

**School Leadership and Parent Engagement in Secondary Schools:
An Exploratory Qualitative Case Study**

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Dissertation Submitted to the Doctoral Program
of the American College of Education
in partial fulfillment of the requirements for the degree of
Doctor of Educational Leadership
June 2021

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Abstract

Secondary-level education institutions have seen trends in decreased parent and community involvement in the state of Florida. Title I schools, with 40% or more of the student population falling below the average family income level identified by the U.S. government, report barriers that may inhibit parents and community members from taking a vested interest in secondary school-age students. Literature reviewed addressed concerns with the lack of parent involvement, barriers to engagement in schools, and the idea of perception from varied points of view. The gap in research was the leadership perspectives in Title I high schools and the best practices leadership teams can implement to increase involvement and change perception. The exploratory case study investigated parent-school relationships and perception through a constructivist lens connecting theories of social capital, life-course, and goal orientation. Two southwest Florida secondary schools in the same district were purposefully selected for the study based on geographic convenience. Purposeful sampling indicated 35–40 potential participants in leadership positions at the Title I and non-Title I school combined. Thirty-six individuals consented to participate in the exploratory qualitative case study. Information was coded for themes and organized using MAXQDA to confirm. Researcher-created questionnaires, historical district data, and focus group discussions added to literature on perceptions of parent involvement in secondary schools and whether leadership perceptions, attitude, or practices change the level of activity within cohorts based on perception. Key findings included a need for a common definition of parent involvement among all stakeholders and support for initiatives that include parents, families, and the community.

Key words: perception, involvement, engagement, social capital, secondary schools

Dedication

Throughout the doctoral journey, I would be remiss if I did not dedicate the following chapters of work to my husband, Robert J. Shaw (BobbyShaw). Within the span of my work, you have also worked extremely hard to reinvent yourself, support me, and create an environment where I knew, my work was important and valuable. Even if you had no clue what exactly I was working on, you stood by me, celebrated, and wiped my tears. Bobby you have been my rock, paper, and scissors in the process; I love you more.

Getting the dissertation completed has taken support and guidance from my village. From the family, friends, colleagues, and advisors throughout the process; a simple thank you is merely not enough. Although my faithful writing companion, Darby cannot walk across the stage and become an honorary doctorate; she has provided comfort and knew when I needed a walk or dance break. My “little” has been a champ in my writing and study processes.

Family has, and always will be a pillar in my life. Mom, I hope you know how very much it will mean to me for you to be there when I graduate as a “doctor.” Your strength, guidance, support, and love mean more to me than you know, thank you. Dad, you have no idea how much your stubborn Jargowsky spirit has impacted me. Patty and Tanya, I am sure you can agree.

Acknowledgments

Much appreciation needs to be shown to my dissertation chair, Dr. M. McCraney and committee member Dr. P. Lucas; I am grateful for the guidance, support, and timely responses to questions and issues along the way. Additionally, shout outs to Dr. R. Curtis! It was my pleasure to learn from and with you as your graduate assistant and student. Your words of wisdom, attention to detail, and love for education are truly inspiring. Dr. I. Akin, I will forever be blessed by your guidance and grace when I needed it, even at the most trying of times, thank you for believing in me.

To the soon-to-be Dr. Plush, Dr. Livornese, and Dr. Palma; words cannot express the thanks, love, compassion, and fraternity I have for you all. Doctoral work can be a lonely journey but with the three of you and many others, it has been one which I will not soon forget. The calls, text messages, and check-ins from you all at varied times of the day and night were more than welcomed, they were necessary to keep our motivation and sanity, we did this! To the many other candidates, keep pushing, you have had a positive effect on how and why I continued to work, even in the most challenging of circumstances, thank you. Congratulations to you all as you continue to grow and cause positive change in our ever-fluctuating professions.

Extensive thanks to the leadership teams, and the school district where research was conducted. Titans and Sharks rose to the occasion during a pandemic to assist me, and I could not have done this without both high schools. My “work” brothers, and sisters, you all know who you are. The never-ending support, guidance, and perspective along the way from my “people”, you are in my heart eternally. I will forever be, a grateful Jersey girl.

