discussion of the findings, results, and conclusion of the research study. The chapter also focuses on a summary of the results, analysis of the results, discussion of the findings of the literature, limitations, the implication of the findings for practice, policy, theory, and recommendation for further research and conclusion.

In Chapter 5, I have presented a detailed discussion of the findings, results, and conclusion of the research study. The chapter has also focused on a summary of the results, analysis of the results, discussion of the findings of the literature, limitations, the implication of the findings for practice, policy, theory, and recommendation for further research and conclusion.

Chapter 2: Literature Review

Introduction to the Literature Review

The target of this chapter is to present a comprehensive investigation of the available literature on parental involvement, which was beneficial for having a keen understanding of the topic of interest. The literature on parental involvement was reviewed to examine the teachers' perspectives of parental involvement, the impact of programs, and the benefits of a school-home partnership. The literature review uncovers some important views. This chapter presents the gap in the literature and a summary of the chapter. This qualitative study explores the reasons behind the persistent lack of parental involvement in some middle schools in North Carolina, from the teachers' perspectives (Cousins & Mickelson, 2011).

The first observation that the literature review will uncover is that when parents are involved in their children's education, it will lead to the significant success of the children (Al-Alwan, 2014; Jeynes, 2012; Kirkwood, 2016). Al-Alwan (2014) discovered that parental involvement influences success directly and indirectly. The more parents engage in the education of their child, the less probable the child will be troublesome in class, away from school, and show aggressive habits (Al-Alwan, 2014).

Parents, especially, and other members of the family are essential in the learning process and academic achievement of their children. When parents are actively involved in their children's academic education, the children tend to be more engrossed in the learning process and more inspired. Parental involvement in education is a significant factor in enhancing students' academic success and students' behavior. Also, it improves the number of students attending schools, educational quality, and access to it. According to Hung (2007), there should be an increased level of parental involvement to accomplish more exceptional achievements of

educational standards through participation in schoolwork, understanding of the relationships between parenting skills and the success of the student, and a commitment to consistent communication with teachers about the academic progress of the students.

The literature review is centered around teachers' perspectives on parental involvement. The teachers' perspectives are significant because they make it easier to develop strategies for building stronger teacher–parent relationships, which will improve the students' academic achievement. The teacher–parent relationships significantly address the issue of lack of parent involvement in schools, ineffective communication between the school and parents, and the lack of introducing programs that will involve both parents and teachers and thus will be beneficial to the children.

The literature review focuses on several case studies that helped in the design of this research study. The main research question (How do teachers perceive the effectiveness of the parental involvement in schools, the impact of parental involvement programs, and the barriers to parental involvement?) provided insights in answering the study claims of the argument, which will include the conceptual framework. The qualitative data collection in many studies is evidence of parental involvement, which was an opportunity to explore the perspective of the teachers (Epstein, 2018; Young, Austin, & Growe, 2013).

The mixed methods of data collection were not utilized in this study because this form of data collection is hard to align with the purpose and the framework of the research question in the study. Research shows that a successful student is the result of an involved parent, a healthy teacher–parent relationship, and an ethical and safe learning environment (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Epstein, 2018). Several techniques have been used to involve the community to guarantee parents' involvement in classroom operations. These

techniques include meetings with school boards, school meetings involving parents to enhance their perception about enrolling their children in schools, and fundraising for the growth of the school, although these elements have been mixed in execution (Mamdani, Rajani, Leach, Tumbo-Masabo, & Omondi, 2009). Parents are therefore expected to play an increasing and vital role in their children's education, and teachers are implored to develop partnerships with parents (Gonzalez, Borders, Hines, Villalba, & Henderson, 2013; Hill, Witherspoon, & Bartz, 2018).

Researchers have shown that parental involvement is vital for a student's achievement (Altschul, 2011; Epstein, 2018; Jeynes, 2012). Teachers are the first point of contact who work to establish rapport with parents, and teacher support for active parental involvement enhances student academic success (Epstein, 2018). The success or failure of any parental involvement program depends on the rapport between the school and home (Gonzalez et al., 2013).

Additionally, the gaps between the reality in parental involvement and the subsequent rhetoric emerged due to the influence of the numerous factors of parental involvement in their children's academic work (Epstein, 2018). Each emerging finding had a different interpretation of the obstacles that impaired or tended to influence the process of parental involvement in their children's education. For example, children-related factors, such as age, cognitive abilities, talents/gifts, learning disabilities, and behavioral problems, significantly determine parental involvement in children's academic education (Epstein, 2018).

In addition, the social factors that determine the nature of barriers to parental involvement include demographics, historical issues, economic issues, and political issues. The study provides an open dialogue for participants to share their experiences and opinions honestly, to induce a change in teacher-parent relationships. The literature review in this chapter identifies

the conceptual framework of parental involvement. It also assisted in developing a conceptual framework and identifying the barriers that have been preventing parents from being involved in their children's education.

Research by Epstein (2018) and McCaleb (2013) showed that teachers must be at the forefront of establishing a good rapport between the school and home for the benefit of the students. As such, when teachers form partnerships with parents, they have an opportunity to establish a relationship with parents who are not involved in their child's education (McCaleb, 2013). Teachers, however, are the backbones in the education process of learning in school and involving parents in the process of their children's education (Bonk & King, 2012; Darling-Hammond, 2012).

The literature review delves into different aspects of this study. First, the literature review explores the parental models of Epstein's framework of six types of involvement and effective strategies for the impact of parental involvement (Melling & Gore, 2012). Second, the literature review discovers how barriers, technology, parent-teacher partnerships, and effective communication affect parental involvement (Yotyodying & Wild, 2016). I provide an argument around the research question on parental involvement. Finally, methodological issues, a synthesis of research findings, and a critique of previous research are followed by a summary of the chapter.

The Search of the Literature

The research was conducted using individual education databases ERIC (ProQuest), Education Database (ProQuest), Taylor and Francis online, Educator's reference complete (Gate), Wiley online library, Learn Tech Lib, Stage journals online, JSTOR, Search @ CU

Libraries Concordia University online library, textbook course materials, Concordia University syllabi for doctoral candidates, Science Direct databases, and Google Scholar.

Conceptual Framework

A conceptual framework represents the researcher's synthesis of the literature on how to explain a phenomenon. It maps out the actions required during the study, given his previous knowledge of other researchers' points of view and his observations about research (McGaghie, Bordage, & Shea, 2001). Elliot, Kratochwill, Littlefield, and Traverse (2000) defined Constructivism as "an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner" (p. 256). Constructivism is the framework of this qualitative case study. According to Fosnot (2013), constructivism was described as a theory of knowledge and learning. Dewey (1938) noted that learning something we do in collaboration, in interrelating with one another, instead of an abstract perception.

Maslow's hierarchy of needs in line with constructivists' ideas emphasized that there should be a focus on human motivation, for example, physiological, safety, love, belonging, and esteem needs. Maslow's hierarchy of needs is an inspirational theory in psychology comprising a five-level model of human needs. From top of the hierarchy to bottom, the needs are: Self-actualization, Esteem, Love and belonging, Safety needs, Physiological needs. According to Maslow's theory, needs lower down in the hierarchy must be fulfilled before anyone can attend to the needs at the top. These needs are important because they provide teachers with a framework to support their students. According to Cetin and Taskin (2016), "involvement of parents in education is an important factor in increasing the efficiency and quality of education"

(p. 106). Carpenter et al. (2016) showed, “Parents’ values and attitudes toward their children’s education, affect the performance and overall academic attainment of the children” (p. 48).

According to Gonzalez et al. (2013), parents can participate in their children’s schoolwork in several ways. First is the participation in school or educational activities, which may encompass classroom assistance, attending events, and meeting with teachers. Second, they can nurture their children at home, reinforce the curriculum, and develop strong relationships with teachers, thereby creating a synergy in molding children into becoming responsible individuals. Epstein (2018) validated family and parental involvement in schools have been consistently linked to higher student achievements, graduation rates, improved student behavior, and attendance in schools.

Although research has shown progress in discovering strategies for improving students’ academic achievement, there are still many schools struggling without parental involvement in their schools (Epstein, 2018). Findings from Hindman and Morrison (2011) revealed that programs on parental involvement are valuable in supporting the academic achievement of students. Parental involvement was described as “parents’ involvement in their children’s education processes and experiences” in a meta-analysis on the effectiveness of distinct kinds of parent involvement programs for urban learners (Jeynes, 2012, p. 717).

In research on the connection between parental involvement, school commitment, and high school student academic achievement, Al-Alwan (2014) described parental involvement as “the role of parents in educating and teaching their children at home and in school” (p. 48). While these definitions of parental involvement concentrate on the parent’s isolated position, Epstein (2005) described parental involvement as, “In partnership, teachers, families, and

members of the society work together to share data, guide students, fix issues, and celebrate success” (p. 4).

Epstein’s Framework of Parental Involvement

There are six types of parental involvement, as noted in Epstein’s framework (Epstein, 2018; Kirkhaug, Drugli, Klöckner, & Mørch, 2013). The six types of parental involvement are parenting, communicating, volunteering, learning at home, decision-making in the school, and collaborating with the community (Epstein, 2018). Understanding the model is important because it supports parents and teachers for the success of the students (Epstein, 2018; Kirkhaug et al., 2013).

Type 1: Parenting

The first type of involvement, according to Epstein (2018), is parenting. Parenting in this context involves assisting families in developing skills that involve family support, assisting schools in understanding family cultures, backgrounds, and fostering children’s goals in school (Epstein, 2018). When parents understood the significance of their involvement, they were more inclined to be more involved (Kirkhaug et al., 2013).

Type 2: Communicating

The second type of involvement is communication. Communication encompasses the beginning of effective two-way exchange of information among parents, students, and teachers. According to Epstein (2018), communication is the capacity to design valuable forms of home-to-school and school-to-home communication about the programs in school and the students’ progress.

In this fashion, a healthy level of communication will update parents concerning the students’ progress and school programs. The type of involvement includes designing effective

forms of school-to-home and home-to-school exchange of information about the school's programs and the children's progress (Kirkhaug et al., 2013). Hence, this involves the creation of a two-way communication channel between home and school while ensuring effectiveness and reliability. According to Epstein (2018), when parents have an understanding of the policies and programs in the school, it will instigate them to provide more support in the children's educational experience. When the level of school-to-home and home-to-school communication is effective, it will bring about positive results in the children's academic education.

Type 3: Volunteering

The third type of involvement is volunteering. It encompasses recruiting and organizing parents to help and support their students and the school. Volunteering embraces a variety of duties, such as training, work, and schedules that will encourage families to undertake and support students and school programs (Epstein, 2018; Kirkhaug et al., 2013). Although time may be a barrier in this type of involvement, Wherry (2009) stated that, when conferences and other school-related programs are being organized, the timing should be very flexible to enable parents that are working or have other responsibilities to create time for them to attend.

Type 4: Learning at Home

The fourth type of involvement is learning at home. It encompasses providing information and ideas for parents on how to help students with their homework and other curriculum-related activities, decisions, and planning. Learning at home is the first stage of how parents are involved with their students, which includes being involved in the students' homework, curriculum-related activities, and decision-making (Epstein, 2018; Kirkhaug et al., 2013). When programs on home-teaching are designed effectively and implemented, learning at home can yield positive results. According to Epstein (2005), when more parents are involved in

their children's academic education, the children may view their parents as an advocate, which will result in an increased level of self-confidence in their personal ability and attitude toward school.

Type 5: Decision-Making

Decision-making, which is the fifth type of involvement, has to do with providing information and ideas for parents on how to help students with their homework and other curriculum-related activities, decisions, and planning. Epstein (2005) showed that families could help in diverse ways, such as assisting with designing, reviewing, improving school policies and in developing mission statements, which will have a positive impact on the students and families. Students' academic achievement encompasses all stakeholder collaboration and working in unity to improve education.

Type 6: Collaborating with the Community

The sixth type of involvement is collaborating with the community. The school-community interaction will strengthen the schools' programs, resources, services, family practices, student learning, and development (Epstein, 2018). Epstein (2005) defined the community as those concerned about the standard of education in schools. Therefore, when schools employ this theory of knowledge, they will assist in the conceptual framework because Epstein discovered that, when teachers have a facilitating and positive attitude towards the encouragement of parents to be involved in the child's schoolwork, the rate of success increased significantly (Epstein, 2018).

Review of Research Literature and Methodological Literature

The review of research literature began by employing the Search Matrix established by Concordia University. The Concordia University online library was utilized to find out articles

that are relevant to this study. The databases used for this study include ERIC (ProQuest), Education Database (ProQuest), Taylor and Francis online, Educator's reference complete (Gate), Wiley online library, Learn Tech Lib, Stage journals online, JSTOR, Concordia University online library, Concordia University syllabi for doctoral candidates, Science Direct databases, and Google Scholar. These databases helped to increase the range of articles found on each topic. Keywords used to search for the articles included parental involvement, parent-teacher partnership, parent and teacher's communication, barriers to parental involvement, and Epstein framework. Where important to add value to the literature review, literature besides the 5-year permitted publication period will be included. The themes discovered through the review of literature are highlighted below.

Barriers to Parental Involvement

Even though parental involvement has been extensively seen as a valuable dimension of education, there are still several barriers that impede the process (Cobb, 2014). Teachers are not the only ones who may lack critical relationship-building skills. In most cases, parents lack critical relationship-building skills, which leads to the development of barriers that form a bias towards teachers (Reece, Staudt, & Ogle, 2013). Such skills and barriers include poor writing and verbal communication, lack of self-esteem, and critical resources. Biases such as these should encourage teachers to be the facilitators of relationship building.

Factors that may be barriers to parental involvement in children's academic performance include age, learning disabilities or difficulties, talents, and gifts. Parental involvement with younger children is higher than with older children. According to Darling-Hammond (2012), such attitudes are more predominant in some national cultures and communities compared to others, though there are numerous differences in them. The difference in performance was found

to be influenced by parental involvement in their child's academics both at home and at school (Epstein, 2018).

The perception of parents concerning invitations to school is critical in the development of active parental involvement. As such, each emerging finding comes with a different interpretation of the obstacles that impair or influence the process of parental involvement in their children's education. The performance of children in school can either be a facilitating or barrier factor for parental involvement. In addition, schools that are welcoming and hospitable to parents and emphasize their value towards parental involvement have higher chances of active parental involvement (Epstein, 2018).

Effective Communication

In this research study, effective communication and parents' involvement serve to strengthen parents to be more engaged in schools. If there is an excellent parent-teacher relationship, there can be effective communication with parents (LaRocque et al., 2011). As such, the way a school interacts and communicates with parents plays a significant role in determining the quality and extent to which parents opt to be involved in their children's schoolwork. For instance, when schools frequently communicate news concerning the poor performance of students, some parents may be discouraged from being involved in their children's academic work.

If parents receive news about their child's poor performance, some may believe they cannot help their children. Communicating good news encourages parents to be part of their children's academic success, so they may become more willing to participate and be engaged in schoolwork (Epstein, 2018). During communication with parents, schools should consider the nature, form, and type of information they communicate, and this should always be tailored to

the accomplishment of the children, learning activities in the classroom, and how parents can contribute to the growth and learning of their children.

There is adequate evidence showing that parental involvement in their children's academic work benefits students in the following ways: academic achievement, improved behavior, increased motivation, improved school attendance, positive attitude towards their school, and willingness to complete their homework (LaRocque et al., 2011). Parental involvement in children's education frees teachers to center more on tasks or roles that embody instructing and teaching children (Simon & Goes, 2013). It is imperative for there to be positive two-way communication between teachers and parents to guarantee better performance in academics. Effective communication can be achieved through organizing parent conferences, teacher-parent organizations, community councils, monthly or weekly folders of students' work sent home to the parents to comment or review, phone calls, a school website, or email (Epstein, 2018).

Parental Involvement

Parental involvement has been associated with the academic success of students by creating a high-quality instructional environment. When parents are involved in their children's academic education, parents will be encouraged to transform from their passive approach of education to become active members in the educational sector. When children see the support, excitement about learning, and teamwork between home and school, they too become excited. When parents are involved in their children's education, the children tend to sense the value in learning, and their driving force for learning grows.

It has also been shown that, when parents are involved in the children's academic education, there is an improvement in the students' achievement, attendance in school, behavior,

and discipline (Boal, 2004). In the same way, research has shown that, when parents are fully involved in their children's education, it will lead to better grades, improved school attendance, test scores, increased motivation, and smooth transition to upper classes (Boonk et al., 2018; Bruin, 2018; Cheung & Pomerantz, 2012; Epstein, 2018; Jeynes, 2012). Accordingly, Fan et al. (2012) emphasized that over 85% of children who have parents involved or participating in their school activities show better academic performance. Several other researchers showed that an increase in parental involvement in school activities led to better students regarding academic performance, behavior, and completion of studies (Alschul, 2011; Cheung & Pomerantz, 2012; Hornby & Lafaele, 2011; Wilder, 2014).

In a study by Semke and Sheridan (2012), parental involvement is positively related to a significant degree of students' academic success. Parental involvement has a positive impact on both the students and the parents. The school climate, school environment, and school structure, however, will often influence the teachers and the parents' ideas concerning how they should be involved in the child's education (Strambler, Linke, & Ward, 2013). In addition to partnerships, teachers also have the responsibility to inform parents about the learning progress of their children.

When students' needs are not met, it will be difficult for the students to perform to their full potential (Noltemeyer, Bush, Patton, & Bergen, 2012). Also, numerous scholars agreed that parental involvement is important on the ground that "Involvement of parents in education is an important factor in increasing the efficiency and quality of education" (Cetin & Taskin, 2016). In a study by Carpenter et al. (2016), it was shown, "Parents' values and attitudes toward their children's education, affect the performance and overall academic attainment of the children" (p. 48).

Also, Epstein (2018) validated parental involvement in schools has been consistently linked to higher student achievements, graduation rates, improved student behavior, and attendance in schools. Although researchers have shown progress on the importance of parental involvement, there are still many schools struggling without parental involvement in their schools (Epstein, 2018). Findings from Hindman and Morrison (2011) revealed that programs on parental involvement are valuable for supporting the academic achievements of students. Be it helpful or necessary, programs on parental involvement in schools are the benchmark for students' achievement (Dearing, Kreider, Simpkins, & Weiss, 2006). According to Strambler et al. (2013), institutions can use several strategies to encourage parental involvement. The study shows how programs from the teachers' perspectives can improve parental involvement for the success of students.

Teacher's Perspectives

It is valuable that teachers have a good understanding of their impact concerning getting parents involved in their children's education. A study by Whitaker and Hoover-Dempsey (2013) investigated the link between schools and parents and looked at how it influenced parental involvement. The result revealed that teachers' motivation and the perspectives of parents on schools' activities had the most significant impact on parents' roles and involvement in their child's academic education. In a recent study that sought to investigate the links between teachers' and parents' influence and the progress of students, it was discovered that having a positive and productive relationship between teachers and parents helps in the academic prosperity of students (Epstein, 2018).

Organizing a development program and training for the teacher strengthens and supports such a relationship (Lambert & Lambert, 2012). Initiating parental involvement programs at the

school is important to support more parents in being involved in their student's education. Using a descriptive case study design, Okeke (2014) researched effective home-school partnerships. The findings of this study revealed that parents care about and are willing to get involved in their children's education, but most parents do not know how to get involved. The study also shows that the government's policy on how schools should encourage parents to become involved in school matters was not perspicuous.

An inner-city, low-performing school in a large public-school district in North Carolina is one of the schools benefiting from this initiative. As stated by the Department of Instruction of North Carolina, this school has consistently scored an F (in Schools Performance Grade). According to the North Carolina School report cards for the inner-city school used as a case study, the school maintained an F grade between 2014 and 2015, maintained the same grade between 2015 and 2017, and still, parents are not involved. The school's report card on school performance was 34%, the EOG in math grade was 35%, and in reading, the EOG was 37% in 2013–2014. In 2014–2015, this school did not meet the growth status, and the school performance was 34% (F), EOG in reading was 41% (D), and EOG in math was 29% (F). In 2015–2016, growth status was met, and school performance was 37% (F), EOG in reading was 39% (F), and EOG in math was 39% (F).

In 2016–2017, the growth status was met, and school performance was 37% (F), EOG in reading was 41% (D), and EOG in math was 29% (F). In 2017–2018, growth status was 85.3%, which exceeded school performance of 48% (D), EOG in reading was 50% (D), and EOG in math was 47% (D; Public School of North Carolina, n.d.). The argument around parental involvement is, therefore, finding effective programs that will benefit the students and make parents become fully involved in their children's education, accordingly. Parental involvement

programs are viewed as instrumental, even though some teachers lack the necessary knowledge, skills, and positive perception to establish relationships that are vital for successful learning programs for students (Williams & Sánchez, 2013).

