A Basic Qualitative Research Study: Educators' Perception of Parental Involvement and Student Achievement

Kadian Owniee Coote

Dissertation Submitted to the Doctoral Program

of the American College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in Leadership

September 2023

A Basic Qualitative Research Study: Educators' Perception of Parental Involvement and Student Achievement

Kadian Owniee Coote

Approved By:

Dissertation Chair: Wes Anthony, PhD

Committee Member: Audra Pickett, EdD

Copyright © 2023

Kadian Owniee Coote

Abstract

Each year educators call on parents to be involved in their children's schooling; they believe students of involved parents do better academically. The problem was restricted parental involvement in school-sponsored activities, such as parent-teacher meetings, communications, and conferences at the secondary grade level, impacts students' academic performance. Researchers have measured teachers' perceptions of parental participation, but little research has focused on Title 1 rural high schools with primarily African American pupils. This study may help to fill the literature gap. Using Epstein's parental participation frameworks and transformational leadership theories, the purpose of this basic qualitative research study was to explore educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement at a high school in Eastern North Carolina. Twenty-five educators participated in the research based on their engagement with students and parents. Interviews were conducted and recorded for thematic analysis and reporting. Data were analyzed using Creswell's six-step process for examining qualitative data and were supported using the MAXQDA data analysis software. Results revealed that secondary educators believed parental involvement is vital to students' academic achievement; parent-teacher collaboration increases student progress, and administrators emphasize parents being advocates for their children. However, more investigation on the obstacles to parental involvement at Title 1 public high schools with mostly African American pupils is needed.

Keywords: academic achievement, academic socialization, cultural competency, culturally and linguistically diverse, Epstein's framework, family engagement, parental involvement, perception, socioeconomic status, socio-psychological barrier, Title 1, and transformational leadership theory

Dedication

I wholeheartedly and proudly dedicate my dissertation work to those who have been a continual source of inspiration. It is the result of numerous difficult sacrifices. From my father, Meluyne Coote, and my daughter, Daija Gordon, to my classmates, family, and friends who offered support while working on this study and whose words of inspiration and push for persistence continue to resound in my ears. They gave me the motivation and self-control to approach projects with zeal and commitment. I value everything they have done for me, including the numerous hours of editing and research aid and their support during my doctoral program.

Acknowledgments

I want to express my deep gratitude to my coworkers who consented to participate in the study; you sacrificed significant time from your hectic schedules to offer insightful, educational, and beneficial answers to interview questions. My superintendent and school board deserve my gratitude for allowing the research at my school. I also want to thank my close friends for being there whenever I needed them, helping the process go more smoothly, and keeping me calm.

A special thanks to Drs. Anthony Wes and Audra Pickett from the American College of Education dissertation team. You have been helpful, empathetic, and supportive; your attention to detail, timely feedback, and excellent communication have made the process go more smoothly.

Table of Contents

List of Tables 11

List of Figures 12

Chapter 1: Introduction 13

Background of the Problem 13

Statement of the Problem 15

Purpose of the Study 16

Significance of Study 17

Research Questions 18

Theoretical Framework 19

Definition of Terms 20

Assumptions 22

Scope and Delimitations 23

Limitations 24

Chapter Summary 25

Chapter 2: Literature Review 27

Literature Search Strategy 28

Theoretical Framework 28

Epstein's Framework of Six Types of Parental Involvement 29

Transformational Leadership Theory 31

Research Literature Review 32

Parental Involvement and Achievement 33

Parent Participation 34

Parent-Teacher Relationship 36
Homework Help 38
Home Environment 39
Socioeconomic Background 41
Educators' Role 43
Principal as Leader 43
Principal as Communicator and Connector 44
Home Visits 47
Attitude Toward Parents 48
Parents' Educational Background 49
Chapter Summary 51
Chapter 3: Methodology 54
Research Methodology, Design, and Rationale 55
Methodology 55
Design 56
Role of the Researcher 57
Research Procedures 58
Population and Sample Selection 58
Semi-structured Interviews 59
Focus Group 60
Subject Matter Experts 61
Data Collection 62
Data Analysis 63

Reliability and Validity....64
Ethical Procedures....66
Chapter Summary....67
Chapter 4: Research Findings and Data Analysis Results....68
Data Collection....69
Data Analysis and Results....71
Research Question 1....73
Educators' Expectations....73
Parents' As Advocates....74
Impact On Students....75
Research Question 2....76
Parent – School Partnership....77
Parent – Teacher Partnership....77
Reliability and Validity....78
Chapter Summary....80
Chapter 5: Discussion and Conclusion....82
Findings, Interpretations, Conclusions....84
The Impact of Parents' Responsibility....84
Partnership....86
Effective Communication....87
Limitations....88
Recommendations....89
Implication for Leadership....91

Conclusion …..……... 93

References ……..…. 95

Appendix A Site Permission Request ……122

Appendix B Site Approval Letter ……. 123

Appendix C Informed Consent ……. 124

Appendix D Focus Group (Non-Teaching Staff) Interview Questions.....127

Appendix E Semi-structured (Classroom Teachers) Interview Questions.....128

Appendix F Email for Subject Matter Expert Review Request.....130

Appendix G Subject Matter Experts Feedback 131

Appendix H Invitation to Participate Letter.....135

List of Tables

Table

1. Participants' Demographic Information… 70

2. Codes, Themes, and Quotes According to Participants' Responses… 72

List of Figures

Figure

1. Educators Years of Experience… 70
2. Teacher Perception of Parental Involvement Percentage… 75

Chapter 1: Introduction

Many educators believe that students will succeed if parents actively participate in their student's schooling. Educators, however, may hold varied perspectives on the importance of family participation in secondary education (Anastasiou & Papagianni, 2020). Ongoing communication with teachers, homework aid, involvement in school-sponsored events, and financial donations are all examples of parental engagement. Similarly, some educators view parents' participation as having little to no discernible effect on students' academic success. Varma (2019) described parental involvement as actions that parents and their children engage in at school and home.

Even though the focus of the study was on educators' perceptions of parental participation and student accomplishment, using the transformational leadership theory and Epstein's framework as a guide may benefit other parties and potential future researchers. Therefore, the study may help students, instructors, institutions, and the country. Focusing on educators in a Title 1 high school in a rural community with primarily African American students may benefit future researchers by adding to the existing body of knowledge and highlighting the limitations associated with the study topic in the proposed setting. Parental involvement aligns with improved student performance, and teachers believe it is crucial to students' success (Grobler, 2022; Tan et al., 2020).The background of the problem, statement of the problem, the purpose of the study, the significance of the study, research questions, theoretical framework, definition of terms, assumptions, scope and delimitations, limitations, and chapter summary follow.

Background of the Problem

Teachers believe high accomplishment comprises students progressing comfortably

through coursework, graduating on schedule, and not dropping out (Ballafkih & Van Middelkoop, 2019). However, the most significant evaluation that can impact students' academic progress is a summative assessment, followed by a formative one (Kamara & Dadhabai, 2022). Formative and summative assessments provide information concerning students' mastery of academic content. Many factors contribute to students' academic success, including family demographics, school features, student school fees, and parent happiness (Oswald et al., 2018). Higher parental participation is associated with improved student academic competence and performance, parent and teacher satisfaction, and a more pleasant school environment (Đurišić & Bunijevac, 2017; Kamara & Dadhabai, 2022). Therefore, students with involved parents may achieve higher proficiency on exams and get better test scores.

Parental involvement in their children's schooling is crucial and can contribute to academic success. Malkawi and Smadi (2016) reported that increased parental involvement directly affects student achievement, while Tamis-Lemonda et al. (2017) believed children get vital abilities for scholarly accomplishments from early learning conditions. Therefore, parental participation may improve academic success by elevating students' self-esteem and attitude toward learning. Teachers also believe parental involvement is essential to student success, and parents must provide an environment that supports learning (Kalayci & Ergül, 2020). In the 2018 – 2019 school year, 80% of parents participated in parent-teacher association (PTA) meetings, 54% in parent-teacher conferences, 70% in school or class events, 32% volunteered or served on the school committee, 48% participated in school fundraising, and 46% met with a guidance counselor at rural secondary schools (National Center for Education Statistics [NCES], 2020). Additionally, students' academic achievement was 50% (NCES, 2020). Parents with a supportive learning environment may experience children with a positive outlook on education while having

an increased interest in schooling, contributing to better academic achievement.

Statement of the Problem

The problem was restricted parental involvement in school-sponsored activities, such as parent-teacher meetings, communications, and conferences at the secondary grade level, impacts students' academic performance. Parents of students in kindergarten through grade 12 reported participating in educational events such as attending PTA meetings (89%), attending a school or class function (79 %), and parent-teacher conferences (75%) during the 2018–19 academic year (NCES, 2020). Looking at the statistics, it may be concluded that parental involvement is not a concern. However, a community member expressed dissatisfaction with the lack of parental involvement (GreatSchools, 2022). Furthermore, at a staff meeting, a discussion started on how to get parents involved, and a teacher who had worked at the school for 3 years recommended establishing parent-teacher association meetings. The school's behavior specialist informed the teacher of a PTA committee and stated parents rarely attend meetings. According to a committee member, parent engagement in school events, parent meetings, and school volunteerism has fallen dramatically over the years.

Building and maintaining good partnerships, getting and giving positive comments, and passing on clear information are all aided by parent-teacher communication, all of which contribute to student accomplishment (Kuusimäki et al., 2019). Academic attainment among students enrolled at a high school in Northeast North Carolina is low, and the school ranks in the bottom half of the state's schools (U.S. Schools & World Report, 2022). Math and reading scores were 25% and 43%, respectively, with a graduation rate of 73% (U.S. Schools & World Report, 2022). Several studies on educators' impressions of parental participation were undertaken by Arar et al. (2018), Borup et al. (2019), and Jacobbe et al. (2012). However, none focused on the

high school in this study. Studies into educators' perceptions of parental involvement and student achievement will help close the gap in the literature, prove beneficial in understanding educators' perspectives globally, bringing awareness to parental involvement and how to engage and improve participation, particularly among secondary school students.

Purpose of the Study

The purpose of this basic qualitative research study was to explore educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement at a high school in Northeast North Carolina. Parental engagement is a delicate issue in most professional learning committee (PLC) sessions at a high school in Northeast North Carolina that evaluate student data. Administrators, on the other hand, place a premium on teacher-parent contact. This study adds to the body of evidence on parental participation and secondary student accomplishment by demonstrating the link between parental involvement and academic achievement. By utilizing Epstein's (1995) validated parental engagement models, this study may also help to bridge the knowledge gap on educators' perspectives of parental involvement.

The participants consisted of a group of educators at a high school in Northeast North Carolina. Due to the study, educators may have a shared understanding of what parental engagement means, and school representatives will share the study's results. The research was a qualitative approach using a basic qualitative design. Applying the results to real-world situations right away was made easier by the basic qualitative design (Merriam & Tisdell, 2017). Focus groups and semi-structured interviews were the instruments used to collect data. Fifty-one school employees, including teachers, guidance counselors, librarians, and administrative staff with varying years of experience, comprised the study's population.

Developing data on educators' perceptions of parental involvement and how the involvement contributes to students' academic achievement was the main research goal. The research offered further knowledge and research in the setting of the study and beyond in related contexts, particularly secondary schools. Educators are essential in encouraging parental involvement and promoting it strengthens the bond between parents and teachers (Anastasiou & Papagianni, 2020). The secondary goals were to comprehend educators' perspectives on how parents help their students succeed academically and educators' beliefs on the influence of parental participation on secondary school students' academic achievement based on educators' experience with parents.

Significance of Study

Students' academic achievement is a global concern, and researchers conduct studies to ascertain the factors contributing to students' success. One factor is parental involvement; however, educators have varied views about the contribution of parental involvement to students' academic performance. While Simweleba and Serpell (2020) hypothesized that parental involvement in their children's education significantly promotes positive results, Sujarwo et al. (2021) believed that parental engagement and children's education cannot be separated. Consequently, some pupils will succeed academically regardless of parental participation (Assefa & Sintayehu, 2019).

Findings from the study may benefit students, educators, school leaders, and districts. Students may benefit if teachers use the findings to develop better relationships with parents and find creative ways to involve parents in their children's academics. Teachers can share with parents how to assist students with homework and create an environment that encourages learning at home. Helping children with their homework can improve academic achievement, and parents

and teachers can work together to help children develop academic skills (Coady,2019; Yildiz & Kılıç, 2020).

School leaders may understand how teachers believe parental involvement impacts student achievement and can use the results to create ways to meet parental involvement standards and enhance parent-teacher communication, which may aid students' academic performance. Family involvement and teacher support are essential for students' academic performance (Young, 2020). As a result, school administrators must encourage and support parents' involvement in their children's education while strengthening the connection between home and school (Abdullah Kamal et al., 2021; Quan-Baffour, 2020). Additionally, school districts may find the results useful when developing educational programs, and educators will get a glimpse into how they view parental participation, thus, contributing to improved student-teacher and parent-teacher relationships.

Research Questions

The topic of parental engagement is a worldwide one that is regularly discussed in schools, and it is thought that all parties involved at the school level have the same opinions on the matter (Arar et al., 2018; Borup et al., 2019). Exploring educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement was the aim of this research. The goal was achieved by addressing the following research questions:

Research Question 1**:** What are secondary educators' perspectives on how parents assist their children in achieving academic success?

Research Question 2: According to educators' experience with parents, what are their beliefs on the influence of parental participation on secondary school students' academic

success?

Theoretical Framework

Frameworks that served as the theoretical foundation for this investigation were transformational leadership theory and Epstein's parental participation framework. The transformational leadership paradigm relies on team encouragement by appealing to emotions, goals, wants, and success accomplishment ideas (Yulianti et al., 2019). Therefore, motivated parents will participate in their children's schooling, positively impacting student performance. Administrators and teachers are two primary agents for promoting parental involvement (Yulianti et al., 2019). Transformational leaders can create an environment for teachers to engage in continuous learning via collaboration with colleagues and leadership that works with the school community to generate and form consensus around common goals and vision (Hallinger, 2003, as cited in Sol & Sheldon, 2020). Motivating parents to participate in their children's academics requires hard work and a positive outlook. In challenging situations, transformational leaders provide support while employing new work techniques to reduce workloads; the same applies to educators having a positive perspective of parental involvement. The transformational leader elicits engagement and a willingness to consider new ideas. Teachers with increased transformational leadership for partnership engage families more actively (Sol & Sheldon, 2020).

The Epstein framework divides parental engagement into parenting, communicating, volunteering, studying at home, decision-making, and community participation (Epstein et al., 2019). Parenting is the initial degree of participation that educates parents about their children's growth and progress; it concerns parents' care for their children and the methods used in their development (Epstein et al., 2019). Different ways parents raise their children can have a

favorable or unfavorable effect on their academic performance. Students who had parents who were in charge performed better in school than those who had other types of parents (Mihret et al., 2019). Meaningful communication among teachers and parents is essential to student success (Cao et al., 2019). The home is the foundation for learning; hence, parents must ensure that children's surroundings facilitate educational growth and development. Parents should encourage educational activities while at home. Parental involvement is a method for schools to involve parents in their children's education, resulting in higher accomplishment (Đurišić & Bunijevac, 2017). Despite a parent's socioeconomic status, it is vital to get involved in decisions concerning their child's academic well-being (Epstein et al., 2019). Community involvement is another parental involvement. Community services, resources, and partners are essential to the educational process because they promote cooperation across school systems, family customs, and student learning and growth (Epstein et al., 2019).

The research questions were developed based on Epstein's parental engagement model and transformational leadership theory to learn more about educators' perceptions of parental involvement and student accomplishment. Epstein described various types of parental participation, and the transformation leadership theory was the foundation for analyzing the data acquired. In Chapter 2, the theories of Epstein's parental involvement model and transformational leadership will be further explained.

Definition of Terms

Keywords and concepts emerge when conducting studies; defining the keywords will aid with understanding. Readers may have their meaning of the terms or may not be familiar with them; hence the definitions will guarantee the intended comprehension of the study's components. The definitions of the keywords relevant to this study are below.

Academic achievement is defined as the extent to which students attain curriculum objectives about their learning outcomes and performance in a school curriculum (Tian & Sun, 2018).

Academic socialization is defined as parental ideals and behaviors that help children form school-related behavior standards (Ashdown & Faherty, 2020).

Cultural competency is defined as a process whereby individuals attempt to cooperate effectively with someone from a different cultural background (Falatah et al., 2022).

Culturally and linguistically diverse is defined as possessing various languages, faiths, family systems, life experiences, and distinct cultural norms, rituals, and traditions (Shepherd & Masuka, 2020).

Epstein's framework is defined as a model for parental involvement focusing on parenting, communicating, volunteering, partnering with the community, and integrating families into school choices (Epstein et al., 2019).

Family engagement is defined as parents participating in activities crucial to their kids' academic performance, such as speaking with the teacher, helping in the classroom, attending school functions, and participating in the Parent Teacher Association (PTA), run by the school (Liang et al., 2020).

Parental involvement is defined as the process by which parents impart their worldviews, attitudes, and preferences (i.e., habits) to their children, contributing to improved academic performance (Tan et al., 2020).

Perception is defined as creating meaning by organizing, categorizing, and interpreting sensory information (Keenan, 2020).

Socioeconomic status is defined as the advantages, privileges, and social status that come

with economic, cultural, and social resources and the resources themselves (Şengönül, 2022).

Socio-psychological barriers are defined as obstacles students face during schooling that affect learning (Asma-Ul-Ferdous, 2018).

Title 1 is defined as a federal funding initiative that offers financial support to regional educational organizations so that kids from low-income families can satisfy the high academic standards set by the state (US Department of Education, 2018).

Transformational leadership theory is defined as a style of leadership whereby leaders use the power of their vision and personality to persuade followers to change their expectations, perceptions, and motivations to work toward common goals, values, beliefs, and higher-order demands (Liu, 2018).

Assumptions

Assumptions speak to people's or groups' views of social or human problems through an interpretive lens (Creswell & Poth, 2017). Educators being accurate and thorough in their answers to interviews and probing questions is one assumption essential to the study's significance; however, there was no way to know if participants were truthful and thorough with their responses. Although subject matter experts reviewed the research questions to ensure the data collected from the study subjects' responses was sufficient. A second assumption was that teachers, school administrators, and district personnel may use the findings to support and encourage parental involvement. The final assumption was the results add to the knowledge concerning educators' perception of parental involvement and student achievement. Since the interviewees' comments served as the data source for the research, they must be honest and accurate. Dishonest responses can impact the integrity of the study.

Scope and Delimitations

The characteristics that defined the study's bounds, including its participants and location, are referred to as the study's scope (McMillan, 2016). Educators' perceptions of parental involvement and student achievement are well-researched, but the perception of educators at Title 1 schools in rural areas with predominantly African Americans is seldom researched. The scope of the study was limited to educators – teachers, administrative staff, guidance counselors, and librarians–at a rural secondary school in Northeast North Carolina. Additionally, only 25 educators participated in the study, and interviews occurred face-to-face. Given that the research site is one of only two high schools in the county and has the most educators, recruiting 25 participants from the other school would be difficult. Examining barriers between the researcher and participants and how social positionalities and locales employed will uphold or tear down the said boundaries are imperative (Thurairajah, 2019).

Delimitations are constraints purposefully placed by researchers which necessitate questioning presumptions and candidly admitting flaws (Theofanidis & Fountouki, 2019). A sample size of 25 educators shared their views on parental involvement and student achievement. Purposive sampling, which refers to the deliberate selection of study participants, served as one of the study's delimitations. Optimizing data sources for answering research questions occurs through purposive sampling (Johnson et al., 2020). Instead of canteen or cleaning personnel, educators were included in the selection. Although the focus was on educators' impressions, the custodial and canteen staff may have opinions about family participation and student accomplishment. However, they do not regularly interact with parents and students.

Ensuring the interview location was centralized, quiet, private, and distraction-free served as another delimitation. It was possible to record without adding more noise based on the interview location's qualities. To accurately record information, audiotaping was used in the interview space. Another study restriction was the preference for in-person interviews over phone interviews. Even though telephone interviews are the most reliable data source, they are only useful when a researcher does not have direct access to participants (Creswell & Poth, 2017).

The research site was selected because it was easily accessible; however, the school type and the area played a significant role in determining how transferrable the research findings were. Purposeful sampling added credibility to the research while assuring receipt of needed information (McMillan, 2016) thus, making it less challenging for individuals wishing to generalize the findings to different contexts to determine whether generalization is feasible.

Limitations

All research has limitations and highlighting them demonstrates that the researcher carefully considered the impact and has a solid understanding of the research topic. Study limitations are flaws in a research design that could affect the findings and conclusions of the investigation (Ross & Bibler Zaidi, 2019). Therefore, making known the study limitations rather than ignoring them can convince researchers and reviewers of the findings and conclusions. Making limitations transparent will inform research consumers of any known or potentially hidden biases that may have affected the study and prevent generalization beyond the study parameters (Ross & Bibler Zaidi, 2019).

Restricting the study to a secondary school in Northeast North Carolina and the population size were the main limitations on the generalizability of the study outcomes. The

limited population size of 51 educators could impact the sample size. Sample size insufficiency can threaten the validity and generalizability of study results (Vasileiou et al., 2018). Additionally, the limited research that compares the same subjects limits the possibility of comparison (Sadiku & Sylaj, 2019). In general, the sample size for qualitative research should be determined by how much information participants are able to provide on the study's topic (Creswell & Poth, 2017). Without a sufficient sample size of 20 participants, credible information and the most in-depth understanding of dependability may be impacted (McMillan, 2016).

Working and conducting a study simultaneously at the research site may have preconceived notions of parental involvement and student achievement; however, practicing reflexivity eliminated such views. An ongoing internal conversation and critical self-evaluation where the researcher acknowledges potential influence on the research process and explicitly identify the influence is known as reflexively (Berger, 2015). Reflexivity is a practice that is not only encouraged but also frequently demanded by qualitative researchers (Thurairajah, 2019). Therefore, it was crucial to describe experiences related to the study's subject and to be aware of how those experiences could affect the findings, the conclusions, and the interpretations made in the study (Creswell & Poth, 2017).

Chapter Summary

The qualitative study design used the semi-structured interview and focus group to elicit educators' perspectives on how parental involvement affects academic achievement. The theories that guided the research were the Epstein framework for parental participation and transformational leadership. Hard work and a good attitude are required to motivate parents to participate in their children's academics. Transformational leadership allows for using innovative

work approaches to minimize workloads. Parental engagement is divided into six categories under the Epstein framework: parenting, communicating, volunteering, learning at home, decision-making, and community participation (Epstein et al., 2019).

Student's academic performance is a universal concern, and researchers conduct studies to identify the variables that influence students' success, such as family demographics, school features, student school fees, and parent happiness (Oswald et al., 2018). Parental participation is one aspect, although educators have varying opinions on how much it affects children's academic achievement. Therefore, the primary study objective focused on obtaining data on how educators view parental engagement and student achievement. The research questions probed the characteristics of parent involvement. Northeast North Carolina was the location of the study site and the purposive sample included administrators, school counselors, librarians, and teachers. A thorough assessment of the literature, including the search approach and theoretical framework, is presented in the upcoming chapter

Chapter 2: Literature Review

Many educators feel that students will succeed if parents are involved in their children's education. Parental involvement aligns with higher academic achievement and well-being in students (Cranston et al., 2021). The study focused on the possible relationship between parental involvement and student achievement in school and parent and teacher satisfaction. The problem was restricted parental involvement in school-sponsored activities, such as parent-teacher meetings, communications, and conferences, at the secondary grade level, which impacts students' academic performance (Boonk et al., 2018; Coşkun & Katıtaş, 2021; Doi et al., 2020). A community member used an online platform to express their dissatisfaction with the lack of parental involvement (GreatSchools, 2022). At a staff meeting, a discussion on how to get parents involved started, and a teacher who had worked at the school for 3 years recommended establishing parent-teachers association meetings. The school's behavior specialist informed the teacher of a parent teacher association (PTA) committee and stated parents rarely attend meetings and parent engagement in school events, parent meetings, and school volunteerism has fallen dramatically.