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Chapter 1: Introduction

Secondary schools are faced with decreased involvement from parents and community members (U.S. Department of Education [USDE], 2018). Title I schools are designated as such when 40% of the students attending are from lower income families. In the United States, approximately 21 million students in Grades K–12 qualify for Title I benefits at public schools (USDE, 2018). While the rate of lower income families has not seemed to change, the decline in parent involvement with school communities is a continual concern to school districts nationally (USDE, 2018). Cultural beliefs, values, and morals have been centered on educational endeavors in the United States since conception and grounded further in equality in 1974 with the Equal Educational Opportunities Act (Education Law, 1974). Schools that embrace community and parent involvement have higher academic achievement and increased positive behaviors across socioeconomic, ethnic, racial, language, religious, and gendered populations (Froiland & Davison, 2014; Toor, 2018). The following sections provide the background of the problem, statement of the problem, purpose, significance of the study, research questions, theoretical framework, key terms, assumptions, scope and delimitations, limitations, and chapter summary.

Background of the Study

Title I schools have additional supports from federal and state-level grants (USDE, 2018); non-English-speaking families and families in need of economic support are a part of the equation..Jung and Zhang (2016) posited the ability of speaking the common language of a community prohibits parent engagement and academic achievement of students. Communication between stakeholders is connected to involvement at all levels of education.

The background of the problem came from empirical research that claims involvement and engagement of parents or guardians in educating children has a direct impact on the

achievement of adolescents (Benner et al., 2016; Jensen & Minke, 2017). Educational leadership needs to identify the perceptions and practices of successful schools' involvement plans to initiate strategies that incorporate and address the barriers Title I schools inherently encompass (Cerezo et al., 2018; Masumoto & Brown-Welty, 2009). Students in the same district at non-Title I secondary schools have additional community and parent support, and the equity of resources is a primary issue (Choi et al., 2015; Rosenthal, 2010). The extent of the problem reaches the resource of social capital, an important physical, financial, and motivational source in education (Bourdieu, 1986; Rogosic & Baranovic, 2016). Regardless of the designation or location of a school, leadership needs to incorporate innovative methods to gain parent involvement in obstacle-ridden secondary schools (Clayton, 2017; Stevens & Patel, 2015).

Statement of the Problem

The problem was educational leadership's perceptions and attitudes toward parent–community–school involvement within two secondary schools in southwest Florida, need to address decreased parent involvement, within secondary schools of either Title I or non-Title I designation. Research indicates parent and community involvement in schools of all levels increases academic achievement for adolescents of all education backgrounds (Hurley et al., 2017; Jensen & Minke, 2017). Individual secondary schools in the same district have varied resources, and observed or documented increased community involvement, and parent engagement at events or through sponsored activities. The leadership perceptions of the involvement levels for the community and parents differed based on the geographic location of the school building, designation of socioeconomic standing of the surrounding community, and longevity of the principal leader (Kuru Cretin & Taskin, 2016). Secondary school leadership cohorts pass messages to lower leaders to diffuse information to teams and departments.

Perception of messages can change meaning and intent based on the sender and receiver. When leadership is not directly sending messages of parent inclusion or engagement, the level of engagement educators exude with parent events and communication can be inhibited. A gap in literature existed regarding how parent involvement could be connected to the perceptions or attitudes of leadership in secondary Title I or non-Title I schools.

Purpose of the Study

The purpose of the exploratory qualitative case study was to investigate educational leaderships' perceptions and attitudes toward parent–community–school involvement in two secondary schools in southwest Florida, one designated as Title I and the other is not. Selection of a Title I and non-Title I secondary campus in the same school district was to examine if the perceptions of differing school leadership teams had any bearing on decreased parent involvement. Case study designs direct attention to descriptions, interpretations, perceptions, and understandings of individuals' lived experiences (Tellis, 1997). Exploratory qualitative case studies present a depth of understanding of the events or processes of a phenomenon, while exploring the phenomenon through multiple data collection points (Baxter & Jack, 2008; Yazan, 2015). Exploration of the problem utilized two specific secondary schools in the same district based primarily on potential travel and communication costs incurred by investigator. The two southwest Florida schools selected, were categorically different based on regional geography, socioeconomic classification, and community resources. Only the grade levels of a traditional secondary school, participant identifiers, and district affiliation were similar when research was conducted.