In summary, electronic and frequent in-person communications, training, and development programs equip teachers with knowledge of engaging students' parents. The school used as a case study has been a low-performing, high poverty school where many of the students are African Americans.

Technology for Parental Involvement

According to Olmstead (2013), technology is amongst the most amazing and contemporary aspects of life. Tan (2012) also showed that technology's relentless innovative spirit had spread everywhere, and irrespective of school, home, or community, technology continues to have the same forceful attention-gathering effects and vitality. In modern times, most parents, teachers, and schools spend a significant part of their life using technologies, listening to music, seeing movies, or talking through mobile phones. Technology will enhance more parental involvement in the future if parents are involved in their student's education.

The connection between parents and schools does not happen in the absence of technology. According to the U.S. Department of Education, most families and schools have increased access to TVs and telephones, which, along with computers and the internet, are primary sources of gathering information at both home and school (Farooq, Chaudhry, Shafiq, & Berhanu, 2011). Moreover, the use of these technologies is at the forefront of informing, encouraging, and supporting families to be engaged or involved in schools. As Yoder and Lopez (2013) explained, "Even with the increase in the importance of computers and technology, many low-income families and parents still lack access to these needed resources" (pp. 418–419).

The use of technology has a variety of effects on both parents and schools (LaForett & Mendez, 2010). Technology aids in the establishment of two-way communication between schools and homes. For example, parents can learn the daily academic responsibilities of their children and what teachers can accomplish every day. Teachers can learn about daily family responsibilities both at work and at home to ensure better academic outcomes. Technology helps in making communication easier between teachers and parents.

As suggested by Olmstead (2013), “The most significant factors affecting student achievement are types of parental involvement and the use of technology for communication” (p. 29). Olmstead further stated, “Technology allows parents to communicate and access information from schools and teachers” (p. 30). Tan (2012) explained, “Technology has given parents and teachers the opportunity to explore new ways of communicating” (p. 32). Besides, active outreach to parents focused on increasing their skills, knowledge, a sense of self-efficacy, and resources.

In summary, technology is helpful for parents to be able to communicate with teachers (Tan, 2012). Teachers can learn about daily family responsibilities both at work and at home to ensure better academic outcomes because technology helps in making communication easier between teachers and parents. Technology will enhance more parental involvement in the future if parents are involved in their student’s education.

Review of Methodological Issues

According to the review of the literature in this study, researchers have used different research designs or methods to study parental involvement in schools. These methods include a quantitative method, qualitative method, and mixed method. While none of these methods are

better than the others, the method a researcher selects should be based on its appropriateness for answering the research questions (McMillan, 2012).

In the literature review, over 40 researchers used the quantitative research method, over 14 used a qualitative research method, and only a few used the mixed-method research design. A few key types of research from the literature were discussed. The quantitative research method relies on numerical data to answer research questions. Survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2013, 2014). Some features that are unique to quantitative research are predictions of possible outcomes, controlled and uncontrolled variables, and correlational analysis (Johnson & Christensen, 2008). An example of quantitative research by Bariroh (2018), on the influence of parents' involvement of children with special needs' motivation and learning achievement, showed that variations in parents' involvement could explain the variation in children's learning achievement. The research also showed that parental involvement in schools should not be ignored but should be developed to enhance the motivation of children.

Echaune, Ndiku, and Sang (2015) researched parental involvement in homework and primary school academic performance in Kenya using a descriptive survey design. The result of this study indicated that female parents were more enthusiastic about assisting children with schoolwork. The researchers also showed that, when parents are involved in their children's education, it is directly proportional to the children's academic achievement.

Patte (2011) researched the need to investigate the reasons there was little or no parent-teacher relationship in schools. The quantitative design research work by Patte is necessary to organize programs that will educate the teachers on the necessity of establishing relationships

with parents that will improve the students' academic achievement. According to the research by Patte (2011, p. 156), "Most college and university teacher education programs do little to prepare teachers to understand and establish relationships with families."

The main primary sources of data collection in qualitative research are semistructured interviews and documents (Epstein, 2018; Lambert & Lambert, 2012). The qualitative research method often tends to answer research questions starting with 'why' and 'what' (Yin, 2014, p. 12). Although this may be true, it is used when there is no other method of studying an individual's experience (Creswell, 2013, 2014). Some features that are unique to qualitative research include a direct collection of data, narrative descriptions, participants' perspectives, emergent research design, process orientation, and data analysis (McMillan, 2012).

A study carried out by Ratcliff and Hunt (2009) using the qualitative method showed that organizing programs for teachers, such as programs in relationship building, will reinforce the school-home relationship and increase parent and families' participation in schools. The research by Ratcliff and Hunt emphasized supporting the teachers by making programs available that will help them understand the benefits of including the school, community, family, and society in the children's education. Yoder and Lopez (2013) conducted a qualitative study of public housing residents to understand their views of parent participation in schools. Findings from the study on parents' perceptions of their involvement in their children's education showed that parents are positive about being involved in their children's education, but they often fail to become actively involved because they feel marginalized.

Đurišić and Bunijevac (2017) researched parental involvement as an essential factor for successful education by analyzing the advantages of parental involvement and summarizing the leading principles of the successful partnership of parents and schools. Đurišić and Bunijevac

(2017) emphasized that to ensure effective parental involvement, schools may organize partnership programs that will continually develop, implement, evaluate, and improve plans that will encourage community and family involvement. The mixed-method research methodology involves the use of both quantitative and qualitative methods in a single research study, although data collection and analysis can be done sequentially or concurrently for both the quantitative and qualitative methods in this form of research (Johnson & Christensen, 2008).

Ho (2009) researched the educational leadership for parental involvement in an Asian context using the mixed-method approach to investigate the nature and impact of diversified forms of parental involvement with children and schools in Hong Kong. The study shows that the school principal's ideology defines how parental involvement is practiced in the school. In this study, much attention was given to the principals, rather than the teachers who disseminate knowledge and spend more time with the students. Ghaedi, Kosnin, and Abedi (2016) carried out a mixed-methods case study on parent involvement in the special education schools of Isfahan City, Iran. The result revealed that there was constant daily communication with parents and general/special education teachers and between parents and the counselor/school psychologist. The study also showed that parents of students in the first grade showed the highest degree of involvement and the highest level of communication.

The review of the literature showed that researchers mostly used the quantitative research method to address the issue of parental involvement (Bariroh, 2018; Echaune et al., 2015; Patte, 2011). A few researchers in the literature review used a qualitative method to address parental involvement (Ratcliff & Hunt, 2009; Yoder & Lopez, 2013). Only a handful of researchers used the mixed method in this literature review research (Ghaedi et al., 2016; Ho, 2009). Lack of

parental involvement has created issues in the literature because parents are still not involved, and this was deliberated in the ‘Critique of Previous Research’ section.

Synthesis of Research Findings

The review of the literature in this study buttressed two significant facts. First, parental involvement in school activities and their children’s academic education has a significant role to play in the academic achievement of the students. Second, the teachers’ input and opinions are highly significant and should not be neglected because they disseminate knowledge to the children. Research has shown that parental involvement is extremely valuable for the academic achievement of students at all levels of school, elementary, middle, and high school, but the level of parental involvement reduces as the student gets older and moves from a lower grade to a higher grade (Leon, 2003; Lloyd-Smith & Baron, 2010).

Some of the possible reasons for the lack of parental involvement, according to Lloyd-Smith and Baron (2010), are the complexity of the schools’ curriculum and teachers being responsible for teaching an increasing number of students. The literature review and review of methodological issues (Bariroh, 2018; Đurišić & Bunijevac, 2017; Echaune et al., 2015; Ghaedi et al., 2016; Ho, 2009; Okeke, 2014; Patte, 2011; Ratcliff & Hunt, 2009; Yoder & Lopez, 2013) support two significant facts; parents have a significant role to play in their student’s academic achievement, and the teachers’ professional input is highly significant. The children’s academic success and achievement, however, are the general expectations of the parents and the school (Epstein, 2018).

Critique of Previous Research

Although there is a large amount of literature on parental involvement, some weaknesses and strengths are seen in the methods used to answer the research question or to study the topics.

The methodological approach of any study has its strengths and weaknesses when using the quantitative, qualitative, or mixed-method to answer the research questions (Adamski, Fraser, & Peiro, 2013; Altschul, 2011; Bariroh, 2018; Bracke & Cortis, 2012; Castro et al., 2015; Durlak et al., 2011; Gonzalez et al., 2013; Jeynes, 2012; Ong, Foster, & Mann, 2003). As mentioned, the review of the literature showed that researchers mostly used the quantitative research method to address, validate, and test the hypotheses before collecting the data (Adamski et al., 2013; Carpenter et al., 2016; Fosnot, 2013; Strambler et al., 2013; Williams & Sánchez, 2013).

The quantitative research methodology has some weaknesses, including the amount of time spent on completing a survey, time constraints, and sometimes the categories are too long for participants. According to Ong et al. (2003), the results of the quantitative research method are retested and refined more than a few times for a definite conclusion. Analyzing quantitative data will require more time and resources. Morgan and Smircich (1980) stressed that quantitative research needs to be carefully planned to guarantee complete randomization and precise designation of control groups.

Qualitative research methods rely on text and image data, have different steps in data analysis, and draw on diverse design (Creswell, 2013, 2014). According to Key (1997), qualitative research permits researchers to study the perspectives of individuals on any given phenomenon. The teachers' perspectives are crucial in implementing programs that will increase parental involvement in schools, and that consequently improve students' academic achievement.

In a study carried out by White (2016) to assess teacher–child relationships from the child's perspective, it was evident that children's language and gender were positively associated with the quality of the teacher–child relationships rather than ethnicity. Because there have been different researchers with different views of parent involvement, applying a qualitative method

to investigate the teachers' perspectives on parental involvement would be valuable to the students, parents, and schools (Baquedano-Lopez, Alexander, & Hernández, 2013, Bruin, 2018; Ratcliff & Hunt, 2009; Yoder & Lopez 2013). The mixed-method research approach was employed in a few types of research reviewed (Ghaedi et al., 2016; Ho, 2009). The strength of a mixed-method research approach is that the methods of both qualitative and quantitative research can be used in a single study. Mixed method strengths can test the grounded theory and allow the researchers to have broader research questions. The weaknesses of the mixed method are time, learning about multiple methods and approaches, and increased expense.

The review of literature in this study revealed that, even though much research has been done on parental involvement, more investigation is important from the teacher's perspective. According to Reece et al. (2013), when teachers have a broader knowledge of building relationships with parents, they will gain a better understanding of the opinions and perceptions parents may have towards parental involvement. In a study by Hammack et al. (2012), the researchers confirmed that some teachers feel training for parental involvement is not necessary during training programs. A positive relationship can be provided by working towards improving teacher's capacity for applying parental involvement programs (Hammack et al., 2012).

The goals of teachers are to welcome parents, create partnerships with them, and provide training and programs for parents to interact more with the teachers to build a better relationship (Mahuro & Hungi, 2016). Kaplan (2013) maintained that one way to increase parents' involvement is by organizing training opportunities or programs for parents. The literature regarding parental involvement and programs is different from program to program and school to school. Even after much research on parental involvement has been carried out by different

researchers, the problem remains because many parents are still not involved in their children's schools. This study addresses this issue.

Chapter 2 Summary

Since a qualitative research method is suitable for providing an exhaustive account of an occurrence (Chiromo, 2006), in this current study, it was beneficial in exploring the teachers' perspectives on parental involvement. The qualitative case study focuses on the perspective of teachers. The teachers were selected from participants with at least five years of experience. The selected teachers would have worked or are currently working with low performing students whose parents are not involved in their child's school. The goals of teachers are to welcome parents, create partnerships with them, and provide training for parents to interact more with the teachers to build a better relationship. Training will help in building trust, increasing parental involvement, and encouraging the parent to be more involved in the schools, thereby giving all parents the same opportunities to be involved and ensuring they will be involved (Wilder, 2014).

The literature review identified the constructivism framework of parental involvement. Also, the literature review explored the parental models of Epstein's framework of six types of involvement and effective strategies for the impact of parental involvement (Melling & Gore, 2012). I discussed the barriers to parental involvement, parent engagement, technology, parent-teacher partnerships, programs, and effective communication for the impact of parental involvement (Yotyodying & Wild, 2016). The methodological approach to the research referred to determining a correlation between teachers working with parents to involve them in their child's education.

The teacher-parent relationship is crucial for the academic achievement of a student. The study investigates how parental involvement impacts a child's academic performance and

explores various ways to develop partnerships with teachers in order to increase parental involvement. Conclusively, the research study is to understand, from the teacher's perspective, why parents are not involved in their children's school. It was vital in this study to find out if teachers also have programs that would include parents in their schools. The overall focus of this study was teachers because they are vital to the educational process.

Chapter 3: Methodology

Introduction

A systematic way to tackle the research problem is by employing research methodology. According to Oliver (2004), research methodology clearly shows the practical steps taken to address a research problem and the steps taken to organize the extensive research. In case studies, the researcher develops an in-depth analysis of cases, programs, or events with one or more individuals (Creswell 2013, 2014). A qualitative explanatory case study was used in this study because it was the most appropriate method for exploring and understanding teachers' perspectives concerning the programs and parental involvement in schools. According to Epstein (2005), by having a keen understanding of the concept of parental involvement, the teachers can define strategies on how to encourage parents to be actively involved in schools for the academic success of students. In this case study, the data were acquired using semistructured interviews, follow-up interviews, and documentation.

Looking at the concept of parental involvement through the eyes of the teachers helped to create a better understanding of the teachers' perspective within the school. Parents are therefore expected to play an increasing role in their children's education, and teachers are implored to develop partnerships with families, which will increase families' involvement in education (Hill et al., 2018). Through this research, an open dialogue was provided for participants to share their experiences and opinions to induce a change in teacher–parent relationships. The goal of this study was to develop positive relationships with parents and encourage parental involvement with effective and productive programs. The chapter presents the anticipated findings and conflicts of interest in the study. The final pieces of this research study explored and validated the expected findings, ethical issues, my position, and the summary.

Research Question

To understand the teachers' perspectives, a research question was developed to explore the participants' perspectives on parental involvement and programs at their school. The research question for this study was: How do teachers perceive the effectiveness of parental involvement in schools, the impact of parental involvement programs, and the barriers to parental involvement?

Research Design of the Study

A case study was used to investigate and analyze real-life themes. Case studies also can be used to analyze programs, events, data collection, and accommodate a diversity of disciplinary perspectives (Creswell, 2013, 2014; Stake, 1995). Case studies, according to Algozzine and Hancock (2016) and Hancock and Algozzine (2017), are richly descriptive because they are grounded in broad and varied sources of individuals. The qualitative case study design was appropriate because it addresses the research problems, individuals, or group ascribed to a social or human problem (Creswell, 2013, 2014). This qualitative case study centered on teachers' perspectives of parental involvement as it relates to the research question.

The qualitative method in this study demonstrated a different approach because it relied on text and image data, having different steps in data analysis, and drawing on diverse design (Creswell, 2013, 2014). The qualitative method section was about the model used in the study and its underlying intent. To be discussed in this section are the samples used for the research, data analysis steps, the methods used for presenting the data, data interpretation, data validation, and the outcome of the study. The teachers' perspectives were important in this study to focus on strategic planning for effective parental involvement in schools. The research provided an

open dialogue for participants to share their experiences and opinions on parental involvement honestly.

The qualitative explanatory case study was chosen because the research was in-depth (Creswell, 2013, 2014). In this study, several data collection methods for collecting data from the participants were used. The study was conducted in an inner-city school in North Carolina to investigate the strategies that teachers should carry out in order to involve parents.

Research Population and Sampling Method

Population

According to Best and Kahn (2006), a research population is a group of persons to whom the researcher would like to infer the results of the study. The target population for this study included an inner-city middle school in North Carolina and teachers with at least five years of teaching experience. For this study, it was important for each participant to have at least five years of teaching experience. The inner-city middle school that was used as the case study has over 150 students and 15 teachers. The student–teacher average ratio of 14:1 is lower than the ratio in other middle schools in North Carolina, where there is an average of 16:1.

Sampling Method

All participants for this study teach at the same middle school. The research was open to all teachers in the school with at least five years of experiences were selected. Merriam (1998) stated, “Sample selection in qualitative researches is usually nonrandom, purposeful, and small” (p. 8). A qualitative research sample size was utilized as a general guideline to study a few participants and sites to collect detailed information for this study. In that way, sampling was used to focus on the research problem and the questions about the case study. The sample size in this case study was 10 participants with at least five years of teaching experience. The

participants were from an inner-city middle school in a large public school district in North Carolina, and they consisted of teachers who are working or have worked with low performing students whose parents are not involved in the school.

Source of Data and Instrumentation

According to a study by Nkpa (1997), data collection in research is a means of obtaining evidence using a systematic approach to deduce answers to the research problem. The instrumentation used to collect evidence in this research study included interviews and documents. Creswell (2014) explained, “Collecting information through documents and interviews are helpful in research studies” (p. 189). As such, face-to-face interviews were conducted with the 10 participants.

Semistructured Interviews

According to a study by Seidman (1991), an interview is an exchange of opinions between two or more persons on a topic of interest in such a way that it benefits the production of knowledge as it fits properly in the social situation of research data. The actual purpose of conducting an interview is to know the thoughts of the interviewees, what they have in mind, and how they feel. Accordingly, a semistructured interview was conducted with the participants, and open-ended questions were asked. The semistructured interview allows a discussion between the participants and the researcher to have an open and honest dialogue.

Thus, to conduct a successful meeting, it is important to select the participants carefully and develop open-ended questions (Algozzine & Hancock, 2016; Hancock & Algozzine, 2017). Interviewing the participants helped to achieve the aim of this research. Interview strategies were designed to gather data in order to address the research questions (Merriam, 1998). The semistructured interview process was designed to receive information from the open-ended

questions the participants were asked (Merriam, 1998). The goal of the semistructured interview process was to understand, from the teacher's perspective, why parents are not involved in their children's education and the impact of the programs at their school.

Follow-Up Interview

A follow-up interview was ready to use in order to obtain clarification from the participants, based on the first set of interviews, after the data analysis. The goal of the follow-up interviews was to provide more information regarding the research question. The inductive approach was used, starting with the 10 semistructured questions. The process involved working back and forth, building patterns, categories, and themes to organize the information for the research study (Creswell, 2014). Each participant's response was coded, as it helped label the data in this research study. In order to protect the participants' confidentiality and to mitigate deductive disclosure, data masking to hide participants' original information with pseudonyms and coding were employed. Data masking and coding helped conceal the participants' information while having a functional substitute for instances when the actual data were not required. The participants' masked and coded information included their names, email addresses, and any other sensitive information.

Documents

Qualitative research often involves a combination of fieldwork and participants. According to Merriam (1988), field notes data may involve gathering the documents, reviewing the transcripts, and coding the transcripts using either a single word, phrase, or a sentence (Creswell, 2013, 2014). Also, in qualitative research, keeping records in the form of a journal and audiotapes is very valuable (Creswell, 2013, 2014). The purpose of the documents was to investigate more about the situation, person, or event studied by the researcher (Merriam, 1998).

These documents, which included field notes, were vital because they assisted in the final report of the study.

All the field notes were compiled later to process the data received from the study. Most of the field notes were information that the participants shared about their educational background, notebooks that students used in their classroom, and years at the school. The first step was to include an audiotape to capture the participants' information that was retrieved for processing and coding. I analyzed, organized, and prepared field notes for the coding. The codes were taken directly from what the participants said, and were placed in quotation marks. This form of coding is called *in vivo* coding (Saldaña, 2015, p. 3). Additionally, a theme is an outcome of coding, categorizing, and analytic reflection (Saldaña, 2015, p. 13).

Data Collection

The core process of acquiring the data were through semistructured interviews, follow-up interviews, and documents. Creswell (2014, p. 95) explained, "Researchers need to have their research plan reviewed by an institutional review board." Therefore, before acquiring the data, approval was acknowledged from the Concordia University Institutional Review Board (see Appendix A). Confidentiality was important when interviewing the participants in this study.

Permission obtained from the principal was essential to gain access to the site (Creswell, 2014). Before commencing the research, I met the principal (see Appendix C). After obtaining the principal's approval, I sent a letter to each participant (see Appendix B). Since research on human subjects should be done to create awareness and enable teachers to participate actively in a research study, the participants were educated first on the nature and purpose of the study to gain their trust and cooperation before and during the investigation. Each of the participants received a consent form before starting the research process (see Appendix D).