The purpose of this basic qualitative research study was to explore educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement at a high school in Northeast North Carolina. Some instructors think parents lack accountability for their children's education, while others believe that parents do their best (Ahmed et al., 2021; Ekinci-Vural & Dogan-Altun, 2021). However, previous research focused on parental involvement at the early childhood and elementary level, not educators' perception of parental involvement at the secondary level in Title 1 rural schools (Bang et al., 2021; Bartolome et al., 2020; Dereli & Türk-Kurtça, 2022; Ekinci-Vural &Dogan-Altun, 2021; Gubbins & Otero,

2020; Hakyemez-Paul et al., 2018; Simweleba & Serpell, 2020). Also, there are limited views on parental involvement in Title 1 schools. The research addressed the gap in the literature to address the perceptions of educators in Title 1 schools.

The following sections cover the literature search approach, Epstein's framework for parental engagement and transformational leadership, and the theoretical foundations that guided the research. Next, the research literature review discusses parental involvement and achievement, parents' educational backgrounds, educators' roles, barriers to parental involvement, and the parent-teacher relationship. A summary highlighting the major themes and how the present study may extend the knowledge base for the topic closed this section.

Literature Search Strategy

A search in online databases occurred to gather literature. The American College of Education Library catalog through EBSCOhost, Directory of Open Access Journal (DOAJ), Google Scholar, Education Resource Information Center (ERIC), PubMed, and ProQuest were the online databases used. The initial scope of the search was peer-reviewed literature published between 2018 and 2022. After recent literature was reviewed, the research was broadened to include additional years of publication. Included in the literature were books and publications relevant to the topic. Key terms and phrases that guided the search were *parental involvement, academic achievement, teachers' perception, parents' participation, parents' perspective, barriers to parental involvement, teachers as transformational leaders, parent-teacher relationship, family engagement,* and *school leadership.*

Theoretical Framework

Epstein's (1995) parental participation frameworks and transformational leadership theories guided the study to address the research challenge of restricted parental involvement

while exploring educators' perceptions of parental involvement. Epstein's parental involvement framework addresses the approach to parental involvement, and transformational leadership theory focuses on inspiring and motivating others (AL-Nawafah et al., 2022; Epstein, 1995; Hamlin & Flessa, 2018). The theoretical frameworks highlighted concepts and premises developed to construct the study (Varpio et al., 2020). Similarly, the frameworks provided the study direction and organization, exposed and clarified meaning, and related the investigation to previous research (Collins & Stockton, 2018).

Epstein's Framework of Six Types of Parental Involvement

Epstein's (1995) model started with five categories and expanded to include a sixth (Montes & Montes, 2021). Many studies and years of work by educators and families in elementary, middle, and high schools resulted in the Epstein framework of six major categories of involvement (Epstein et al., 2019). Communicating, parenting, volunteering, working with the community, and including families in educational decisions are among the six types of parental participation (Epstein et al., 2019). The concepts encompassed several issues, methods, and outcomes for parents, students, and schools (Epstein et al., 2019). For an effective partnership with parents, Epstein proposed that schools:

- assist all families in creating home circumstances that encourage children to learn while giving parents education and other courses or training,
- design successful school-to-home and home-to-school communications on school programs and students' achievement,
- recruit and coordinate parent assistance and support,
- guide families in assisting children with homework and other curriculum-related activities, decisions, and preparation at home,

- encourage family participation in school choices by developing an active PTA. Thus, creating parent leaders and representatives; and
- gather community resources and services to support families (Epstein et al., 2019).

Many educational systems in the United States and worldwide have embraced Epstein's family participation approach (Montes & Montes, 2021). Epstein's framework does, however, obscure primary parts of parental engagement, such as recognizing the need for enabling parental involvement, stressing parenting practices for promoting well-being (e.g., nutrition, mental health, and technology usage), and developing skills for home-based learning (Hamlin & Flessa, 2018). Schools can affect parental involvement while stressing its relevance through communication, school resources, and parental programs or activities (Fernández-Alonso et al., 2022). Parental involvement is critical to students' academic success, and schools will experience low parental participation unless parents understand the importance of their association (Caridade et al., 2021; Dettmers et al., 2019; Lara & Saracostti, 2019; Pek & Mee, 2020). Reduced student absenteeism, improved behavior, and increased teacher performance, all of which contribute to students' academic achievement, can all be attributed to parental participation. As a result, parents aware of their involvement influence and choose to participate in their children's education will positively impact students' motivation, leading to outstanding academic results (Aman et al., 2019; Hendita, 2019).

Effective parental involvement is vital to student success (Caridade et al., 2021; Dettmers et al., 2019; Lara & Saracostti, 2019; Pek & Mee, 2020). Parental involvement helps educators become familiar with students' learning needs at home and enhances academic performance (Aykac & Msengi, 2019). However, successful involvement depends on effective communication; effective communication requires trust, transparency, and attentive listening

(Salamondra, 2021). Weekly notes or newsletters, bulletins, brochures, family participation calendars, and wish boxes are some preferred communication means schools can employ (Ekinci-Vural & Dogan-Altun, 2021). Harmonious relationships, mutual responsibility, work division, and parent-teacher collaboration are other factors that contribute to good communication (Bartolome et al., 2020). Although not all parent participation and communication are equal, communicating with parents is critical for student development (Henderson et al., 2020). A meaningful relationship between parents and educators will see parents more involved in school-sponsored activities and, by extension, improved student performance. The transformational leadership theory is another component of parental involvement through school leadership; the preceding paragraphs discuss its relevance to parental involvement and student achievement.

Transformational Leadership Theory

Downton (1973) coined transformational leadership, and Burns (1978) built on it. Bass, a scholar and former professor at the University of Binghamton, developed the concept in 1985 to incorporate methods for measuring transformational leadership achievement (Bărbînță et al., 2017). Burns (1978) defined transformational leadership as leader behaviors that stimulate and inspire followers to achieve extraordinary results by raising the level of motivation and morality in both the leaders and their followers. Bass (1985) considered transformational leadership as leader behaviors that stimulate and inspire followers to achieve extraordinary outcomes by raising the level of motivation and morality in both the leaders and their followers. Parental involvement and student accomplishment are inextricably linked. Although transformational leadership has no direct impact on student outcomes, it does assist school leaders in providing chances for teacher collaboration, which increases teacher efficacy and, as a result, their capacity

to engage parents in their children's education (Kwan, 2020; Liu, 2021; Menon, 2021).

School administrators and instructors are the primary agents in fostering parental involvement, in which they play a critical role (Yulianti et al., 2021). Transformational leaders can inspire followers to shift their expectations, perceptions, and motives to strive toward common goals, values, beliefs, and higher-order demands through the strength of their vision and personality (Liu, 2018). School administrators as transformational leaders can help foster healthy parent-teacher and school-parent connections, reducing some parents' negative experiences through visits to schools and by email with race and the fear of retaliation from school officials and contributing to student progress (Henderson et al., 2020).

Research Literature Review

Parental involvement is critical to students' academic skills (Anastasiou & Papagianni, 2020; Ghahdarijani & Rahimi, 2021; Hakyemez-Paul et al., 2018; Polasek, 2021; Tan et al., 2020). Such association can take several forms, including cognitive, behavioral, and personal involvement, which have varied implications on student accomplishment (Huang et al., 2021). The contribution is complicated, intense, and includes home-based and school-based activities (Coşkun & Kattaş, 2021; Jezierski & Wall, 2019). The partnership between schools and parents could appear as parent-teacher communication, homework assistance, or creating an at-home learning environment (Coşkun & Kattaş, 2021). The power balance between parents and school is vital to student success. It transforms when school employees rethink and modify their goals from primarily school-centered to equitable education for all kids, making home- school collaborations more genuinely collaborative (Blair & Haneda, 2021). Family-school partnerships are essential to student academic success, and such associations gained popularity by increasing parental participation and parental abilities to help their children learn (Dettmers et al., 2019).

Teachers blaming parents, poverty, lack of parental knowledge, parental influence produced by established local norms, and teacher perception are all hurdles to parental involvement (Ahmed et al., 2021).

Parents must demonstrate their understanding of the importance of their children's education while having a positive relationship between themselves and teachers, which aligns with pupils' educational success and is achievable through meaningful communication and parent-teacher relationship. Parental engagement is frequently taken for granted, seeing the ideal parental role shifting from giving direct aid to establishing an atmosphere that allows children to accept responsibility for themselves (Jezierski & Wall, 2019). Such mobility might have a harmful influence on pupils' emotions and schooling (Jezierski & Wall, 2019). Through a mix of students' sense of relatedness, competence, and autonomy, parent, and teacher participation, positively and indirectly improves students' academic engagement; however, these patterns change differently between people (Rickert & Skinner, 2022). Parent-teacher contact, homework support, or the building of a learning environment at home could all be part of the collaboration. Student achievement aligns with strong teacher-student relationships through frequent parent-teacher contact (Malkawi & Smadi, 2016). The parent's attitude toward their child's education naturally translates into the student's learning attitude (Kalayci & Ergül, 2020).

Parental Involvement and Achievement

Regardless of the criterion used, parental participation has a favorable influence on student success. Parental engagement cannot be separated from children's education when they begin studying in formal and non-formal education units (Sujarwo et al., 2021). There is a direct relationship between parental involvement and the capacity of students to overcome certain behavioral disorders; learners do better academically and socially when their parents are

regularly involved in various ways (Barger et al., 2019; Caridade et al., 2021; Roy & Giraldo-García, 2018). Also, academic results benefit from family emotional support because it fosters psychological well-being and increases student engagement (Roksa & Kinsley, 2019). However, parents' emotional or mental health difficulties, stress, or sadness can detrimentally influence family participation (Kelty & Wakabayashi, 2020).

The consistent link between parental involvement and academic success goes across grade levels and ethnic groupings (Wilder, 2014). Academic socialization, home-based involvement, and school-based involvement are three components of parental involvement that can take numerous forms (Benner et al., 2016; Coşkun & Kattaş, 2021). Academic socialization occurs when parents provide messages to their children about academic challenges and the relevance of education, which concerns academic success (Cross et al., 2019; Duan et al., 2018). Home-based engagement refers to actions such as assisting with schoolwork that parents undertake at home to help their children learn and usually relates to school behavior. (Boonk et al., 2018; Duan et al., 2018). School-based involvement concerns activities that parents do at school, such as attending school events or parent-teacher conferences (Boonk et al., 2018). However, other forms of active parental involvement in children's education include simple usage of services, contribution, attendance consultation, service delivery, and implementation of delegated power (Assefa & Sintayehu, 2019).

Parent Participation

Parental engagement is critical in increasing knowledge and supporting children's education (Wulandary & Herlisa, 2018). Their participation correlates to students' educational outcomes, but the link is not as strong as previously thought (Boonk et al., 2018). Hence, some students will perform well academically regardless of parental involvement (Assefa & Sintayehu,

2019). Though parental participation is positively associated with academic achievement, it varies, yielding diverse effects depending on the children's age, parental involvement activity, and the students' ability level (Cranston et al., 2021; Goshin et al., 2021; Gulevska, 2018). Most parents consider assisting their children with their homework the most vital means of becoming involved in their education (Singh, 2020). However, they feel that engaging in activities such as talking with instructors and other parents and reading for personal growth are necessary for being active (Singh, 2020).

When parents get involved in the learning process, it motivates children to do better at school (Wulandary & Herlisa, 2018). Parents who engage in school events, keep in touch with instructors, and are actively involved when there is a problem will see their children's motivation and accomplishment levels grow (Zedan, 2021). Children with disabilities usually experience more parental involvement with academics than those with gifts and talents (Gulevska, 2018). Furthermore, helicopter parenting, which focuses on grades rather than learning, limits the child's control and self-discipline and can negatively impact academic performance (Love et al., 2020). Students' educational accomplishment differs according to parental participation levels, demonstrating that children with low parental involvement have worse academic achievements (Lara & Saracostti, 2019; Pek & Mee, 2020).

Increased academic achievement occurs due to parental involvement; hence, parents should try to create a learning environment at home, communicate reasonable but high expectations for their children's future, and become involved in their children's education at home, school, and the community (Erdem & Kaya, 2020). Parental involvement ensures stability in education by providing continuity and collaboration between school and home, strengthening previously acquired information and abilities (Smith, 2020). Parents with an active interest in

their children's academics boost their children's interest in school, which leads to higher academic performance (Caridade et al., 2021; Mata et al., 2018). Though some variables, such as changing family structures, advancements in technology, new educational environments, and expectations, reduce the impact of parental participation on students' academic progress (Erdem & Kaya, 2020). Parents' involvement is vital since the absence of a parental role model and their involvement aligns with poor student behavior (Caridade et al., 2021).

Parent-Teacher Relationship

Teachers and parents may have differing perspectives on parental engagement and how to promote it in the classroom (Anastasiou & Papagianni, 2020). Teachers felt that parents should always be the ones to encourage and assist their children with academic accomplishment (Gulevska, 2018). This underlying belief that parental engagement is the duty of the parents hampered the formation of meaningful and balanced parent-teacher relationships and left teachers with little knowledge of the children's histories, cultures, and experiences (Bromley & Yazdanpanah, 2021). Developing parent-teacher collaboration is critical to student success and may motivate parents to undertake home-based learning, demonstrating a considerable impact on student performance (Cheung, 2019; Polasek, 2021; Smith et al., 2020).

In contrast to teachers who may be professional musicians, educators, education partners, and role models, parents commonly function as home managers, supporters, providers, role models, and consumers (Ang et al., 2021). Parents that have a positive relationship with teachers and engage in active contact with them will be better informed about their children's academic achievement (Wulandary & Herlisa, 2018). Positive parent-teacher relationships occur with parents when teachers conduct home visits; these teachers also get more support from parents (Soule & Curtis, 2021). Effective teacher-parent collaboration is critical and has a variety of

effects on parents' willingness to seek assistance from instructors (Harpaz & Grinshtain, 2020). Parent-teacher connections can have a positive and negative relationship strengths, but strong partnerships can influence pupils' academic achievement (Yazdani et al., 2020). Teachers rely on parents' expertise and experience to provide the best education possible for their children (Stroetinga et al., 2021). For the parent-teacher relationship to work, teachers must have a gulf of knowledge on how to cooperatively support children's learning situations at school and home because of their grasp of the socio-cultural and economic constraints that may limit parental engagement (Sibanda, 2021).

Building parent-teacher relationships can occur in several ways. However, the most common approach is parent-teacher meetings or informative sessions (Gulevska, 2018; Milosavljević Đukić et al., 2022), followed by one-on-one interactions initiated by the classroom teacher (Milosavljević Đukić et al., 2022). In addition to expecting teachers to make connections, parents may encounter several structural and socio-psychological obstacles that prevent them from doing so (Conus & Fahrni, 2019). Teachers who contact parents regularly notice that parents are primarily concerned about their children's education (Al-Fadley et al., 2018), increasing better student-teacher interaction and, as a result, academic achievement (Malkawi & Smadi, 2016; Sadiku & Sylaj, 2019). Parents have the most positive sentiments about their capacity to support their children, have a higher appreciation for instructors in general, and students demonstrate their attitude and achievement when teachers make parental involvement part of methodical teaching methods (Epstein et al., 2019).

Meaningful parental participation enhances student academic progress (Doi et al., 2020). Parental participation is an excellent start to having a positive teacher-parent relationship. A lack of faith in instructors discouraged parents from participating in their children's education

(Ahmed et al., 2021). Parents will be more supportive of their children's learning if educators encourage open communication and patience with them. Teachers who establish two-way communication with parents exhibit professionalism and encourage active participation, such as seeing student performances or dropping by their children's schools, will increase parental engagement (Levinthal et al., 2021). Additionally, teachers must refrain from starting a conversation with students' negative attributes and emphasize the good. Also, how teachers provide information to parents, and the content is essential to parental involvement; providing detailed student reports will make them pleased and involved (Coşkun & Katıtaş, 2021).

Homework Help

The desire for academic success is one every parent hope for their children. Students' academic self-efficacy and achievement favorably relate to parental educational aspirations (Cross et al., 2019). Helping students with schooling at home allows parents to get closer to realizing their goals for their children. However, some caregivers may opt to promote home learning or homework, monitor their kid's academic development, and collaborate with instructors to help their children acquire academic abilities, depending on cultural norms and customs (Coady, 2019). Families can aid at home by assisting children with homework, discussing academic achievement, school activities or events of interest, course or program selection, and college plans and preparation, which influences academic progress (Rasool et al., 2021; Roy & Giraldo-García, 2018). Participating in homework increases students' academic success (Yıldız & Kılıç, 2020). Contrastingly, family homework assistance may not always guarantee academic achievement (Barger et al., 2019; Fernández-Alonso et al., 2022). However, studies revealed a significant relationship between academic achievement and parental involvement practices at home; parents who participate in homework completion give youngsters

opportunities to improve their knowledge and approach their parents (Lindberg & Güven, 2021; Saleem & Zaffar, 2021). Higher parental involvement equates to higher academic achievements (Assefa & Sintayehu, 2019).

Providing daily homework assistance as a parent will result in higher expectations for their children's education, participation in more home-based educational activities, and more communication with their children about daily activities (Li & Hamlin, 2019; Xu et al., 2020). Due to teachers' high work demands and schools' culturally specialized attitudes, some parents limit home-based engagement (Bromley & Yazdanpanah, 2021). Parents are their children's first teachers; they teach them academic and social development skills. Parental involvement with homework and other school-related home-based activities can enhance children's academic achievement leading to higher academic performances (Rasool et al., 2021). However, as children become older, their parents become less interested in helping them with homework, which can detrimentally influence their academic success (Gubbins & Otero, 2020; Turtulla & Lopar, 2022).

Home Environment

Substantial parental participation occurs at home and influences student success (Aykac & Msengi, 2019; Bartolome et al., 2020). Parental participation at home includes establishing a welcoming environment for the family, imparting life values via character development, and giving safety from numerous hazards (Sujarwo et al., 2021). Creating a disciplined home environment is crucial to pupils' academic success (Sadiku & Sylaj, 2019). Additionally, a healthy home learning environment offers children ongoing learning opportunities that benefit their cognitive development (Roy & Giraldo-García, 2018). Unruly behavior, non-adherence to school regulations, and poor student achievement may arise from a

lack of disciplinary management abilities (Lumadi, 2019).

Parental participation in their children's schooling significantly influences favorable outcomes; learner performance improves with parent-child engagement and resource training (Lumadi, 2019; Simweleba & Serpell, 2020). Ilomo and Chawanga (2015) postulated a strong link between a student's family environment and academic success. Asking children about school, checking homework, addressing school difficulties, and constantly monitoring academic achievement and discipline are all things that parents do at home (Aykac & Msengi, 2019).

Parents who place a higher value on behavioral skills and qualities are more likely to engage in home-based parental engagement activities, which predict their children's accomplishments (Puccioni, 2018). Educational success improves when parents create an acceptable setting for their children, complimenting or demonstrating that they care about them (Boonk et al., 2018). Children require aid to continue their education; parents cannot overlook such needs (Sujarwo et al., 2021). Meetings and interactions between families motivate children to do well in school, which leads to improved academic performance (Khan et al., 2019; Sanguiliano et al., 2019). Talking to children about their grades motivates them to perform better because they know their parents are watching (Sanguiliano et al., 2019). In contrast, researchers have found that parent-child communication and homework assistance have no impact on academic performance (Sadiku & Sylaj, 2019). Balanced meals, study spaces, and study aids are examples of physical home amenities that contribute to students' academic achievement (Khan et al., 2019). A rich literacy environment also helps pupils attain academic success (Dong et al., 2020). However, the home impact alone is insufficient for students' academic success (Kakumbi et al., 2016).

Socioeconomic Background

Regardless of the socioeconomic levels of parents, they share similar attitudes about their engagement in their children's education (Kuru Cetin & Taskin, 2016). The range of parents' occupations indicates that parents' activities will differ (Sujarwo et al., 2021). A parent's socioeconomic status can positively or negatively affect their involvement in their children's schooling. However, parental engagement in any socioeconomic class is a deliberate choice made by responsible parents, and such choice determines a child's educational progress (Roy & Giraldo-García, 2018). Parents of a better socioeconomic position usually devote more time and resources to ensuring their children stay in school and improve their grades (Opoola & Nasir, 2020). The same is true for lower-middle-class parents when supporting their children's education (Sujarwo et al., 2021). However, compared to economically advantaged parents, medium and lower-middle-class parents prefer to convey academic or school difficulties behind closed doors (Sujarwo et al., 2021).

A family's wealth influences the combined aspects of parental participation (Erdener & Knoeppel, 2018). Some parents limit parental participation because of vulnerable socioeconomic situations and adherence to local customs (Ahmed et al., 2021). Through contact with instructors, socioeconomically advantaged parents influence the amount of classroom attention their children receive, which may impact student learning (Young, 2020). Socioeconomic status negatively moderates the relationship between home-based involvement and school behavior (Duan et al., 2018) and, by extension, student academics. High living expense leads parents to an obsession with business initiatives, limiting their engagement in their children's education (Appiah-Kubi & Amoako, 2020). Furthermore, children from low socioeconomic backgrounds typically have low educational expectations (Fadiji & Reddy, 2020) and do not recognize the importance of academic achievements.

The socioeconomic situation of parents influences students' academic success (Bora & Ahmed, 2018). Parental poverty and illiteracy are the leading causes of children dropping out of school, forcing parents to drive their children to work for the family's money (Ahmed et al., 2021). However, school pupils from low-income homes benefit from parental participation initiatives (Duan et al., 2018). Though lengthy or irregular work hours or a lack of transportation and childcare, challenges attending school-based events (Park & Holloway, 2018); parents will become involved in unconstructive ways (Andersen et al., 2020). However, a student in a low-income household can make substantial progress because their parents invest emotionally in developing their social and emotional skills (Roy & Giraldo-García, 2018). The higher the family's socioeconomic level, the higher their involvement and the children's academic success (Gubbins & Otero, 2020; Li & Qiu, 2018). Low-income-based families are less involved (Echeverría-Castro et al., 2020). High-socioeconomic families are more likely to enhance parental homework assistance, parent-child contact, and parental time with children (Li et al., 2020).

Educators' Role

Students spend their days between home and school, two entities vital to their development. Therefore, children will be more successful in accomplishing their academic goals if their parents and teachers work together (Sujarwo et al., 2021). Parents make a significant contribution to their children's education and the school, and their engagement can aid instructors in the learning process (Wulandary & Herlisa, 2018). Two-way communication between school and home, goal alignment, a long-term balance of trust and power, and parental engagement quality are all drivers of student achievement (Ates, 2021). Schools and parents collaborate to assess students' academic progress and personal development (Kuru Cetin &

Taskin, 2016). Schools must encourage and persuade parents to play an integral role in students' schooling (Mudzielwana & Mulovhedzi, 2020). Educators are crucial in fostering parental participation, and those displaying positive relationships with parents would note that said parents voluntarily engage in school activities. Furthermore, schools with policies that encourage parental development have a higher rate of association (Anastasiou & Papagianni, 2020). Educators have a good attitude toward parental engagement, although they believe there are impediments to it, which are increasingly changing (Gulevska, 2018; Hornby & Blackwell, 2018).

Principal as Leader

Some schools' cultures and climates do not encourage parental engagement but are essential to student learning and parental involvement (Wulandary & Herlisa, 2018). However, for children's' academic performance, both family participation and teacher assistance are cardinal (Young, 2020). The principal is the school's leader, and via their leadership style, the principal may create a school climate welcoming parental engagement. Parents' participation in the school, and their involvement in their children's education, rise in tandem with their positive impressions of school leadership (Erol & Turhan, 2018). School leaders must support and promote active parental participation in their children's education; it is vital to foster and nurture the bond between home and school (Abdullah Kamal et al., 2021; Quan-Baffour, 2020). Also, utilizing inclusive tactics and attending to students and families will see parents involved (Protacio et al., 2021).

Parents interact with their children at home but do not collaborate with school staff enough regarding their children's education (Erol & Turhan, 2018). Hence, developing collaboration between school, home, and the environment is a significant factor in establishing a

school corporation (Ulker & Baris, 2020). Principals may inspire and motivate teaching staff with fresh ideas and motivation, building parent-teacher relationships and, as a result, increasing parental participation (Alzoraiki et al., 2018). The correlation can lead to teachers being able to better relate to and engage parents, especially if they are aware of their cultural background. Also, they may support positive parent-teacher interactions for all children and focus on how these relationships range from one student to the next (Zulauf-McCurdy & Zinsser, 2021).