An exploratory qualitative case study method was selected because of the need to identify attitudes and perceptions of educational leaders toward parent engagement and involvement in

their secondary schools (Tellis, 1997; Toor, 2018). Analyzing perceived barriers parents and community members may have towards involvement with secondary schools was investigated, through the literature in Chapter 2. Although research has revealed barriers such as language, income, or race in education and parent or community involvement, perceptual changes of educational settings has generated a sense of community around schools and increased involvement and engagement (Kuru Cretin & Taskin, 2016). Research conducted highlighted initiatives, programs, or supports that can be used as guides for secondary leadership teams in generating parent and community involvement.

Significance of the Study

Through the exploratory qualitative case study, secondary school leaders, board members, and stakeholders may be able to identify and share best practices and strategies to increase parent involvement at all schools in the district. Investigating the attitudes and perceptions of parent involvement from the role of leadership and parents with varying demographic designations and in the same district could lead to positive results for students and the community at large. As parent involvement changes over time based on education level, leadership attitudes and perceptions tend to fluctuate based on cultural or societal trends (Clayton, 2017; Hornby & Blackwell, 2018).

Knowledge gained and shared through the research may be a benefit to secondary school leaders dealing with increasingly difficult cultural and social issues attributed to decreasing parent involvement. Hornby and Blackwell (2018) and Jung and Zhang (2016) posited parent involvement barriers in research. English language ability, parental perception of education and society, were key issues prompting the decline in participation among parents studied (Hornby & Blackwell, 2018; Jung & Zhang, 2016). Relationship building is a primary focus of school

leaders, and with additional barriers or obstacles in outreach, leaders need to allocate efforts into building social capital and parent school relationships around the community.

Research Questions

An exploratory qualitative case study was selected to identify strategies and perceptions of educational leaders toward engagement and involvement of community members and parents in respective secondary schools (Tellis, 1997; Toor, 2018). Reflection on the research questions throughout the exploration assisted with maintaining alignment. The following research questions guided the study and extended the existing research on leadership perceptions and parent involvement in secondary schools:

Research Question 1: How do educational leaders of secondary schools, Title I or non-Title I, in the same southwest Florida school district perceive parent engagement and involvement?

Research Question 2: How do leadership perceptions and attitudes toward parent involvement influence the cohorts of leadership in Title I and non-Title I secondary schools in a southwest Florida school district?

Theoretical Framework

The study explored the perceptions of leadership toward parent involvement in secondary schools and addressed a conceptual framework of social capital. Bourdieu (1986) and Coleman (1988) conceptualized the use of social capital outside of general economic principles to incorporate interactions among individuals in organizations. Theories regarding education achievement and parent involvement range from ideas on transitioning from primary to secondary schooling to overlapping influential spheres (Yamauchi et al., 2017). Epstein and Salinas (2004) developed and explained the need for understanding six types of parent

involvement and how the spheres interrelate to the theoretical framework. Areas of focus within the parental engagement spheres include communication, volunteering, decision making, partnerships with the community, and parenting (Epstein & Salinas, 2004). Through the concept of community collaboration, social capital concerning partnerships with secondary schools connects to the defining roles of parenting used in research (Vorhaus, 2014).

Aligning with social capital are bioecological and life-course theories. According to bioecological theory, the connections within families and communities are inclusive of educational experiences and academic achievement (Bronfenbrenner & Morris, 2006). As human growth and maturity involve stages of learning, life-course theory further supports ideas of interconnectedness and social capital (Stevens & Patel, 2015). Due to the exploratory nature of the case study on perceptions, the context of the theoretical framework provided support to investigate the academic and social achievement in secondary school-age students and parent involvement.

Definitions of Terms

Understanding terminology is a key aspect in research. Having a deep understanding of terms or phrases used in the exploratory qualitative case study provides a connection between the research questions and reported findings and conclusions. Further exploration of the terms, themes, and theories was based on the following definitions and usage.

Educational Leadership. Educational leadership includes leaders in public or private school organizations, inclusive of principals, assistant principals, academic coaches, department chair or grade-level leaders, and additional administrative individuals. In secondary schools, leadership is diffused throughout varied levels to assure the principal has individuals in different school aspects of academic and social activities who oversee and interact with the school

community in daily activities (Hauseman et al., 2017).