Interviews and documents were used to collect the data for the research study. I met and interviewed the participants to have a better understanding of their perspective on why parents are not involved in their schools. I conducted face-to-face interviews with participants.

Semistructured Interviews

Semistructured interviews were used to collect the data for the research study from participants. I sent the principal a letter to introduce the research study (see Appendix C). I also set up an appointment to meet face-to-face with the principal to seek approval for the study (see Appendix C). It was essential to obtain permission from the administration and gain access to the site (Creswell, 2014). After obtaining the principal's approval, I sent a letter to each participant (see Appendix B).

Each of the participants received a consent form by email, face-to-face, or mail before starting the research process (see Appendix D). The following steps clearly explain the data acquisition process. First, the interview process took at least a week to meet each of the 10 participants. Second, each interview lasted at least 60 minutes. Then I recorded and transcribed the interviews of each participant and kept field notes of each interview. Third, a location was chosen where the participants would feel safe to share information on parental involvement. Finally, my contact information was provided to the participants so they could contact me if they had any questions before the meeting. This was necessary to enhance a better conversation.

Follow-Up Interview

Two weeks after the first set of interviews, a follow-up interview was conducted to address questions that needed further clarification (see Appendix F). It involved booking an appointment each participant and deciding on a suitable date for the interview. The follow-up interviews lasted for 45 minutes with each participant because not much questions were asked

and the few questions asked were only for clarification. The follow-up interviews were conducted at the participants' chosen locations for convenience. In addition, the data analysis procedure of the follow-up interview was the same as that of the initial interview.

Documents

According to Krippendorff (2004), document analysis is a research method used to make valid and reliable inferences from the texts. These documents included personal papers and physical materials from the participants. These documents were vital in this study because they assisted in the final report of the study.

Data Analysis Procedures

In a study by Gay, Mills, and Airasian (2006, p. 76), data analysis is an effort by researchers to review the collected data in a reliable and precise way. It involves an interpretation of participants' responses. According to Yin (2014), when evaluating a case study, researchers should commence by "playing" with the data (p. 135). Naturally, this can be done by conducting interviews and comparing the outcomes and discovering patterns. In this study, the inductive approach was used to analyze the data.

The inductive analysis process involves working back and forth, building patterns, categories, and themes to organize the information for the research study (Creswell, 2014). As mentioned, interviews (and follow-up interviews where necessary) and documents (field notes) were used for acquiring the data. Data collected during the interviews was analyzed with regard to themes in order to make a methodological presentation of the findings. Once an interview was complete, the recorded data were transcribed. During data collection, challenges such as bias may surface. According to Pannucci & Wilkins (2010), "Interviewer bias refers to a systematic difference between how information is solicited, recorded, or interpreted" (p. 3). Galdas (2017)

maintained that identifying and appreciating research bias is significant for determining the credibility of research results.

Major biases that were avoided in this study were leading questions and response biases. In a study by Allen (2017), leading questions are questions a researcher asks that may cause a respondent to answer in a biased way. Promoting leading questions bias can negatively affect the result, credibility, and ethics of a study. Response bias is another major bias that was avoided in this study. Lavrakas (2008) stated that response bias is a general term that refers to conditions or factors that take place during the process of responding to surveys, affecting the way responses are provided. Such circumstances lead to a nonrandom deviation of the answers from their true value. Circumstances that can lead to response bias are misleading questions and tiredness of the participants. During the interviews (data collection), my responses were bracketed by writing observational comment memos that symbolized my conceptions.

In a study by Tufford and Newman (2012), bracketing can aid the researcher in maintaining focus on the research questions while using cues from the researcher's experience and emerging interpretations during data collection to augment questions for further data collection. Data analysis procedures involve synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding (Hatch, 2002). The inductive approach was used, starting with the 10 semistructured questions. The process involves working back and forth, building patterns, categories, and themes to organize the information for the research study (Creswell, 2014). Afterward, each participant's response was coded, and the codes helped in labeling the data in this research study. According to Saldaña (2013), "Descriptive coding assigns labels to data to summarize in a word or short phrase" (p. 292).

In this study, I applied the six steps of descriptive coding by Saldaña (2013) as follows: First, decide which types of coding are most relevant; second, start coding; third, create a starter list of codes; fourth, generate categories; fifth, test these categories against new data; finally, write about the categories. Once the coding process was started, I was able to label and identify themes. In this study, coding was conducted by hand, NVivo software, and Microsoft Excel. Concurrently, the data were reviewed and analyzed while taking field notes and writing the final report (Creswell, 2014, p. 195).

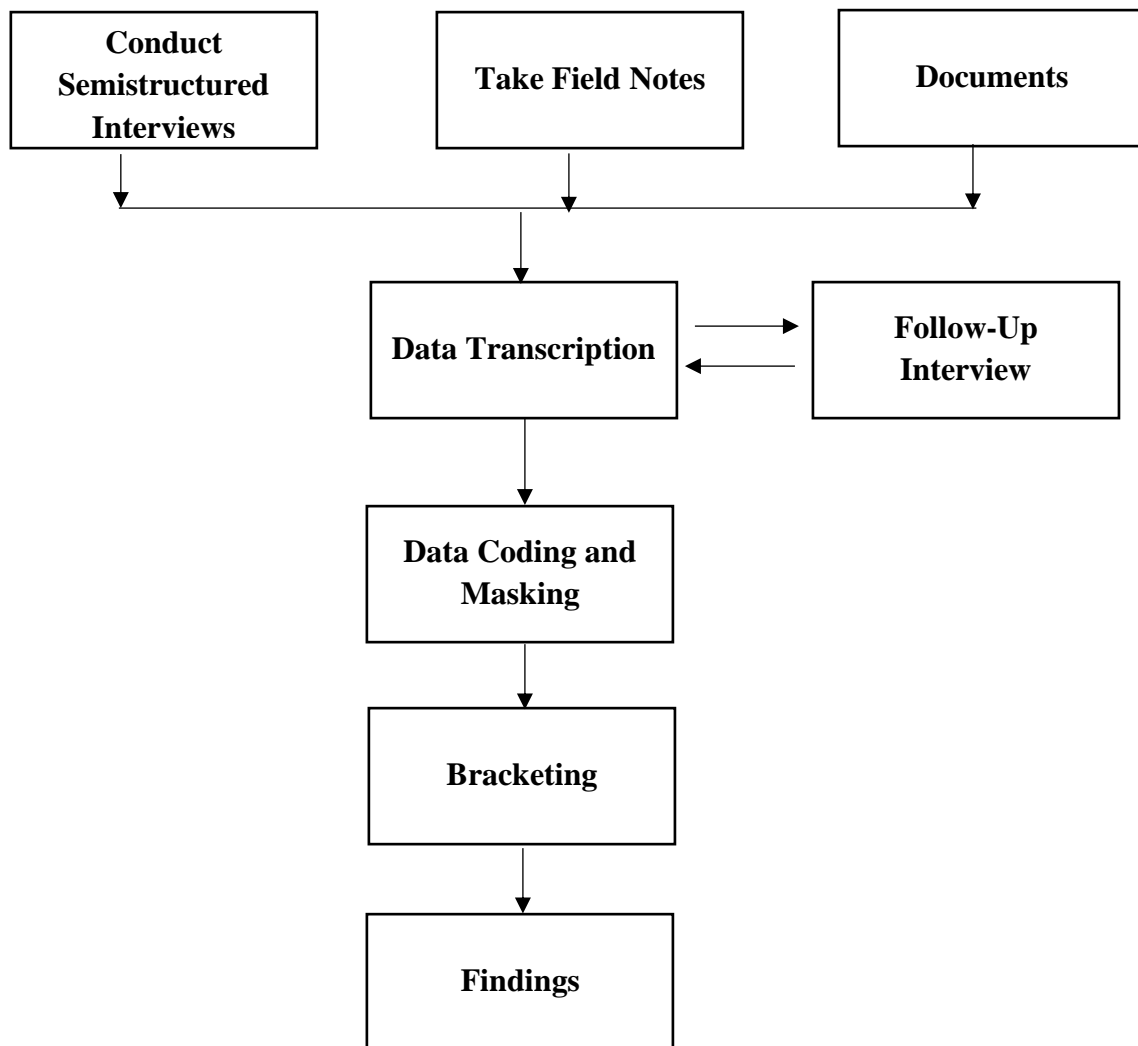


Figure 2. The data analysis procedure.

Interviews

Data from the interviews provided evidence relating to participants' perspectives on parental involvement and programs in their school (Hatch, 2002). The interviews were transcribed, and field notes were color-coded, patterned, and categorized according to themes that emerged from each participant's interview notes. According to Lofgren (2013), a step-by-step inductive analysis of the interview data is as follows: First, it was essential to read the participants transcripts; second, label relevant pieces of the information; third, make a conscious decision on the most appropriate codes and the creation of categories by bringing several systems together; fourth, mark types and decide which are the most relevant and their connection to each other; and fifth, find out if there is a hierarchy among the created categories to understand the importance or draw a figure to summarize the results.

Data from the interviews provided evidence related to the participants' perspectives on parental involvement and programs in their school (Hatch, 2002). Also, according to Hatch (2002, p. 162), the steps in the Inductive Analysis are as follows: (a) read the data and identify frames of analysis; (b) create domains based on semantic relationships discovered within the frames of analysis; (c) identify salient domains, assign them a code, and put others aside; (d) reread data, refining salient domains and keeping a record of where relationships are found in the data; (e) decide if your domains are supported by the data and search data for examples that do not fit with or run counter to the relationships in your domains; (f) complete an analysis within domains; (g) search for themes across domains; (h) create a master outline expressing relationships within and among domains; (i) select data excerpts to support the elements of the outline; and (j) write up the results.

Follow-Up Interview

A follow-up interview was used when the transcripts were unclear in the initial interview (see Appendix F). The follow-up interview was important to obtain clarification from the participants based on the previous interview process. The goal of the follow-up interview was to provide more information regarding the research question.

Documents

Documents, also known as records, were important data collection tools that were analyzed. Analysis means organizing and interpreting data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount a critique, or generate theories (Hatch, 2002). The data were reviewed by analyzing each of the forms to see if they were fit for the study. The reports provided valuable information from multiple data sources that must be summarized and interpreted with the purpose of addressing the research questions under investigation (Algozzine & Hancock, 2016, p. 57). I made notes that included bracketed impressions as artifacts and other unobtrusive data that was collected when the data analysis process began.

Delimitations of the Research Design

According to Simon and Goes (2013), “The delimitations of a study are those characteristics that arise from limitations in the scope of the review” (p. 4). The delimitations are boundaries that are within the researcher’s control. Some of the boundaries in this study that were within my control included location, the time duration for the interview, and sample size. The location was the school or an area at the school. The time duration for the interview was a 60-minute interview with open-ended questions, the follow-up interviews were at least 45-

minutes for the participants, and the sample size was small for this research study. The delimited boundary that this study faced was the participants without at least five years of experience.

Limitations of the Research Design

The limitations are the potential weaknesses that are out of my control (Simon & Goes, 2013). These are external factors in research that influence the outcome and are more natural with little or no human influence. Some examples of the external factors that were beyond my control were the dates for the interviews, the timeframe for interviewing each participant, sample size, and honesty of the participants' responses. Dates for the interview were limited by the teachers' schedules. Scheduling an interview outside the teachers' timeframe can lead to the failure of the interviewing process. The teachers' honesty and perspectives on parental involvement could have faced some limitations because the participants had control over their answers. The sample size was 10 participants, and it could not be used to generalize the total number of teachers in the study area. However, it was vital to receive actual and truthful information for the study because I had no other means of verifying their answers.

Validation

According to Johnson and Christensen (2004, p 249), research is valid when it is "plausible, credible, trustworthy, and therefore defensible." The triangulation method provided the validity of qualitative research based on determining whether the findings were factual (Creswell & Miller, 2000). The soundness of the study was determined by validity, which is a term that applies to the research design, methodology, and data collection. In data collection, validity denotes that the findings are a representation of a given phenomenon one claims to be measuring. Also, Creswell and Miller (2000) stated that, when claims are valid, they are reliable to warrant inferences. The study was validated by checking the accuracy of the findings by

employing specific procedures. Triangulation was used to determine the accuracy of qualitative findings (Creswell, 2014, p. 201).

Credibility

Merriam (2009) emphasized that research is credible when the researcher can explore and analyze the realities of respondents in the study. The collected data for this research was validated in order to justify its credibility before making the results. Data analysis was done through interpretation to ensure it is accurate for it to be valid and reliable. To ensure the credibility of the study, I avoided asking the participants leading questions. According to a study by Allen (2017), leading questions are questions a researcher asks that may cause a respondent to answer in a biased way. Promoting leading questions bias can negatively affect the result, credibility, and ethics of a study. In the study, I also avoided conditions such as misleading questions and tiredness of the participants, which could have led to response bias. While leading questions and response bias were avoided during the interviews, my responses were bracketed to maintain a focus on the research questions.

Triangulation

According to Creswell (2013, p. 302), “Triangulation is significant when investigating multiple sources of theories that provide corroborating evidence for validating research studies” (p. 302). Additionally, McMillan (2012) described triangulation as a “technique of finding and cross-validating different sources and methods of data collection.” McMillan also suggested that data can be “collected from different individuals at different times or in different places” (p. 303). Yin (2017) provided the rationale for using multiple sources of data to emphasize the strengths of a study. When considering data triangulation, the interest is in space, time, and

participants of the study. According to Hatch (2002), in research, triangulation can be used to check and establish validity by analyzing the research question from different perspectives.

Dependability

Dependability was essential in this study to establish the trustworthiness and credibility of the research findings. Dependability entails the evaluation of the quality of linked processes, such as data collection and data analysis. In qualitative research, it is imperative the researcher understands that reality is socially built; it is constantly adjusting, making dependability originate from the capture of changing conditions that appear in settings and study design due to the mentioned reality. In addition to dependability, member checking was one more method used in the study.

Member Checking

In member checking, participants are asked to review the interpretations and conclusions and to confirm the findings (McMillan, 2012). The member checking was carried out during the follow-up interview (see Appendix F). The aim of this process was to assess the accuracy and credibility of the study's findings (Creswell, 2014; Algozzine & Hancock, 2016; Hancock & Algozzine, 2017).

According to Birt, Scott, Cavers, Campbell, and Walter (2016), member checking, also known as participant or respondent validation, is a technique for exploring the credibility of results. It was essential to have a good rapport with the participants to gain their respect and trust to have an open dialogue and sincere responses to the open-ended questions. Member checking was valuable in this research study because the participants received and checked the research summaries for accuracy to be sure the transcribed data resonated with their statements and intended contributions to the study.

Expected Findings

The expected findings from this research were the reasons parents are not involved in their children's education. The impact of how teachers can develop and implement programs that will encourage parents to become involved in their children's education can impact teacher-parent relationships. I also expected to discover strategies to address the issue of low parental involvement in schools and to gain a keen understanding of the teachers' perspectives on parental involvement. The results of this qualitative case study provided a clear understanding of the various barriers that prevent parental involvement and commitment to their children's education process. Interestingly, the conclusion of the study assisted in determining if teachers are implementing programs that will support more parental involvement.

Ethical Issues

Research ethics involves the routine guidelines that must be followed to ensure the research does not result in any negative implications for any stakeholder. One ethical issue in the study was that there was informed consent where the primary source of data were applied. Also, where secondary sources were utilized for data collection, credit was given to the authors of the materials using in-text citations and references. Another ethical issue was that the findings and final recommendations of the study needed to comply with the principle of nonmaleficence (do no harm).

While it was difficult to predict the reaction of the public when they receive results, it was also critical to ensure the study methodology was lenient to both the researcher and the participants. Also, this study gave serious attention to the issue of confidentiality. Confidentiality has close links with respecting fidelity, dignity, and beneficence. Last, care was

taken in the design of the study, which means the beneficial outcomes of the research must be credible.

Conflict of Interest

According to the Kaiser Permanente National Research Council (2002), conflict of interest is defined as anything that can create a divided loyalty or the appearance of one between the researcher, the institution, and the individuals enrolled in the research. Conflict of interest interferes with the dependability, reliability, and accuracy of research. Some management strategies that were adopted to counter possible conflict of interest included applying outcome-oriented and process-oriented approaches (Creswell, 2013). Creswell (2013) also suggested that participants should sign letters and ethical compliance documents that require them not to develop any conflicting or selfish interests (p. 60). In this research study, it was vital for participants to trust me and understand their information was safe, protected, and confidential.

Researcher's Position

I was an outsider of the school and did not have a role at the school. My responsibilities as a researcher included analyzing the data, interviewing the participants, writing memos, and coordinating the final report (Creswell, 2014, p. 195). Thus, the study was conducted using the inductive approach, starting with the semistructured interviews. The researcher's role in the study included interviewing the participants, taking field notes, and documentation for participants (Stake, 1995, p. 91). Creswell (2014) stated, "Gaining entry to a research site, and the ethical issues that might arise are also the researcher's role" (p. 187). Also, I sent a letter to the participants and the principal that contained more information about the study.

Ethical Issues in the Study

The participants understood the information they shared was confidential (Creswell, 2013, p. 174). Numbers (codes) were assigned to each participant in order to keep the participants' information private, and each participant also signed a consent form. I was the only person accessing the data. The data were audio recorded and data destruction was carried out after the transcription was completed. Ethical approval for this study was obtained from Concordia University and the case study. The participants were requested to sign consent forms before the interview began, and they agreed the interview could be audio-recorded, and written notes could be taken by a note-taker to record interviewee expressions and statements. The participants were assured their confidentiality would be maintained, and no identifying features would be mentioned in the transcript.

Chapter 3 Summary

When teachers form partnerships with parents, teachers will have an opportunity to establish a relationship with parents who are not involved in their children's schools. Developing the results in a data format was helpful in this study. The aim was that, after sharing this information with parents, parents would have the propensity to develop a better relationship with their children's teachers. The methodology of this research explored the interviews, auto-tapes, visual materials, field notes, research questions, limitations, delimitations, validations, dependability, credibility, findings, and a summary.

In Chapter 4, I gives an analysis of the data for this study. I also start the chapter with an overview of the introduction and the research question. The chapter overview of the description includes the sample, research methodology, analysis, a summary of the findings, the presentation of the data, results, and a summary of the chapter.

In Chapter 5, I include a detailed discussion and conclusion of the research study. The chapter also focuses on the introduction, summary of the results, analysis of the results, discussion of the findings of the literature, limitations, implication of the findings for practice, policy, theory, recommendations for further research, and conclusion.

Chapter 4: Data Analysis and Results

Introduction

This qualitative case study was intended to identify teachers' perspectives on the importance of parental involvement in education. Parental involvement demonstrates that parents care for their children's educational experiences (Bracke & Cortes, 2012; Caspe et al., 2013). Ten middle school teachers with at least five years of teaching experience were interviewed to gather data to answer the research question: How do teachers perceive the effectiveness of parental involvement in schools, the impact of parental involvement programs, and the barriers to parental involvement?

The framework indicates how teachers can encourage and motivate parents to become involved in their children's education. This chapter presents the qualitative case study design used to explore the teachers' perspectives on parental involvement. It also presents the strategies used by the teachers to see if parental involvement programs are effective in their school. The qualitative data were collected from a sample size of 10 teachers through face-to-face interviews. Finally, the data and the results are discussed along with the presentation of the results, the chapter's conclusion, and a summary of the finding.

Description of the Sample

In this study, the sample consisted of 10 teachers from an inner-city school in North Carolina. After approval from administration, a letter was sent to the teachers to invite their participation in this study (see Appendix B). The research was communicated to all teachers in the school but only those with at least five years of experiences were selected. The age group of the participants ranged from 30 years to 60 years of age; the gender distribution in this study was four males and six females. Among the 10 teachers in this study, one taught mathematics, one

taught art, two taught Grade 6, one taught kindergarten, one taught Grade 7, one taught Grade 5, one taught Grade 5/special needs, one taught Grade 4, and one taught Grade 3.

Description of the Participants

As mentioned earlier, the 10 participants were from an inner-city school located in North Carolina. The location of the interview was within the school premises, where the participants were asked 10 open-ended questions during a semistructured interview. The participants chose the location within the school that they found the most convenient (classroom, library, lunchroom, office). The following section describes each participant in this study. See Table 1 for information about the participants' pseudonym and the number of years each had been in the profession.