Principal as Communicator and Connector

The principal plays a vital role in promoting good relationships between families, teachers, and students; as a result, school administrators must connect with teachers and create initiatives uniquely and originally to increase parental participation (Keetanjaly et al., 2019). Some instructors blame parents' educational background and refusal to respond to school-centered collaboration plans for bad parent-school partnerships (Gulevska, 2018). Parents are consumers and partners, and having an open-door policy as principals is a successful and crucial communication tool. Additionally, schools with policies encouraging parental development usually experience better association (Anastasiou & Papagianni, 2020; Aykac & Msengi, 2019). Maintaining close and effective communication with parents enhances parental involvement (Coşkun & Katıtaş, 2021).

Students from linguistically and culturally diverse homes are becoming more prevalent in the student population (Kelty & Wakabayashi, 2020). Linguistic issues prevent some families from fully participating in their children's education, as some families speak and utilize languages different than the school's primary language (Coady, 2019; Henderson et al., 2020; Norheim & Moser, 2020). Teachers' lack of understanding of such a barrier may reinforce their deficit-oriented image of parents; hence, schools and teachers must reconsider their role in

everyday communication by attempting to eliminate it (Conus & Fahrni, 2019).

Another factor limiting parental participation is teachers' unawareness of students' cultural backgrounds (Kelty & Wakabayashi, 2020). Having a bilingual staff, using translators for parent-teacher conferences when necessary, translating materials into different family languages, approaches to facilitate partnerships, taking time, and showing patience and respect would all help to increase parental involvement (Norheim & Moser, 2020). Staff training on cultural competency practices might assist in bridging the gap between families and educators (Kelty & Wakabayashi, 2020) and, by extension, improve their participation.

One of the most fundamental aspects of family participation is communication (Kelty & Wakabayashi, 2020). Reduced misunderstanding between parents and schools requires effective communication utilizing several strategies (Aykac & Msengi, 2019). Staying connected to the family requires updating communication methods, phone numbers, and contact information (Coady, 2019). Effective family-school communication is an essential performance component that promotes student accomplishment and well-being by improving the quality of parents' homework engagement (Dettmers et al., 2019). Parents support using digital technology for communication, but they utilize it for recreational purposes rather than for educational or developmental goals. Yet, technological use can help parents and schools communicate more effectively (Ivanova et al., 2019).

Schools can use their website, emails, or phone conversations to communicate with parents. However, material for parents on public school websites is often restricted, focusing on schools' expectations for family engagement in education are mostly centered on social elements of student development rather than educational concerns (Gu, 2017). Families that have experienced problems with a teacher or other school employees may doubt the need for

communication (Sylaj, 2021). Obstacles to parental engagement are obvious when schools fail to respond to extracurricular demands on talented children; developing their skills involves a lot of time and effort in practice, which frequently necessitates time away from school (Gulevska, 2018). As a result, the school must take steps to meet the parents of those children where they are to enable their participation.

Principals define parental engagement as supporting school-parent association activities that include processes and work for developing, implementing, and following up on school-parent association bureaucratically (Tabak, 2021). As a result, parental engagement includes parents helping their children with homework, making the home environment conducive to learning, showing up at school, and participating in activities critical to their children's educational development. An increased number of parents work during school hours and find it challenging to get involved with their child's schooling. Working long, exhausting days or on shifts see parents facing time limits; they had a rigorous daily schedule and were responsible for multiple things (Abdullah Kamal et al., 2021; Aykac & Msengi, 2019; Haykemez-Paul et al., 2018). Therefore, educators who establish an organizational structure revolving around parents' time will witness increased participation.

School administrators can encourage family participation by developing parent-teacher communication routines, parent programs, and events and by including parents in decision-making processes, thus, giving families a chance to express concerns and advocate for their children's education leading to improved academic success (Aykac & Msengi, 2019; Blair & Haneda, 2021). Parents should be informed about the expected workload of home learning chores, that resources should be available to assist parents' social and emotional coaching. That effective parent-teacher communication channels should be available (Tao et al., 2019). A lack of

chances for family participation can lead to parental marginalization, which is often invisible to instructors (Bromley & Yazdanpanah, 2021).

Home Visits

Parental participation in school has a mixed effect on students' academic progress (Erdem & Kaya, 2020). Therefore, exploring other options like home visits may prove beneficial to parental involvement and student achievements. A personal commitment to communities and knowledge of how the communities operate positively aid parental involvement (Coady, 2019). Meeting parents in familiar surroundings such as their homes can improve their involvement in their children's schooling and student achievement, and it is an approach welcomed by some parents (Pek & Mee, 2020; Soule & Curtis, 2021; Wright et al., 2018).

Home visits encourage parents to support their children's education, resulting in substantial academic achievement (Ilhan et al., 2019). Also, face-to-face interactions between parents and teachers will strengthen their relationship while contributing to students' educational success (Conus & Fahrni, 2019; Ilhan et al., 2019). However, some teachers prefer textual communication, such as home bulletins and pamphlets (Ekinci-Vural & Dogan-Altun, 2021). Additionally, face-to-face interactions require trust; trust in teachers serves as a buffer between instructors and parents, preventing superfluous disputes or misunderstandings in their relationships (Bang et al., 2021).

Home visits allow teachers to tell parents about imminent activities and school requirements and solicit input from parents (Aykac & Msengi, 2019). Also, they help students to feel more at ease with their teacher-student connection, which contributes to increased classroom involvement (Ilhan et al., 2019). Teachers can also take advantage of this chance to learn about their students' family culture (Coady, 2019), which will help them prepare for students during teaching and learning. Culture influences family communication and participation (Coady,

2019). When teachers make home visits, students improve their attendance and graduation rate (Soule & Curtis, 2021), indicating academic progress. However, directly conveying due dates and grades to parents may absolve pupils of responsibility, restricting their learning (Polasek, 2021).

Attitude Toward Parents

Educators conclude parental engagement based on their experiences as students or teachers; they have a good attitude toward parental engagement, although they believe there are impediments to it, which are increasingly changing (Gulevska, 2018; Hornby & Blackwell, 2018). Teachers believe parental engagement is necessary to help students develop self-confidence, responsibility, social expression, and a sense of belonging to the school, reinforce classroom learning, and assure successful learning and motivation (Ekinci-Vural & Dogan-Altun, 2021). A fear of conflict, unforeseen battles, parental distrust, and excessive demands experienced by teachers can cause challenges in their relationships with parents (Bang et al., 2021). Some parents tend to withdraw assistance or support out of judgment or lack of communication (Kelty & Wakabayashi, 2020). Additionally, parents do not only want invitations to help with school events, parent-teacher conferences, holidays, and national day festivities; they welcome invitations to participate in classroom activities such as reading to the class or creating class learning activities (Yulianti et al., 2019).

School administrators' attitudes towards parental involvement and their relationships with parents influence parental participation substantially; if administrators demonstrate a negative attitude towards parental involvement, then parents will believe that their participation is unwelcome (Coşkun & Katıtaş, 2021). Teachers typically have negative attitudes toward children's parents; such attitudes can harm parent-teacher relationships and children's learning

(Ahmed et al., 2021). Some parents limit their association with their children's schooling because they are concerned about being evaluated or chastised by educators, prompting them to be reluctant to visit schools to inquire about their children. Educators frequently blame parents for their children's issues; they criticize their parenting practices, and parents, like children, do not want to be scolded or reprimanded (Coşkun & Katıtaş, 2021). Ahmed et al. (2021) postulated that teachers typically hold negative impressions about children's parents, and these beliefs have the potential to affect parent-teacher communication and student academics negatively. Families or family members who have had positive experiences with the school are more inclined to go when invited; the reverse is true for families that have experienced issues with teachers or other personnel (Kelty & Wakabayashi, 2020; Sylaj, 2021).

Parents Educational Background

Despite the parents' educational level, they send their children to school to acquire the greatest possible education (Ghanney, 2018). However, they must engage in education to help educate their children (Dereli & Türk-Kurtça, 2022). The academic degree of parents is a decisive element in parental participation and has a significant impact (Marković et al., 2020; Sahin, 2019); however, the type of participation depends on their educational backgrounds (Sahin, 2019). A parent's literacy status does not become a handicap when they are eager to see their wards through formal education (Ghanney, 2018).

Parents with low literacy and formal education were less likely to help their children with homework at home (Ghanney, 2018). More schooling equals more parental involvement and improved academic success (Gubbins & Otero, 2020; Li & Qiu, 2018). Additionally, parental education enhanced parent-child communication but had little effect on school-based participation (Jhang, 2019). Parents with a university education express the desire to be active in their children's

education (Ghanney, 2018; Yulianti et al., 2019). Families with a high level of education devote more time and resources to ensure that their children stay in school and improve their grades (Opoola & Nasir, 2020). Illiterate or underinformed parents have a negligent attitude toward their children resulting in the frequent exploitation of outstanding students and losing their enthusiasm for learning (Ahmed et al., 2021).

Many components of parental involvement, such as academic expectations, parent-child academic dialogues, parent-child reading, and parental participation in school events, help all youngsters, regardless of their parents' education (Tan et al., 2020). High educational level parents know that if their children do not have academic credentials, it may interfere with entrance to higher education and training levels, which will always lead to preferable career and work chances (Opoola & Nasir, 2020). Great self-esteem and confidence align with parents who have excelled academically, which allows them to collaborate with teachers (Sadiku & Sylaj, 2019). Parents with poor self-esteem due to illiteracy may lack the same degree of knowledge and belief in their children's education as those with more and think they cannot provide much assistance (Appiah-Kubi & Amoako, 2020; Oswald et al., 2018). Similarly, students' academic achievement is unaffected by their parents' educational background (Darko-Asumadu & Sika-Bright, 2021; Goldsmith & Kurpius, 2018; Sadiku & Sylaj, 2019; Simweleba & Serpell, 2020).

Parents with a middle or high school education are more active at home in their children's education and seek assistance from others, such as their children's older siblings, uncles or aunts, and neighbors (Yulianti et al., 2019). Compared to parents with lower academic levels, parents with higher educational levels are less involved in instructing their children (Shao et al., 2022). Higher-educated parents are more preoccupied with their professions, resulting in less time for their children's academics (Shao et al., 2022). When parents do not have time to help themselves, they entrust their youngsters to a private tutor (Yulianti et al., 2019).

Chapter Summary

The literature review explored educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement at a high school in Northeast North Carolina. Epstein's (1995) model first had five categories but later added a sixth (Montes & Montes, 2021). Parenting, communicating, volunteering, partnering with the community, and integrating families in school choices are the six categories of parental participation (Epstein et al., 2019). Educational institutions can influence family involvement through communication, school resources, and parental programs or activities while emphasizing its importance (Fernández-Alonso et al., 2022). School systems in the United States and worldwide have embraced Epstein's concept of family participation (Montes & Montes, 2021). The model obscures key aspects of parental participation, such as emphasizing the importance of good parenting techniques in fostering well-being (Hamlin & Flessa, 2018). Parental participation is intrinsically related to student achievement. As transformational leaders, school administrators may assist in developing healthy parent-teacher and school-parent relationships. School administrators can help decrease some parents' unpleasant experiences with race and the fear of punishment from school officials by visiting schools and sending emails (Henderson et al., 2020).

The literature research aided in comprehending educators' views on parental participation. Major themes in the study include parental involvement and achievement, educators' role, and parents' educational background. There is a substantial body of research on parental engagement, but few focused on Title I educators' perspectives on parental involvement. At the secondary level, little is known about educators' perceptions of family participation. Many studies focus on parental participation in elementary school. Limited research exists on

educators' perceptions. Instead, the focus was on how parents view their involvement in their children's schooling and the barriers that limit participation. Much of the research focused on parents of elementary students rather than parents of secondary students.

The study was necessary to fill the gap in the research literature and increase awareness of educators' viewpoints concerning parental involvement. Students' academic success is closely tied to parental engagement (Barger et al., 2019; Caridade et al., 2021; Roy & Giraldo-Garca, 2018). Some parents are apprehensive about being involved in their children's education. According to researchers, a student's family environment influences their academic performance (Ilomo & Chawanga, 2015). Some parents restrict their engagement because of their financial situation and adherence to local traditions (Ahmed et al., 2021). Parents of children from affluent families can influence how much attention their children receive at school (Young, 2020).

Principals have a vital role in building strong relationships between families, instructors, and students. Parents interact with their children at home but do not collaborate closely enough with school personnel on their children's education (Erol & Turhan, 2018). Some parents limit their engagement because they are frightened of being criticized or scolded by educators (Kelty & Wakabayashi, 2020). Additionally, parents' educational level significantly influences parental involvement with their children (Marković et al., 2020; Sahin, 2019). Parents who have graduated from college are eager to participate in their children's education (Opoola & Nasir, 2020). Illiterate or underinformed parents have a callous attitude toward their children (Yulianti et al., 2019).

A literature review that provided background information and looked at the methodology of previous studies formed the current study's subject. The upcoming section will further discuss the study's background and include the study methodology and design, the researcher's role, the

research technique, data analysis, reliability and validity, and ethical procedures. The demographic and sampling selection, equipment, and data collecting are all described in the next section.

Chapter 3: Methodology

Every parent wants the best for their children academically, but teachers have varied views on family involvement. Varma (2019) postulated parent participation describes the routines parents follow with their children at home and the activities engaged in at school. While keeping lines of communication open with teachers, parents must ensure their environment promotes learning. Malkawi and Smadi (2016) found a correlation between higher parental involvement and higher student accomplishment. Tamis-Lemonda et al. (2017) asserted that children's early learning environments aid in the development of the abilities necessary for academic success.

The problem was restricted parental involvement in school-sponsored activities, such as parent-teacher meetings, communications, and conferences, at the secondary grade level impacts students' academic performance (Boonk et al., 2018; Coşkun & Katıtaş, 2021; Doi et al., 2020). One member of the neighborhood expressed displeasure with the absence of parental involvement in their child's educational setting (GreatSchools, 2022). A PTA committee member claims that parent participation in school activities, parent gatherings, and volunteer work at the school has drastically decreased.

The purpose of this basic qualitative research study was to explore educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement at a high school in Northeast North Carolina. While some educators believe parents are not responsible for their children's education, others say parents are diligent in their efforts (Đurišić & Bunijevac, 2017); all teachers want their students to achieve academic success. The following research questions guided the study:

Research Question 1: What are secondary educators' perspectives on how parents assist their children in achieving academic success?

Research Question 2: According to educators' experience with parents, what are their beliefs on the influence of parental participation on secondary school students' academic success?

The theoretical foundation for the study, a timeline of parental involvement in education, and the gap in existing research on teachers' perspectives of parental involvement were all introduced in the literature review. Methodology and design, the researcher's role, the research procedures, data analysis, reliability and validity, and ethical procedures are all covered in the following sections. The population and sampling selection, data instrument, instrument validation, and data collecting are discussed, ending with the chapter summary.

Research Methodology, Design, and Rationale

The study was conducted to explore educators' perceptions of parental involvement and student academic performance. Aligned with a basic qualitative research design, the study's population included people directly involved with the research subject: individuals employed at a secondary school in Northeast North Carolina. The collection of data necessary for finding links between phenomena was made possible by the research approach and design.

Methodology

Obtaining educators' perceptions of parental involvement and students' academic achievement occurred through a qualitative approach. A qualitative approach is suitable if a concept or experience needs to be studied and comprehended because of limited studies done in the area (Creswell & Creswell, 2018). Researchers can use several interconnected interpretive techniques with qualitative research, always seeking a profound understanding of a topic

(Johnson et al., 2020). The qualitative approach was the preferred method of analysis since it emphasizes meaning over facts, comprehension over knowledge, and differences in kind rather than differences in degree (Shank et al., 2018). Additionally, qualitative research emphasizes multiple realities that are rooted in participants' views and perceptions to develop an understanding of or describe them and is a way to examine and comprehend the meaning that particular people or groups ascribe to a social or human problem (Creswell & Creswell, 2018; McMillan, 2016).

Design

A basic qualitative design was used for this study (Merriam & Tisdell, 2017). The fundamental qualitative research design enables the comprehension of how participants interpret events or phenomena while revealing successful administrative and instructional tactics and practices (Merriam & Tisdell, 2017). Because of this, basic research aims to offer broad generalizations about the relationship between different phenomena. Hence, it is not concerned with immediately applying the findings to real-world scenarios (Merriam & Tisdell, 2017). Researchers use focus groups and interviews to learn about participants' experiences during basic qualitative studies. Merriam and Tisdell (2017) stated that participant attitudes, views, ideas, and opinions may surface as part of basic qualitative research findings, they should not be the primary emphasis.

Traditional research methodologies like phenomenology, ethnography, and grounded theory have limitations; the study's research questions did not fall within the purview of any preexisting study methodology (Kahlke, 2014). The research questions centered on participants' experiences and thoughts about the issue, which was the actual substance of the report. Hence, the basic qualitative design was more appropriate for addressing the research questions and better

matched the context than other qualitative designs (Percy et al., 2015).

Role of the Researcher

I conducted the interviews, gathered, and analyzed the data, and safeguarded the participants; hence, close involvement while acting as a confidant and being trustworthy. An essential role involved asking study participants to talk about experiences that may be highly personal, which can be difficult, to access their thoughts and feelings (Sutton & Austin, 2015). The researcher's responsibility also included acquiring access to a research site and dealing with potential ethical dilemmas (Creswell & Creswell, 2018).

Bias is a continual concern in qualitative studies since they tend to be more exploratory, open-ended, flexible, and less objective than other types of research (McMillan, 2016). The researcher served as both the data's collector and its interpreter; hence, data collecting methods and analysis can be subjective and, some may argue, biased (Florczak, 2022; Johnson et al., 202). Therefore, there was knowledge of potential biases from affiliation with study participants Occasionally, a researcher's bias hinders them from seeing blatantly obvious facts and causes incorrect event interpretation (McMillan, 2016).

I worked as a schoolteacher at the study site throughout the investigation. Administrative tasks providing authority or control over the study's potential participants were not part of a schoolteacher's role. Therefore, my role did not have any power over the research participants and did not incur any decisions on the research subjects' parts regarding answers to the research instruments. Familiarity with the potential conflicts that may arise when performing studies in a professional setting was known. Hence, research ethics was vital; ethics in research concerns the application of fundamental principles in alignment with the Belmont Report. In educational research, ethical dilemmas, which are organic, dynamic, dependent on context and relationships,

and frequently debatable, go beyond adherence to rules, regulations, and principles (Henderson & Esposito, 2017). It is crucial to take the necessary precautions to protect the privacy of study participants and the data gathered. As a result, participants were explained the research protocols, and they were informed they could withdraw at any time.

Research Procedures

Finding the population and choosing the sample is crucial for data gathering. Before data collection could start, the tools used were decided on and validated. The following section describes the population and sample selection, data collecting, and instrumentation techniques.

Population and Sample Selection

The term "target population" in research refers to the broader group of people about whom scholars are interested and from which a smaller group, or "sample," is chosen to represent the entire group (McMillan, 2016); it is the group about which the focus is to learn more about. The demographic that was easily accessible was one that could be reached easily. As a result, the selection of responders occurred according to their convenience and availability (McMillan, 2016). A rural high school in Northeast North Carolina served as the study's targeted demographic. The study's population included 51 school personnel, of which 16 classroom teachers and nine non–teaching staff participated in the research. Participant's role was considered because they had a direct line to parents and pupils. Additionally, they offered a more impartial assessment of parental participation and academic performance. Custodial and canteen staff did not participate in the study. Eligible participants included teachers, guidance counselors, librarians, and administrative staff, who regularly interact with parents and students. Classroom teachers participated in the semi-structured interviews, while non-teaching staff made up the focus group.

The purposive sampling technique was used to find study subjects. Purposeful sampling refers to the deliberate selection of study participants to maximize the use of data sources for addressing the research topic, (Johnson et al., 2020). The participants of the interested population shared the characteristics of being an educator with extensive knowledge of the research topic due to their professional role and interaction with students and parents.

Before beginning the study, the school's superintendent was contacted requesting approval to conduct the study at the institution (see Appendix A). After site permission was granted, the potential study participants received an invitation letter (Appendix H) via e-mail to participate in the study along with a letter (see Appendix C) to get their informed consent (U.S. Department of Health & Human Services (HHS), 2018). An authorization letter provided plain-language details regarding the study, such as its goals, assumptions, potential risks, and the awareness of optional participation. Names and identifying information were erased from the study report to maintain confidentiality while safeguarding participants' information (McMillan, 2016). Included with the email, participants received a video presentation describing the research and the reason for being asked to participate in the study. Since I worked at the research study site, e-mail addresses were obtained using the school's contact information page per permission given by the school district's superintendent (see Appendix B).

Semi-structured Interviews

Interviews see the interviewer asking research subjects questions while transcribing or summarizing the responses (McMillan, 2016). Once the maximum number of informed consent documents was received, I worked with the eligible participants (classroom teachers) to schedule a preferred date and time for the interview. During a semi-structured interview, the interviewer asks the interviewee selected questions that they responded to from a list of predetermined

replies, resulting in an easily understandable collection of responses (Phillips, 2016).

Interviewing is an effective technique for capturing participants' perspectives and ideas on a topic, but interviewers must be wary of inherent prejudice in what they hear or record (McMillan, 2016). Face-to-face semi-structured interviews occurred to get indirect information mediated via the viewpoints of respondents (Creswell & Creswell, 2018). Identifying the goal and the participants, selecting the interview style and sets, devising the procedure, and pilot testing are all phases in designing qualitative interviews, according to McMillan (2016). These recommendations served as the foundation for interviewing study participants. Separating the study's research questions into digestible sections that were theoretically and topically relevant to the research topics occurred to create the interview questions (see Appendix E) (Staller, 2022). Therefore, the goal of each question was identified and used as the basis for writing interview questions. The developed interview questions were converted into theoretically informed concepts in a format that participants could understand (Staller, 2022). Interview questions were related to participants' experience, relationship with parents, and how the relationship affects students' academic performance.

Focus Group

A focus group is a one- to two-hour interview of 6 to 12 people meant to encourage discussion among the participants, which leads to a better knowledge of the topic under consideration (Creswell & Creswell, 2018; McMillan, 2016). I worked collaboratively with eligible participants (non-teaching staff) to plan a desired day and time for the interview after obtaining the maximum number of informed consent forms. Focus groups are necessary for investigating collective perspectives, attitudes, behaviors, and experiences because it allows participants to provide in-depth information by expressing their ideas and opinions about a topic,

idea, value, or other aspects of their lives about which they are knowledgeable (Gill & Baillie, 2018; McMillan, 2016). Members' social engagement usually leads to active discourse, allowing rich, relevant data capture (Gill & Baillie, 2018). Open-ended focus group questions (see Appendix D) were generated to allow a deeper understanding of participants' perceptions of parental involvement and student achievement. Such questions can generate short answers, lists, or in-depth narratives (Weller et al., 2018). There were opportunities for "tell me more" inquiries, but the questions were pre-structured according to prior knowledge (Percy et al., 2015).

Subject Matter Experts

The development of data-gathering tools enabled the gathering of the information desired for the study. Interviews allow researchers to gather information from important informants with relevant personal experiences, attitudes, opinions, and beliefs (DeJonckheere & Vaughn, 2019). When creating the data collection tool, the goals and parameters of the study and the people who would be most able to offer the information needed to address the research questions were considered (DeJonckheere & Vaughn, 2019). To establish the instrument validity; subject-matter experts reviewed the appropriateness of the semi-structured and focus group interview open-ended questions. Subject-matter experts are those regarded as authorities or experts in specific subjects and are significant sources of information; they have experience or specialized competence in something and can give insights and understanding that others cannot perceive (McMillan, 2016). Three subject matter experts–executive director of curriculum and instruction, the school principal, and a veteran teacher–in the field of education were contacted via email (see Appendix F) to provide expertise. The final interview questions considered the input from the SMEs (see Appendix G).

Data Collection

According to McMillan (2016), the steps to designing qualitative interviews are identifying the purpose, identifying the participants, selecting the type of interview, developing the protocol, selecting sets, and pilot testing. These guidelines were the basis for administering the interview to research participants. Interview subjects were referred to as participant one, participant two, and so on to ensure confidentiality. Interviews occurred in a private and convenient location for participants that was peaceful, distraction-free, and at the research site. The semi-structured interview lasted no less than 20 minutes and no more than 45 minutes; they took place at a convenient time and location for the participant.