Table 1

Overview of Participants' Profiles

Pseudonym	Years of Experience
Mary	5
Mark	5
Ann	5
Joan	5
Lisa	25
Betty	5
John	5
Sue	25
Tim	5
William	23

Mary

Mary emphasizes parental involvement as an essential factor for a student's academic achievement. For several years, she was a professional teacher in another inner-city school. Mary is in her second year at this inner-city school as a mathematics teacher. She had previously taught special education and worked with the assistant principal and students with behavioral problems. Mary's leadership skills are necessary for the school because of the support she gives the students. Mary teaches parents how to do the math to help their children at home. She also teaches parents some of the special needs topics by showing them what the children are learning, so they can understand and teach the children at home as it is done at the school. Mary simplifies the topics so that parents can explain them to their children. According to Mary, "Educating parents about parental involvement is important. Sometimes, they need to be shown how to be involved and not just assume, because they have a child, they know what to do in the school setting."

Mark

Mark has been working in the school for one year and has over five years of teaching experience. In his interview, he talked about working in art and how he involves parents in his classroom. His philosophy is that teachers are to assess what type of students they have first and see what their needs are. Based on that, they can decide what type of program would be suitable for their school. He believes in the holistic approach to education because teachers do not just teach a subject. According to Mark, "When parents got more involved, even the struggling students took a different attitude about their classwork."

Ann

Ann has only five years of teaching experience and is an active leader in this inner-city school. Ann is responsible for working with many struggling students in the school, and whenever she teaches the student, she always gives them an anchor chart so that they can stay organized. Ann stated, “Parents are the first teacher, and the derivation of the home will shadow or reflect on the student’s progress and desire to want to learn.”

Joan

Joan has been working for over five years in this inner-city school. Earlier, Joan had taught at a different inner-city school that faced demographic and socioeconomic barriers to parental involvement. Joan’s educational leadership style taught her that parental involvement is vital for her students to be successful. According to Joan, “You have Muslims in the neighborhood, you have Jews in the neighborhood, and you know somebody who is going to be doing a few things differently. Those are barriers.”

Lisa

Lisa has over 25 years of teaching experience in a different inner-city school. While teaching at that school, she implemented parental involvement and volunteering programs in her classroom. Presently, such programs are not implemented at this inner-city school, and she believes it would be nice if they were implemented. Lisa has been working at this inner-city school for over five years in several grade levels. She has demonstrated strong leadership skills and has worked closely with parents in her classroom so they can be volunteers. Parents can sit in the classroom sometimes and learn what their kids are doing and take steps to do it at home. According to Lisa,

If teachers or the school have programs, such as a workshop for the parents, then it would be easier, I think, to have more parental involvement. Because now they know exactly what is being done, they know what is needed and what is expected of their kids.

Betty

Betty worked for over six years in an inner-city school and only two years at this inner-city school. She has worked with at-risk students for six years, and her leadership skills have given her the ability to help many students at her school. She believes the learning environment for her students would be positive if individuals believe in their students. Betty stated,

Any time parents feel like you are communicating to them. Personally, that is when they decide to become more involved. It makes them feel comfortable. It makes them have trust in the environment they are sending their children, and it will make them also really want to become more involved.

John

John has been working for over five years in this inner-city school. According to John, “When parents are involved, students will be more academically successful because reinforcement is a vital key in his classroom.” John is a teacher who genuinely works hard for his students to make sure they take their homework home and bring it back to school. John encourages the students to work hard for their academic success.

Sue

Sue has been working for more than 25 years in several inner-city schools. She has been in this inner-city school for more than five years, and as a classroom teacher and Special Needs teacher, she has taught every core subject in multiple grade levels for more than 25 years. Sue is an educational leader that has been working with students for many years. She enjoys nurturing

students and believes that every child has a high potential to learn. Sue stated, “Communication is a big step; communicate with parents. Even if you do not get a response, continue to communicate.”

Tim

Tim has worked for over five years in this inner-city school. Tim taught several subjects in a different inner-city school before he started working in this current inner-city school. He believes that parental involvement is vital for all students. He firmly believes that, in any school, all teachers should understand how important it is for students to be successful in life. Tim stated, “It would be a good idea if teachers would get parents involved and ask the parents what they would like to do at the school with the students.”

William

William has been working for over 23 years and has also handled many other administrative duties in this inner-city school. He has been an active leader in the school and has addressed several issues for the success of the school. William stated,

We look at the social aspect of learning, the academic part of learning, the emotional side of learning, and then we marry all three of them together to bring about the holistic part of learning because it is just not the academic piece that brings about that. It is also the emotional side of learning.

Research Methodology and Analysis

In this qualitative study, I used a case study design to understand the teachers’ perspectives on parental involvement. The research question that guided this study was: How do teachers perceive the effectiveness of parental involvement in schools, the impact of parental involvement programs, and the barriers to parental involvement? I used semistructured

interviews, follow-up interviews, and member checking as data collection methods in the study and documents. I conducted face-to-face interviews with 10 teachers, used a tape recorder to record the information from each participant, and used Rev.com to transcribe all recordings. After completing the semistructured interviews, transcription, coding, and follow-up interviews, the data were analyzed. Descriptive coding of the data were carried out in this research study. According to Saldaña (2013), descriptive coding assigns labels to data to summarize in a word or short phrase. “Descriptive coding points toward patterns or themes stated directly by research subjects” (Cope, 2016, p. 1). The inductive analysis model was used to analyze the data. The data analysis was conducted using NVivo software.

Data Collection

Data collection was conducted in two stages. First, data were collected from the semistructured interviews conducted with the participants. Second, data were collected from member checking and follow-up interviews conducted with the participants. These two stages contributed to the last method of data collection. All the participants signed the consent forms before their interview.

Semistructured Interviews

The semistructured interviews were conducted with 10 participants over two weeks. Although the choice of the location and time for conducting the face-to-face interview with each participant is important in a semistructured interview, the timeframe for the interviews was dependent on the availability of the participants. For each of the participants, the interview lasted 45–60 minutes, and it was conducted at their school. The interview took place in a meeting room within the school. A tape recorder was used during the interviews to record the participants’ responses to the questions asked. The tape recording helped in the process of

making sure the information from the participants was captured, clear, and accurate. After conducting the interview, Rev.com was used to transcribe the recordings.

All 10 participants were asked the same questions. Questions 1 and Question 2 focused on how teachers can develop and implement programs that will involve parents in their school programs that will further improve the students' development and academic achievement. Question 3 focused on how teachers can eliminate the barriers affecting parental involvement and build a strong parent–teacher relationship. Questions 4 and 5 focused on the barriers preventing parents from being involved in their children's school. Questions 6 and Question 7 focused on teacher–parent partnerships and choice of programs that can improve parental involvement in the school. Questions 8 focused on if ethnicity has an impact on parental involvement. Questions 9 and 10 focused on the teachers' view of parental involvement. Before the recording, I introduced myself to each of the teachers and had them sign the consent form for my record. After concluding the first interview, I pre-arranged a follow-up interview with the participants, and it was scheduled for the following week. Afterward, the recordings were uploaded on Rev.com, and the transcript for each participant was returned to me within six to eight hours.

Follow-Up Interview

After the semistructured interviews, a follow-up interview was conducted with the participants. After reading the transcript from the follow-up interview, I scheduled a briefing with the teachers to share the information with them and to make sure all the information was accurate. During the follow-up interview, each participant was asked three questions and the interview lasted a maximum of 30–45 minutes. The questions asked during the follow-up interview were centered on how the participants felt about the questions they were asked during

the first interview, and to further know if they have a question to ask. According to Hatch (2002), these supplementary questions are necessary because they will give the participants the opportunity to elucidate the findings from the previous interview.

Documents

After the semistructured interviews, follow-up interviews, and member-checking, I asked the participants to submit any other questions or assignments that could help in this research study. The documents also include the field notes taken during the interviews. These documents were necessary to acquire a better grasp of parental involvement from the perspectives of teachers and their experiences with parents.

Data Analysis

Data analysis procedures involve synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding (Hatch, 2002). To gain a keen understanding of parental involvement from the teachers' perspectives, I utilized a qualitative case study. The study was designed to know, from the teachers' view, the impact of parental involvement in education, the barriers to parental involvement, and the effectiveness of parental involvement programs in schools. I used two types of data analysis procedures to analyze the data I collected. The inductive approach was used, starting with 10 semistructured questions. The process involved working back-and-forth between data sets, building patterns, categories, and themes to organize the information for the research study (Creswell, 2014). In this data analysis, I identified over 169 codes but collapsed them into 22 codes. Afterward, each participant's response was coded, and the codes helped in labeling the data in this research study. After reviewing the 22 codes, I was able to identify themes.

The data were analyzed using thematic analysis facilitated by NVivo version 12 (QSR International, Pty Ltd) software. First, the audio recordings were transcribed and then uploaded into the software. The transcripts were read several times to develop an interpretation of the participants' perspective. The data were coded as a single data set and was sought on a coding framework. Codes were formulated inductively from the transcripts. The coding discrepancies were analyzed and resolved to reduce the researcher's bias. Each participant's transcript was analyzed extensively before coding. According to Saldaña (2015), "In qualitative research, a code is most often a word or short phrase that symbolizes and assigns a summative, salient, essence-capturing, and evocative attribute for a portion of the language based on visual data" (p. 4). Assigning a word or short phrase to the data resulted in a unique color-coding process to indicate repetitive, regular, or consistent occurrences or patterns (Saldaña, 2015).

The transcript of each of the participant's responses was read several times before commencing the coding process. During the coding, different colors were assigned to specific codes. This explanation of code made it easy to assign a word or a short phrase to the body of data. As mentioned, a total of 169 codes were obtained after reading all the participant data. For example, Mary said, "I think it is necessary for teachers to assess what type of students they have first and see what their needs are." I coded this statement as "students' assessment." When Mary said, "I believe in the holistic approach to education because we do not just teach a particular subject," I coded this statement as a "holistic approach." After color-coding the 10 teachers' comments, I reduced the 169 codes to 22 codes. Afterward, the codes were analyzed under major themes. Semistructured interview guides were used to outline major themes. Finally, overarching themes were analyzed and reviewed by the investigator.

Interviews

All analyses for the semistructured and the follow-up interviews were done with the aid of NVivo (Version 12), a qualitative analysis software developed by QSR International. After conducting the interviews, Rev.com was used to transcribe the recordings. A follow-up interview was ready to use in order to obtain clarification from the participants, based on the first set of interviews, after the data analysis. Afterward, the recordings were uploaded in Rev.com, and the transcript for each participant was returned to me within six to eight hours. After reading the transcript, I scheduled a briefing with the teachers to share the information with them and to make sure all the information in the transcript was accurate. The essence of the briefing was for the participants to examine the transcript for errors or any information that needs modification. After the briefing, none of the 10 participants' comments needed adjustments. The interviews were transcribed.

After transcribing each participant's response, it was coded as this helped in labeling the data in this research study. According to Saldaña (2013), descriptive coding assigns labels to data to summarize it in a word or short phrase. "Descriptive coding points toward patterns or themes stated directly by research subjects" (Cope, 2016, p. 1). Examples of descriptive codes that were used in this study are male, female, home, school, and work. The coding was conducted using Microsoft Excel and NVivo. According to Richards (1999), NVivo assists the researcher in manipulating data records, browsing them, coding them, and annotating and gaining access to data records quickly and accurately. Azeem, Salfi, and Dogar (2012) also showed that NVivo has tools for recording and linking ideas in many ways and for searching and exploring the patterns of data and ideas. The various actions-proxy documents, nodes, and attributes gave values to attributes, linking, coding, and shaping the documents and nodes. After

coding has been completed, a visual representation of the codes and the relationships among them were provided.

According to Lofgren (2013), a step-by-step inductive analysis of the interview data is as follows. First, it was essential to read the participants' transcripts. Second, label relevant pieces of information. Third, make a conscious decision on the most appropriate codes and create categories by bringing together several systems. Fourth, mark types and decide which were the most relevant and their connection to each other. Fifth, find out if there was a hierarchy among the created categories to understand the importance or draw a figure to summarize the results. Data from the interviews provided evidence related to participants' perspectives on parental involvement and programs in their school (Hatch, 2002). The data were reviewed after data acquisition during the semistructured interviews (see Appendix C for the interview questions). After reading all the transcripts that were returned from Rev.com, each participant's responses were coded.

Documents

Data from documents were analyzed, first by reading and rereading to understand and familiarized myself with the information, and then by comparing with each teacher's responses to the questions asked during the semistructured and the follow-up interviews. In a citation by Lawrence-Lightfoot and Davis (1997), "Glaser and Straus underscore the value of writing as a way to focus the analysis. The act of writing moves our thinking to the deepest level and connects field notes to conceptual ideas" (p. 189). The field notes were color-coded, patterned, and categorized according to themes that emerged from each participant's interview notes.

Summary of the Findings

Based on the data collection and thematic analyses, seven overarching themes were identified from the interviews and documents: (a) Understanding Parental Involvement, (b) Impact of Parental Involvement, (c) Development and Implementation of Programs, (d) Barriers to Parental Involvement, (e) Eliminating Barriers, (f) Promoting Parental Involvement through Strategies and Programs, and (g) Necessary Teacher Attributes.

Table 2

Overview of the Themes and Codes

Theme Number and Developed Themes	Codes
Theme 1- Understanding Parent Involvement	Importance of Parental Involvement Educating Parents about Parental involvement Teachers Input on Parental Involvement
Theme 2- Impact of Parental Involvement	The Benefit of Parental Involvement
Theme 3-Development and Implementation of Programs	Holistic Approach Working Together Communication Cohesive Relationship
Theme 4- Barriers to Parental Involvement	Barriers to Parental Involvement Know Parents Schedule Barriers to Teacher–student Partnership

Table 2

Overview of the Themes and Codes (Continued)

Theme Number and Developed Themes	Codes
Theme 5- Eliminating Barriers	Encourage Work Plan Child Important Plan Encouraging Programs Encourages the Parent to be Involved
Theme 6- Promoting Parental Involvement Through Strategies and Programs	Teacher–student Partnership School Improvement Program Parent–teacher Partnership Strategies for Parental Involvement
Theme 7- Necessary Teacher Attributes	Communication in the right way Knowing the Parents Interests Considering the Students Emotional State

The findings of the study revealed that the participants understood the importance of parental involvement in schools. The findings also revealed that teachers care about the students’ parents and improvement in the academic achievement of the students; thus, they want parents to be involved. Data from the interviews provided evidence related to teachers’ perspectives on parental involvement and programs in their school. Although the participants have diverse perspectives on parental involvement, they emphasized effective communication as one tool to get parents involved in the school. When the teachers/school contact the students’

parents regularly and transmit good tidings about the students to them, they are inclined to get involved in the child or children's academics. Contrariwise, when bad tidings about the students are communicated to parents, the enthusiasm to get involved drops. The participants also discussed the need for schools to introduce programs in schools to enhance parental involvement. Such programs include implementing different workshops, such as how to get a job and how to write eye-catching resumes, for unemployed parents. When such programs are organized in schools, even the working-class parents are motivated to get involved.

The findings of this study also revealed some barriers to parental involvement. These barriers included language differences, the proximity of the school to home, the cost of transportation, parents handling two to three jobs, single parenting, communication of bad tidings about the students, time, and the inferiority complex of some parents. Also, the teachers emphasized the following as barriers to parental involvement: parents feeling intimidated by other parents of a higher class, lack of communication, scheduling programs when parents have other activities scheduled at the same time, lack of parent-teacher conferences, insufficient learning tools, the school's culture, and lack of good leadership in the school. The findings revealed teachers' perspectives on how the barriers to parental involvement can be addressed. Some of the solutions to tackle barriers to parental involvement in schools include teachers/schools collaborating with parents for the academic success of the students, organizing parent-teacher conferences, improving the PTA/PTO, understanding the needs of the parents, being helpful to the parents, introducing a holistic approach to education, partnering with parents, introducing field trips, communicating good tidings about the students to parents, introducing programs to get parents involved, and including parents in the schools' curriculum

choices. Although the teachers expressed varying opinions on the barriers to parental involvement, most of them focused on building strong relationships and working with parents.

Presentation of Data and Results

A total of 10 semistructured interviews were conducted from April through May 2019. The 10 interviews were conducted with teachers to understand their perspectives about parental involvement. All the study participants (N=10) who were approached by the study researcher agreed to participate. All analyses were done with the aid of NVivo (Version 12), a qualitative analysis software developed by QSR International. The content of each theme is described in this section to give an extensive and exhaustive overview of parental involvement. A word cloud was generated to depict the respondents' understanding of parental involvement; the data revealed that respondents understand parental involvement as when the parent is entirely aware of the happenings in the school, an existing relationship between the parent, the teacher, and the school, and excellent and effective communication between the parent and the teachers.

Semistructured Interviews

The codes identified during the process discovered the meaning of the data (Hatch, 2002). A total of 22 codes and seven themes emerged from the data collected (see Table 3).

Code 1: Importance of parental involvement. The participants' perspectives on parental involvement were diverse. As stated by the teachers, one importance of parental involvement is academic improvement. Related to Code 1, the following are some of the views of the participants. Ann emphasized parental involvement is important because it improved the students' development in academic achievement. Ann stated, "When parents are involved, the students will start to see the importance of academics, they will progress, and they will be goal-

oriented.” Lisa stated, “When parents are involved, it will allow them to sit in the class, learn what the kids are doing, and the steps taken to do it.”

Code 2: Educating parents about parental involvement. The participants stressed that it was necessary to educate parents about the concept of parental involvement. They were able to buttress their points by emphasizing most parents may not understand what it means to be involved in their children’s academic education. The following quotes are examples from some of the teachers in the study. Tim also stated, “I do want parents to be involved, because like I said, it helps build relationships.” Betty explained, “Some parents are not involved as they should, but I think sometimes, it is our responsibility to help educate parents, help show them how to be involved in their child’s education, and prepare them for their future.” Lisa stated, “Show them how to prepare themselves so they can better assist their child, educationally.” According to William, “Any award assemblies that were done, parents were invited. So, and it was just an intimate time with their children because sometimes, they do not get that opportunity to spend time with their children because of divided homes.” Mary stressed that educating parents about parental involvement is important because sometimes, they need to be shown how to be involved, and not just assume since they have a child, they know what to do in the school setting. Mary also stated that “show them how to prepare themselves so they can better assist their child, educationally”. The teacher continued by sharing that

I think this is so necessary and important because sometimes, you see some parents that are involved, you see parents that are not involved, and you wonder why? But I, sometimes think we assume, just like you see a girl and you think she knows how to wash dishes, but no! You must teach them. Moreover, you see parents, and you think they know just because they have two kids. Not necessarily, and sometimes, we need

reminders. I just believe that when the school administration and the educators, the staff, everybody in the school come together, we can make anything happen.

Code 3: Teachers' input on parental involvement. The participants highlighted their individual input to ensure parents are active in supporting their child academically. They also were able to show that it was important to meet parents, listen to them, and hear what they have to say rather than coming back with a defense mechanism. The participants believe that irrespective of personal or work challenges being faced by teachers, making the academic success of students their priority is the right approach to work. William's stated, "The Disney approach to learning is just making yourself available beyond the barriers and the concerns that you have." Mark stated, "I think school is like the second home." Sue stated, "I think parents have to feel good about the relationship they have with their teachers, but when they are involved, it is like magic." Mary stated, "Teachers are going to have to work together." So, when teachers are openhearted, and they allow parents to discuss various issues, then parents will feel welcome.

Code 4: Benefits of parental involvement. The participants stated numerous benefits of parental involvement. Some of the benefits of parental involvement identified by the participants include collaboration, students' encouragement, academic improvement, students' happiness when they see their parents, and cohesive relationships between schools and homes. The teacher participants revealed that parental involvement is key to students' academic achievement. The following quotes are examples from some of the teachers in this study. Tim stated, "I would definitely say, kind of like what I said, getting to know the parents, getting to know what parents enjoy." Tim also stated, "Getting the parents involved through any programs at the school will benefit the student." Mark stated, "Parental involvement is vital. If you want children to

succeed, you have got to have that piece right there, that is major.” Ann stated, “Parents are the first teacher, and the derivation of the home will shadow or reflect on the student’s progress and desire to want to learn.” The data revealed the following as the benefits of parental involvement:

Table 3

Benefits of Parental Involvement According to the Participants

Codes	% of respondents	Number of occurrences
Academic improvement	50%	5
Academic success	30%	3
Promotes child-parent love	10%	1
Encourages the students when parents are involved	10%	1

Fifty percent of the respondents believe parental involvement increases the academic performance of the student, 30% believe it aids academic success, 10% believe it promotes child-parent love, and 10% believe it encourages the students when parents are involved.

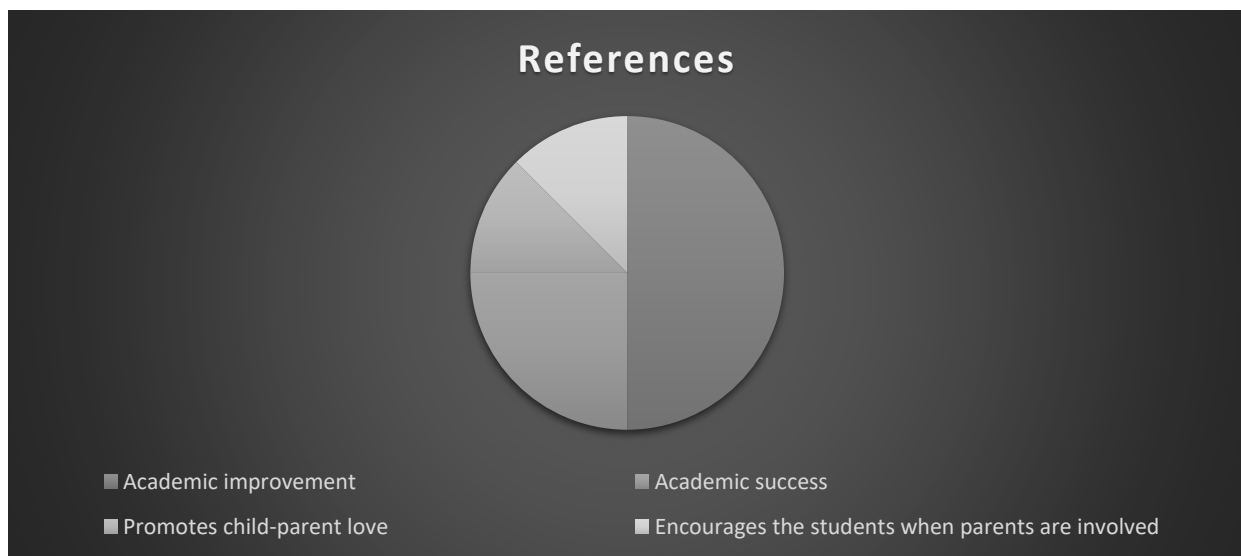


Figure 3. Participants’ references.

Code 5: Holistic approach. The teachers noted that the holistic approach to education is beneficial for the academic achievement of students. All 10 teacher participants demonstrated that it is important to have excellent leadership skills for a better learning experience for their students and more involvement with the parents. Several teachers' examples of the holistic approach were stated. William stated,

We look at the social aspect of learning, at the academic part of learning, and at the emotional side of learning. So, we marry all three of them together, and then we bring about the holistic part of learning because it is just not the academic piece that brings about that, it is also the emotional side of learning.

In the same manner, Ann stated that "It is the social side of learning. Moreover, it is a holistic approach to learning and making certain that children get what they need." Mary emphasized,

I think it plays such a huge part because when students come to school, they are only going to get what we give them here, but it would be more of a holistic approach when of course the parents are a part of it. Moreover, we know as educators that all parents are not always involved.

Mary also stated, "You could come up with different ways of communication, different programs to make sure that parents are more involved, to the best of their ability, in whatever ways, even in the smallest way that they could." Mary also stated,

I believe in the holistic approach to education because we do not just teach a particular subject. If student comes to school and he/she has just lost someone in death, or he/she was in the hospital last night, we must consider that. So, we take a holistic approach, you keep in mind every aspect of the child.

According to Joan, “Some parents tend not to be involved because their children, who are supposed to be on the same level with their peers, are on lower levels”. The teacher believes that, rather than looking at the age of the student, emphasis should be placed on the maturity level of the student. Joan stated, “If the maturity level is not there, why keep moving them?”

William stated,

And when we meet the parent where he or she is then we address the needs that the parent has and when that need is met, and we’ve done what we are supposed to do as a school community to ensure that parent is holistically involved then we’ve done our part in making sure that we have a good school community occurring, and our parents are well involved.

William stated, “They are well partnered with us, and they understand where we are going and our vision and our mission for the school.” William also stated, “We look at the parent needs and meet them where they are.”

Code 6: Working together. The participants emphasized that when the school works with parents, it encourages the academic success of the students. Teamwork is vital when it comes to parental involvement. The following quotes are two examples of teachers in the study. Mark stated, “As a teacher, parental involvement means the parents are completely on board, and they have complete buy-in as far as their child’s education is concerned.” Mary stated,

I still believe that when we work together when the educators work together with a plan and we agree with it, then we will consistently make sure that it is a success in whatever adjustments we need to make. It will be a success if we work together, and we are consistent with it.

Code 7: Communication. Participants of the study are of the perspective that when parents are more involved in their children's education, the students, even if they were struggling, took a different attitude about their classwork. John stated, "When parents are made aware of what is happening in the school, they are more prone to be at the school and be involved." John is also of the opinion that communication is one of the strategies to get more parents involved in their children's academic education. According to John, "Contact parent and keep them in the know." The teachers' participants also believe that keeping parents informed is a fluid approach to whatever is going on in the classroom. Sue stated, "Communication is a big step, communicating with the parents." Sue also stated, "Even if you do not get a response, continue to communicate." According to Mary,

Teachers are going to have to work together. They are going to have to be on the same page, but they also are going to have to be consistent, very consistent with communication. I think that is the key in various ways and doing it consistently. I think that is the bottom line to whatever it is that you are going to implement. Teachers must communicate. The teachers all must be on the same page, and they should be consistent with various forms of communication.

Code 8: Cohesive relationship. The teachers' participants shared that, when there is a cohesive relationship between teachers and parents, parents will feel welcome and will show more interest in getting involved in their children's education. To build cohesive relationships with parents, teachers mentioned that the School Improvement Plan, encouraging child improvement and more parental involvement. Lisa stated, "I think that would be a good idea to have parents in the classroom. Parents can sit and learn what their kids are doing and the steps taken to do it." Sue stated, "When parents are involved, and the parents have to feel good about

the school.” Sue also stated, “They have to feel good about the relationship they have with their teachers, but when they are involved, it is like magic.”

Code 9: Barriers to parental involvement. The participants highlighted some obstacles that prevent parents from being involved in their children’s education. Most of the teachers reported that the significant barriers to parental involvement are busy schedules, time constraints, communication breakdown/ethnicity, a single parent working 2–3 jobs, inferiority complex, younger parents, parents feeling intimidated, transportation, school proximity, and lack of good leadership. John mentioned, “Transportation is a grave issue for parents. If this issue could be addressed, parents will be more supportive.” William stated, “Lack of communication is a barrier when parents are not communicated to on a regular when they are not invited to certain activities that the schools are having.” John stated, “The first barrier that comes to my mind is the distance from the school and home. Another barrier is when the teacher and the parents are so economically different from each other.”

Code 10: Knowing the parents’ schedule. The teacher participants all agree that when the school and/or the teachers know parents’ schedules, they will know the best time to schedule meetings and other programs that will involve parents. The participants noted that this act would motivate parents to be involved in education because parents will feel the school cares about their interests. The school and/or the teachers should schedule the timing of meetings and other programs at the time most convenient for parents, so it will not clash with their schedules. Two more examples from other teachers were the statements made by Ann and Joan. Ann stated, “So it is hard for some of them to attend different things that we have. It is not that they do not want to; they are not able to.” Joan stated, “One way is to respect parents’ working schedules. This is a working-class area, so we know that sometimes, parents can be reached a variety of times.”

Code 11: Barriers to teacher–student partnerships. The participants noted some factors that can hinder the relationship between teachers and students. According to the teacher participants, barriers to the teacher–parent partnership are language barriers, insufficient learning tools, and the schools’ culture. William stated, “Students, most of the time, get home and complain they do not have the necessary tools to be established in the classroom, and that leads to a barrier.” William also stated,

It could be the lack of leadership competency, where there was not a fluid approach to getting messages out to parents, or it was just an idea you did not want parents to be a part of for whatever reasons.

Code 12: Encourage work plan. The teachers noted that, when there is an effective work plan, the academic success and achievement of the students will be encouraged. The participants stressed that when schools have an open-door policy and parents can come in at will, it will encourage parental involvement. Mark stated, “You got to invite them in, and that kind of breaks that barrier.” These are work plans that some teachers are using to ensure the children’s academic success. Consequently, when parents see their children succeeding academically, they will be inclined to be involved.

Code 13: Child improvement plan. John stated, “The more parents are involved, the more the students will be academically successful because, as I said, they are getting that reinforcement.” As stated by Tim,

The students are always proud to say: this is my mother. My mother is at my school.

They also get so excited to introduce their friends to their parents. The students are always proud to have lunch with their parents, and they glow with happiness seeing their parents.

Betty thinks that parental involvement encourages the students to have that zeal that pushes them towards academic success. According to Sue, “When programs such as the A-B honor roll was initiated, parents became involved, and the impact was good.” Sue also stated,

I would say that, specifically, with the A-B honor roll program, allowing the students to see their parents there and get excited about celebrating their academics, I think that was a big push for a lot of those students to keep them at the top of their game.

Similar to the claim of Sue, Tim stated, “I think it has impacted very well because we only had the Muffins with Mom and Donuts with Dad one year, and it was a big turnout. It has impacted very well.”

Code 14: Encouraging programs. As highlighted by the teacher participants, when teachers work together with a plan, and they are in one accord, then teachers will consistently make sure it is a success, making whatever adjustments they need to make. If teachers work together and are consistent, they will be successful. The teacher participants believe teachers could organize random workshops to offer parents tips on how to get things done. John stated,

When parents understand the whole process of what is going on in the classroom, when parents are invited, it makes them feel welcome, makes them feel at home that their children are getting an overall successful curriculum-based instruction, and also make them feel confident that their children had a successful year in that grade level.

John also stated, “School can do Connect-Ed message: recorded messages to inform parents about what is going on in the infrastructure of the school.” Mary stated that “we could do random workshops to offer parents of how to get things done. Sometimes, there are some basic things that you would think they know how to do, but they might not.” Mary also stated,

When we know that maybe 20%, 40% of parents do not even have a job, maybe we could do different workshops where we can teach them how to get a job, write better resumes, and know the different things to support what their needs are.

Code 15: Encourage the parent to be involved. As noted by the participants, when parents are encouraged to be involved, it will have an impact on the students. The teachers, from their experiences, were able to show that, when parents are involved, the students are encouraged to perform better. Betty believes parental involvement encourages the students to have that zeal that pushes them towards academic success. Betty stated, “I think the more the parents are involved, the more the students will be academically successful because, as I said, they are getting that reinforcement.”

Mary stated,

I think just like the child, whatever level they are, we deal with them and help them to grow from that level. I believe with parents; it is the same. Whatever level they are, because some might not have graduated from high school, but whatever level they are, we should help them to be more successful in assisting their child, but sometimes, you know, we might have to assist them in other areas too that is not necessarily directly related to a child. Maybe they need help with being better prepared, how to make decisions. There is a process of how to make better decisions.

Code 16: Teacher–student partnership. The participants highlighted some important strategies to strengthen the teacher–student relationship. Most teachers pointed out that to strengthen the partnership between teachers and students, it is imperative to bring changes in the curriculum. Also, a new teaching strategy, simplified teaching method, considering students’ emotional state, and students’ assessment is very imperative. The teachers also highlighted that

it is crucial for teachers to introduce themselves to the students' parents; let them know who you are and that you will be a partner with them throughout the entire year to make sure their child is safe with you, they can depend on you, and that you're going to be there to make sure they get exactly what they need in a holistic way.

Code 17: School improvement program. The participants emphasized the importance of school improvement programs. According to the teachers, introducing a parent trainer that will organize workshops to teach parents effective strategies to help their children succeed would be a vital program to implement in schools. When these workshops are organized, parents would like to be involved. Lisa stated,

If teachers or the school have programs such as a workshop for the parents, then it would be easier, I think, to have more parental involvement. Because now, they know exactly what is being done, they know what is needed and what is expected of their kids.

Code 18: Parent-teacher partnership. The teacher participants stressed when there is a positive relationship between parents and teachers; it will encourage even passive parents to become active in supporting their children's academic success. Parent-teacher partnership deals with struggling students, introducing new math concepts, involving and educating parents, modifying school curriculum, encouraging feedback from parents, knowing the parents' interests, knowing parents' schedules, introducing open-door policies, including parents in the curriculum choices, parent-teacher conference, communicating the right information, and teachers understanding parents better to assist their students. Ann stated,

If teachers or the school have programs such as a workshop for the parents, then it would be easier, I think, to have more parent involvement. The reason is that parents now know exactly what is being done, they know what is needed, and what is expected of their kids.

Code 19: Strategies for parental involvement. Strategies for parental involvement, according to the participants, are time management, encouraging effective communication, volunteering, positive reinforcement, impressionism, sending invitations to parents, gifting strategy to involve parents, networking, organizing parent conferences, organizing field trips, and including parents as a teacher-assistants. Participants of the study also expressed that alternative ways to communicate with parents are via text messaging, phone calls, organizing conferences, and sending emails. Also, the administration team can come up with their outline along with their parents. Ann stated,

I believe this is completely true. Children are going to be individualized, but they are also going to be encouraged by their parents as well. So, students can see that parents care academically as much as teachers do now. This is just my opinion.

According to the teachers, it is necessary for teachers to assess what type of students they have first and see what their needs are. Based on that, teachers can decide what type of program would be best suited for their school. However, the teachers must come together; they can discuss what is going on because they know the kids.

Code 20: Communication in the right way. According to the teacher participants, it is in the best interest of the school, community, students, parents, and teachers to come up with different ways of communication to make sure parents are involved in their children's education, to the best of their ability, in whatever ways, even in the smallest way they could. Joan stated, "One of the ways that I have worked towards eliminating the barriers between teachers and parent involvement is probably contacting them as things occur." Betty stated, "Teachers can develop and implement programs to promote parent involvement, probably with communication."

Code 21: Knowing parents' interests. Knowing the interests of parents will assist teachers in several areas such as early communication, encouraging home-schooling, introducing a school-home partnership with involved parents at their school. On the words of Mary,

Once parents decide what is needed, because once you have, maybe an issue might be transportation, or it might be time, then they are working late. So, whatever I believe the concerns are, when they come to figure out what the concerns are, then they can create something in-house to explain to the parents to support them because that would be the bottom line to whatever the program is; to help them. Because if you could make it more convenient for them, they will be more supportive.

Code 22: Considering the students' emotional state, student's assessment. The participants of the study also expressed that it is important for teachers and/or the school to know the emotional state of the students. When students feel the love of their teachers, they will be inclined to come to school, thereby improving their academic success. John stated, "You have to know in your mind, has to be your will, it has to be the will of the people." John also stated, "And if it's not the will of the people they can pretend all they want to, it's not going to happen until it becomes somebody's will." Mark stated, "Teachers need to assess the students and know their needs to develop programs best suitable for the school." Mark also stated, "Because home is where the heart is, home is the derivative, home is where it first begins."

Chapter 4 Summary

The purpose of this qualitative case study was to explore the teachers' perspectives on parental involvement. Data for the study was collected through semistructured interviews with 10 teachers. I included a description of each of the participant's perspectives on parental involvement. The acquired data for the study were analyzed using the NVivo version 12

software. One hundred and sixty-nine codes were identified but were collapsed into 22 codes. After reviewing the codes, seven themes were identified. Among the themes identified were the barriers to parental involvement. The analysis showed that teachers identified numerous barriers to parental involvement, such as parents' busy schedules, time constraints, communication breakdown, transportation, and more. In Chapter 5, the results are provided for a conclusion of the research study, the findings and their relation to the literature review, and the recommendations for future research.

Chapter 5: Discussion and Conclusion

Introduction

Chapter 5 provides an overview of this study, the conclusion, and future implications. This chapter is also a linkage between the theories discussed in the literature review and the themes and codes obtained from the participants' interviews, as reported in Chapter 4. The purpose of the study was to explore the perspectives of teachers on parental involvement programs for parents. The researcher describes what programs are being implemented in schools to get parents involved in the schools and the academic improvement of their students. Even where there are programs currently implemented for successful parental involvement, the researcher sought to investigate the challenges and barriers to family involvement as identified by the teachers.

This qualitative case study used face-to-face semistructured interviews with 10 participants to gather data. Each of the interviews lasted 45–60 minutes. The participants had five or more years of teaching experience and are currently teaching in an inner-city public school in North Carolina, which was the focus of the case study. Understanding the teacher's perspective on parental involvement programs was helpful to show that teachers can influence the outcome of parental involvement. The awareness would be beneficial to teachers and their roles by contributing to effective programs that will support parents to be involved in the schools. In Chapter 5, the discussion and summary will focus on the literature and conceptual framework, which includes the understanding of the teachers' perspectives on the importance of parental involvement and the challenges of low parental involvement in schools. The summary of the findings, conclusion, recommendations for practice, policy, theory, and recommendations for future research studies are discussed in this chapter.

Summary of the Results

Based on the research question that guided this study, thematic analyses of the data resulted in seven overarching themes and 22 codes. The research question of the study was: How do teachers perceive the effectiveness of parental involvement in schools, the impact of parental involvement programs, and the barriers to parental involvement? The personal interviews with the participants and member checking provided a clear description of the teachers' perspectives. This qualitative research provided a unique opportunity to explore teachers' views and attitudes towards parental involvement and its role in students' academic success. Such insights are crucial to ensure successful development and implementation of school improvement plans and programs, which will be integrated into the existing educational system.

The study highlighted that parental involvement, according to the participants' views, is currently weak due to several reasons, such as parents' busy work schedules, long distances, single parenting, communication breakdown, time constraints, lack of leadership skills, and more. Also, lack of planning and lack of mutual understanding between parents and teachers have proven to be the two most significant barriers to effective parent involvement. According to a study by Iruka, Curenton, and Eke (2014), "Barriers often cited are the lack of family engagement, technology, communication, time, availability, stress, transportation, and childcare" (p. 3). Bruin (2018), Gordon and Cui (2014), and Smith (2015) also supported the above fact by suggesting that teachers should give parents meaningful roles, keep them informed, and present opportunities for them to support the students to get them involved.

The research also identified the cultural factors influencing parental involvement in schools. These include parents feeling intimidated or inferior due to their young age and

ethnicity. A study conducted by Reece et al. (2013) identified similar factors affecting parents' engagement with school teachers. Most of the findings regarding barriers affecting parental involvement and engagement with school teachers and children are consistent with results from other studies, such as those by Williams and Sánchez (2013), Yoder and Lopez (2013), and Iruka et al. (2014). The research also identified the benefits of parental involvement and its influence on children's academic achievement and success. Some of the benefits are collaboration, students' encouragement, academic improvement, student's happiness when they see their parents, and cohesive relationships between the school and home.

A study by Epstein (2018) identified similar benefits of parental involvement in students' academic education. Also consistent with other studies, this study shows there is a wide range of benefits for improving parental involvement. The study also identified strategies to improve parental involvement in schools. The strategies include time management in schools, volunteering, encouraging effective communication, positive reinforcement, sending an invitation to parents, strategy to involve parents, networking, organizing parents' conferences, organizing field trips, and more. The strategies associated with improving parent's engagement for enhancing students' academic progress have been reported in a few other studies such as that by Epstein (2018) and Kirkhaug et al. (2013).

Discussion of the Results

As discussed throughout this document, the study focused on investigating the research question: How do teachers perceive the effectiveness of parental involvement in schools, the impact of parental involvement programs, and the barriers to parental involvement? Each teacher was asked 10 semistructured questions from which the seven themes emerged. The themes related to the research question are discussed below.

Theme 1: Understanding Parental Involvement

The first theme that emerged from the data analysis was focused on how well the teachers understand the concept of parental involvement. The teachers' perception was influenced by their understanding of the concept of parental involvement, and their understanding of the concept was reflected in their responses. According to Mary,

Parental involvement means, about the reception, that parents genuinely care about their children's future and academically, they do. Some parents, you know, are not as they should, but I think sometimes, it is our responsibility to help educate parents and help show them how to be involved in their children's future, in their education and preparing them for their future. Sometimes, parents need to be shown how to be involved, and not just assume because they have a child; they know what to do in the school setting.

Sometimes parents need help.