Self-introduction and the purpose of the study was the first step in the procedure. Participants received a detailed description and explanation of the study, including confidentiality problems, data protection, interview type and duration, communication method, and information about voluntary participation. The interview only continued if the participants agreed to participate in the study; if they chose not to, they were appreciated for listening to the information. Participants were notified that the recording began; the respondents' audio and written (verbatim) replies were captured using the voice memos app on an Apple smartphone and a notebook.

Administration of the planned interview questions on parental engagement and influence occurred through elaborative probes. Hence, they were asked additional questions to ascertain information. Only questions pertaining to the study, or the sample description were asked to avoid being invasive. Research subjects were thanked for taking part in the interview and ask if they had any more information they wanted to add to their responses. The interview data assisted

in addressing the study's questions by capturing participants' experiences with parents and the impact on student achievement.

The site for the face-to-face focus group interview was appropriate in size, private, calm, devoid of distractions, and in a centrally located area at the research site according to participants' preference. It took 65 minutes to complete the focus group interview segment of the research study. Participants were referred to as Participant A, Participant B, Participant C and so on to maintain confidentiality. At the start of the focus group interview, acquaintance with the participants occurred through introductions and establishing rapport, which helped to put them at ease and lead to a more meaningful conversation (Gill & Baillie, 2018; McMillan, 2016). Participants learned more about the study and how the procedure will function in practice, and the ground rules (Gill & Baillie, 2018).

Confidentiality, permitted access, guidelines, and safe data storage with the focus group were examined (Gill & Baillie, 2018). Each participant was also informed that they had the option to leave at any time. The interviews started with introductory questions on the participants' work environment and practices, followed by the remaining planned interview questions. After finishing all the interview questions, all research participants were thanked for their time. All interviews were audiotaped and transcribed verbatim. The voice memos app on an Apple smartphone was used to record interviews, and the transcribing feature of Microsoft Word was used for transcription. Participants were invited to check the audio recordings and transcriptions of interviews to identify any misinformation and give their approval.

Data Analysis

The study used Creswell's six-step process to examine qualitative data (Creswell & Creswell, 2018). Transcribing interviews and scanning the information for relationships and

patterns from the gathering and arrangement of data for analysis was the first step. Using the MAXQDA data analysis software supported the process. Next, theme identification and participant descriptions using the inductive thematic coding process occurred. Therefore, the transcribed data was read thoroughly and often while highlighting keywords and phrases. After familiarizing the brain with the work by reading the transcribed material once, trying to grasp it again, and making the crucial leap from having opinions to having ideas, one cannot read it enough (Zemilansky, 2016). The third step was to organize the data by labeling the categories with a term; these terms were codes. In step four, the coded data was tabulated, describing each code and identifying excerpts from the participant's interview. Identified codes were examined and merged to produce themes. Step five saw themes being defined, named, and then analyzed by looking at repetitive phrases and concepts and making comparisons. The final phase was to make interpretations of the results and support them with actual data that responds to the study question.

Reliability and Validity

The assessment of the measure's suitability for the deductions, interpretations, or conclusions that flow from the measure's scores constitutes validity (McMillan, 2016). Reliability is the degree to which participant, rater, and observer scores are error-free (McMillan, 2016). Since researchers must provide proof of validity, indicating that the intended interpretation of results is suitable and reasonable, validity and reliability help determines a study's quality (McMillan, 2016). Additionally, it is vital to verify validity and reliability before and throughout the study (McMillan, 2016).

Credibility and dependability were established through triangulation and member checking. An independent person (the school district's Executive Director of Curriculum and

Instruction) reviewed the themes generated to determine alignment with the collected data. Triangulation concerns cross-validating findings from various sources and data-collecting techniques (McMillan, 2016). Data collection using semi-structured interviews and a focus group demonstrated triangulation. Therefore, all semi-structured interviewees were asked the same questions, and the interview occurred in the same setting. Collected data were from different participants, including teachers, guidance counselors, and administrative staff with varied years of experience.

Member checking occurs when study participants review interview transcripts (Creswell & Creswell, 2018; McMillan, 2016). Hence, the participants were given access to the interview transcript once the data was processed so they could correct any inaccurate information. The use of SMEs to review interview questions and ensure that they were consistent with the research objectives and the study's goal also contributed to credibility. Additionally, an interview procedure according to Creswell's six-step qualitative data analysis model (Creswell & Creswell, 2018) leads the semi-structured and focus group interviews for credibility and dependability.

To guarantee transferability requires specifying the extent to which applying the study results to various circumstances and conclusions (McMillan, 2016) – rich, detailed summaries of the research report, including a description of participant selection, research site, and interview processes. Excerpts from participants' interviews were also included in the study report. Being trustworthy is a primary concern in qualitative studies. The study was open to all instructors at the institution to divert biases. Likewise, ensuring all inquiries during interviews, research, and probing were relevant and unbiased was essential (McMillan, 2016). Therefore, conveying all opinions expressed by study participants in their own words occurred, and the study report included verbatim replies to the research.

Ethical Procedures

The decision-making process is governed by ethical rules about behavior, reporting, and the use of research findings (McMillan, 2016). Therefore, all subjects received treatment per the legal criteria specified in the Belmont Report (Office for Human Research Protections (OHRP), 2018). Each study participant received an invitation letter via email (see Appendix H) to include a brief description of the study and participation criteria; they received informed consent before participation.

Before the commencement of data collection, permission was attained from the research site and the American College of Education's Institutional Review Board (IRB). Ensuring that the study subjects were free from harm or danger was essential. Therefore, the informed consent was explained at the beginning of the interview; hence, participants knew the interview procedure, safety issues, and the study's purpose. Precautions to ensure the confidentiality of the information and obtain permission to use the interviewee's responses, adhering to their wishes, took place. If an educator declined to participate in the study at any point without providing a reason, their autonomy was respected and was not considered a failure.

Participants' responses remained confidential during the interviews and were only identified as interviewees. As a result, any reports or records did not contain genuine names or other information that may be used to identify someone. Participants' information and interview are stored on a password-protected computer. The information is kept in a password-protected Google Doc. The password-protected computer and password-protected Google document are secured in a locked cabinet to which I alone can access. The hard copies of the data will be shredded after 3 years, and the digital versions will be deleted from the computer.

Chapter Summary

The qualitative study design used semi-structured interviews and a focus group to get educators' perspectives on how parental involvement affects students' academic performance. Northeast North Carolina is the location of the study site, and the purposive sample included guidance counselors, librarians, administrators, and teachers. Data analysis occurred using Creswell's six-step model to analyze qualitative data (Creswell & Creswell, 2018). To ensure the reliability and validity of the study, triangulation, member checking, and review of interview questions by SMEs were conducted. Also, consent from the research site and subjects was obtained. The study technique described in Chapter 3 is validated in the subsequent chapter. In Chapter 4, the research findings and a detailed analysis is presented. There is also a discussion of how well the dependability and validity threats mentioned in Chapter 3 were removed or handled.

Chapter 4: Research Findings and Data Analysis Results

High accomplishment is defined as students progressing comfortably through their coursework, graduating on schedule, and not dropping out (Ballafkih & Van Middelkoop, 2019). Formative and summative assessments provide information concerning students' understanding of academic content. Parental involvement in their children's schooling is essential and can contribute to academic success. Higher parental participation is associated with improved student academic competence and performance, parent and teacher satisfaction, and a more pleasant school environment (Đurišić & Bunijevac, 2017; Kamara & Dadhabai, 2022). In the 2018-2019 school year, 80% of parents participated in PTA meetings, 54% in parent-teacher conferences, 70% in school or class events, 32% volunteered or served on the school committee, 48% participated in school fundraising, and 46% met with a guidance counselor at rural secondary schools (National Center for Education Statistics [NCES], 2020).

Additionally, students' academic achievement was 50% (NCES, 2020). Parents who promote a supportive learning environment may experience children with a positive outlook on education and an increased interest in schooling, contributing to better academic achievement. The problem was that restricted parental involvement in school-sponsored activities, such as parent-teacher meetings, communications, and conferences at the secondary grade level, impacts students' academic performance. This basic qualitative research study explored educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement at a high school in Eastern North Carolina. By responding to the following research questions, the purpose was accomplished:

Research Question 1: What are secondary educators' perspectives on how parents assist their children in achieving academic success?

Research Question 2: According to educators' experience with parents, what are their beliefs on the influence of parental participation on secondary school students' academic success?

The data collection techniques used to determine how educators view parental participation and student accomplishment are described in-depth in the following sections. This part also includes a detailed analysis of the data gathered to show the results. After discussing reliability and validity metrics, the summary will be covered.

Data Collection

After site permission and IRB approval were granted, educators at the research site received invitation letters (see Appendix H) via e-mail to participate in the study along with a letter (see Appendix C) to get their informed consent (U.S. Department of Health & Human Services [HHS], 2018). Included with the e-mail, participants receive a video presentation describing the research and the reason for being asked to participate in the study. Twenty-five educators (16 classroom teachers and nine non-teaching staff) responded in person or by e-mail, agreeing to participate in the study. Prior to the commencement of data collection in January 2023, the informed consent forms from the 25 participants were personally obtained. Table 1 provides demographic data about participants interviewed for the study, and Figure 1 gives an overview of the participants' experience as an educator.

Data collection occurred through semi-structured interviews with classroom teachers and a focus group interview with non-teaching staff. At the beginning of the focus group and semi-structured interviews, discussion on the informed consent and addressed participants' concerns occurred. Participants agreed to have the interview recorded. The semi-structured interviews occurred over three weeks in January and February 2023 and lasted between 23 and 44 minutes.

The focus group interview lasted 65 minutes and took place in February 2023. Both semi-structured and focus group interviews occurred in person at the research site.

The interviews were recorded using the voice memos app on an Apple smartphone and uploaded to Microsoft Word for transcription using the transcribe feature. Each interview audio was thoroughly listened to, and discrepancies between the recordings and the transcriptions were clarified without altering or erasing the pertinent content. Participants were invited via e-mail to check the audio recordings and transcriptions of interviews to identify any misinformation and give their approval.

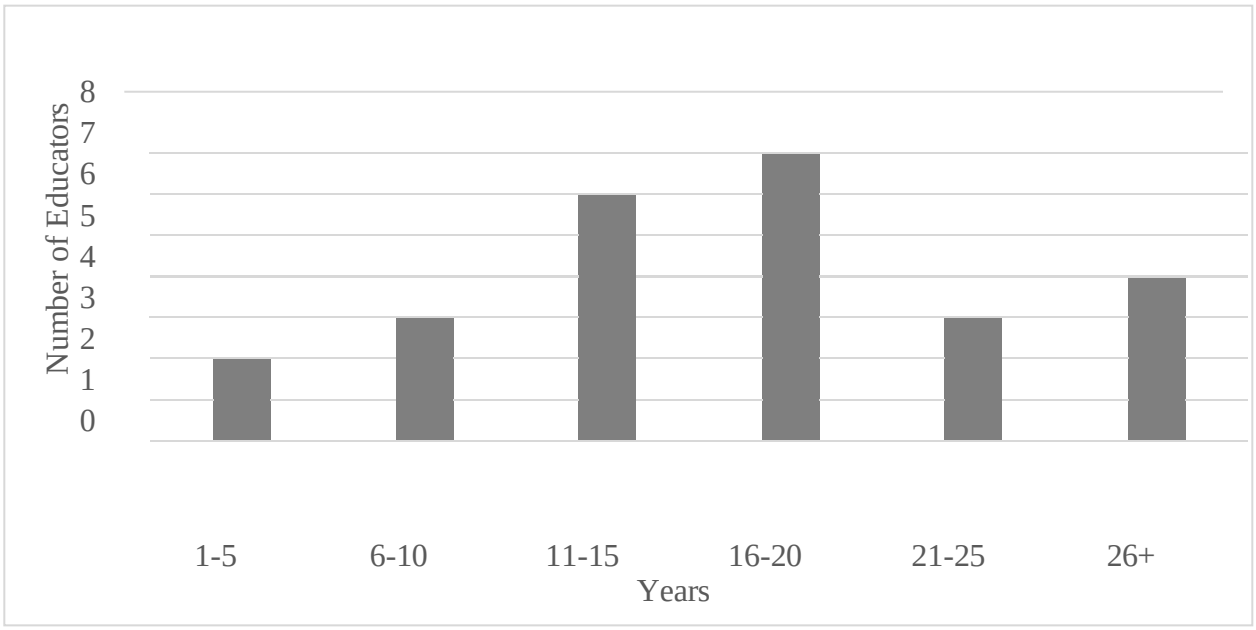
Table 1

Participants' Demographic Information

Participants	Males	Females	Total
General Educator	4	9	13
Special Educator	1	2	3
Non-Teaching Educators	3	6	9
Total	8	17	25

Figure 1

Educators Years of Experience



Data Analysis and Results

Evidence was collected through semi-structured interviews and a focus group to answer two research questions. The process examined educators' personal interactions with parents and students to synthesize individual experiences with both into a collective one. Depending on their experiences and whether they were general, special, or non-teaching educators, it was anticipated that participants would have diverse opinions of parental participation and student accomplishment. The thematic analysis model following Creswell's (2018) six-step process to examine qualitative data was used to analyze the collected data.

The semi-structured and focus group interview transcripts were manually reviewed for relationships and patterns. Transcribing interviews and scanning the information for relationships and trends was the initial stage in acquiring and organizing data for analysis. The MAXQDA data analysis software supported the process. The individual interview transcripts were uploaded to the software, enabling the visualization of the codes and the generation of themes more quickly. Next, theme identification and participant descriptions using the inductive thematic coding process occurred. Therefore, reading the transcribed data thoroughly and often while highlighting keywords and phrases occurred. The third phase involved categorizing the data and assigning terms (codes) to each category. In step four, the coded data were tabulated, describing each code and identifying excerpts from the participant's interview. Codes were examined and merged to generate themes. In stage five, themes were defined, named, and evaluated by spotting recurring words and ideas and drawing analogies. The final stage was to interpret the findings and support them with information that addressed the research topic. Five themes were generated to answer the research questions. The themes were examined considering the research questions and theoretical framework. The codes and themes create in conjunction with quotes from

supporting participants are summarized in Table 2.

Table 2

Codes, Themes, and Quotes According to Participants' Responses

Emergent Codes	Final Themes	Participants' Quote
Homework Monitoring Social	Educators' Expectations	"But to actually see actually see that they have completed their homework assignment, if there are any, and make sure that they get enough rest and be prepared for the following day." (Participant 7) "Aside from teacher monitoring, the progress of the student, there is a person at home checking." (Participant 13) "A lot of the students who I've gotten a chance to build connections with, their parents are not only involved in their sports life, but also in their academic life, their social life." (Participant 14
Appreciative and supportive Proactive Responsibility	Parents as Advocates	"Parents are appreciative for the ones that are truly involved because they want to know." (Participant 2) "Just being supportive with school events and things of that nature, we don't have a lot of parent involvement like for open house or parent night." (Participant 5) "They need to be more proactive in terms of checking on children." (Participant 4) "I've had some parents to put it all on teachers. It's your responsibility to make sure they're doing their work or to behave properly." (Participant 8)
Positive Expectation	Impact on Students	"If you are able to foster a positive relationship with the parent that helps to increase that trust between the student and the teacher, which will then lead to better academic success." (Participant C) "Teach high expectations that they have for their children and encompass the importance of their total environment, not just home, but school and community as well." (Participant F)

Emergent Codes	Final Themes	Participants' Quote
Parental Support	Parent – School Partnership	"I don't think that there is enough parental involvement with our community here." (Participant 8) "Parental involvement is not just coming to games." (Participant A) "Parents participating by coming to parent,

		parental meetings, meeting with the teachers, serving on parent committees." (Participant F) "I know that we have had family nights, in the past, but also with the sports, I think that's the big thing for parent involvement, not only with parents of players or of the athletes, but just parents in general just to support the school that their students go to." (Participant 5)
Communication Academic success	Parent–Teacher Partnership	"The student will engage more and try to perform better because there is an open line of communication with the teacher and the parent." (Participant 16) "We need to have more communication with our parents and students because that would help the academic success." (Participant 11)

Research Question 1

Research question 1 asked: What are secondary educators' perspectives on how parents assist their children in achieving academic success? Participants were questioned about their perceptions of parental participation and academic success. The inquiries are consistent with the transformational leadership theory and Epstein's model of parental participation. Data analysis revealed several themes supporting the research question. The themes are educators' expectations, parents as advocates, and their impact on students.

Educators' Expectations

Educators have varied views of the role parents should play in the student's academic success. However, all agreed that parents play a significant role in students improved academic performance. One participant, Participant 11, lamented that the role of educating the students to achieve academic success "seems like it always goes back on the teacher." The primary responsibilities indicated are assisting students with their homework, keeping track of their academic progress, and participating in their social lives. According to Participant F, "Parents should be an advocate, a motivator, and a good listener."

"If the parent is not supportive and insistent on the students doing what they're supposed to do to get their grades, to keep their grades up and to keep looking towards the future, then the student's motivation kind of lags behind." (Participant 12). Another teacher added that "the school doesn't end only in a classroom; as a parent, they have to check now and then their child what they are learning, how they are progressing and be very consistent in checking not only on the academic progress of their child but also the emotional and other aspects of the of the learner" (Participant 13). Participant 7 remarked that parents should "confiscate or take away the screen time, minimize it because a lot of them stay up. Those who do not work stay up late on devices that aren't teaching them anything."

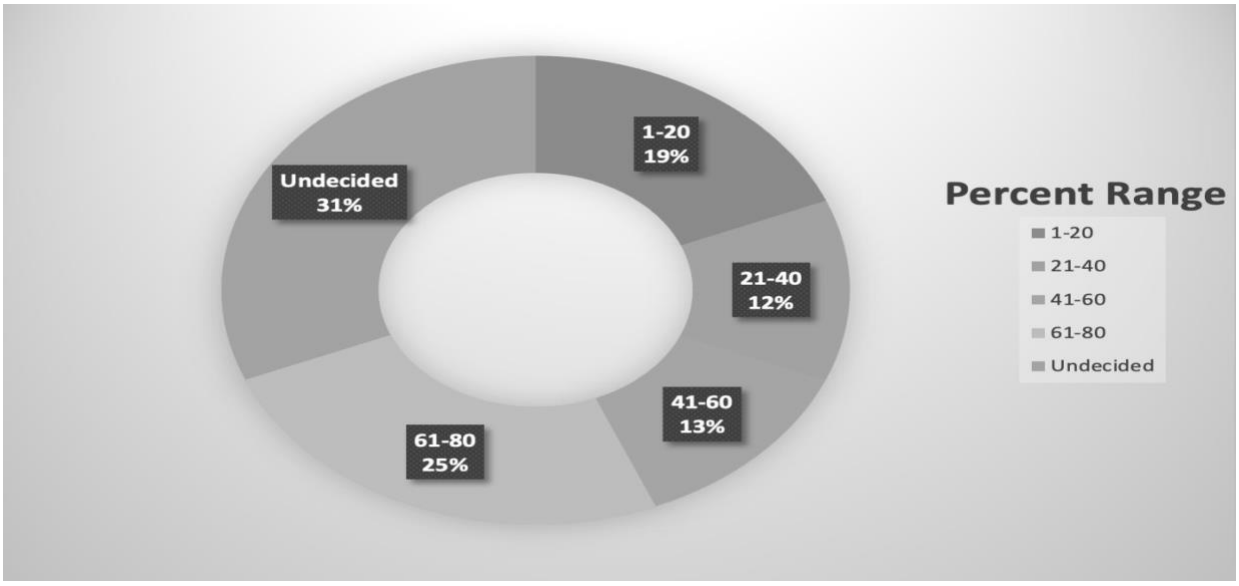
Parents As Advocates

Educators are responsible for setting pupils up for academic achievement through instruction and evaluation; they have various viewpoints on parents' contribution to students' academic success. Teachers shared that parents appreciate and support them in guiding students to academic success; however, they need to be proactive and responsible concerning their children's schooling. Teachers believed that the more parents are involved in their children's schooling, the greater the academic success. When asked about the percentage of parents actively guiding children academically, the responses range from below five percent to 80% with five teachers being undecided, see Figure 2. Participants 1, 14, and 15 all mentioned how much parents value knowing how their children are doing. However, Participant 7 mentioned, "Parents must take proactive measures to ensure that their kids stay on track." A parent that is proactive about their child's progress will invite teachers to let them know if they see anything; or any problems and call them anytime if it is helping their child (Participant 15). Teachers shared that they believe it is their responsibility to keep parents informed about students' performance.

However, some parents believe that it is entirely the teachers' responsibility to ensure children are doing their schoolwork, hence, the reason they send them to school (Participant 8). While the teacher is to ensure the students do their work at school, they can also periodically check in at the school to see how their children are performing in their classes (Participant 10).

Figure 2

Teacher Perception of Parental Involvement Percentage



Impact On Students

Administrators emphasize parents being advocates for their children and having grand expectations for them. According to Participant C, parental involvement entails parents having a "seat at the table and is a part of the team of making sure that the student is able to achieve his or her goals that are comprised of a collaborative and cooperative effort between the student, the school, and the parent, so they should be a cooperative and collaborative element to that student's educational team." However, participant D believes that "the involvement is dependent on the child's need level and that parents are their child's first educator." Participant I noted: "each child, how much that parent is involved or how much they have to do to help their student be

successful can vary because some students are a little more independent and are able to manage and bring home information to them; others are less able to do that, so, they have to know their child and know what they're capable of." Parents visiting the school to check on their children is a common consensus among administrators. Participant B shared that "there is a direct correlation with parental participation in the academic success of a child and if the parent is showing the child that their academics are important to them, then therefore it becomes important to the child as well." But with "parents who do not contact teachers or make enough contact with the teachers to check up on their own students" (Participant H), then academic success may be limited. Participant C also shared that better academic success comes through trust between the student and the teacher, which develops by fostering a positive relationship with the parent.

Research Question 2

Research question 2 asked: According to educators' experience with parents, what are their beliefs on the influence of parental participation on secondary school students' academic success? Participants were asked reflective questions about communicating and partnering with parents, promoting parental involvement, and the challenges parents faced with being involved in their children's academics. Data analysis revealed two primary themes: parent-school partnership and parent-teacher partnership.

Parent–School Partnership

Educators believe that parental involvement at school is vital to students' academic success; however, they do not think there is enough parental involvement occurring at the school. Parents limit their involvement for varied reasons; one educator, Participant B shared that "sometimes parents have not had a positive experience with school themselves; so, therefore,

they're apprehensive about coming out to the school." Another shared that "we do a decent job of communicating negative, but again enough contact is not being made to highlight the positive things happening with our students" (Participant C). Teachers concurred that parents' support for sporting events is consistently high, but they can also participate in other activities. Other activities at the school mentioned by participants include award ceremonies, open houses, and parents' night. However, the turnout for those events is low compared to sporting activities. Participant 11 shared that the support for the sporting events is way higher than the parent night and awards night for academics; academics should be first," while Participant A remarked, "Parental involvement is not just coming to games." Parental involvement aligns with improved academic performance and "the more involved the parent is in a positive manner with academics, the more successful the students will be" (Participant 2). Participant F suggested parents get involved by attending parent-teacher conferences, meeting with teacher conferences, and serving on parent committees.

Parent–Teacher Partnership

All educators agreed that parent-teacher collaboration increases student progress. A primary mechanism teachers use to collaborate with parents is a phone call. Other methods include e-mails, text messages, and one on one conferences. Through these mediums, teachers share with parents how students are performing academically and offer support and encouragement to improve students' performance. However, there are instances where parents may be reluctant to answer teachers' phone calls and hear what they have to say about their children's academics.

On average, teachers contact parents once weekly; however, it is frequently not the same parent, and some teachers shared that they need to improve in that department. Participant 5

noted: "Most of the time when I speak to parents, if they know that their child is not doing well, they tell me, okay, call me as often as you need to, my phone is always open, and you can call me." Likewise, participant 16 shared that when you make phone calls, and the student knows that you're in contact with the parents, and if there's a student-parent relationship where there's an admiration for the parent or respect for the parent, then generally the student will engage more and try to perform better because there is an open line of communication with the teacher and the parent.