Ann stated, "Parental involvement means an effective and essential communication on all levels." Joan sees parental involvement as partnering. "It means that the parent is my partner, my ally, my co-teacher." Lisa defined parental involvement as "Getting involved with your kids. Knowing what they are doing, how they are doing it, why they are doing it, all of that."

According to Betty, "Parental involvement means to me being involved in every single sector of the child from their emotional needs, their physical needs, their mental capabilities, and their social development." According to Betty, "What is going on with my child in all those different sectors throughout their day, both at school and home, and how can they correlate?"

Contrary to other teachers' opinions, John stated, "I cannot answer that because I have a different perspective on how a parent should be involved." Nevertheless, according to Tim, "It helps build those relationships. It even helps parents build their relationship with their child

because students spend much time at school. It means building a relationship with the whole child, I would say.” William explained parental involvement as “Involving the parent fully. That means we meet the parent where he or she is. When we meet the parent, then we can address the needs of the parents.”

Theme 2: Impact of Parental Involvement

Research has shown that, when parents are involved in their children’s learning, it will lead to better grades, improved school attendance, better test scores, and an increase in their motivation and smooth transition to upper classes (Boonk et al., 2018; Bruin, 2018; Cheung & Pomerantz, 2012; Epstein, 2018; Jeynes, 2012). Contrary to this claim, Joan believes,

The programs have no impact on the students’ test score. Besides, some parents may not want to be involved when their child is not performing well in school. It did not necessarily raise test scores, but it did get them in the building, and they showed up.

John believes that parental involvement programs have been impactful. John also stated,

I think some of the programs that they have had have increased the relationship with the parents because the parents want to know that their school wants them here, and wants them to be a part of whatever it is that they are doing.

According to Sue, “When programs such as the A-B honor roll was initiated, parents became involved, and the impact was good.” Sue also stated,

I would say that, specifically, with the A-B honor roll program, allowing the students to see their parents there and get excited about celebrating their academics, I think that was a big push for a lot of those students to keep them at the top of their game.

Similar to the claim of Sue, Tim stated, “I think it has impacted very well because we only had the Muffins with Mom and Donuts with Dad one year, and it was a big turnout. It has impacted very well.” The same was the claim of William,

I would say that parent–teacher conferences have been fluid and have gone well here.

When report cards are issued, or progress reports are issued, parents do come in about their children’s academics. When they are communicated to, and they understand the expectations, they do come in, and they address those needs with their children.

Moreover, sometimes we look at them, and we have this facade that they do not care, oh yeah, they care. Moreover, when you communicate to them, and you have that good honest dialogue about what is going on, they will come in, and they will hear you, and they will listen for your feedback.

While some teachers believe that parental involvement in the school has not been effective, others believe it has been partially effective. Ann stated,

At the beginning, we did have a PTO program, and it involved, I think, two or three parents and they were planning, but on their end from what I remember, it was ineffective because they were not effectively and essentially planning well for certain events and, things were either getting dropped or miscommunicated or not communicated at all.

Ann emphasized,

Things need to be written in an excellent format and communicated well, and nothing should be done using the last-minute approach. Everything needs to be preplanned, so that way, whatever is put out there can be accomplished to keep a PTO up and running.

Joan believes parental involvement has been effective in the past but has not been effective in the school presently. Joan also stated, “Parents will only show concern when their child performs on stage; door prizes will be offered during the curriculum night.” According to Joan,

I have been involved in or seen in the past are the quarterly programs that are put on for the PTA; they fill up the parking lot. I mean, it is almost a standing room; parents want to see their child up there on that stage. Grandmamma will come. Any time children perform in school, parents will come. We have had like curriculum night, where we offered food. If you feed them at supper time, say six or seven o’clock, and you have hot dogs or spaghetti or something, people like that, people will come, because they do not have to go home and feed their children and then rush to the school. The curriculum nights work if you offer door prizes. Many parents will come to things like that.

In the same way, Lisa believes parental involvement has been reduced in the school. Lisa stated,

Parents often say that they do not have time because they are working, or for some reason, it does not fit into their schedule. I remembered a couple of years ago, we had a parent–teacher conference, and it was 18 kids in the class, I think three parents came.

Betty also believes parental involvement is lacking in the school. Betty stated, “Parental involvement lacks, and I think it is from the school’s lack of communication again. Moreover, as I said, it is a high poverty school. People are at work during the day.”

The perception of John is that parental involvement in the school has been “kind of 50/50.” According to John, “Parental involvement in schools is only successful, depending on what is taking place at the school.” Sue believes parental involvement in the school has been effective only to a limited extent. According to Sue, “Yes, I would say that the ones that we have completed during school hours have been the most successful, surprisingly, as opposed to

things after school hours.” According to Tim, “Donuts with Dad and Muffin with Mom were very successful. This cafeteria was full of parents. At honor roll programs, the parents will come out and see their children get certificates.” William also has a similar belief as Tim. According to William, “Any award assemblies that were done, parents were invited. So, it was just an intimate time with their children because sometimes, they do not get that opportunity to spend time with their children because of divided homes.”

Fifty percent of the teachers revealed that, when parents are involved in their child’s academic education, there is an improvement in the child’s academics. Twenty percent of the teachers believe parental involvement leads to academic success, 10% of the teacher stated it promotes child-parent relationship, while the other 10% stated that students are encouraged when their parents are involved. As it is the goal for parents to see their children excel academically, the same is the accolade given to the teachers for their input. Therefore, teachers always want parents to be involved in achieving this aim. Meanwhile, children love to see their parents come around. Lisa stated, “If the kids see that their parents are concerned about what they are doing, they will be motivated to do better.”

Additionally, Betty stated, “Parental involvement encourages students to have that zeal that pushes them towards academic success.” Betty also stated,

As a parent, students are always happy whenever they see their parents in their school. They are always happy to introduce their friends to their parents; they are always proud to say ‘this is my mom’ or ‘this is my dad,’ and they will always want to give their parents the impressions that they are great.

As stated by John, “Students want to know that their parents care about what happens to them when they are in school.” John continues by sharing,

On the other hand, whenever their parents do not come to school, they sometimes have the attitude of ‘My mom does not care because she never comes to the school, and if you call her, she is not going to come.

Finally, John stated, “That statement is a pointer that when parents are involved in their children’s academic education, the children will excel academically.” The general perspective of the teachers is that parental involvement is the key to students’ academic achievement.

Theme 3: Development and Implementation of Programs

The semistructured interview revealed that the teachers’ perspective of parental involvement was also influenced by how schools develop and implement programs to encourage parents to be involved in their children’s education. From the interviews, all 10 teachers revealed that, for teachers to develop and implement programs that will involve parents and that will further improve the student’s development and academic achievement, it is important to carry out a survey. The essence of the survey is to know what the parents are interested in and have a keen understanding of the students and their particular needs. When teachers can do this, they can decide on what programs are suitable for the school. Betty emphasized that the lack of communication among the faculty and parents extends the gap between parents and the school. The teachers also blamed this on the part of the students because, when the information is sent from school, the child may fail to deliver the information to his/her parents. Volunteering was also stated by the teachers as one of the means of developing and implementing programs that will involve parents in schools, and that will further improve students’ development and academic achievements. As stated by William,

Organizing curriculum nights will allow parents to understand what students are doing in the classroom by observing the instructional materials used for teaching and how the

learning process is performed in the classrooms. When parents are convinced with whatever they see, they will want to be involved and, it will encourage other parents to be involved too.

Theme 4: Barriers to Parental Involvement

This theme focuses on the barriers that prevent parents from being involved in their children's academic education. The essence of this theme was not only to generate a comprehensive list of barriers to parental involvement but also to consider the cause of the barriers in order to create an awareness of such barriers and to provide solutions. Each teacher indicated a lack of communication as one of the most important factors that hinder parental involvement. When the right information is not communicated to parents, they will not be motivated to be involved. Tim emphasized, "A lack of communication and not delivering any information sent home to parents from school, are barriers that can prevent a parent from being involved." Tim also stressed, "Whenever negative information about the child is often sent across, they probably cringe whenever they see the school's number because they believe more negative information is about to be delivered." From another perspective, William stated, "Lack of communication is a barrier when parents are not communicated to regularly, and also when parents are not invited to partake in certain activities being organized by the school."

According to William,

It saddens parents whenever they are not made aware of whatever is happening in the school. This could be as a result of lack of leadership competency, lack of fluid approach to getting messages out to parents, or the school may not just want parents to be aware for whatever reason. This could result in a decline in schools' culture.

Additionally, according to Betty,

When parents are not made aware of what is happening in the school, they do not feel that they are welcome, they do not feel that sense of community, they do not feel that sense of love and desire to be part of what is going on, and eventually, the result is a declining parental involvement.

William stated, “One factor that leads to a lack of communication is when staff is not on board, and they are not communicating with the parents regularly.”

All the teachers said the language barrier is one of the barriers to parental involvement in schools. Communication is effective when the recipient understands the language that is being spoken by the speaker and, in turn, gives feedback. Therefore, parents who only understand a language different than that used in the school or understood by the teacher will find it difficult to communicate with the teacher and vice versa. The language barrier is synonymous with knowing the population teachers are dealing with within the school. As stated by Joan,

I tutored a child whom I thought was Latino, and she came from Mexico, but her mother came from the mountains of Mexico, but she did not speak Spanish. Though the child’s mother was a Mexican, she speaks a different dialect. As the child’s teacher, I needed to know that information because I was sending notes home in Spanish, and that way, it could be a barrier not knowing your population.

The perceptions of the teachers were also influenced by parents feeling inferior. Feeling inferior was also regarded as having low self-esteem. When parents feel intimidated because of their socioeconomic status, it will pose a barrier to them being involved in their child’s education. Parents often feel the teachers know more than them, and this can result in intimidation. When the children’s homework becomes more complex, some parents may

perhaps feel intimidated and may not want to be involved in assisting the child with his/her homework. On the other hand, schools can help parents with the necessary information about the school program and teach them how to help with their child's homework.

Each teacher cited transportation as a barrier to parental involvement in schools. When the location of the school is far from home, some parents will not be motivated to be involved when they consider the cost of transportation and the distance. According to John, "Some parents fail to attend various meetings as a result of transportation." When the distance between the school and home is short, parents will find it easy to visit the school and know what is happening there. The teachers also considered work schedule/time as another barrier to parental involvement in their child's education. When parents engage in time-consuming jobs, they will find it difficult to dedicate time to visit the child in school. Failure to dedicate time to visit the child in school will decrease the level of parental involvement in schools. Besides, as a parent, most parents find it hard to dedicate time to attend PTA/PTO meetings and other school functions because of clashing time. Most parents indicate that the PTA and other school functions are often scheduled at times they find most inconvenient. According to Ann, "Parents may have the money, they may have the job, but they may not have the time." Financial barrier/socioeconomic status was also spotted by the teachers as a barrier to parental involvement in schools. Some parents often engage in more than one job to gain financial freedom. When parents engage in more than one job, it hinders them from having the time to be involved in their child's education.

According to Joan, "You have Muslims in the neighborhood, you have Jews in the neighborhood, and you know somebody who is going to be doing a few things differently. Those are barriers." Also stated by Joan, "Teachers need to understand this barrier to employ the

best strategy of involving parents. Failure to know one's population was highlighted as another barrier to parental involvement.” According to John,

I think some of the barriers that can prevent parents from being involved in a school include failure to communicate, parents' busy schedules, classes, upcoming events, and failing to know your population. Where do they live, what is going on, and what kind of housing varieties are they coming from? Just failing to know your population is one barrier.

Another barrier, according to the teachers to parental involvement, was that some younger parents have little or no knowledge of their responsibility as parents. Other barriers highlighted by the teachers are high poverty school/working parents, insufficient learning tools, lack of leadership in the school, parents feeling unconcerned, and single parents caring for their children.

Theme 5: Eliminating Barriers

The teachers also indicated ways to eliminate the barriers that prevent parents from being involved in their children's education. While 60% of the teachers believe that ethnicity has a negative impact, 40% believe it has no impact. Although Mary believes that ethnicity is a barrier, the teacher also believes that whatever the ethnicity is, it must be supported for the kids to excel. Mark also has the same notion as Mary. Mark stated,

Sometimes with our Spanish speaking parents, it was kind of hard to let them understand what you are saying because you do not even know what they are saying, and it was like you are fighting a hard battle. They want to help, you want to help, but the two of you cannot communicate because of that. I wonder if we could offer something that would help them with their English.

Contrary to the opinion of Mary, Mark, and Ann believe that ethnicity is not a barrier. Mark stated,

I will say that as a Latino, all my students over the years have been African American and Hispanic students, with some Asian and some White, and I have never found that to be either a positive or negative impact on parent involvement. I think the only thing that may be significant would probably have to do with individual activities for culture and if we had a Latino.

John believes that ethnicity is not a barrier. Joan also believes that ethnicity has an impact on parental involvement. Joan also stated,

Some of the ethnicities that I have come across are a little different from the usual American model where we call mama all the time, but for the Arabs and Africans, those are daddy's children, and our other Eastern societies, but especially the native Africans like the Nigerian children.

Contrariwise, Sue believes it is not a barrier. According to Tim, it is a barrier because some of the parents who do not speak English will find it challenging to comprehend. Tim also stated,

Some of the students' parents do not speak English, and that makes it hard because the parents do not want to come to school. The students are sometimes interpreting for the parents, and you wonder if they are telling the parents the right thing because sometimes, you do not get the right response, you are like: what did you tell your parents?

William stated,

One thing that I have always said, in my walk of 22 years, our business is to educate and develop the whole child and to make a difference in the life of a child, one child at a time, regardless of color, creed, race, and ethnicity. With regards to barriers that may be

hindering parents, our job, role, and responsibility are to educate the full child and use a holistic approach to learning and making certain that every child has the best and adequate and appropriate education possible.

Lastly, William strongly believes that ethnicity is not a barrier. While each teacher participant believes parental involvement is low because some parents are handling more than a job, some believe that most parents do not know how to be involved. They also believe it is because parents do not get invitations from the school, and they believe it is merely a lack of time and socioeconomic status. Ann stated,

I think it has to do with parents and work. There are parents who work two or three jobs, and it is tough for them to come out and do certain things. I believe that with all good intentions, they want to do it, but they do not have the availability of time because of work.

Joan gave a different view by stating, “Some parents do not know how to be involved, and so they do not put themselves out where they feel like they are not comfortable or welcome.”

While Betty believes it has to do with socioeconomic status, John believes it has to do with geographic location. To address the reasons parental involvement is low, the teachers gave the following suggestions: address language barrier by getting an interpreter; educate parents on the importance of participation; encourage collaboration by contacting parents via phone calls, texts, or emails; encourage homeschooling/home-school partnership; encourage students’ academic achievement; initiate field trips; implement different workshops/programs; and schedule timing for meetings and other programs in times that they will not clash with parents’ schedules.

Theme 6: Promoting Parental Involvement through Strategies and Programs

The way teachers relate to parents is a remarkable pointer of how to build a strong parent–teacher relationship. This theme focuses on ways schools can get parents to be involved in their children’s academic education. Mary stated, “That teacher must be on the same page, and they also must be consistent with various forms of communication for parental involvement to be effective.” Mary also explained, “When parents are not informed of the happenings in school, they will not be aware, and this will create a gap in the parent–teacher relationship.”

Betty stated,

One of the ways I have worked towards eliminating the barriers between teachers and parents is probably contacting them as things occur. Whenever a child develops behavioral issues, many times, I got solutions to the problems as well when I notify the parents immediately rather than allowing the situation to calm down. Whenever I cannot get the parents on the phone, I will leave a voicemail. I will also text them as well to let them know I called, and then, I will send an email which is usually more detailed about the situation.

The teachers believed that all parents should be involved in their children’s education irrespective of the nature of the children’s behavior. Sue emphasized that communication is a first step to eliminating the barriers affecting parental involvement in order to build a strong parent–teacher relationship. The communication should be persistent even when there are no responses. The teacher emphasized that, in order to eliminate the barriers affecting parental involvement and build a strong parent–teacher relationship, programs need to be initiated. The interviews revealed that, before the programs are initiated, some things need to be put in place. These are: ensuring effective communication with parents using various communication

channels such as phone calls, emails, and text messaging, collaborating with parents before implementing any program, partnership with parents, survey to have prior knowledge of the parents, cohesive relationship, inclusion of parents in the curriculum, early communication with parents at the beginning of the school year, enforcing a holistic approach to education, identification of the interests of parents, using parents as teacher assistants, including parents in the decision-making process, assessing students before contacting their parents and having a deep understanding of parents. William stated,

We look at the social aspect of learning, we look at the academic part of learning, and we look at the emotional side of learning. So, we marry all three of them together, and then we bring about the holistic part of learning because it is just not the academic piece that brings about that. It is also the emotional side of learning.

William also mentioned, “School improvement plan, encouraging child improvement and the open-door policy, keeping parents informed of what is going on in the classrooms, are strategies to build a better cohesive relationship with parents.”

Theme 7: Necessary Teacher Attributes

This theme focuses on the qualities teachers need to possess to get parents involved in their children’s education. According to the teachers, the main attribute needed by teachers is partnering. The teachers also show that partnering comes in different forms, such as communication, understanding the students, volunteering, and so on. The semistructured interview revealed that each participant has a similar approach to partnering with parents: communication. The following quotes are two examples of teachers. According to Mary, “I believe you partner from the beginning when you first meet the child, your partner.” Mary continues to share, “You do an introduction, let them know who you are, and that you are a

partner with them throughout this entire year to make sure that their child is safe with you.”

Finally, Mary stated, “Let them know they can depend on you, and that you are going to be there to make sure that they get exactly what they need holistically.”

Mark, Lisa, Betty, Ann, and Sue used an Anchor (A-N-C-H-O-R) chart as a means of partnering with parents. In the chart, the teacher simplified the lectures so parents can have a good understanding of the lectures. It has been successful. According to Mark,

One of the parents came up, and she said, ‘You know, this made it so much easier. Now I understand what you are talking about.’ I said, ‘Well, from this day forth, I will make sure I give you something like that and tell the child to make sure he/she takes it to you and make sure you see it. So, this way, you can understand what I’m teaching.

Ann has partnered with parents by communicating with them regularly via emails, phone calls, and organizing conferences. According to Ann, “I sent out letters, for example, like my tutoring and had the parents’ consents via consent forms sent to them.” According to Joan, “As a teacher, I partnered with parents through multiple strands of communication like the bee binder, and parent conferences. I would do multiple conferences and try to keep those lines of communication open.” Lisa created a partnership with parents by disseminating useful information about their children to them. Teacher Lisa shared a striking story,

I met with a parent today. The parent has a little boy who does not sit still, but today during a math test, he was on point. Nobody had to tell him to stay in his seat. When his mother came by today, I made it my business to go to her and tell her that. When she saw me, it was like, “No, no, he did not do anything bad.” I just wanted to tell you that this was what he did today. I told him that I was very proud of him. “She was happy.” She was like, “That is good.” “I told you he could do it,” and she kissed him, and he was like,

“See, I made my mother proud.” “Yes, you did, and you made me proud too.” This story sends a positive signal that parents like it when useful information is communicated to them. As a parent, it gives me the joy to hear good tidings about my children.

In partnering with parents, Betty focused on addressing the behavioral issues with the students. According to Ann, “I have partnered with parents about their child behavior, finding outside resources to help with their child’s behavior.” Effective communication with parents and caring for their child has been John’s style of partnering with parents. According to Lisa,

I have tried to get them to volunteer in the classroom, and see what your students are doing. If your child is going to be involved in this, then you must come here and support whatever the program is that we are having or whatever we are doing.

Tim partnered with parents by volunteering in the lunchroom or classroom activities. The teacher was able to bond with the parents by welcoming them into the classroom to support their children. In the words of William, “It was consistent. I am on the phone with parents daily about scenarios or something that I have witnessed myself.” William stated,

Just really being open to them and understanding their needs, getting their needs addressed, most administrators will not do this, but I have done all of that because I know the real definition of courting parents and making them feel welcomed, have a sense of sensibility, and a feel of respect.

Finally, William stated, “I provided my cell phone number to them, and told them if you need to reach me at night, if you have a question, if you have a comment, if you have a concern, you can do that.”

Discussion of the Results in Relation to Literature

The literature review in Chapter 2 showed that parental involvement is vital for the academic success or improvement of children (Al-Alwan, 2014; Altschul, 2011; Boonk et al., 2018; Bruin, 2018; Cheung & Pomerantz, 2012; Epstein, 2018; Fan et al., 2012; Hornby & Lafaele, 2011; Jeynes, 2012; Kirkwood, 2016; Wilder, 2014). Whitaker and Hoover-Dempsey (2013) investigated the link between schools and parents, and they looked at how the link influenced parental involvement. Some researchers, as seen in the literature review, found that when communication is effective, parents will be involved in their child's education, and their involvement will consequently lead to academic success or achievement of the child (Epstein, 2018; Ghaedi et al., 2016; Gonzalez et al., 2013; LaRocque et al., 2011; McCaleb, 2013).