Being in constant dialogue with parents helps with developing meaningful partnership essential to students' academics, also, "it just helps build the relationship with the parents so that they know that they do have an advocate in the teacher for their child" (Participant 2). A parent-teacher relationship helps with student achievement; therefore, "it's not enough for me to, or it's not enough for the parent, for the kid to be successful, it has to be both the teacher and parents working together for their children" shared Participant 3.

Reliability and Validity

Addressing difficulties with a study's transparency, transferability, and credibility contributes to the reliability of findings. Researchers must provide proof of validity, indicating that the intended interpretation of results is suitable and reasonable; validity and reliability help determine a study's quality (McMillan, 2016). Triangulation and member checking establish the credibility and dependability of the research data. Also, the school district's executive director of curriculum and instruction, who did not participate in the research, reviewed the themes generated to determine alignment with the collected data.

The study was conducted to explore educators' perceptions of parental involvement and student achievement; data collection occurred through semi-structured interviews and a focus

group. Inclusion in the study required participants to be classroom teachers or non-teaching staff (guidance counselors, librarians, and administrative staff) with regular parental contact. All qualified participants were invited via e-mail (see Appendix H). Participants shared their agreement to participate in the study by responding to the e-mail or by in-person communication.

Data were collected from 16 classroom teachers via semi-structured interviews and from nine non-teaching staff through a focus group interview. Most classroom teachers provided the same or similar responses to interview questions; this became evident after interviewing nine classroom teachers. The situation exemplified data saturation. Data saturation means a researcher must stop acquiring new data for specific topics; it necessitates collecting data from research participants beyond the point where no more data is attainable (Mwita, 2022).

Eliminating researcher bias is essential to a study's credibility; therefore, member checking occurred. Member checking is when study participants review interview transcripts (Creswell & Creswell, 2018; McMillan, 2016). Participants received the interview transcript once the data was processed via e-mail, allowing them to correct any inaccurate information. The use of SMEs to review interview questions and ensure that they are consistent with the research objectives and the study's goal also contributed to credibility. Additionally, an interview procedure according to Creswell's six-step qualitative data analysis model (Creswell & Creswell, 2018) leads the semi-structured and focus group interviews for credibility and dependability.

Rich, detailed summaries of the research report included descriptions of participant selection, research site, and interview processes to guarantee transferability. Transferability is the extent to which a study's findings apply to other situations and conclusions (McMillan, 2016). Excerpts from participants' interviews were included in the study report through the conveying of all opinions expressed by participants in their own words. Hence, the study report includes

verbatim replies to the interview questions.

Chapter Summary

Studying educators' perceptions of parental participation and student achievement added to the existing literature and knowledge of the topic. The data findings addressed the two research questions posed in the study. The first question addressed educators' perspectives on how parents assist their children in achieving academic success, and the second focuses on educators' beliefs on the influence of parental participation on secondary school students' academic success.

Participants agreed parents should be an advocate, a motivator, and good listeners, regardless of their differences of opinion on the subject. They shared that parents' primary duties are to help their children with their schoolwork, monitor their academic development, and get involved in their social lives. Parents should encourage their children to do what is needed to achieve academic success. Though teachers' main objective is to prepare pupils for academic success, they have varying opinions on parents' responsibilities in their children's academic performance. Teachers argue that parental involvement directly correlates with academic success. Administrators stress the parents being there for their children and having ambitious standards for them. Depending on the child's level of need, parental participation can differ. Parents need to check in on their children at school because there is a link between parental involvement and academic achievement.

The participants shared that parents should be more involved in their children's education, but it seldom happens. Parents limit their involvement for distinct reasons but can still participate in other events like parent's nights, award ceremonies, and open houses. Increased parental participation is achievable by participating in parent committees, attending parent-teacher

conferences, and meeting with teachers in person. Teachers communicate with parents through various communication techniques, including phone calls, emails, text messages, and one-on-one conferences. Parent-teacher relationships promote student progress and foster genuine cooperation essential to academic success. However, parents may sometimes be reluctant to hear what teachers share about their children's academic performance over the phone.

The data provided by participants supported the research questions, and a discussion of the findings will occur in the following chapter interpreting the results. Addressing limitations focusing on transferability, credibility, reliability, and validity will also be discussed in Chapter 5. Finally, recommendations, implications for partnership, and a conclusion will close Chapter 5.

Chapter 5: Discussion and Conclusion

The goal of education stakeholders is academic success for all students. Some instructors believe that parental participation has a more positive than negative effect on pupils' performance. Socioeconomic background, cultural background, and parents' educational accomplishments are just a few variables contributing to a student's academic achievement (Kelty & Wakabayashi, 2020; Opoola & Nasir, 2020; Sahin, 2019). The school where the research occurred lacks such participation; therefore, the study was conducted to explore educators' perceptions of parental involvement and student achievement. The problem was restricted parental involvement in school-sponsored activities, such as parent-teacher meetings, communications, and conferences, at the secondary grade level impacts students' academic performance (Boonk et al., 2018; Coşkun & Katıtaş, 2021; Doi et al., 2020).

In this basic qualitative research study, participants answered interview questions aligned with the two research questions. As demonstrated in Table 1 and Figure 1, triangulation occurred through interviewing 25 educators, whether general, special, or non- teaching educators with varying experience. The purpose of the study was to explore educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement at a high school in Northeast North Carolina. Semi-structured interviews and a focus group were used to gather data to address two research questions and provide support for the study's goals.

The codes and themes generated during the analysis matched the study questions. The following gives the research questions and a summary of the findings.

Research Question 1: What are secondary educators' perspectives on how parents assist their children in achieving academic success?

The findings revealed that parents have an essential role in their children's academic achievement; their primary duties are to help with schoolwork, monitor their academic progress, and get involved in their social lives. Parents need to be more proactive in checking on their children, fostering a positive relationship with them, and having high expectations of them; this will lead to better academic success. Better academic success comes through trust between the student and the teacher, which develops by fostering a positive relationship with the parent.

Research Question 2: According to educators' experience with parents, what are their beliefs on the influence of parental participation on secondary school students' academic success?

Results of the study revealed that parental involvement extends beyond attendance at sporting events to parent meetings, conferences with teachers, and participation on parent committees. Academic success depends on parents and students having open communication. Teachers communicate with parents through several communication techniques, including phone calls, emails, text messages, and one-on-one conferences.

Data results validated the study questions. Discussed in this chapter are each research question's conclusions in detail. Research findings, interpretations, and conclusions are presented in the section that follows. Chapter 5 of the study also includes restrictions, suggestions, leadership implications, and a conclusion.

Findings, Interpretations, and Conclusions

Student achievement is a pressing issue in many schools; several factors contribute to pupils' performance. However, a primary factor is parental involvement. The relationship between parental participation and student accomplishment is strongly positive (Sujarwo &

Herwin, 2023). Exploring educators' opinions of parental involvement and student accomplishment was the primary goal of this basic qualitative research study. Data collection methods used included in-person semi-structured interviews and a focus group interview. The research questions related to the data gathered, and the themes emerged during the data analysis.

Since the results show that educators believe parents play a significant role in their children's academic achievement and that a partnership between the parent and the school and the teacher and the parent is necessary, the framework of transformational leadership theory and Epstein's model of parental participation relate to this study. Given that many participants hold the same opinions, the educators' attitudes are congruent with those of earlier studies. Parents must actively participate in their children's education to increase performance that reflects transformational leadership and Epstein's (1995) model of parental participation. Educators must collaborate with parents to enable involvement. Initiating positive change in parental involvement associates with transformational leadership, and Epstein's (1995) parental involvement model requires understanding educators' perceptions of family involvement and student accomplishment. The data analysis led to the following three vital findings: Parents must understand the impact of their responsibility, partnerships are necessary, and effective communication is essential.

The Impact of Parents' Responsibility

Parental involvement in students' academics is essential to improved performance. Effective parental involvement is necessary for student success since research has demonstrated a direct correlation between parental involvement and student achievement (Caridade et al., 2021; Cranston et al., 2021; Dettmers et al., 2019; Lara & Saracostti, 2019; Pek & Mee, 2020). Parents are their children's first teachers; children look to parents for guidance and advice and see them

as role models. Children are inspired to perform better in school when their parents participate in the educational process (Wulandary & Herlisa, 2018). The results showed that parents must take the initiative to ensure their children stay on track. Periodically checking on their child to see what they are learning and how they are progressing and being consistent in checking on their child's emotional and academic growth and in other areas are a few roles that parents must play in their children's schooling. The results are consistent with the elements of parental involvement—academic socialization, home-based involvement, and school-based involvement—highlighted by Benner et al. (2016) and Coşkun and Kattaş (2021). Some parents lack the knowledge to motivate their children and assist them with academics. Educators can help in developing such skills by applying transformational leadership. To influence and inform parents about how to assist their children with schoolwork, educators can encourage parents by appealing to their emotions to work toward shared objectives, values, and beliefs; their expectations, perceptions, and motivations will change (Liu, 2018; Yulianti et al., 2019).

According to educators at the research site, parents' primary duties are to help with schoolwork, monitor academic progress, and get involved in students' social lives. Educators perceive parents' primary roles as assisting with schoolwork, monitoring children's academic progress, and getting involved in their social lives. Among the six categories of parental involvement are communication, parenting, volunteering, community service, and including families in educational decisions (Epstein et al., 2019). All of which were stressed by the study's participants. Administrators emphasized how crucial it is for parents to stand up for their children and have high expectations for them. The student, the school, and the parent must collaborate. Given that parents are their children's first teachers, parental engagement depends on the degree of the child's needs.

Partnership

Parents' participation in their children's education is crucial to their academic achievement. Hence, parent and school partnerships are essential. The study revealed that parents limit their involvement for several reasons, including negative experience with the school, lack of trust, and constant communication of negative student behaviors. The onus is on educators to elicit engagement and consider new ideas for parents to collaborate. A teacher demonstrates transformational leadership when they encourage parents to participate in their children's schooling and do so without reservations (Sol & Sheldon, 2020). Educators agree that parents collaborate with the school and have a relationship with teachers and administrators. However, support for sporting events outweighs that for other events such as award ceremonies, open houses, and parent's nights.

Coşkun and Kattaş (2021) stated that partnership could appear as parent-teacher communication, homework assistance, or creating an at-home learning environment; sentiments shared by research subjects when they agreed parents increase involvement by participating in parent committees, attending parent-teacher conferences and meetings with teachers. The parental involvement described by Coşkun and Kattaş (2021) aligns with the Epstein parental involvement model and the proposal for effective partnership with parents. Epstein et al. (2019) argued that assisting families in creating learning-friendly home environments, planning school-home interactions, organizing parental help and support, and establishing a vibrant PTA contributes to an effective partnership with parents.

Strong partnerships can improve students' academic progress, although parent-teacher relationships can have positive and negative relationship strengths (Yazdani et al., 2020). Educators demonstrate evidence of such partnership through one-on-one conferences, parents'

nights, and open houses; however, when the turnout for such events is low, it hampers the parent-teacher and school-parent relationships and, by extension, student achievement. A meaningful relationship between the school, parent, and teacher is essential for student success.

Effective Communication

Research shows that communication is one of the most fundamental aspects of parent participation (Kelty & Wakabayashi, 2020). The study findings revealed that teachers communicate with parents through phone conversations, emails, and text messages. Establishing two-way communication with parents, exhibiting professionalism, and encouraging active participation, such as seeing student performances or dropping by their children's schools, will increase parental engagement (Levinthal et al., 2021). Such an argument by Levinthal et al. (2021) was confirmed by teachers who shared that they experienced improved academic performances in students whose parents they communicate with constantly. Maintaining open communication with parents promotes the growth of meaningful partnerships that are crucial to children's academic success. It also helps build relationships with parents, so they know the teacher's role as their child's advocate.

Transparency, honesty, and careful listening are necessary for effective communication (Salamondra, 2021). Parents who don't believe in the school and the teachers will keep their contact and involvement to themselves. The study results showed that parents are wary of answering calls from teachers and paying attention to information about their children's academic achievement. Keeping frequent and effective contact with parents can increase parental participation (Coşkun & Kattaş, 2021). According to educators at the research site, maintaining an open line of communication with the teacher and the parent more frequently will aid in academic performance.

Limitations

Limitations are flaws in a study that could affect its findings and interpretation (Ross & Bibler Zaidi, 2019). There were several limitations in this current study. Parental involvement is necessary to support students' academics, and their participation in the study was lacking. Another limitation was the small sample size that was limited to 25 educators (16 classroom teachers and nine non-teaching staff) in a small Title 1 public high school where most of the student population is African American. The small sample size can compromise the study's validity and transferability (Vasileiou et al., 2018). The study's report, which provides a richly detailed account of the research site, participants, and data collection techniques, overcame the constraint. The report also includes excerpts from participant interviews.

Another limitation was data collection came from participants working at the same school in the district. The school district is home to eight public schools, of which two are high schools. Since only educators employed by the same school shared their opinions during the study, the results may only apply to that institution. However, a comparison study's findings can reveal similarities in the district, state, and national schoolteachers' viewpoints on parental participation and student accomplishment.

The final limitation of the study was being an employee at the research site. Working at the research site may be seen as biased and can impact interview participants' perspectives and, consequently, believability. However, maintaining a professional stance throughout the study and following the six-step paradigm for qualitative data analysis proposed by Creswell when conducting interviews (Creswell & Creswell, 2018) helped to alleviate the limitation. Credibility concerns whether research findings correctly reflect the opinions and meanings of participants (McMillan, 2016). SMEs examined the interview questions to ensure alignment with the research

questions and the study's goal to guarantee the reliability and credibility of the research findings. Participants also verified the accuracy of the data by reading interview transcripts, and an impartial party (the district's Executive Director of Curriculum and Instruction) examined the generated themes and determined alignment with the collected data.

Recommendations

Parental involvement is critical to student accomplishments and is a sentiment lamented by the study participants. In this study, educators shared their views on parental involvement and student achievement. Participants believed that parental involvement directly affects a child's academic success. The study's findings led to recommendations derived from the perspectives of the educator participants about how parents can be involved in their children's schooling. The suggestions include parents monitoring students' progress, advocating for their children, being proactive in their children's academics, periodically checking on children at school, getting involved in school-sponsored activities such as open houses, award ceremonies, parent nights, parent-teacher conferences, and meetings, and maintaining open lines of communication with teachers and school administrators.

The recommendations above speak of ways for parents to get involved in their children's academics. However, further research into the barriers to parental involvement at Title 1 public high schools with predominantly African American students is essential for a complete understanding of the lack of parental involvement. The data gathered on parental involvement and student achievement are solely through qualitative means and speak to personal views.

Therefore, future research should use a mixed-methods study, which may present a more in-depth understanding of the impact of parental involvement on student achievement. By emphasizing knowledge and meaning based on social interactions, verbal narratives, and

observations rather than numbers, qualitative research stresses different realities founded on participants' opinions and experiences (McMillan, 2016). The mixed method technique provides inductive and deductive statistical and narrative analyses of quantitative and qualitative data using shared meaning and controlled measurement (McMillan, 2016).

The study findings revealed that five classroom teachers are unsure, while the remaining teachers indicated that 5% to 80% of parents are actively interested in helping their children with their academics. Additionally, teachers concurred that parents' support for sporting events is consistently high compared to activities such as award ceremonies, open houses, and parent's night. Administrators should therefore consider adopting more positive leisure-based programs to engage parents. Due to the intense academic emphasis and examination-oriented culture, some parents reduce face-to-face after-school activities for their children; however, involvement in structured leisure activities like academic or community-based clubs, music, art, and drama can increase turnout (Ng, 2021). Educators can use the opportunity to communicate with parents about students' academics.

Participants revealed that educators sometimes communicate poorly with parents about their children's education and do not make enough effort to highlight the good things happening with pupils. Such actions are consistent with parents' reports of occasionally negative experiences with their children's schools. Educators should focus on building a positive and meaningful relationship with parents by highlighting positive characteristics when communicating with parents rather than focusing on the poor ones. Appealing to parents' emotions, aspirations, and success accomplishment ideals can result in pleasant interactions between the parents and the teachers, increasing the likelihood that the parents will attend activities or visit the school when invited (Kelty & Wakabayashi, 2020; Sylaj, 2021; Yulianti et

al., 2019). The motivation of such parents to be involved in their children's education should positively affect student achievement.

Implication for Leadership

A main goal of the current study was to investigate educators' perspectives on how parental participation levels connect to secondary students' levels of academic accomplishment. The secondary goal concerned comprehending educators' views on how parents help students succeed academically and the influence of parental participation on secondary school students' academic achievement based on educators' experience with parents. Research findings confirmed that parental involvement is vital to student achievement. One participant shared, "The more involved the parent is positive with academics, the more successful the students will be." The findings will benefit students, parents, educators, and policymakers.

The findings will be shared with the participating school district superintendent and educators at the research site. Such an approach will allow educators to have a shared understanding of parental engagement and use such comprehension to improve parent-teacher and student-teacher connections. Meaningful relationships will aid good communication, improve student achievement, and regular contact from parents with the school and teachers (Bartolome et al., 2020; Malkawi & Smadi, 2016; Wulandary & Herlisa, 2018). Classroom teachers and non-teaching staff can share with parents how to get involved in their children's schooling. School leaders may understand how teachers believe parental involvement impacts student achievement and can use the results to create ways to meet parental involvement standards and enhance parent-teacher communication, which may aid students' academic performance. In addition to fostering positive parent-teacher and school-parent relationships, school administrators can reduce some parents' negative interactions with the school and teachers

(Henderson et al., 2020).

Classroom teachers and non-teaching staff can share with parents how to get involved in their children's schooling by applying transformational leadership and the approaches to parent and school partnerships proposed by Epstein et al. (2019). Therefore, rather than communicating negatives about students and compounding the negative experiences some parents experience with the school, educators can create effective school-to-home and home-to-school communications about educational initiatives and students' progress; direct parents in helping children with homework and other educational activities, decisions, and preparation at home; develop an active PTA with parents serving as leaders and representatives and assemble community resources and services to help families to promote family participation in school events (Epstein et al., 2019). Coupled with Epstein et al. (2019) strategies, educators must exhibit behaviors that stimulate and inspire parents to achieve extraordinary outcomes by raising motivation levels and morality through idealized influences, intellectual stimulation, and personalized consideration or attention (Bass, 1985; Saleh et al., 2021).

The school district leaders may find the results resourceful when developing educational programs. Making wise decisions will be aided by having access to educational research. Researchers' context contributes to determining how research is mobilized in practice, facilitating the transmission of knowledge and its application to influencing policies and practices (Ion et al., 2019). The study's recommendations offer ideas for how educational leaders can improve parental involvement. Focusing on parental involvement activities that appeal to all parents and ensuring the activities not only focuses on academics but on social development creating an avenue for educators and teachers to form meaningful relationships beneficial to student academic success.

Conclusion

The findings indicated that parents play a significant role in their children's academic success. Though some parents are actively interested in assisting their children with academics, others, according to educators, should keep an eye on their children's development and serve as advocates, motivators, and good listeners. Better academic success depends on the student and instructor having a trusting relationship, which develops through a positive parent-student relationship. Through phone calls, emails, texts, and one-on-one conferences, teachers share information with parents about how their children are progressing academically and offer support and encouragement.

Critical outcomes of the study indicated parents' support for sporting events is consistently high compared to award ceremonies, open houses, and parent's night. Therefore, school leaders and educators can use such opportunities to communicate with parents about their children's schooling. Another revelation from the study speaks to parents being an advocate for children, motivating, and supporting them. Children with involved parents perform better in school (Wulandary & Herlisa, 2018).

The study's primary objective was to examine educators' perceptions of the relationship between parental involvement levels and academic achievement among secondary pupils. Results supported the notion that parental involvement is essential for student success. Students, parents, educators, and politicians will all benefit from the findings. Parents can learn from classroom instructors and non-teaching staff how to get involved in their children's education. School administrators can use the findings to develop strategies for enhancing parent-teacher communication and meeting parental involvement standards. The results may benefit school district executives when creating instructional programs. Recommendations based on the results

of this study may give educators suggestions on how to increase parental involvement.

References

Abdullah Kamal, S. S., Rahman, W. A., & Ghani, F. A. (2021). Challenges to parental involvement in children's ESL learning. *International Journal of Early Childhood Special Education*, *13*(2), 184–190. https://doi.org/10.9756/int-jecse/v13i2.211053

Ahmed, Q.W., Rönkä, A., & Perälä-Littunen, S. (2021). Parental involvement or inference? Rural teachers' perceptions. *Education Research International*, 1–8. https://doi.org/10.1155/2021/3182822

Al-Fadley, A., Al-Holy, A., & Al-Adwani, A. (2018). Teacher perception of parents' involvement in their children's literacy and reading instructions in Kuwait EFL primary school classrooms. *International Journal of Education and Practice*, *6*(3), 120 – 133. https://doi.org/10.18488/journal.61.2018.63.120.133

AL-Nawafah, S., Al-Amaeara, A., & Alkhawaldah, R. A. (2022). Applying transformational leadership in Jordan governmental institutions. *Journal of Management Information & Decision Sciences*, *25*, 1–13. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/6frmsbz4nn

Alzoraiki, M., Ab. Rahman, O. bin, & Mutalib, M. A. (2018). The effect of the dimensions of transformational leadership on the teachers' performance in the Yemeni Public Schools. *European Scientific Journal, ESJ*, *14*(25), 322. https://doi.org/10.19044/esj.2018.v14n25p322

Aman, J. M., Siti Mas'udah, B. A., Saud, M., & Yasir, N. M. (2019). Parental involvement for better education: The relationship between parental awareness, emotional support, and children's academic achievement at secondary level. *Masyarakat, Kebudayaan Dan Politik*, *32*(4), 334 – 345. https://doi.org/10.20473/mkp.v32i42019.334-345

Anastasiou, S., & Papagianni, A. (2020). Parents' teachers' and principals' views on parental

involvement in secondary education schools in Greece. *Education Sciences*, *10*(69), 1–12. https://doi.org/10.3390/educsci10030069

Andersen, S. C., Gregersen, M. K., Nielsen, H. S., & Thomsen, M. K. (2020). Parent involvement, socioeconomic status and reading performance. *Scandinavian Journal of Educational Research*, *65*(7), 1279–1294. https://doi.org/10.1080/00313831.2020.1840429

Ang, K., Panebianco, C., & Odendaal, A. (2021). Viewing the parent-teacher relationship in music education through the lens of role theory: A literature review. *Update: Applications of Research in Music Education*, *39*(2), 25–33. https://doi.org/10.1177/8755123320951994

Appiah-Kubi, J., & Amoako, E. O. (2020). Parental participation in children's education: Experiences of parents and teachers in Ghana. *Journal of Theoretical Educational Science, 13*(3), 456–473. https://dergipark.org.tr/en/pub/akukeg/issue/54987/634484

Arar, K., Abu Nasra, M., & Alshafi, H. (2018). Arab teachers' perception of parent involvement (PI): Components and differences. *International Journal of Educational Management, 32*(3), 326–341. https://discovery.ebsco.com/linkprocessor/plink?id=9dd0c728-c1b0-3afb9d60c56a49c59da4.

Ashdown, B. K., & Faherty, A. N. (2020). *Parents and caregivers across cultures: Positive development from infancy through adulthood (1st ed)*. Springer.

Asma-Ul-Ferdous. (2018). Socio-psychological barriers and linguistic challenges in English learning at qawmi madrasas: Bangladesh perspective. *ASA University Review*, *12*(2), 79–97. https://discovery.ebsco.com/linkprocessor/plink?id=8bf6d493-ec72-33a4-b073-

03f443925ceb

Assefa, A., & Sintayehu, B. (2019). Relationship between parental involvement and students' academic achievement in model primary and secondary school of Haramaya University, East Hararghe Zone, Oromia Regional State, Ethiopia. *International Journal of Education and Literacy Studies, 7*(2), 46. https://doi.org/10.7575/aiac.ijels.v.7n.2p.46

Ates, A. (2021). The relationship between parental involvement in education and academic achievement: A meta-analysis study. *Pegem Journal of Education and Instruction, 11*(3), 50–66. https://www.pegegog.net/index.php/pegegog/article/view/1251

Aykac, S., & Msengi, C. (2019). Influence of parental involvement on students' success in title I charter school in Texas as perceived by middle school principals. *School Leadership Review, 14*(1), 78–90. https://scholarworks.sfasu.edu/slr/vol14/iss1/6

Ballafkih, A. H., & Van Middelkoop, D. (2019). Beliefs about student achievement held by teachers at Dutch universities of applied sciences. *International Journal of Higher Education*, *8*(5), 45–55. https://doi.org/10.5430/ijhe.v8n5p45

Bang, Y.-S., Jang, H.-J., & Jung, J.-H. (2021). Understanding Korean early childhood teachers' challenges in parent–teacher partnerships: Beyond individual matters. *Social Behavior and Personality: An International Journal*, *49*(10), 1–16. https://doi.org/10.2224/sbp.10764

Bărbînță, A., Dan, I. S., & Mureșan, C. (2017). Bernard bass - fondator al teoriei leadershipului TransformaȚional. *Review of Management & Economic Engineering, 16*(4), 758-762. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/gjt534pns5

Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A metaanalysis.

Psychological Bulletin, 145(9), 855–890. https://doi.org/10.1037/bul0000201

Bartolome, M. T., Mamat, N., & Masnan, A. H. (2020). Exploring kindergarten teachers' perspectives in parental involvement in the Philippines. *Southeast Asia Early Childhood, 9*(1), 44 – 58. https://ejournal.upsi.edu.my/index.php/SAECJ/article/view/3331

Bass, B. M. (1985). *Leadership and performance beyond expectations*. The Free Press. Benner, A. D., Boyle, A. E., & Sadler, S. (2016). Parental involvement and adolescents' educational success: The roles of prior achievement and socioeconomic status. *Journal of Youth and Adolescence*, *45*(6), 1053–1064. https://doi.org/10.1007/s10964-016-0431-4

Benner, A. D., Boyle, A. E., & Sadler, S. (2016). Parental involvement and adolescents' educational success: The roles of prior achievement and socioeconomic status. *Journal of Youth and Adolescence*, *45*(6), 1053–1064. https://doi.org/10.1007/s10964-016-0431-4

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research, 15*(2), 219–234. https://doi.org/10.1177/1468794112468475

Blair, A., & Haneda, M. (2021). Toward collaborative partnerships: Lessons from parents and teachers of emergent bi/multilingual students. *Theory Into Practice*, *60*(1), 18–27. https://doi.org/10.1080/00405841.2020.1827896

Boonk, L., Gijselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, *24*, 10–30. https://doi.org/10.1016/j.edurev.2018.02.001

Bora, A., & Ahmed, S. (2018). Parents' socioeconomic status and pupils' mathematics achievement: Stepwise multiple regression analysis approach. *International Journal of Technical Innovation in Modern Engineering & Science (IJTIMES)*, *4*(11), 316–322.

https://files.eric.ed.gov/fulltext/ED590537.pdf

Borup, J., Chambers, C. B., & Stimson, R. (2019). Online teacher and on-site facilitator perceptions of parental engagement at a supplemental virtual high school. *International Review of Research in Open and Distributed Learning, 20*(2), 79–95. https://doi.org/10.19173/irrodl.v20i2.4237

Bromley, J., & Yazdanpanah, L. K. (2021). Teachers' views of parental involvement in the schooling of low literacy refugee and migrant children: An Australian study. *Tesl- Ej, 25*(2), 1–15. https://files.eric.ed.gov/fulltext/EJ1314733.pdf

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Cao, Z., Yu, S., & Huang, J. (2019). A qualitative inquiry into undergraduates' learning from giving and receiving peer feedback in L2 writing: Insights from a case study. *Studies in Educational Evaluation, 63*(1), 102–112. https://doi.org/10.1016/j.stueduc.2019.08.001

Caridade, S., Azevedo, V., Dinis, M. A., Sani, A., & Nunes, L. M. (2021). School personnel perception of parental involvement and students' behavior problems: Practical implications. *Education and Urban Society, 53*(5), 491–514. https://doi.org/10.1177/0013124520950335

Cheung, C. S. (2019). Parents' involvement and adolescents' school adjustment: Teacher–student relationships as a mechanism of change. *School Psychology, 34*(4), 350–362. https://doi.org/10.1037/spq0000288

Coady, M. (2019). Rural multilingual family engagement. *The Rural Educator, 40*(3), 1–13. https://doi.org/10.35608/ruraled.v40i3.545

Collins, C. S., & Stockton, C. M. (2018). *The central role of theory in qualitative research*. SAGE Publishing.

Conus, X., & Fahrni, L. (2019). Routine communication between teachers and parents from minority groups: An endless misunderstanding? *Educational Review, 71*(2), 234–256. https://doi.org/10.1080/00131911.2017.1387098

Coşkun, B., & Kattaş, S. (2021). Parental involvement in secondary education: Perceptions and potential barriers. *African Educational Research Journal, 9*(2), 418–433. https://files.eric.ed.gov/fulltext/EJ1297103.pdf

Cranston, J., Labman, S., & Crook, S. (2021). Reframing parental involvement as social engagement: A study of recently arrived Arabic-speaking refugee parents' understandings of involvement in their children's education. *Canadian Journal of Education, 44*(2), 371 – 404. https://doi.org/10.53967/cje-rce.v44i2.4439

Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Inc.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications, Inc.

Cross, F. L., Marchand, A. D., Medina, M., Villafuerte, A., & Rivas-Drake, D. (2019). Academic socialization, parental educational expectations, and academic self-efficacy among Latino adolescents. *Psychology in the Schools, 56*(4), 483–496. https://doi.org/10.1002/pits.22239

Darko-Asumadu, D. A., & Sika-Bright, S. (2021). Parental involvement and pupils' academic performance in the Cape Coast Metropolis, Ghana. *Open Education Studies, 3*(1), 96–109. https://doi.org/10.1515/edu-2020-0142

DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care

research: A balance of relationship and rigour. *Family Medicine and Community Health*, *7*(2), 1–8. https://doi.org/10.1136/fmch-2018-000057

Dereli, F., & Türk-Kurtça, T. (2022). Parent engagement in early childhood education: Pandemic period. *Southeast Asia Early Childhood Journal*, *11*(1), 35–46. https://doi.org/https://doi.org/10.37134/saecj.vol11.1.3.2022

Dettmers, S., Yotyodying, S., & Jonkmann, K. (2019). Antecedents and outcomes of parental homework involvement: How do family-school partnerships affect parental homework involvement and student outcomes? *Frontiers in Psychology*, *10*(1048), 1–13. https://doi.org/10.3389/fpsyg.2019.01048

Doi, S., Isumi, A., & Fujiwara, T. (2020). The association between parental involvement behavior and self-esteem among adolescents living in poverty: Results from the k-child study. *International Journal of Environmental Research and Public Health*, *17*(17), 1–22. https://doi.org/10.3390/ijerph17176277

Dong, Y., Wu, S. X.-Y., Dong, W.-Y., & Tang, Y. (2020). The effects of home literacy environment on children's reading comprehension development: A meta-analysis. *Educational Sciences: Theory & Practice*, *20*(2), 63–82. https://doi.org/10.12738/jestp.2020.2.005

Downton, J. V. (1973). *Rebel leadership: Commitment and charisma in the revolutionary process*. Free Press.

Duan, W., Guan, Y., & Bu, H. (2018). The effect of parental involvement and socioeconomic status on junior school students' academic achievement and school behavior in China. *Frontiers in Psychology*, *9*(952), 1–8. https://doi.org/10.3389/fpsyg.2018.00952

Đurišić, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal*, *7*(3), 137–153. https://doi.org/10.26529/cepsj.291

Echeverría-Castro, S. B., Sandoval-Domínguez, R., Sotelo-Castillo, M. A., Barrera-Hernández, L. F., & Ramos-Estrada, D. Y. (2020). Beliefs about parent participation in school activities in rural and urban areas: Validation of a scale in Mexico. *Frontiers in Psychology*, *11*(639), 1–9. https://doi.org/10.3389/fpsyg.2020.00639

Ekinci-Vural, D., & Dogan-Altun, Z. (2021). Parental involvement in early childhood classrooms: Turkish teachers' views and practices. *African Educational Research Journal*, *9*(1), 60–68. https://doi.org/10.30918/aerj.91.20.208

Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, *76*(9), 701–712. https://discovery.ebsco.com/c/36ffkw/viewer/html/odc5mrmiqf

Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Williams, K. J. (2019). *School, family, and community partnerships: your handbook for action*. Corwin, A SAGE Publishing Company.

Erdem, C., & Kaya, M. (2020). A meta-analysis of the effect of parental involvement on students' academic achievement. *Journal of Learning for Development*, *7*(3), 367–383. https://files.eric.ed.gov/fulltext/EJ1280652.pdf

Erdener, M. A., & Knoeppel, R. C. (2018). Parents' perceptions of their involvement in schooling. *International Journal of Research in Education and Science 4*(1), 1–13. https://files.eric.ed.gov/fulltext/EJ1169840.pdf

Erol, Y. C., & Turhan, M. (2018). The relationship between distributed leadership and family

involvement from parents' perspective. *Educational Sciences: Theory and Practice, 18*(3), 525–540. https://files.eric.ed.gov/fulltext/EJ1202206.pdf

Fadiji, A. W., & Reddy, V. (2020). Learners' educational aspirations in South Africa: The role of the home and the school. *South African Journal of Education*, *40*(2), 1–13. https://doi.org/10.15700/saje.v40n2a1712

Falatah, R., Al-Harbi, L., & Alhalal, E. (2022). The association between cultural competency, structural empowerment, and effective communication among nurses in Saudi Arabia: A cross-sectional correlational study. *Nursing Reports*, *12*(2), 281–290. https://doi.org/10.3390/nursrep12020028

Fernández-Alonso, R., Álvarez-Díaz, M., García-Crespo, F. J., Woitschach, P., & Muñiz, J. (2022). Should we help our children with homework? A meta-analysis using PISA data. *Psicothema, 34*(1), 56–65. https://doi.org/10.7334/psicothema2021.65

Florczak, K. L. (2022). Best available evidence or truth for the moment: Bias in research. *Nursing Science Quarterly*, *35*(1), 20–24. https://doi.org/10.1177/08943184211051350

Ghahdarijani, M. S., & Rahimi, A. (2021). The tapestry of parental involvement in high school English language learning. *IUP Journal of Soft Skills, 15*(2), 45–57. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/nlodkgj3ar

Ghanney, R. A. (2018). How parental education and literacy skill levels affect the education of their wards: The case of two schools in the Effutu municipality of Ghana. *International Journal of Education and Practice*, *6*(3), 107–119. https://doi.org/10.18488/journal.61.2018.63.107.119

Gill, P., & Baillie, J. (2018). Interviews and focus groups in qualitative research: An update for the digital age. *British Dental Journal*, *225*(7), 668–672.

https://doi.org/10.1038/sj.bdj.2018.815

Goldsmith, J. S., & Kurpius, S. E. (2018). Fostering the academic success of their children: Voices of Mexican immigrant parents. *The Journal of Educational Research, 111*(5), 564–573. https://doi.org/10.1080/00220671.2017.1323717

Goshin, M., Dubrov, D., Kosaretsky, S., & Grigoryev, D. (2021). The strategies of parental involvement in adolescents' education and extracurricular activities. *Journal of Youth and Adolescence*, *50*(5), 906–920. https://doi.org/10.1007/s10964-021-01399-y

GreatSchools. (2022). *Explore Bertie high in Windsor, NC*. GreatSchools.org. https://www.greatschools.org/north-carolina/windsor/276-Bertie-High/#Reviews

Grobler, A. (2022). Teachers' experiences of parents' involvement in foundation phase learning during COVID-19. *Perspectives in Education, 40*(2), 17–31. https://doi.org/10.18820/2519593x/pie.v40.i2.3

Gu, L. (2017). Using school websites for home–school communication and parental involvement? *Nordic Journal of Studies in Educational Policy, 3*(2), 133–143. https://doi.org/10.1080/20020317.2017.1338498

Gubbins, V., & Otero, G. (2020). Determinants of parental involvement in primary school: Evidence from Chile. *Educational Review*, *72*(2), 137–156. https://doi.org/10.1080/00131911.2018.1487386

Gulevska, V. (2018). Teachers' perceptions of parental involvement in primary education. *Inovacije u Nastavi*, *31*(1), 134–140. https://doi.org/10.5937/inovacije1801134g

Hakyemez-Paul, S., Pihlaja, P., & Silvennoinen, H. (2018). Parental involvement in Finnish day care – what do early childhood educators say? *Working with Parents and Families in Early Childhood Education*, 102–117. https://doi.org/10.4324/9780429288876-9

Hamlin, D., & Flessa, J. (2018). Parental Involvement Initiatives: An analysis. *Educational Policy*, *32*(5), 697–727. https://doi.org/10.1177/0895904816673739

Harpaz, G., & Grinshtain, Y. (2020). Parent–teacher relations, parental self-efficacy, and parents' help-seeking from teachers about children's learning and socio-emotional problems. *Education and Urban Society*, *52*(9), 1397–1416. https://doi.org/10.1177/0013124520915597

Henderson, K., & Esposito, J. (2017). Using others in the nicest way possible: On Colonial and academic practice(s), and an ethic of humility. *Qualitative Inquiry*, *25*(9-10), 876–889. https://doi.org/10.1177/1077800417743528

Henderson, L. J., Williams, J. L., & Bradshaw, C. P. (2020). Examining home-school dissonance as a barrier to parental involvement in middle school. *Preventing School Failure: Alternative Education for Children and Youth*, *64*(3), 201–211. https://doi.org/10.1080/1045988x.2020.1719964

Hendita, R. A. (2019). The role of parental involvement towards the students' learning motivation. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, *22*(2), 276–283. https://doi.org/10.24252/lp.2019v22n2i9

Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational Review*, *70*(1), 109–119. https://doi.org/10.1080/00131911.2018.1388612

Huang, F., Huang, Z., Li, Z., & Zhang, M. (2021). Relationship between parental involvement and mathematics achievement of Chinese early adolescents: Multiple mediating roles of mental health and mathematics self-efficacy. *International Journal of Environmental Research and Public Health*, *18*(18), 1–13. https://doi.org/10.3390/ijerph18189565

Ilhan, F., Ozfidan, B., & Yilmaz, S. (2019). Home visit effectiveness on students' classroom behavior and academic achievement. *Journal of Social Studies Education Research, 10*(1), 61–80. https://files.eric.ed.gov/fulltext/EJ1213224.pdf

Ilomo, O., & Chawanga, K. J. P. (2015). Influence of home environment on students' academic performance in selected secondary schools in Arusha municipality. *Journal of Novel Applied Science,* 4(10), 1049–1054. https://jnasci.org/wpcontent/uploads/2015/10/JNASCI-2015-1049-1054.pdf

Ion, Georgeta & Marin, Elena & Carmen, Proteasa. (2019). How does the context of research influence the use of educational research in policymaking and practice? *Educational Research for Policy and Practice*. 18(2), 119-139. https://doi.org/10.1007/s10671-018-9236-4

Ivanova, R., Berechikidze, I., Gazizova, F., Gorozhanina, E., & Ismailova, N. (2019). Parent–teacher interaction and its role in preschool children's development in Russia. *Education 3–13, 48*(6), 704–715. https://doi.org/10.1080/03004279.2019.1646296

Jacobbe, T., Ross, D. D., & Hensberry, K. K. R. (2012). The effects of a family math night on preservice teachers' perceptions of parental involvement. *Urban Education, 47*(6), 1160–1182. https://discovery.ebsco.com/linkprocessor/plink?id=6db4de00-d709-3ec4-82b1-45169ddb368f.

Jezierski, S., & Wall, G. (2019). Changing understandings and expectations of parental involvement in education. *Gender and Education, 31*(7), 811–826. https://doi.org/10.1080/09540253.2017.1332340

Jhang, F.-H. (2019). Explaining the immigrant-native gap in parental involvement in Taiwan: The role of parents' education and students' prior achievement. *Asia Pacific Education Review,*

20(1), 1–13. https://doi.org/10.1007/s12564-018-9555-4

Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American Journal of Pharmaceutical Education*, *84*(1), 138–146. https://doi.org/10.5688/ajpe7120

Kakumbi, Z., Samuel, E. B., & Mulendema, P. J. (2016). Pupil home background characteristics and academic performance in senior secondary schools: A case study of selected secondary schools in Kitwe district, Zambia. *Journal of Education and Practice, 7*(22), 19–25. https://files.eric.ed.gov/fulltext/EJ1112816.pdf

Kahlke, R. M. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, *13*(1), 37–52. https://doi.org/10.1177/160940691401300119

Kalayci, G., & Ergül, H. (2020). Teachers' perceptions of the role of parental involvement in teaching English to young learners. *Journal of Language and Linguistic Studies*, *16*(3), 1167–1176. https://doi.org/10.17263/jlls.803608

Kamara, S. S., & Dadhabai, S. (2022). Assessment factors influencing students' academic achievement. *Journal of Management Information & Decision Sciences, 25*, 1–13. https://discovery.ebsco.com/linkprocessor/plink?id=b2c730d5-ae2a-3ec0-8ca5-0556c31e8e26.

Keenan, M. (2020). Perception Salem Press. https://discovery.ebsco.com/linkprocessor/plink?id=b80b12bd-1acb-3d4f-8757d54171e3db93.

Keetanjaly, A., Abdul Kadir, S., Su Luan, W., & Abdullah, A. (2019). The role of creativity in principals' leadership practices towards parental involvement: The mediating role of

school practices and school climate. *International Journal of Educational Management, 33*(6), 1352-1365. https://doi.org/10.1108/IJEM-11-2018-0348

Kelty, N. E., & Wakabayashi, T. (2020). Family engagement in schools: Parent, educator, and community perspectives. *SAGE Open*, *10*(4), 1–13. https://doi.org/10.1177/2158244020973024

Khan, F. N., Begum, M., & Imad, M. (2019). Relationship between students' home environment and their academic achievement at secondary school level. *Pakistan Journal of Distance & Online Learning*, *V*(II), 223–234. https://files.eric.ed.gov/fulltext/EJ1266643.pdf

Kuru Cetin, S., & Taskin, P. (2016). Parent involvement in education in terms of their socioeconomic status. *Eurasian Journal of Educational Research*, *16*(66), 1–30. https://doi.org/10.14689/ejer.2016.66.6

Kuusimäki, A., Uusitalo-Malmivaara, L., & Tirri, K. (2019). Parents' and teachers' views on digital communication in Finland. *Education Research International*,1–7. https://doi.org/10.1155/2019/8236786

Kwan, P. (2020). Is transformational leadership theory passé? revisiting the integrative effect of instructional leadership and transformational leadership on student outcomes. *Educational Administration Quarterly*, *56*(2), 321–349. https://doi.org/10.1177/0013161x19861137

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

Levinthal, C., Kuusisto, E., & Tirri, K. (2021). Finnish and Portuguese parents' perspectives on the role of teachers in parent-teacher partnerships and parental engagement. *Education Sciences*, *11*(306), 1–16. https://doi.org/10.3390/educsci11060306

Li, A., & Hamlin, D. (2019). Is daily parental help with homework helpful? Reanalyzing national data using a propensity score–based approach. *Sociology of Education*, *92*(4), 367–385. https://doi.org/10.1177/0038040719867598

Li, X., Yang, H., Wang, H., & Jia, J. (2020). Family socioeconomic status and home-based parental involvement: A mediation analysis of parental attitudes and expectations. *Children and Youth Services Review*, *116*(105111). https://doi.org/10.1016/j.childyouth.2020.105111

Li, Z., & Qiu, Z. (2018). How does family background affect children's educational achievement? evidence from contemporary China. *The Journal of Chinese Sociology*, *5*(13), 1–21. https://doi.org/10.1186/s40711-018-0083-8

Liang, E., Peters, L. E., Lomidze, A., & Akaba, S. (2020). "I like being involved in school stuff": Mothers' perspectives around their participation in family engagement in universal prekindergarten. *School Community Journal*, *30*(1), 59–87. http://www.schoolcommunitynetwork.org/SCJ.aspx

Lindberg, E., & Güven, P. (2021). The impact of parental involvement and expectations on elementary school students' academic achievement. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, *22*(1), 809–840. https://doi.org/10.17679/inuefd.888292

Liu, P. (2018). Transformational leadership research in China (2005-2015). *Chinese Education & Society*, *51*(5), 372–409. https://doi.org/10.1080/10611932.2018.1510690

Liu, P. (2021). Principals' transformational school leadership and collective teacher efficacy in Chinese urban upper secondary schools. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, *49*(2), 50–68. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/cs4dfdreh5

Love, H., May, R. W., Cui, M., & Fincham, F. D. (2020). Helicopter parenting, self-control, and school burnout among emerging adults. *Journal of Child and Family Studies*, *29*(2), 327–337. https://doi.org/10.1007/s10826-019-01560-z

Lumadi, R. I. (2019). Taming the tide of Achievement Gap by managing parental role in learner discipline. *South African Journal of Education*, *39*(Supplement 1), 1–10. https://doi.org/10.15700/saje.v39ns1a1707

Malkawi, N., & Smadi, M. (2016). The role of parental involvement on the fourth grade students' achievement in English language in public schools in Jordan. *Journal of Education and Practice*, *7*(31), 126–136. https://www.iiste.org/Journals/index.php/JEP/article/view/35767

Marković, M., Stanisavljević-Petrović, Z., & Mamutović, A. (2020). Parental involvement in the work of preschool institutions. *Inovacije u Nastavi*, *33*(3), 111–123. https://doi.org/10.5937/inovacije2003111m

Mata, L., Pedro, I., & Peixoto, F. J. (2018). Parental support, student motivational orientation and achievement: The impact of emotions. *International Journal of Emotional Education, 10*(2), 77–92. https://files.eric.ed.gov/fulltext/EJ1197565.pdf

McMillan, J. H. (2016). *Fundamentals of educational research*. Pearson.

Menon, M. E., & Lefteri, A. (2021). The link between transformational leadership and teacher self-efficacy. *Education, 142*(1), 42–52. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/x5pwjtyt3r

Merriam, S. B., & Tisdell, E. J. (2017). *Qualitative research: A guide to design and implementation*. Langara College.

Mihret, A. M., Dilgasa, G. S., & Mamo, T. H. (2019). Parenting style as correlates of adolescents' academic achievement motivation of Bate secondary SCHOOL,

HARAMAYA, ETHIOPIA. *International Journal of Education and Literacy Studies*, *7*(2), 172–176. https://doi.org/10.7575/aiac.ijels.v.7n.2p.172

Milosavljević Đukić, T. B., Bogavac, D. S., Stojadinović, A. M., & Rajčević, P. Đ. (2022). Parental involvement in education and collaboration with school. *International Journal of Cognitive Research in Science, Engineering & Education (IJCRSEE)*, *10*(1), 1–14. https://doi.org/10.23947/2334-8496-2022-10-1-01-14

Montes, G., & Montes, S. A. (2021). Parental involvement of parents of children with ADHD: A first population study. *Journal of Attention Disorders*, *25*(10), 1497–1505. https://doi.org/10.1177/1087054720911099

Mudzielwana, N. P., & Mulovhedzi, S. A. (2020). Parental support in the teaching and learning of mathematics in grade 3. *Gender & Behaviour*, *18*(3), 16042–16054. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/ah3dpj5frj

Mwita, K. M. (2022). Factors influencing data saturation in qualitative studies. *International Journal of Research in Business and Social Science*, *11*(4), 414–420. https://doi.org/10.20525/ijrbs.v11i4.1776

National Center for Education Statistics (NCES). (2020). *Parent and family involvement in education: 2019*. National Center for Education Statistics. https://nces.ed.gov/pubs2020/2020076full.pdf

Ng, T. K. (2021). New interpretation of extracurricular activities via social networking sites: A case study of artificial intelligence learning at a secondary school in Hong Kong. *Journal of Education and Training Studies*, *9*(1), 49–60. https://doi.org/10.11114/jets.v9i1.5105

Norheim, H., & Moser, T. (2020). Barriers and facilitators for partnerships between parents with immigrant backgrounds and professionals in ECEC: A review based on empirical

research. *European Early Childhood Education Research Journal, 28*(6), 789–805. https://doi.org/10.1080/1350293X.2020.1836582

Office for Human Research Protections (OHRP). (2018, January 15). *The Belmont report.* HHS.gov. https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-thebelmont-report/index.html.