The teacher participants in this study revealed that parental involvement should be encouraged in schools because it enhances the motivation of children. They agreed that parental involvement is vital for the academic success of the students. The teacher participants gave positive insights into the importance of parental involvement. Parents, most notably, and other members of the family are essential in the learning process and academic achievement of their children. When parents are actively involved in their children's academic education, the children tend to be more engrossed in the learning process and more inspired. In addressing the barriers to parental involvement, according to themes 3, 4, and 5, Joan stated, "Lack of communication is a barrier when parents are not communicated to regularly, and when they are not invited to certain activities that schools are having." The study by Epstein (2018) also confirms William's claim about how a teacher can partner with parents:

I partner with parents by communicating via email, conferences, and phone calls. I sent out letters, for example, like I offered my tutoring, and we had to have parent consents, so I got the consent forms. Again, those forms of communication are going to be effective.

According to theme 7, the way a school interacts and communicates to parents plays a significant role in determining the quality and extent to which parents opt to be involved in their children's schoolwork. Communicating good news encourages parents to be involved. A study by Epstein (2018) shows that, when good tidings about the child are communicated to parents, they will be encouraged to be involved. Communication of good news encourages parents to be part of their children's academic success, and they may become more willing to participate and be engaged in schoolwork (Epstein, 2018). The above claim by Epstein (2018) was reflected in Sue's view on parents' relationship with the school. Sue emphasized that, when parents frequently receive bad calls, such as "your child was bad today," they will probably cringe when they see the school's number because they think they are going to hear something terrible. According to John, "If teachers can call and give parents good reports sometime, that would break down some barriers." He also stated,

For instance, when schools frequently communicate news concerning the poor performance of students, parents often get discouraged from being involved in their children's academic work. If parents receive news about their child's poor performance, parents may believe they cannot help their children.

Implementation of programs on parental involvement will result in the academic achievements of students. Numerous researchers have shown that, when programs on parental involvement are implemented by the school, the academic achievements of the students will improve (Đurišić & Bunjevac, 2017; Hindman & Morrison, 2011; Ratcliff & Hunt, 2009). According to Hindman

and Morrison (2011), programs on parental involvement are valuable in supporting the academic achievements of students. A study carried out by Ratcliff and Hunt (2009) using the qualitative method showed that organizing programs for teachers, such as programs in relationship building, will reinforce the school-home relationship and increase parent and families' participation in schools. The above claims are in line with the opinions of the teachers. For instance, Joan emphasized that, when programs such as the curriculum nights where door prizes will be offered are initiated, it will encourage parents to be involved. Sue also believes that programs, such as the Donuts with Dad and Muffins with Mom, were very successful, as well as an A-B honor roll program. Programs at the school are important to support more parents in being involved in their student's education.

Researchers also found that an increase in parental involvement in school activities led to students doing better in areas such as academic performance, behavior, and completion of studies (Altschul, 2011; Cheung & Pomerantz, 2012; Hornby & Lafaele, 2011; Wilder, 2014). A study by Fan et al. (2012) showed that over 85% of children who have their parents involved or participating in their school activities show better academic performance. These claims are reflected in the teachers' understanding of parental involvement and its benefits. Teachers developing partnerships with parents led to higher academic achievement of the students. Numerous researchers have shown that members of the family, especially parents, are essential in the learning process and academic achievement of their children. According to theme 1, when parents are actively involved in their children's academic education, the children tend to be more engrossed in the learning process and more inspired. Researchers have also shown that, when teachers develop a partnership with parents, it will lead to higher academic achievement of the students (Gonzalez et al., 2013; Hill et al., 2018). The findings from this study support this

claim. Participants believe that, when teachers develop a partnership with parents, the students will excel academically and behaviorally. The teachers will also inform parents about the learning progress of their children.

Parental involvement in a child's academic education has faced numerous barriers. However, researchers have made efforts to address the challenges by coming up with different paradigms. Additionally, the perspectives of the participants in this study reflect the claims of previous researchers. According to Gonzalez et al. (2013), the success or failure of any parental involvement program depends on the rapport between the school and the home. Research by Epstein (2018) and McCaleb (2013) also showed that teachers must be at the forefront of establishing a good rapport between the school and home for the benefit of the students. According to Epstein (2018), communication is the capacity to design valuable forms of home-to-school and school-to-home communication about the programs in school and the students' progress. The above claims conform with that of William on barriers that can prevent parents from being involved in schools. Đurišić and Bunijevac (2017) researched parental involvement as an essential factor for successful education by analyzing the advantages of parental involvement and summarizing the leading principles of the successful partnership of parents and schools. Đurišić and Bunijevac (2017) emphasized that to ensure active parental involvement, schools may organize partnership programs that will continually develop, implement, evaluate, and improve plans that will encourage community and family involvement. Parents, most notably, and other members of the family are essential in the learning process and academic achievement of their children. When parents are actively involved in their children's academic education, the children tend to be more engrossed in the learning process and be more inspired. When teachers develop a partnership with parents, it will lead to higher academic achievement of

the students (Gonzalez et al., 2013; Hill et al., 2018). According to themes 4 and 5, the success or failure of any parental involvement program depends on the effective communication between the school and home (Epstein, 2018; Ghaedi et al., 2016; Gonzalez et al., 2013; LaRocque et al., 2011; McCaleb, 2013). Theme 6 revealed the implementation of programs on parental involvement in schools would result in academic achievement of students (Đurišić & Bunijevac, 2017; Hindman & Morrison, 2011; Ratcliff & Hunt, 2009); parents volunteering to support their child and the school (Epstein, 2018; Kirkhaug et al., 2013); time as a barrier to parental involvement (Wherry, 2009); lack of relationship-building skills such as lack of self-esteem, critical resources, poor writing, and verbal communication as barriers to parental involvement (Reece et al., 2013); collaboration for the child's academic success (Epstein, 2018); and communicating good news encourages parents to be involved (Epstein, 2018).

The data acquired for this qualitative case study to answer the research questions were able to validate the findings. Also, the conceptual framework that this research relies on conforms with the findings within this study. The findings from this study confirm this assertion. With regard to the teachers' perspectives, it is evident that parental involvement is imperative for the academic success or improvement of students. The result of the study revealed that the perspectives of teachers on the operations in schools and teachers' motivation had the most significant impact on parents' role and involvement with their child's school.

Limitations

Limitations in a research study are the potential weaknesses that are out of the researcher's control (Simon & Goes, 2013). Whereas researchers can have control over the delimitations in a study, the researchers have no control over the limitations. These limitations are external factors in research that influence the outcome of the study and are more natural with

little or no human influence. Some of the external factors that were beyond my control were the date for conducting the interview, the period of interviewing each participant, and the honesty of the participants' responses.

The first limitation of this study was the date for the interview, which was limited to the teacher's schedules. The limitation is possible because scheduling an interview outside the teachers' timeframe will most likely lead to the failure of the interviewing process. The second limitation was the timeframe for interviewing each participant, which was limited to a 60-minute interview with open-ended questions.

However, after the first interview, there was a second follow-up interview, which lasted at least 45 minutes, with each of the participants. The third limitation of this study is the participants' honesty and perspectives on parental involvement. The limitation is possible because the participants have control over their answers. For this reason, it is essential to receive actual and truthful information for the study because I have no other means of verifying their answers. Last, the limitation of this study is that the results are only generalizable to the specific group of teachers who participated in this study; thus, the opinions of teachers' outside this setting may be different.

Implication of the Results for Practice, Policy, and Theory

Concerning existing literature, this study offers probable advantages corresponding to policy and practice. Findings from this study can help steer policy-making, practice, and theory. Additionally, this section presents the result of this study as it relates to the conceptual framework.

Practice

Even though there were differences in the teachers' perceptions, this qualitative case study identified similarities that led to implications for practice. Teachers' perceptions of parental involvement were influenced by their understanding of the concepts of parental involvement, benefits of parental involvement, development, and implementation of parental involvement programs, barriers to parental involvement, eliminating the barriers to parental involvement, and promoting parental involvement through strategies and programs. The participant interviews in this study revealed that teachers understand the importance of the academic success of the students and that they believe it is important that the school initiates programs to connect the home to school and to train parents on the importance of parental involvement. The interviews revealed that the school-home partnerships are weak and need strengthening through training. The training should include how parents, communities, and the school can be positive influences on students. Local schools could implement practices that support parental involvement by implementing a leadership team or a working plan that supports parents. In some schools, there are leadership teams that involve only a few parents, but if the leadership team could be improved by including more parents, parental involvement would experience a boom. If local schools have a set of outcomes and practices, goals, and objectives for parental involvement and, at the same time, engage teachers in working together with parents, there will be positive outcomes.

Policy

The success of students should be a fundamental concern when making policies. From the study, several implications for policy about parental involvement for the academic success of students were identified. Considering the fact that parental involvement programs and effective

communication are important, policy-makers should provide public schools with the necessary resources to care for the students' success and achievement. Policy language should be flexible enough to contain diversity among communities, families, and even the students. While the policies should be written in a manner that they should be implemented, the policies should not, on the other hand, instigate additional barriers to parental involvement in schools. Policy, at all levels, should support the partnership between the school, home, and community.

Fundamentally, how schools interact and communicate with parents plays a significant role in determining the quality and extent to which parents opt to be involved in their children's school education. It is in the best interest of the school, community, students, parents, and teachers to come up with different ways to communicate to make sure parents are involved in their children's education, to the best of their ability, in whatever ways, even in the smallest way that they could. The perspectives of the teachers show that communication should be effective at all levels for the academic success of the students.

Implementing well-organized policies on parental involvement can help parents see the beauty of parental involvement in their children's education from different perspectives. Implementing parental involvement programs in schools will enlighten unaware parents about the benefits of parental involvement. Also, it is important for schools to undertake the responsibility of educating teachers on the necessary attributes that teachers should possess in order to promote parental involvement in schools. When teachers possess attributes such as being favorable to parents, being friendly to parents, and keeping an open-door policy to parents, parents will be motivated to be involved in their children's education.

Finally, since parents invest in their children's education, there should be an implemented policy that gives parents the responsibility to be among the decision-makers in curriculum

implementation. In turn, this will lead to better parental involvement and academic improvement for the students.

Theory

Parental involvement, according to the findings of this study, has positive impacts on students. Active parental involvement and passionate support from family are exceptional paradigms that are vital to building students' self-reliance and self-esteem in schools. This study is based on Epstein's framework of parental involvement (Epstein, 2018). Epstein (2018) developed a framework of six types of parental involvement: parenting, communicating, volunteering, learning at home, decision-making in the school, and collaborating with the community for the benefit of both the parents, students, teachers, and the school. With regard to this belief, it is crucial to consider the teachers' perspective on parental involvement. Participants in the study categorically explained the significance of effective collaboration between the home and school in order to ensure a positive impact on the students. The teachers revealed that, when there is an effective collaboration between the home and school, students will have the zeal and motivation they deserve for a successful learning experience. Experiences of the teachers in the study clearly explain how schools can collaborate with parents, families, and communities to assist them in getting more involved in their children's academic education. Responses from the teachers are in conformity with Epstein's framework of parental involvement. Epstein's framework of parental involvement provides a benchmark of specific regions of involvement that may be lacking and highlighted strategies on how those regions can get better. The findings revealed that, when there is good parenting by being involved in the children's education, it will positively impact the behavior, performance, and academic achievement of the children.

Many schools have implemented Epstein's model of parental involvement, establishing programs that are beneficial to family and school partnerships (Epstein, 2001). Within Epstein's framework, the teachers suggested effective parental involvement practices to engage parents in children's learning. The findings of this study reveal that parental involvement includes home-based activities, such as assisting with homework, motivating the students to study, encouraging school attendance, and school-based activities, such as classroom volunteer programs, attending PTA or PTO meetings, recitals, and parent-teacher conferences. Participants in the study revealed their experiences on how they have gone far and beyond to expedite the learning process rather than relying only on tutoring.

Teachers in the study indicated implementing the holistic approach to education can bring about a boom in parental involvement that will, in turn, be significant for the academic achievement of students. Moreover, Epstein's framework of parental involvement encourages teachers to motivate parents to become involved in their children's education, and this is a significant step in creating a valuable relationship between parents and schools (Dor & Rucker-Naidu, 2012).

Recommendations for Further Research

This research highlights the importance of further intervention research; school improvement programs and strategies could be implemented to improve parental involvement in schools. Another recommendation for further research is to compare teachers' perceptions of parental involvement among different schools within opposing socioeconomic statuses. According to the teachers interviewed, the socioeconomic status of parents is one of the barriers to parental involvement in schools. The case study was carried out in a single inner-city public school in North Carolina. Therefore, the teachers' perspectives on parental involvement were

confined to this school alone. One recommendation would be to conduct a case study in which teachers' perspectives on parental involvement would encompass other public schools in the state.

Replicating the Study

This study can be replicated to include more middle schools and teachers. If the study is replicated, it will give room for identifying more themes that were not identified by this study. Replicating the study on a larger scale may lead to an increase in the sample size, which may be a better representative of the population (Creswell, 2013). Consequently, it would enlarge the findings of the study, which will be a better guide for future researchers on the concept of parental involvement. Replicating this study by way of increasing the number of participants and including the experiences shared by the participants will bring about an increase in the number of themes, make available more unswerving data that would be a more probable characteristic of the population, widen the research findings, delve deeper into the impact of parental involvement, and reveal more barriers to parental involvement and more strategies to eliminate the barriers.

Observations

According to Hatch (2002), researchers could use observations to identify information that may not be identified using interviews. Using some observation, *modus operandi* can assist in exploring more valid information and perspectives of teachers on parental involvement. Nonetheless, according to Creswell (2013), observing the relationship between students and teachers can be beneficial to future scholars in acquiring in-depth knowledge of the concept of parental involvement. Future studies could be carried out on the use of observations as an additional source of data acquisition. According to Creswell (2013), including observations as a

means of acquiring data would necessitate member checking of the data to improve the dependability of the acquired data. In order for future researchers to reduce the impact of observations on the participants, the researchers will have to build trust with the participants, which will lead to an increase in the time dedicated. Merriam (2009) stated that researchers have to take into account the effect they will have on observations because carrying out observations can stimulate vicissitudes in the participants' actions.

Conclusion

Findings from this research are essential in understanding teachers' views associated with parental involvement in schools in the context of North Carolina. The facilitating factors recommended by teachers would help to draft appropriate strategies to ensure successful implementation and integration of school improvement plans into the existing educational system. This exploratory qualitative study could be replicated in other settings where teachers' views about parental involvement are unknown. The research also revealed the important roles played by teachers in the lives of children when teachers are trained to possess the necessary teachers' attributes. When teachers communicate with parents frequently, it will encourage more parental involvement in schools. This will consequently impact a child's academic success.

References

- Adamski, A., Fraser, B. J., & Peiro, M. M. (2013). Parental involvement in schooling, classroom environment, and student outcomes. *Learning Environments Research, 16*(3), 315–328. doi:10.1007/s10984-012-9121-7
- Al-Alwan, A. F. (2014). Modeling the relations among parental involvement, school engagement, and academic performance of high school students. *International Education Studies, 7*(4), 47–56. doi:10.5539/ies.v7n4p47
- Algozzine, B., & Hancock, D. R. (2016). *Doing case study research: A practical guide for beginning researchers*. New York, NY: Teachers College Press.
- Allen, M. (2017). *The SAGE encyclopedia of communication research methods*. Milwaukee, WI: Sage Publications.
- Altschul, I. (2011). Parental involvement and the academic achievement of Mexican American youths: What kinds of involvement in youths' education matter most? *Social Work Research, 35*(3), 159–170. doi:10.1093/swr/35.3.159
- Aslan, D. (2016). Primary school teachers' perception of parental involvement: A qualitative case study. *International Journal of Higher Education, 5*(2), 131–147. doi:10.5430/ijhe.v5n2p131
- Azeem, M., Salfi, N. A., & Dogar, A. H. (2012). Usage of NVivo software for qualitative data analysis. *Academic Research International, 2*(1), 262–266.
- Baquedano-Lopez, P., Alexander, R. A., & Hernández, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education, 37*(1), 149–182. doi:10.3102/0091732X12459718

- Bariroh, S. (2018). The influence of parents' involvement on children with special needs' motivation and learning achievement. *International Education Studies*, 11(4), 96–114. doi:10.5539/ies.v11n4p96
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Boston, MA: Pearson Education.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811. doi:10.1177/1049732316654870.
- Boal, C. A. (2004). A three-way partnership with families. *Principal Arlington*, 83(3), 26–29.
- Bonk, C. J., & King, K. S. (2012). Searching for learner-centered, constructivist, and sociocultural components of collaborative educational learning tools. In C. J. Bonk, & K. S. King (Eds.), *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse* (pp. 61–86). New York, NY: Routledge.
- Boonk, L., Gijsselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10–30. doi: 10.1016/j.edurev.2018.02.001
- Bracke, D., & Corts, D. (2012). Parental involvement and the theory of planned behavior. *Education*, 133(1), 188–201.
- Bruin, M. (2018). Parental involvement in children's learning: The case of cochlear implantation-parents as educators? *Scandinavian Journal of Educational Research*, 62(4), 601–616. doi:10.1080/00313831.2016.1258728

- Carpenter, B. W., Young, M. D., Bowers, A., & Sanders, K. (2016). Family involvement at the secondary level: Learning from Texas Borderland Schools. *NASSP Bulletin*, *100*(1), 47–70.
- Caspe, M., Seltzer, A., Kennedy, J. L., Cappio, M., & DeLorenzo, C. (2013). Engaging families in the child assessment process. *YC Young Children*, *68*(3), 8–14.
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J., L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, *14*, 33–46. doi: 10.1016/j.edurev.2015.01.002
- Cetin, S. K., & Taskin, P. (2016). Parent involvement in education in terms of their socio-economic status. *Eurasian Journal of Educational Research*, *16*(66), 105–122. doi:10.146891/ejer.2016.66.6
- Cheung, C. S., & Pomerantz, E. M. (2012). Why does parents' involvement enhance children's achievement? The role of parent-oriented motivation. *Journal of Educational Psychology*, *104*(3), 820–832. doi:10.1037/a0027183
- Chiromo, A. S. (2006). *Research methods and statistics in education: A students' guide*. Gweru, ZW: Beta Print.
- Choi, N., Chang, M., Kim, S., & Reio, T. G. (2015). A structural model of parent involvement with demographic and academic variables. *Psychology in the Schools*, *52*(2), 154–167. doi:10.1002/pits.21813
- Clay County School. (2016). Parental involvement rationale. Retrieved from claycountyschool.org/2016/11/10/parental-involvement-rationale/

- Cobb, C. (2014). Critical entanglement: Research on culturally and linguistically diverse parental involvement in special education 2000–2010. *Exceptionality Education International*, 23(1), 40–58.
- Cope, M. (2016). Transcripts: Coding and analysis. *International Encyclopedia of Geography: People, the Earth, Environment and Technology: People, the Earth, Environment and Technology*, 1–7. doi:10.1002/9781118786352.wbieg0772
- Costa, M., & Faria, L. (2017). Parenting and parental involvement in secondary school: Focus groups with adolescents' parents. *Paidéia (Ribeirão Preto)*, 27(67), 28–36. doi:10.1590/1982-43272767201704
- Cousins, L., & Mickelson, R. A. (2011). Making success in education: What Black parents believe about participation in their children's education. *Current Issues in Education*, 14(3), 1–17.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2014). *Research designs: Qualitative, quantitative, and mixed methods approach* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124–130. doi:10.1207/s15430421tip3903_2
- Cutler, W. W. (2000). *Parents and schools: The 150-year struggle for control in America Education*. Chicago, IL: University of Chicago Press.
- Darling-Hammond, L. (2012). *Powerful teacher education: Lessons from exemplary programs*. San Francisco, CA: John Wiley & Sons/Jossey-Bass.

- Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology, 98*(4), 653–664. doi:10.1037/0022-0663.98.4.653
- Dewey, J. (1938). *Experience and Education*. New York, NY: Collier Books.
- Dor, A., & Rucker-Naidu, T. (2012). Teachers' attitudes toward parental involvement in school: Comparing teachers in the U.S. and Israel. *Issues in Educational Research, 22*(3), 246–262.
- Durišić, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal, 7*(3), 137–153.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. doi:10.1111/j.1467-8624.2010.01564.x
- Echaune, M., Ndiku, M. J., & Sang A. (2015). Parental Involvement in homework and primary school academic performance in Kenya. *Journal of Education and Practice, 6*(9), 46–53.
- Elliot, S. N., Kratochwill, T. R., Littlefield Cook, J., & Traverse, J. (2000). *Educational psychology: Effective teaching, effective learning* (3rd ed.). Boston, MA: McGraw-Hill College.
- Epstein, J. L. (2005). Attainable goals? The spirit and letter of the No Child Left Behind Act on parental involvement. *Sociology of Education, 78*(2), 179–182. doi:10.1177/003804070507800207

- Epstein, J. L. (2001). Teachers Involve parents in Schoolwork (TIPS): Volunteers in social studies and art. In J. L. Epstein (Ed.), *School, family, and community partnerships: Preparing educators and improving schools* (pp. 543–562). Boulder, CO: Westview Press.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. New York, NY: Routledge.
- Fan, W., Williams, C., & Wolters, C. (2012). Parental involvement in predicting school motivation: Similar and differential effects across ethnic groups. *The Journal of Educational Research, 105*(1), 21–35. doi:10.1080/00220671.2010.515625
- Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. (2011). Factors affecting students' quality of academic performance: A case of secondary school level. *Journal of Quality and Technology Management, 7*(2), 1–14.
- Fosnot, C. T. (2013). *Constructivism: Theory, perspectives, and practice*. New York, NY: Teachers College Press.
- Galdas, P. (2017). Revisiting bias in qualitative research: Reflections on its relationship with funding and impact. *International Journal of Qualitative Methods, 16*(1), 1–2. doi:10.1177/1609406917748992
- Ghaedi, L., Kosnin, M. A., & Abedi, A. (2016). Mixed-methods case study of parent involvement in the special schools of Isfahan City, Iran. *Journal of Asian Scientific Research, 6*(5), 76–87. doi:10.18488/journal.2/2016.6.5/2.5.76.87
- Gonzalez, L. M., Borders, L. D., Hines, E. M., Villalba, J. A., & Henderson, A. (2013). Parental involvement in children's education: Considerations for school counselors working with

- Latino immigrant families. *Professional School Counseling*, 16(3), 185–193.
doi:10.1177/2156759X1701600303
- Gordon, M., & Cui, M. (2014). School-related parental involvement and adolescent academic achievement: The role of community poverty. *Family Relations*, 63(5), 616–626.
doi:10.1111/fare.12090
- Hammack, B. G., Foote, M. M., Garretson, S., & Thompson, J. (2012). Family literacy packs: Engaging teachers, families, and young children in quality activities to promote partnerships for learning. *YC Young Children*, 67(3), 104–110.
- Hampden-Thompson, G., Guzman, L., & Lippman, L. (2013). A cross-national analysis of parental involvement and student literacy. *International Journal of Comparative Sociology*, 54(3), 246–266. doi:10.1177/0020715213501183
- Hancock, D. R., & Algozzine, B. (2017). *Doing case study research: A practical guide for beginning researchers*. New York, NY: Teachers College Press.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.
- Hayes, D. (2012). Parental involvement and achievement outcomes in African American adolescents. *Journal of Comparative Family Studies*, 43(4), 567–582.
doi:10.3138/jcfs.43.4.567
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Lab.

- Hill, N. E., Witherspoon, D. P., & Bartz, D. (2018). Parental involvement in education during middle school: Perspectives of ethnically diverse parents, teachers, and students. *The Journal of Educational Research, 111*(1), 12–27.
- Hindman, A. H., & Morrison, F. J. (2011). Family involvement and educator outreach in Head Start: Nature, extent, and contributions to early literacy skills. *The Elementary School Journal, 111*(3), 359–386. doi:10.1086/657651
- Ho, E. S. C. (2009). Educational leadership for parental involvement in an Asian context: Insights from Bourdieu's theory of practice. *School Community Journal, 19*(2), 101–122.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review, 63*(1), 37–52. doi:10.1080/00131911.2010.488049
- Hung, C. L. (2007). Family, schools, and Taiwanese children's outcomes. *Educational Research, 49*(2), 115–125. doi:10.1080/00131880701369644
- Iruka, I., Curenton, S., & Eke, W. (2014). *The CRAF-E4 Family Engagement Model: Building practitioners' competence to work with diverse families*. San Diego, CA: Elsevier.
- Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education, 47*(4), 706–742. doi:10.1177/0042085912445643
- Johnson, R. B., & Christensen, L. B. (2004). *Educational research: Quantitative, qualitative, and mixed approaches* (2nd ed.). Boston, MA: Allyn and Bacon.
- Johnson, R. B., & Christensen, L. B. (2008). *Educational research: Quantitative, qualitative, and mixed approaches* (3rd ed.). Los Angeles, CA: Sage Publications.
- Kaiser Permanente National Research Council (2002). *Minimum standards on financial conflicts of interest in the conduct of research*. Oakland, CA: Author.

- Kaplan, T. N. (2013). Multiple dimensions of parental involvement and its links to young adolescent self-evaluation and academic achievement. *Psychology in the Schools, 50*(6), 634–649. doi:10.1002/pits.21698
- Key, J. P. (1997). *Research design in occupational education*. Stillwater, OK: Oklahoma State University.
- Kirkhaug, B., Drugli, M. B., Klöckner, C. A., & Mørch, W. T. (2013). Association between parental involvement in school and child conduct, social, and internalizing problems: Teacher report. *Educational Research and Evaluation, 19*(4), 346–361. doi:10.1080/13803611.2013.7718931
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- LaForett, D. R., & Mendez, J. L. (2010). Parent involvement, parental depression, and program satisfaction among low-income parents participating in a two-generation early childhood education program. *Early Education and Development, 21*(4), 517–535. doi:10.1080/10409280902927767
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research, 16*(4), 255–256.
- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure, 55*(3), 115–122. doi:10.1080/10459880903472876
- Lavrakas, P. J. (2008). *Encyclopedia of survey research methods*. Thousand Oaks, CA: Sage Publications.

- Lawrence-Lightfoot, S., & Davis, J. (1997). *The act and science of portraiture*. San Francisco, CA: John Wiley & Sons/Jossey-Bass
- Lemmer, E. M. (2007). Parent involvement in teacher education in South Africa. *International Journal about Parents in Education*, 1(0), 218–229.
- Li, C., Sun, M., Wang, Y., Luo, L., Yu, M., Zhang, Y., & Lu, Y. (2016). The Centers for Disease Control and Prevention System in China: Trends From 2002–2012. *American Journal of Public Health*, 106(12), 2093–2102. doi:10.2105/AJPH.2016.303508
- Lloyd-Smith, L., & Baron, M. (2010). Beyond conferences: Attitudes of high school administrators toward parental involvement in one small midwestern state. *School Community Journal*, 20(2), 23–44.
- Mahuro, G., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge districts in Uganda. *Cogent Education*, 3(1), 1–12. doi:10.1080/2331186x.2016.1264170
- Mamdani, M., Rajani, R., Leach, V., Tumbo-Masabo, Z., & Omondi, F. (2009). Influencing policy for children in Tanzania: Lessons from education, legislation, and social protection. *Research on Poverty Alleviation* (Special paper 09.30). Retrieved from http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/1811/09.30_Special_Report_LR.pdf?sequence=1
- McCaleb, S. P. (2013). *Building communities of learners: A collaboration among teachers, students, families, and community*. New York, NY: Routledge.
- McGaghie, W. C., Bordage, G., & Shea, J. A. (2001). The problem statement, conceptual framework, and research question. *Academic Medicine*, 76(9), 923–924. doi:10.1097/00001888-200109000-00021

- McMillan, J. H. (2012). *Educational research fundamentals for the consumer*. Boston, MA: Pearson Education.
- Merriam, S. B. (1998). *Qualitative research and case study: Applications in education*. San Francisco, CA: John Wiley & Sons/Jossey-Bass
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*, (2nd ed.) San Francisco, CA: John Wiley & Sons/Jossey-Bass
- Morgan, G., & Smircich, L. (1980). The case for qualitative research. *Academy of Management Review*, 5(4), 491–500. doi:10.5465/amr.1980.4288947
- Nkpa, N. (1997). *Educational research for modern scholars*. Enugu, NG: Niger Fourth Dimension Publishing Co.
- Noltemeyer, A., Bush, K., Patton, J., & Bergen, D. (2012). The relationship among deficiency needs and growth needs an empirical investigation of Maslow's theory. *Children and Youth Services Review*, 34(9), 1862–1867. doi: 10.1016/j.childyouth.2012.05.021
- Okeke, C. I. (2014). Effective home-school partnership: Some strategies to help strengthen parental involvement. *South African Journal of Education*, 34(3), 1–9. doi:10.15700/201409161044
- Oliver, P. (2004). *Writing your thesis*. Thousand Oaks, CA: Sage Publications.
- Olmstead, C. (2013). Using technology to increase parent involvement in schools. *TechTrends*, 57(6), 28–37. doi:10.1007/s11528-013-0699-0
- Ong, S. E., Foster, L. J., & Mann, M. (2003). *Mass spectrometric-based approaches in quantitative proteomics*. *Methods*, 29(2), 124–130. doi:10.1016/S1046-2023(02)00303-

- Pannucci, C. J., & Wilkins, E. G. (2010). Identifying and avoiding bias in research. *Plastic and Reconstructive Surgery*, *126*(2), 619–625. doi:10.1097/PRS.0b013e3181de24bc
- Patte, M. M. (2011). Examining preservice teacher knowledge and competencies in establishing family-school partnerships. *School Community Journal*, *21*(2), 143–159.
- Public School of North Carolina. (n.d.). Retrieved from <https://ncreportcards.ondemand.sas.com/src>
- Ratcliff, N., & Hunt, G. (2009). Building teacher-family partnerships: The role of teacher preparation programs. *Education*, *129*(3), 495–505.
- Reece, C. A., Staudt, M., & Ogle, A. (2013). Lessons learned from a neighborhood-based collaboration to increase parent engagement. *School Community Journal*, *23*(2), 207–226.
- Richards, L. (1999). *Using NVivo in qualitative research*. Doncaster, AU-VIC: Qualitative Solutions and Research.
- Saldaña, J. (2013). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications.
- Saldaña, J. (2015). *The coding manual for qualitative researchers*. (3rd Ed.). Thousand Oaks, CA: Sage Publications.
- Seidman, I. E. (1991). *Interviewing as qualitative research: A guide for researchers in education and social sciences*. New York, NY: Teachers College Press.
- Semke, C. A., & Sheridan, S. M. (2012). Family-school connections in rural educational settings: A systematic review of the empirical literature. *School Community Journal*, *22*(1), 21–47. Retrieved from http://r2ed.unl.edu/workingpapers/2011/2011_1_Semke_Sheridan.pdf

- Simon, M. K., & Goes, J. (2013). Assumptions, limitations, delimitations, and scope of the study (Doctoral dissertation). Retrieved from dissertationrecipes.com.
- Smith, D. W. (2015). Teacher perceptions of parent involvement in middle school. *Journal of School Public Relations, 36*(4), 393–403. doi:10.3138/jspr.36.4.393
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.
- Strambler, M. J., Linke, L. H., & Ward, N. L. (2013). Academic identification as a mediator of the relationship between parental socialization and academic achievement. *Contemporary Educational Psychology, 38*(1), 99–106. doi:10.1016/j.cedpsych.2012.11.001
- Tadesse, S. (2014). Parent involvement: Perceived encouragement and barriers to African refugee parent and teacher relationships. *Childhood Education, 90*(4), 298–305. doi:10.1080/00094056.2014.937275
- Tan, J. (2012). Improving parent involvement in secondary schools through communication technology. *Multiple Literacies in the Technical Editing Classroom: An Approach to Teaching, 13*(2), 30–54.
- Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Sage Journals, 11*(1), 80–96. doi:10.1177/1473325010368316
- Wherry, J. H. (2009, May/June). Shattering barriers to parent involvement. *Principal, 88*(5), 7. Retrieved from http://www.naesp.org/resources/2/Principal/2009/M-J_p07.pdf
- Whitaker, M., & Hoover-Dempsey, K. (2013). School influences on parents' role beliefs. *The Elementary School Journal, 114*(1), 73–99. doi:10.1086/671061

- White, K. M. (2016). “My teacher helps me”: Assessing teacher-child relationships from the child’s perspective. *Journal of Research in Childhood Education, 30*(1), 29–41.
doi:10.1080/02568543.2015.1105333
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review, 66*(3), 377–397. doi:10.1080/00131911.2013.780009
- Williams, T. T., & Sánchez, B. (2013). Identifying and decreasing barriers to parent involvement for inner-city parents. *Youth & Society, 45*(1), 54–74.
doi:10.1177/0044118X11409066
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (2017). *Case study research and applications: Design and methods* (6th ed.). Thousand Oaks, CA: Sage Publications.
- Yoder, J. R., & Lopez, A. (2013). Parent’s perceptions of involvement in children’s education: Findings from a qualitative study of public housing residents. *Child and Adolescent Social Work Journal, 30*(5), 415–433. doi:10.1007/s10560-013-0298-0
- Yotyodying, S., & Wild, E. (2016). Predictors of the quantity and different qualities of home-based parental involvement: Evidence from parents of children with learning disabilities. *Learning and Individual Differences, 49*, 74–84.
doi:10.1016/j.lindif.2016.05.003
- Young, C., Austin, S., & Growe, R. (2013). Defining parental involvement: Perception of school administrators. *Education, 133*(3), 291–297.

Appendix A: Institutional Permission Letter

Dear _____

I am a candidate for a doctoral degree at Concordia University–Portland, and I am preparing for my dissertation. I respectfully request permission to conduct my research study in your school.

The title of my dissertation is “Parental Involvement Matters: The Teacher’s Perspective.” The purpose of this case study is to understand the teachers’ perspectives on the teacher–parent relationship and to understand the teachers’ perception of the impact of programs in their school. The research requires the participating teachers, and I will be utilizing two methods of data collection; field notes and interviews. The Concordia University Institutional Review Board (CU-IRB) will review this study, and you will receive a copy of the IRB packet upon approval.

If you have any questions or concerns, please do not hesitate to contact me, Willie Blanche Penn, or Dr. Edward Kim at the Concordia University–Portland. Thank you for your time and support for this research study.

Sincerely,

Willie Blanche Penn, Investigator

E.D. Candidate

Dr. Edward Kim Faculty Chair

Professor, Concordia University

edkim@cu-portland.edu

Appendix B: Letter to Teachers

Dear _____

You have been invited to participate in a graduate research study conducted by Willie Blanche Penn. I am a candidate for a doctoral degree at Concordia University–Portland, and I am preparing for my dissertation.

I respectfully request permission to conduct my research study at your school. The title of my dissertation is “Parental Involvement Matters: The Teacher’s Perspective.” The purpose of this case study is to understand the teachers’ perspectives on the teacher–parent relationship and to understand the teachers’ perception of the impact of programs in their school. The research requires the participation of teachers, and I will be utilizing two methods of data collection; field notes and interviews.

If you agree to participate in this research study, there will be a 60-minute questions and answers face-to-face interview, and it will be scheduled according to your time of availability.

Your participation is voluntary, and you have the right to withdraw at any time without penalty.

All information that will be obtained for this study will be kept confidential.

If you have any questions or concerns, please do not hesitate to contact me, Willie Blanche Penn, or Dr. Edward Kim at Concordia University–Portland. In advance, thank you for your time and support for this research study.

Sincerely,

Willie Blanche Penn, Investigator

E.D. Candidate

Dr. Edward Kim, Faculty Chair

Professor, Concordia University

edkim@cu-portland.edu

Appendix C: Principal Permission

Dear: Sir:

I am a doctoral candidate at Concordia University–Portland, and I am preparing for my dissertation. I respectfully request your permission to conduct my research study at your school. The title of my dissertation is “Parental Involvement Matters: The Teacher’s Perspective.” The purpose of this case study is to understand the teachers’ perspectives on the teacher–parent relationship and to understand the teachers’ perception of the impact of programs in their school. The research requires the participation of teachers, and I will be utilizing two methods of data collection; field notes and interviews.

Participation, however, is voluntary, and teachers have the right to withdraw at any time without penalty. The participants will not face any risk, and all the information obtained during this study will be kept confidential. The participants’ names will not be associated in any publication with the data collected or with the research findings from this study. Instead of using the participants’ names, codes or pseudonyms will be used to ensure confidentiality.

If you have any questions or concerns, please do not hesitate to contact me, Willie Blanche Penn, or Dr. Edward Kim at the Concordia University–Portland. Thank you for your time and support for this research study.

Sincerely,

W. Blanche Penn, Investigator

E.D. Candidate

Dr. Edward Kim, Faculty Chair

Professor, Concordia University

edkim@cu-portland.edu

Appendix D: Consent Form Concordia University-Portland Institutional Review Board

Approved 1/13/2019; will expire: 12/31/2019

Research Study Title: Parental Involvement Matters: The Teacher's Perspective

Principal Investigator: Willie Blanche Penn

Research Institution: Concordia University–Portland

Faculty Advisor: Dr. Edward Kim

Purpose and what you will be doing:

The purpose of this qualitative case study is to examine the teacher's perspective on parental involvement and how the teachers can develop a positive relationship with parents, which will encourage students' academic achievement. We expect approximately 10 participants. No one will be paid to be in the study. I will begin enrollment in 2019 mid-year. Participants will be interviewed for 60 minutes of face-to-face, open-ended questions, and documentary.

Risks:

There are no risks associated with participating in this study, other than providing tangible information. Any personal information provided will be coded so it cannot be linked to the participant that provided it; I will protect all the information. Any name or identifying information given will be kept securely via electronic encryption or locked inside the storage. When any investigator looks at the data, none of the data will have your name or identifying information. You will not be identified in any publication or report. The interviews will be recorded, and all recordings will be deleted immediately after transcription and member checking (a technique for ensuring the credibility of a research result; the research result and data are taken back to the participants so they can confirm if the accuracy resonates with their

experiences). All other study-related documents will be kept securely and then destroyed three years from the conclusion of the study.

Benefits

The direct benefit of the study will include a better understanding of why parents are not involved in their children's education. Another benefit of this study is to build a sustainable rapport between the participating schools and parents by encouraging parents to be fully involved in their children's education. Other possible benefits from this study are improving teacher-parents' relationship, more parental involvement in school, and better communication between teachers and parents.

Confidentiality:

Any information provided will not be distributed to any agency but will be kept private and confidential. Your name will not be associated in any publication with the data collected about you or with the research findings from this study. Rather than using your name, codes or pseudonym will be used. Information identifying you will not be shared unless you give written permission, or it is required by law or the university policy.

Right to Withdraw:

Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required, and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions.

Contact Information:

You will receive a copy of this consent form. If you have questions, you can talk to or write the principal investigator, Willie Blanche Penn, at email [redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. Oralee Branch (email obranch@cu-portland.edu or call 503-493-6390).

Your Statement of Consent:

I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

Participant Name Date

Participant Signature Date

Willie Blanche Penn

Investigator Name Date

Willie Blanche Penn

Investigator Signature Date

Investigator: Willie Blanche Penn email: [redacted]

c/o: Professor: Dr. Edward Kim

Concordia University–Portland

2811 NE Holman Street

Portland, Oregon 97221



Appendix E: Interview Questions

Teachers' Interview Questions

1. How can teachers develop and implement programs that will involve parents in their school programs, which will further improve the student's development and academic achievement?
2. How can teachers, eliminate the barriers affecting parental involvement and build a strong parent-teacher relationship?
3. How do parental involvement impact students academically?
4. What barriers can prevent parents from being involved in your school?
5. Have parental involvement programs been successful?
6. How have you (as a teacher) partnered with parents?
7. How have programs at the school impacted the school improvement on parental involvement?
8. Does ethnicity have an impact on parental involvement and/or your ability to engage parents in their child's academics and behavior?
9. What does parental involvement mean to you?
10. Why is parental involvement low in your school?

Appendix F: Follow-Up Questions and Member Checking

1. Do you have any more questions you would like to ask me?
2. How did you feel about the question I asked you?
3. Did you have a problem with any of my questions?

Concluding Questions:

Is there anything else you would like to add?

Appendix G: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

What is “unauthorized” assistance?

“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.
2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*.

Willie Blanche Penn

Digital Signature

Willie Blanche Penn

Name (typed)

11/12/19

Date