Opoola, B. T., & Nasir, T. O. (2020). Secondary school students and their families' attitudes toward schooling in Nigeria. *International Journal of Education and Literacy Studies, 8*(1), 167–172. https://files.eric.ed.gov/fulltext/EJ1246229.pdf

Oswald, D. P., Zaidi, H. B., Cheatham, D. S., & Diggs Brody, K. G. (2018). Correlates of parent involvement in students' Learning: examination of a national data set. *Journal of Child and Family Studies, 27*(1), 316–323. https://doi.org/10.1007/s10826-017-0876-4.

Park, S., & Holloway, S. (2018). Parental involvement in adolescents' education: An examination of the interplay among school factors, parental role construction, and family income. *School Community Journal, 28*(1), 9–36. https://files.eric.ed.gov/fulltext/EJ1184925.pdf

Pek, L. S., & Mee, R. W. (2020). Parental involvement on child's education at home during school lockdown. *JHSS (JOURNAL OF HUMANITIES AND SOCIAL STUDIES), 4*(2), 192–196. https://doi.org/10.33751/jhss.v4i2.2502

Percy, W., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *The Qualitative Report, 20*(2), 76–85, https://doi.org/10.46743/2160-3715/2015.2097

Phillips, W. (2016, March 7). *Research tools: Interviews & questionnaires*. Research Methodology in Education - An LLED Manual. https://lled500.trubox.ca/2016/225.

Płaszewski, M., Krzepkowska, W., Grantham, W., Wroński, Z., Makaruk, H., & Trębska, J.

(2022). Knowledge, behaviours, and attitudes towards evidence-based practice amongst physiotherapists in Poland. A nationwide cross-sectional survey and focus group study protocol. *PLOS ONE*, *17*(3), 1–13. https://doi.org/10.1371/journal.pone.0264531

Polasek, T. (2021). Helicopter parenting in high school. *BU Journal of Graduate Studies in Education*, *13*(2), 33–37. https://files.eric.ed.gov/fulltext/EJ1304407.pdf

Protacio, M. S., Piazza, S. V., & David, V. (2021). Family engagement in the middle: Reaching out to families of English learners. *Middle School Journal*, *52*(1), 30–39. https://doi.org/10.1080/00940771.2020.1840268

Puccioni, J. (2018). Parental beliefs about school readiness, home and school-based involvement, and children's academic achievement. *Journal of Research in Childhood Education*, *32*(4), 435–454. https://doi.org/10.1080/02568543.2018.1494065

Quan-Baffour, K. P. (2020). School governing body for parents' productive involvement in South Africa. *International Journal of Educational Management*, *34*(5), 837–848. https://doi.org/10.1108/ijem-04-2018-0132

Rasool, S., Zhang, J., Aydin, H., & Halpern, C. (2021). The impact of south Asian parental involvement behaviors on children's academic achievement: Instrument development and exploratory factor analysis. *New Waves - Educational Research & Development, 24*(1), 21–52. https://files.eric.ed.gov/fulltext/EJ1308727.pdf

Rickert, N. P., & Skinner, E. A. (2022). Parent and teacher warm involvement and student's academic engagement: The mediating role of self-system processes. *British Journal of Educational Psychology*, *92*(2), 667–687. https://doi.org/10.1111/bjep.12470

Roksa, J., & Kinsley, P. (2019). The role of family support in facilitating academic success of low-income students. *Research in Higher Education*, *60*(4), 415–436.

https://doi.org/10.1007/s11162-018-9517-z

Ross, P. T., & Bibler Zaidi, N. L. (2019). Limited by our limitations. *Perspectives on Medical Education*, *8*(4), 261–264. https://doi.org/10.1007/s40037-019-00530-x

Roy, M., & Giraldo-García, R. (2018). The role of parental involvement and social/emotional skills in academic achievement: Global perspectives. *School Community Journal, 28*(2), 29– 46. https://files.eric.ed.gov/fulltext/EJ1201955.pdf

Sadiku, G. S., & Sylaj, V. (2019). Factors that influence the level of the academic performance of the students. *Journal of Social Studies Education Research*, *10* (3), 17–38. https://files.eric.ed.gov/fulltext/EJ1229420.pdf

Sahin, U. (2019). Parents' participation types in school education. *International Journal of Educational Methodology*, *5*(3). https://doi.org/10.12973/ijem.5.3.315

Salamondra, T. (2021). Effective communication in schools. *BU Journal of Graduate Studies in Education*, *13*(1), 22–26. https://files.eric.ed.gov/fulltext/EJ1303981.pdf

Saleem, T., & Zaffar, F. (2021). Multiple facets of parental involvement and the homework performance of primary level students. *Journal of Educational Sciences & Research, 8*(2), 61–76. https://doi.org/10.52587/jesar.08.02.05

Saleh, G. S., Akib, H., Abdussamad, J., Rifdan, & Malago, J. D. (2021). The Dynamics of Transformational Leadership Style: Evidence from Indonesia. *Turkish Online Journal of Qualitative Inquiry*, *12*(6), 5208–5215. https://discovery.ebsco.com/linkprocessor/plink?id=065cab5e-cd7d-381a-8f74-72dfb02c41ff.

Sanguiliano, J., Anderson, K., Welcome, S., Hissom, P., Hannah, B., & Lovero, N. (2019). Strong families and successful students: A qualitative study of families involved in a

strength-based community program. *Journal of at-Risk Issues, 22*(1), 19–27. https://files.eric.ed.gov/fulltext/EJ1218303.pdf

Şengönül, T. (2022). A review of the relationship between parental involvement and children's academic achievement and the role of family socioeconomic status in this relationship. *Pegem Journal of Education and Instruction, 12*(2), 32–57. https://doi.org/10.47750/pegegog.12.02.04

Shank, G., Pringle, J., & Brown, L. (2018). *Understanding education research: A guide to critical reading*. Routledge.

Shao, M., He, W., Zhao, L., & Su, Y.-S. (2022). The influence of parental involvement on parent satisfaction: The moderating effect of parental educational level and the number of children. *Frontiers in Psychology, 12*(752802), 1–10. https://doi.org/10.3389/fpsyg.2021.752802

Shepherd, S. M., & Masuka, G. (2020). Working with at-risk culturally and linguistically diverse young people in Australia: Risk factors, programming, and service delivery. *Criminal Justice Policy Review, 32*(5), 469–483. https://doi.org/10.1177/0887403420929416

Sibanda, R. (2021). "I'm not a teacher": A case of (dys)functional parent-teacher partnerships in a South African township. *South African Journal of Education, 41*(3), 1–13. https://doi.org/10.15700/saje.v41n3a1812

Siedlecki, S. L. (2022). Conducting interviews for qualitative research studies. *Clinical Nurse Specialist, 36*(2), 78–80. https://doi.org/10.1097/nur.0000000000000653

Simweleba, N. H., & Serpell, R. (2020). Parental involvement and learners' performance in rural basic schools of Zambia. *South African Journal of Childhood Education, 10*(1), 1–13. https://doi.org/10.4102/sajce.v10i1.608

Singh, S. S. (2020). Family involvement and immigrant parents: Perceptions of Indian mothers in Vienna. *Shanlax International Journal of Education, 8*(3), 61–66. https://doi.org/10.34293/education.v8i3.3172

Smith, J. (2020). Teachers' perspectives on communication and parent engagement in early childhood education programs for migrant farmworker children. *Journal of Early Childhood Research*, *18*(2), 115–129. https://doi.org/10.1177/1476718x19898712

Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The effects of family-school partnership interventions on academic and social-emotional functioning: A meta-analysis exploring what works for whom. *Educational Psychology Review*, *32*(2), 511–544. https://doi.org/10.1007/s10648-019-09509-w

Sol, B. J., & Sheldon, S. (2020). Connecting dimensions of school leadership for partnerships with school and teacher practices of family engagement. *School Community Journal, 30*(1), 9–32. https://discovery.ebsco.com/linkprocessor/plink?id=b07a4e69-c39f397c-b65a-bddd7df66fad.

Soule, N. E., & Curtis, H. L. (2021). High school home visits: Parent--teacher relationships and student success. *School Community Journal, 31*(2), 131–153 https://files.eric.ed.gov/fulltext/EJ1323070.pdf.

Staller, K. M. (2022). Confusing questions in qualitative inquiry: Research, interview, and analysis. *Qualitative Social Work, 21*(2), 227–234. https://doi.org/10.1177/14733250221080533

Stroetinga, M., Leeman, Y., & Veugelers, W. (2021). Primary school teachers' practices of collaborating with parents on upbringing. *School Community Journal, 31*(1), 259 – 281. https://files.eric.ed.gov/fulltext/EJ1304824.pdf

Sujarwo, S., & Herwin, H. (2023). Parental involvement and student achievement: A meta-analysis of publications in the Scopus database. *International Journal of Instruction, 16*(2), 107–124. https://doi.org/10.29333/iji.2023.1627a

Sujarwo, S., Kusumawardani, E., Prasetyo, I., & Herwin, H. (2021). Parent involvement in adolescents' education: A case study of partnership models. *Cypriot Journal of Educational Sciences*, *16*(4), 1563–1581. https://doi.org/10.18844/cjes.v16i4.6013

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian Journal of Hospital Pharmacy*, *68*(3), 226–231. https://doi.org/10.4212/cjhp.v68i3.1456

Sylaj, V. (2021). The impact of exchanged information between school and parents at the level of parent involvement in school. *International Journal of Instruction, 14*(1), 29-46. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/c3726dsz4v

Tabak, H. (2021). Analysis of school principals' views on parent involvement in education. *Kastamonu Education Journal*, *29*(2), 378–389. https://doi.org/10.24106/kefdergi.775682

Tamis-Lemonda, C. S., Luo, R., McFadden, K. E., Bandel, E. T., & Vallotton, C. (2017). Early home learning environment predicts children's 5th grade academic skills. *Applied Developmental Science*, *23* (2), 153–169. https://doi.org/10.1080/10888691.2017.1345634

Tan, C. Y., Lyu, M., & Peng, B. (2020). Academic benefits from parental involvement are stratified by parental socioeconomic status: A meta-analysis. *Parenting*, *20*(4), 241–287. https://doi.org/10.1080/15295192.2019.1694836

Tao, S. S., Lau, E. Y., & Yiu, H. M. (2019). Parental involvement after the transition to school: Are parents' expectations matched by experience? *Journal of Research in Childhood Education*, *33*(4), 637–653. https://doi.org/10.1080/02568543.2019.1653409

Theofanidis, D., & Fountouki, A. (2019). Limitations and delimitations in the research process. *Perioperative Nursing (GORNA), 7*(3), 155–162. https://doi.org//10.5281/zenodo.2552022

Thurairajah, K. (2019). Uncloaking the Researcher: Boundaries in qualitative research. *Qualitative Sociology Review, 15*(1), 132–147. https://doi.org/10.18778/1733-8077.15.1.06

Tian, H., & Sun, Z. (2018). Academic achievement assessment: Principles and methodology. *Springer-Verlage Educational Science Publishing House*. https://doi.org/10.1007/978-3-662-56198-0

Turtulla, S., & Lopar, E. B. (2022). Parental involvement in Kosovar education: Relationships with gender, education, and employment variables. *Cypriot Journal of Educational Sciences*, *17*(2), 440–450. https://doi.org/10.18844/cjes.v17i2.6830

Ulker, M., & Baris, E. T. (2020). Relationship between school, family, and environment, according to school principals' views. *Educational Research and Reviews*, *15*(3), 115 – 122. https://files.eric.ed.gov/fulltext/EJ1250478.pdf

US Department of Education. (2018, November 7). *Title I, part a program*. Title I, Part A Program. https://www2.ed.gov/programs/titleiparta/index.html

U.S. Department of Health & Human Services (HHS). (2018, July 19). *Part 46—Protection of human subjects*. Electronic Code of Federal Regulations (eCFR). https://www.ecfr.gov/cgibin/retrieveECFR?gp=&SID=83cd09e1c0f5c6937cd9d7513160fc3f&pitd=20180719&n=p t45.1.46&r=PART&ty=HTML#se45.1.46_1102.

U.S. Schools & World Report. (2022). *Bertie High in Windsor, NC - US news best high schools.* U.S. Schools & World Report. https://www.usnews.com/education/best-highschools/north-carolina/districts/bertie-county-schools/bertie-high-14285

Varma, K. (2019). Technology-enhanced parent involvement in science education. *In F.* Altlnay *(Ed.), The Role of Technology in Education*. IntechOpen. https://doi.org/10.5772/intechopen.86266

Varpio, L., Paradis, E., Uijtdehaage, S., & Young, M. (2020). The distinctions between theory, theoretical framework, and conceptual framework. *Academic Medicine, 95*(7), 989–994. https://doi.org/10.1097/acm.0000000000003075

Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterising and justifying sample size sufficiency in interview-based studies: Systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology*, *18*(148), 1–18. https://doi.org/10.1186/s12874-018-0594-7

Wangdi, T., & Tharchen, N. (2021). Bhutanese school teachers' perceptions, challenges, and perceived benefits in doing research. *Issues in Educational Research, 31*(3), 990– 1005. https://discovery.ebsco.com/linkprocessor/plink?id=6910cb22-b95f-3ee3-abbe0c180ea835ce.

Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C., & Johnson, J. C. (2018). Open-ended interview questions and saturation. *PLOS ONE, 13*(6), 1–18. https://doi.org/10.1371/journal.pone.0198606

Wilder, S. (2014). Effects of parental involvement on academic achievement: a metasynthesis. *Educational Review*, *66*(3), 377–397. https://doi.org/10.1080/00131911.2013.780009

Wright, K. B., Shields, S. M., Black, K., & Waxman, H. C. (2018). The effects of teacher home visits on student behavior, student academic achievement, and parent involvement. *School Community Journal*, *28*(1), 67– 90. https://www.adi.org/journal/2018ss/WrightEtAlSpring2018.pdf

Wulandary, D., & Herlisa, H. (2018). Parent involvement in schooling processes: A case study in Aceh. *Sukma: Jurnal Pendidikan*, *2*(1), 25–65. https://doi.org/10.32533/02102.2018

Xu, X., Xu, G., Liu, M., & Deng, C. (2020). Influence of parental academic involvement on the achievement goal orientations of high school students in China: A latent growth model study. *British Journal of Educational Psychology*, *90*(3), 700–718. https://doi.org/10.1111/bjep.12326

Yazdani, N., Siedlecki, K. L., Cao, Z., & Cham, H. (2020). Longitudinal impact of sociocultural factors and parent beliefs on parent-teacher relationship strength. *The Elementary School Journal*, *121*(1), 1–33. https://doi.org/10.1086/709881

Yildiz, V. A., & Kılıç, D. (2020). An investigation on the viewpoints of students, teachers, and parents about homework in primary schools. *International Online Journal of Education and Teaching (IOJET), 7*(4), 1572–1583. https://files.eric.ed.gov/fulltext/EJ1271064.pdf

Young, N. A. (2020). Getting the teacher's attention: Parent-teacher contact and teachers' behavior in the classroom. *Social Forces*, *99*(2), 560–589. https://doi.org/10.1093/sf/soz177

Yulianti, K., Denessen, E., & Droop, M. (2019). Indonesian parents' involvement in their children's education: A study in elementary schools in urban and rural java, Indonesia. *School Community Journal, 29*(1), 253 – 278. https://files.eric.ed.gov/fulltext/EJ1219794.pdf

Yulianti, K., Denessen, E., Droop, M., & Veerman, G. (2021). Transformational leadership for parental involvement: How teachers perceive the school leadership practices to promote parental involvement in children's education. *Leadership & Policy in Schools, 20*(2), 277–292. https://doi.org/10.1080/15700763.2019.1668424

Zedan, R. (2021). Parental involvement as a predictor of classroom climate, motivation for learning, and learning achievements. *Journal of Classroom Interaction, 56*(1), 56–74. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/wkw2j5xgiv

Zemilansky, P. (2016). *Research and critical reading*. Oregon Writes Open Writing Text. https://openoregon.pressbooks.pub/oregonwrites/chapter/research-and-critical-reading/

Zulauf-McCurdy, C. A., & Zinsser, K. M. (2021). How teachers' perceptions of the parent–teacher relationship affect children's risk for early childhood expulsion. *Psychology in the Schools, 58*(1), 69–88. https://doi.org/10.1002/pits.22440

Appendix A
Site Permission Request

Kadian Coote

XXXXXXXX

July 26, 2022

Dr. XXX XXXX

Superintendent

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOL

Dear Dr. XXXX

My name is Kadian Coote, and I am a doctoral student at the American College of Education (ACE). I am writing to ask permission to interview XXXXX School staff members. I will utilize this data for my dissertation research on *A Basic Qualitative Research Study: Educators' Perception of Parental Involvement and Student Achievement.* The purpose of this basic qualitative research study will be to explore educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement. If you agree to these interviews, kindly give your consent in the form of a brief letter on the school's or school district's letterhead. Please do not hesitate to get in touch with me at XXX-XXX-XXXX or XXXX@my.ace.edu if you need more information. I appreciate your time and thought in this situation.

My heartfelt thanks,

Kadian Coote

Appendix B

Site Approval Letter

[redacted]

August 3, 2022

American College of Education
101 W Ohio St Suite 1200
Indianapolis, IN 46204

Subject: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOL

[redacted]

To whom it may concern:

In this letter, I acknowledge that I have reviewed and approved Kadian Coote's request to conduct dissertation research on "A Basic Qualitative Research Study: Educator's Perception of Parental Involvement and Student Achievement" at Bertie High School.

Dr. [redacted]
Superintendent of Schools

[redacted] County
Board of Education:

[redacted] - Chair

[redacted]
Vice-Chairman

[redacted]

If we have any concerns or need additional information, we will contact the American College of Education – Doctoral Programs at (800) 280-0307.

Sincerely,

[redacted]

[redacted] County Schools

[redacted]

Appendix C

Informed Consent

Prospective Research Participant: Read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study. You are free to ask questions at any time before, during, or after your participation in this research.

Project Information

Project Title: A Basic Qualitative Research Study: Educators' Perception of Parental Involvement and Student Achievement

Researcher: Kadian O. Coote
Organization: American College of Education
Email: XXXX@my.ace.edu **Telephone:** XXX-XXX-XXXX

Researcher's Dissertation Chair: XXXXXXXX
Organization and Position: American College of Education **Email:** **XXXX@ace.edu**

Introduction

I am Kadian Coote, and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Anthony Wes. I will give you some information about the project and invite you to be part of this research. Before you decide, you can talk to anyone you feel comfortable with about the research. If you have questions, ask me to stop as we go through the information, and I will explain. If you have questions later, feel free to ask me then.

Purpose of the Research

The purpose of this basic qualitative research is to explore educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement. You are being asked to participate in a research study which will assist with evaluating relationship between parental involvement and student achievement. Conducting this qualitative methods study will assist lay the groundwork for future research and give your administration vital information.

Research Design and Procedures

The study will use a qualitative methodology and a basic qualitative research design. The study will comprise of 15 – 20 classroom teachers and 6 – 12 non – teaching staff participants who will participate in semi-structured interview and a focus group. Parents' engagement and student accomplishment will be the subject of semi-structured interviews with classroom teachers and the focus group interview with non – teaching staff at this location who have regular contact with

parents. The semi-structured, and a focus group interview will be conducted at a site that is most convenient.

Participant selection

You are being invited to take part in this research because of your experience as an educator who can contribute much experience, which meets the criteria for this study.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate. If you choose not to participate, there will be no punitive repercussions. If you choose to participate, you are not obligated to see the interview through and can withdraw from the study any time without penalty.

Right to Refuse or Withdraw

Participation is voluntary. At any time, you wish to end your participation in the research study, you may do so by sending me an email explaining you are opting out of the study. There will be no repercussions for leaving the study.

Procedures

We are inviting you to participate in this research study. If you agree, you will be asked to agree to a semi-structured or focus group interview. The type of questions asked will range from a demographical perspective to direct inquiries about the topic of parental involvement and student achievement.

Duration

The semi-structured interview portion of the research study will last no less than 20 minutes and no more than 60 minutes. The focus group interview segment of the research study will take a minimum of 60 minutes to complete but can last up to 90 minutes. If you are chosen to be in the study, semi-structured and focus group interviews will be conducted at a location and time convenient for the participant. Before an interview, you will be asked to provide permission to have the interview recorded to have accurate transcripts for data.

Risks

The researcher will ask you to share personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any question or take part in the discussion if you don't wish to do so. You do not have to give any reason for not responding to any question.

Benefits

While there will be no direct financial benefit to you, your participation is likely to help us find out more about parental involvement and student achievement. The potential benefits of this study will aid the school in assessing the effects of parental involvement and student achievement.

Confidentiality

I will not share information about you or anything you say to anyone outside of the researcher. During the defense of the doctoral dissertation, data collected will be presented to the dissertation committee. The information and interview data will be stored on a password-protected computer in a password-protected Google Doc. The password-protected computer and Google document will be secured in a locked cabinet to which only the researcher will have access. The hard copies of the data will be shredded after 3 years, and the digital versions will be deleted from the computer. Any information about you will be coded and will not have a direct correlation, which directly identifies you as the participant. Only I will know what your number is, and I will secure your information.

Sharing the Results

At the end of the research study, the results will be available for each participant. It is anticipated to publish the results so other interested people may learn from the research.

Questions About the Study

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me at XXXX@my.ace.edu. This research plan has been reviewed and approved by the Institutional Review Board of American College of Education. This is a committee whose role is to make sure research participants are protected from harm. If you wish to ask questions of this group, email IRB@ace.edu.

Certificate of Consent

I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in the research study. I have been provided the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age. I consent voluntarily to be a participant in this study.

Print or type name of participant: _____
Signature of participant: _____
Date: _____

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this Consent Form has been provided to the participant.

Print or type name of lead researcher: _____
Signature of lead researcher: _____
Date: _____

PLEASE KEEP THIS INFORMED CONSENT FORM FOR YOUR RECORDS.

Appendix D
Focus Group (Non-Teaching Staff) Interview Questions

1. What does parental involvement mean to you?
2. What role do you think parents should play in their child's education?
3. What are the links between parental participation and academic success that you perceive?
4. How do you communicate with parents about their children's academic progress?
5. How often do you communicate with parents about school happenings surrounding academics?
6. As an administrative staff, what do you do to promote parental involvement at your school?
7. What challenges do you believe parents face with involvement in their children's education?
8. Do you think there is enough contact between parents and teachers? Please explain.
9. Do you think there is enough contact between administrators and parents? Explain.
10. What advantages do you think students gain from parents' involvement in their education?

Closing question: Is there anything else you would like to share about parental involvement in your school?

Your replies will not be reported as ones associated with your name and are private. You will receive the interview transcript via email for approval. I appreciate your participation.

Appendix E
Semi-structured (Classroom Teachers) Interview Questions

Interview Date and Time: _____

Interview Location: _____

Name of Interviewer: _____

Name of Interviewee: _____

By signing below, I verify the completion of the participant informed consent form.

Name: _____Date: _____

Introductory Questions:

How many years have you been teaching?

Have you always taught in the same school setting – public high school?

What influenced you to become an educator?

Do you serve as a general educator or a special educator?

Interview Questions

1. What do you think the relationship between parental involvement and academic success is like for your students?
2. What percentage of parents do you believe are actively involved in guiding their children academically, and what led you to that percentage?
3. Is there a higher academic success rate for students whose parents are involved in their schooling? Explain your answer.
4. Describe your methods of communicating with parents about students' academic progress.
5. How effective do you believe are the methods used to communicate with parents? What

changes if any do you observe in students' academics? Explain.

6. How often do you communicate with parents about students' progress?
7. How do parents respond to you updating them on their children's academics?
8. What are parents' responses about how often you should communicate about their child's academics?
9. Describe the strategies you use to encourage parental involvement in their children's academics.
10. What are the responses from parents about their role in their child's academic success?
11. How can parents help their children succeed academically, according to what they have revealed to you?
12. What kinds of parental involvement programs are currently in place at your school?
13. How do parents respond to the parental involvement programs?

Closing question: What more information do you wish to add to your responses?

Your replies will not be reported as ones associated with your name and are private. You will receive the interview transcript via email for approval. I appreciate your participation.

Appendix F
Email for Subject Matter Expert Review Request

Good day. I trust that you are having a splendid day. I am a Doctoral student at the American College of Education. As part of my upcoming research, I would like experts to look at my interview questions and provide feedback. The research topic is *A Basic Qualitative Research Study: Educators' Perception of Parental Involvement and Student Achievement,* and the questions guiding the research are as follows.

Research Question 1:

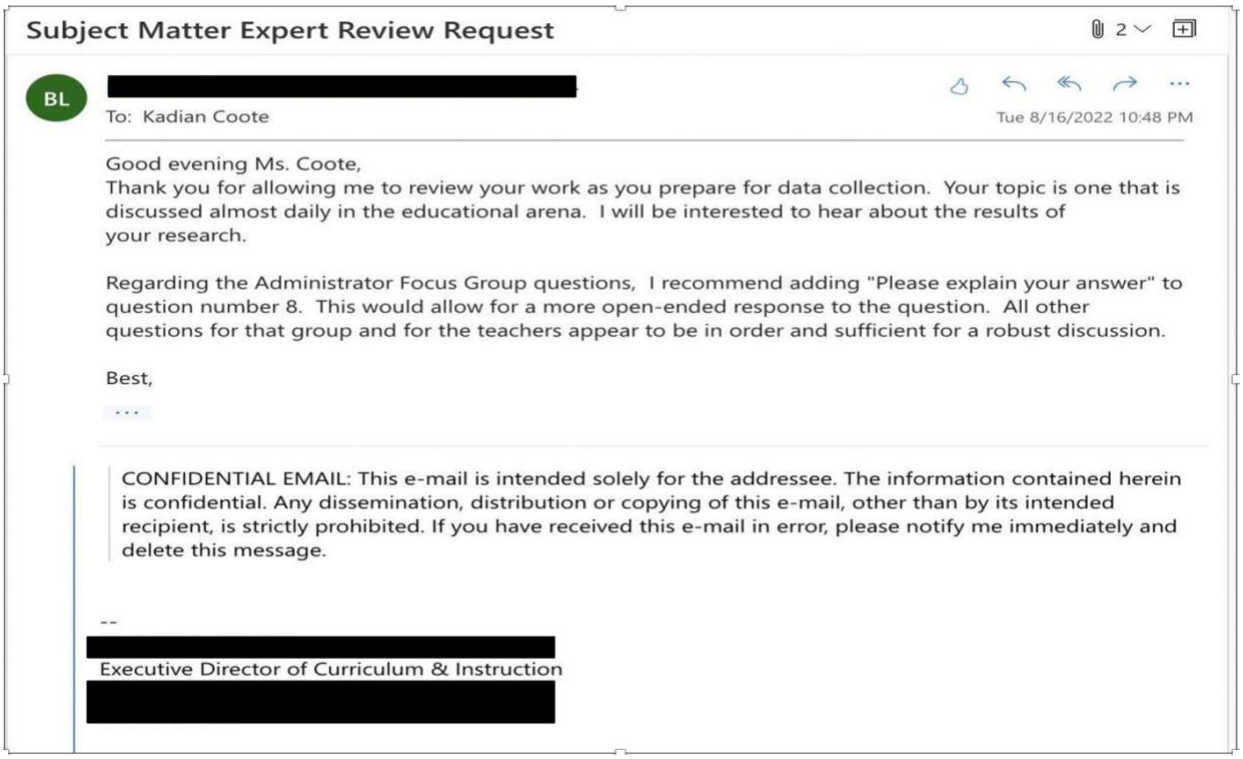
What are secondary educators' perspectives of how parents assist their children in achieving academic success?

Research Question 2:

According to educators' experience with parents, what are their beliefs on the influence of parental participation on secondary school students' academic success?

I would appreciate it if you could have a look and reply via email (XXXX@my.ace.edu) with any recommendations. Please offer input in the body of an email instead of making changes to the actual paper. Saying that everything is in order is also acceptable. Thank you for your assistance.

Appendix G
Subject Matter Experts Feedback



Subject Matter Expert Review Request

2

BL [redacted]

To: Kadian Coote

Tue 8/16/2022 10:48 PM

Good evening Ms. Coote,
Thank you for allowing me to review your work as you prepare for data collection. Your topic is one that is discussed almost daily in the educational arena. I will be interested to hear about the results of your research.

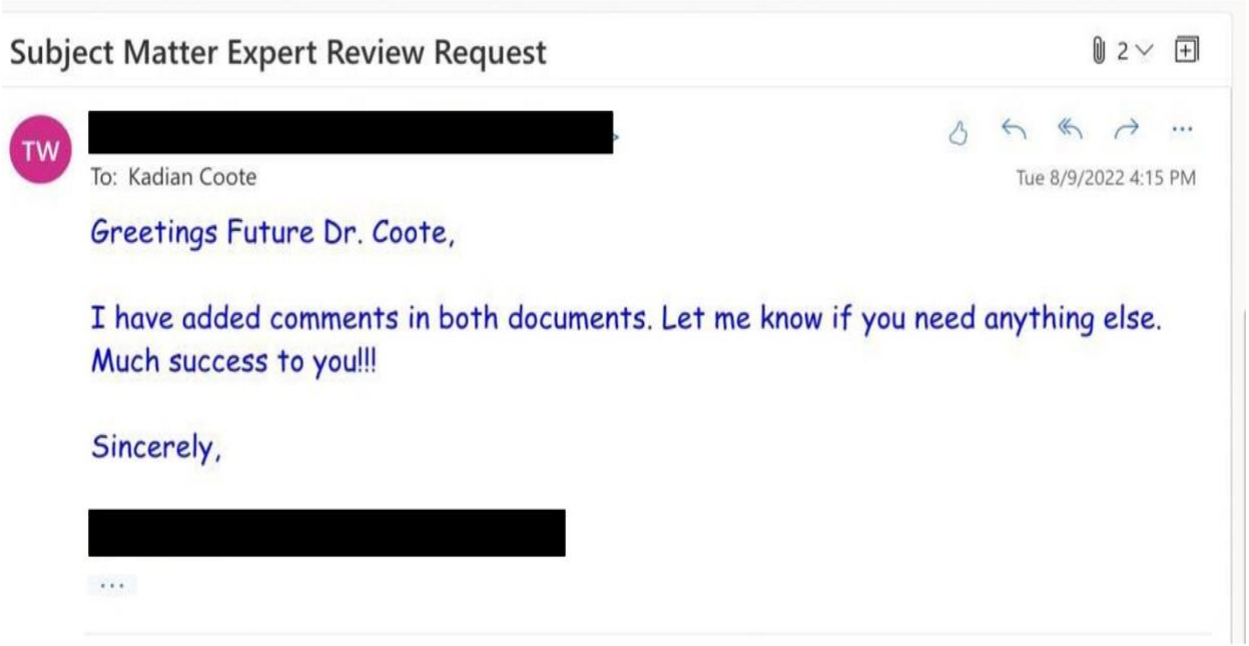
Regarding the Administrator Focus Group questions, I recommend adding "Please explain your answer" to question number 8. This would allow for a more open-ended response to the question. All other questions for that group and for the teachers appear to be in order and sufficient for a robust discussion.

Best,

...

CONFIDENTIAL EMAIL: This e-mail is intended solely for the addressee. The information contained herein is confidential. Any dissemination, distribution or copying of this e-mail, other than by its intended recipient, is strictly prohibited. If you have received this e-mail in error, please notify me immediately and delete this message.

--
[redacted]
Executive Director of Curriculum & Instruction
[redacted]



Subject Matter Expert Review Request

2

TW [redacted]

To: Kadian Coote

Tue 8/9/2022 4:15 PM

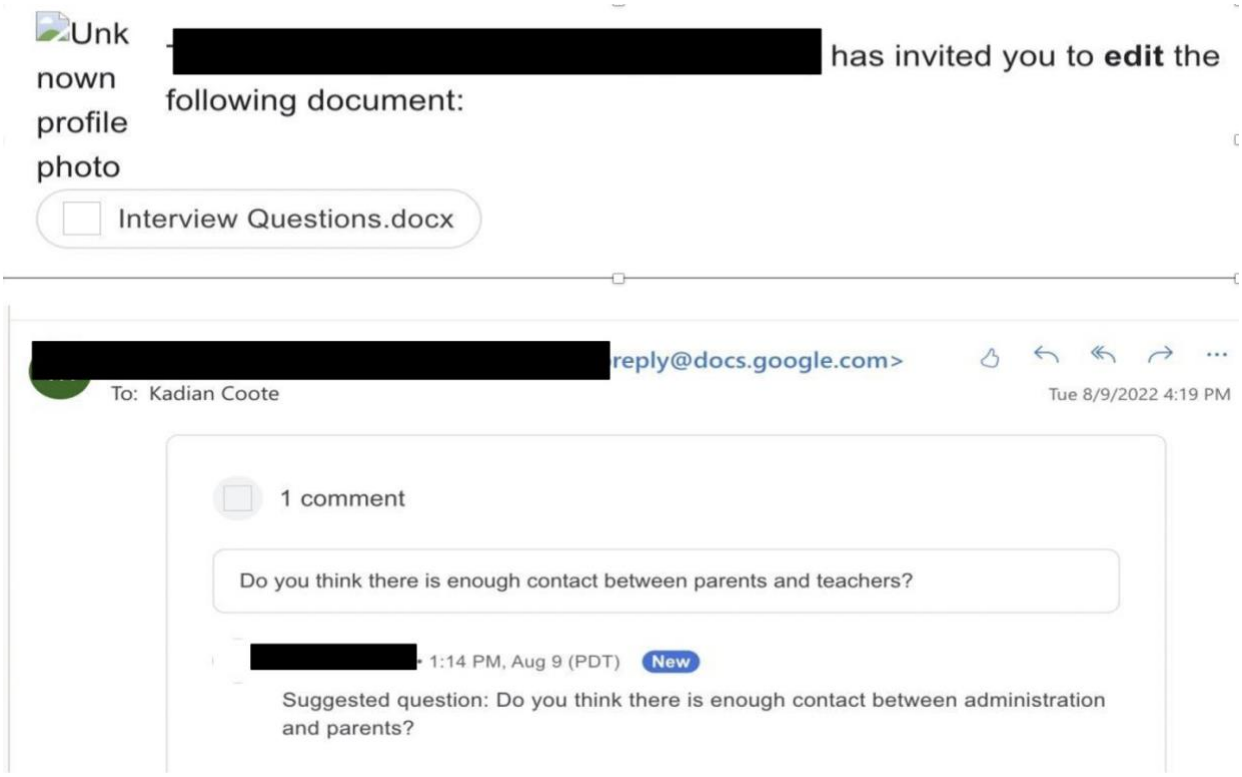
Greetings Future Dr. Coote,

I have added comments in both documents. Let me know if you need anything else. Much success to you!!!

Sincerely,

[redacted]

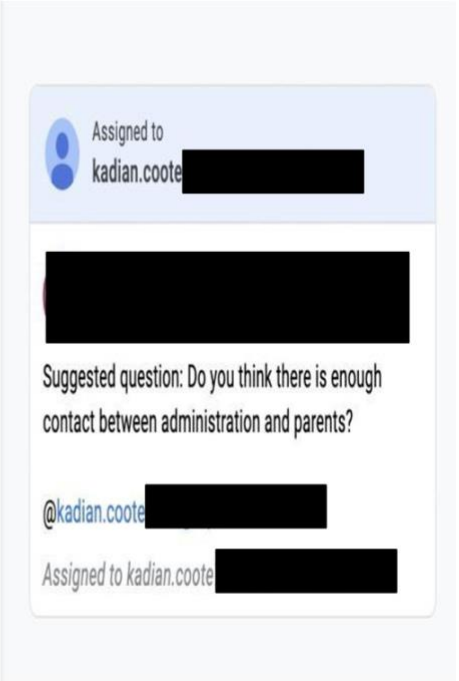
...

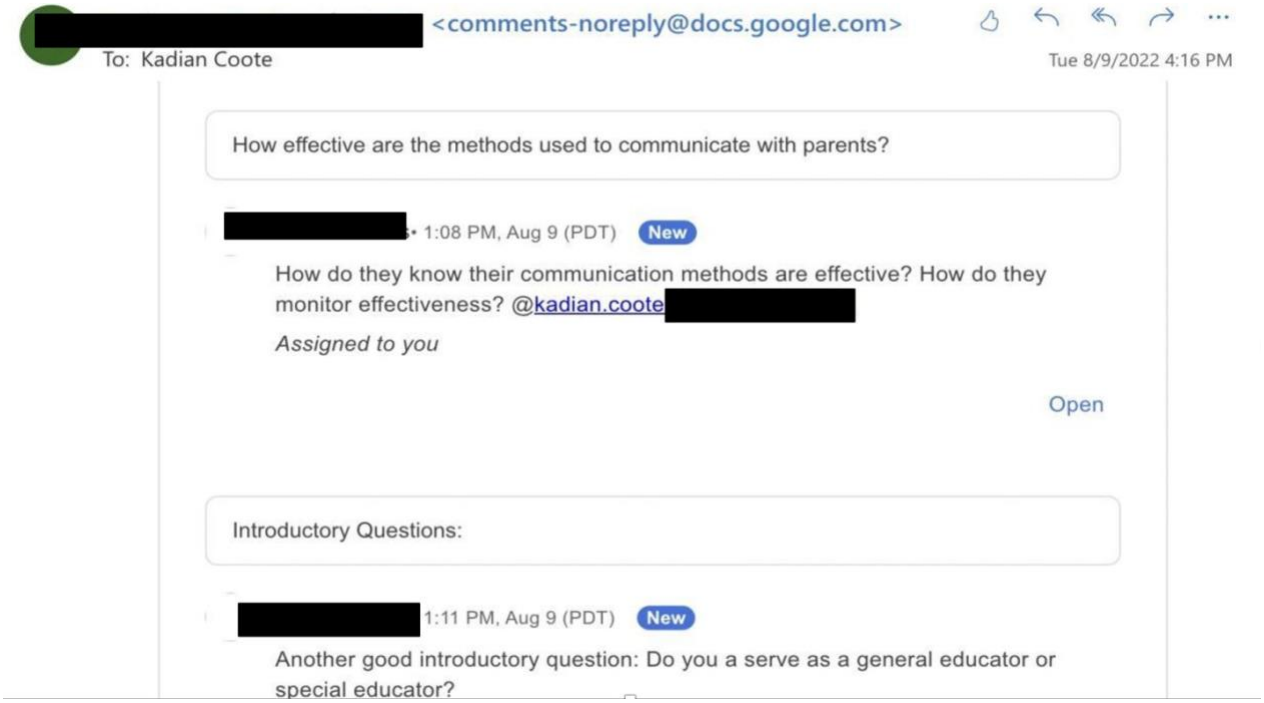


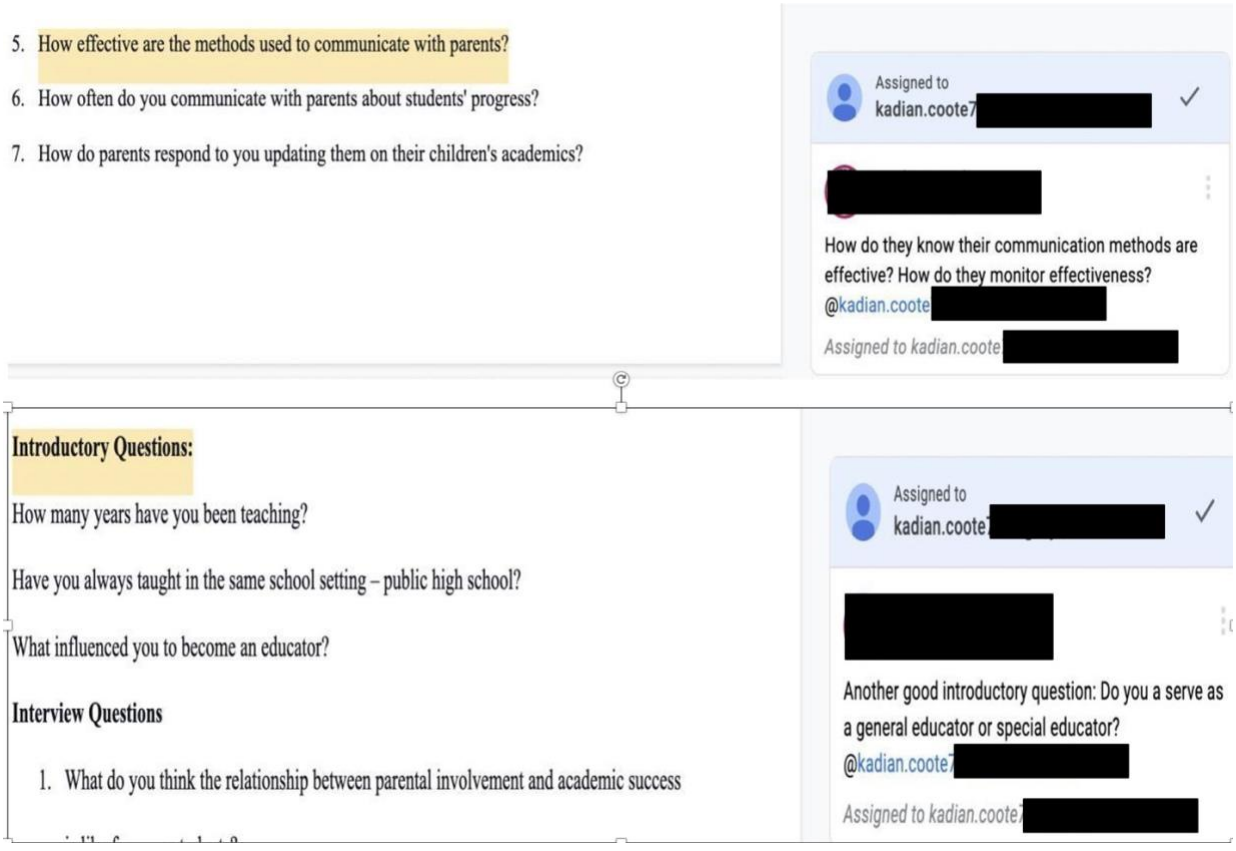
8. Do you think there is enough contact between parents and teachers?
9. What advantages do you think students gain from parents' involvement in their education?

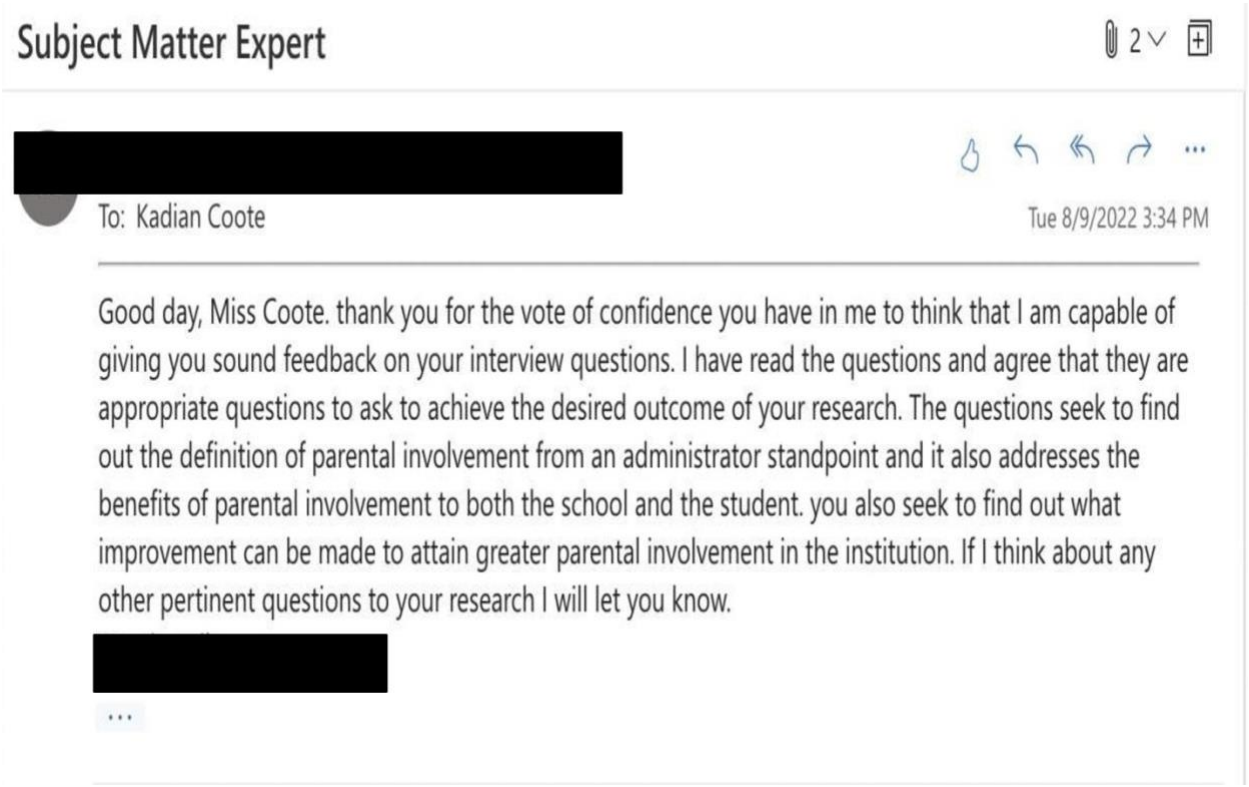
Closing question: Is there anything else you would like to share about parental involvement in your school?

Your replies will not be reported as ones associated with your name and are private. You will receive the interview transcript via email for approval. I appreciate your participation.




[redacted] <comments-noreply@docs.google.com>
To: Kadian Coote
Tue 8/9/2022 4:16 PM
How effective are the methods used to communicate with parents?
[redacted] 1:08 PM, Aug 9 (PDT) New
How do they know their communication methods are effective? How do they monitor effectiveness? @kadian.coote[redacted]
Assigned to you
Open
Introductory Questions:
[redacted] 1:11 PM, Aug 9 (PDT) New
Another good introductory question: Do you a serve as a general educator or special educator?


5. How effective are the methods used to communicate with parents?
6. How often do you communicate with parents about students' progress?
7. How do parents respond to you updating them on their children's academics?
Assigned to kadian.coote7[redacted]
[redacted]
How do they know their communication methods are effective? How do they monitor effectiveness? @kadian.coote[redacted]
Assigned to kadian.coote[redacted]
Introductory Questions:
How many years have you been teaching?
Have you always taught in the same school setting – public high school?
What influenced you to become an educator?
Interview Questions
1. What do you think the relationship between parental involvement and academic success
Assigned to kadian.coote7[redacted]
[redacted]
Another good introductory question: Do you a serve as a general educator or special educator? @kadian.coote7[redacted]
Assigned to kadian.coote7[redacted]



Subject Matter Expert

2

[redacted]

To: Kadian Coote

Tue 8/9/2022 3:34 PM

Good day, Miss Coote. thank you for the vote of confidence you have in me to think that I am capable of giving you sound feedback on your interview questions. I have read the questions and agree that they are appropriate questions to ask to achieve the desired outcome of your research. The questions seek to find out the definition of parental involvement from an administrator standpoint and it also addresses the benefits of parental involvement to both the school and the student. you also seek to find out what improvement can be made to attain greater parental involvement in the institution. If I think about any other pertinent questions to your research I will let you know.

[redacted]

Appendix H

Invitation to Participate Letter

Date:
Dear ------

I am a doctoral student at American College of Education. I am writing to let you know about an opportunity to participate in a dissertation research study.

Brief description of the study: The research will explore educators' perceptions of how the extent of parental involvement relates to the degree of secondary students' academic achievement. Parents' engagement and student accomplishment will be the subject of semi-structured interviews with classroom teachers and the focus group interview with non – teaching staff at this location who have regular contact with parents.

Description of criteria for participation: Any educator at the institution with direct contact with parents and students is eligible to participate in the study.

Your participation in the study will be voluntary. If you wish to withdraw from the research at any time, you may do so by contacting me using the information below.

I may publish the results of this study; however, I will not use your name nor share identifiable data you provided. Your information will remain confidential. If you would like additional information about the study, please contact the following.

Candidate Contact Information: XXXX@my.ace.edu

Chair Contact Information: XXXX@ce.edu

If you meet the criteria above, are interested in participating in the study, and would like to be included in the potential participant pool, please use the link below to access, review, and accept the informed consent.

Thank you again for considering this dissertation research opportunity.