Engagement. *Engagement* is used interchangeably in literature with *involvement*.

Engagement is interaction with an individual or in an activity such as assisting a student in homework, conferring with teachers, or mentoring. Students in secondary schools need supportive adults to navigate the balance of school, work, extracurricular activities, and social life (Okon et al., 2019; Robinson, 2017).

Involvement. Involvement is the act of communicating with an activity or individual (Souto-Manning & Swick, 2006). Parent involvement can include assisting with assignments, volunteering in the school, communicating with education professionals, and speaking with children about the functions of learning (Okon et al., 2019).

Life-Course Theory. Life-course theory is the individual movement through positive relationships and social connections for the duration of one's life (Johnson & Hitlin, 2017).

Parent/Guardian. A parent/guardian is any individual of any gender or age who takes on the rearing of a child (Froiland & Davison, 2014; Hurley et al., 2017). In an academic context, children have the role of learner, with parents as a support system and community as a structure to follow by example (Bischoff & Owens, 2019).

Perception. Perception is ideas or attitudes toward a certain interaction or group of individuals. School leadership perception toward parent involvement was the primary concern of the research. While parents may believe interaction with secondary students is enough support, leaders, teachers, and community members may believe the lack of directly observed involvement and engagement is not adequate for a positive school experience (Benner et al., 2016; Jensen & Minke, 2017; Wao et al., 2017).

Secondary or High School Students. Secondary or high school students have completed

Grades K–8 (Krane & Klevan, 2019). Secondary students, for the study, comprised ages 13 through 18, in Grades 9–12, generally.

Social Capital. Social capital is the bridge connecting organizations and individuals through interconnected exchanges and involvement (Bhandari & Yasunobu, 2009; Rogosic & Baranovic, 2016).

Socioeconomic Status (SES). Socioeconomic status is a social and economic parameter that details income level and social standing within a community. In education, students who have a family income below a standard amount qualify for free and reduced lunch (USDE, 2018). Federal guidelines identify schools as Title I if more than 40% of the student population qualifies for free and reduced lunch (USDE, 2018).

Title I. Title I is a designation for educational organizations by the federal government that provides additional funding (USDE, 2018). Title I schools have over 40% of the student population qualifying for free or reduced priced lunch due to family income and financial need.

Assumptions

Given the varying degrees of perception around parent involvement from school leadership, teachers, parents, and community members alike, the data collected were assumed to reflect forthright responses from participants (Yazan, 2015). Due to the nature of perception, as detailed in the definition of terms prior, the assumptions of direct involvement of parents or guardians were indicated in collected data and utilized in the creation of themes during coding. Participation in the study was voluntary for all individuals, knowing the intent was to publish and share results. Assuring and maintaining anonymity for both southwest Florida high schools and participants was a priority throughout the study. Agreeability to the findings of the study becoming a part of a published report was assumed through the letters of consent. Further stated

in consent forms and meetings, were guidelines for participation withdrawal at any point of the research (Simon, 2011). Presumption of results reflecting the validity of all leadership perception and parent involvement initiatives in secondary schools throughout the United States should be avoided. Financial, demographic, and resources allocations change nationally regarding public education and school leadership titles, roles, and responsibilities may vary. Any replication attempt of the case study should consider all factors involved in the research presented.

Scope and Delimitations

The case study was focused on two large secondary schools in southwest Florida. The target sample population consisted of the school leadership teams, which included the principals, assistant principals, activities/athletic directors, academic coaches, and department chairs at both locations, equating to approximately 35–40 participants. The scope of the study possibly places limits on the ability to generalize results to other school districts or schools. Secondary school populations, locations, and professional experience of the school leaders in the role they hold were considerations for sampling (Yin, 2009). Alternate schools or districts were removed from consideration due to the geographic location. Leadership cohorts or team member size was a necessary consideration in generating a sample size appropriate for validity (Baskarada, 2014).

Delimitations within the research conducted was keen to include boundaries on the locations of secondary schools, sampled participants had to have specific roles, and pandemic conditions from COVID-19. Historical data instruments, although providing demographic and background information, was not collected by the researcher. Questionnaires, focus groups, and historical data from the school district based on parent involvement from the individual schools were reviewed and analyzed through face-to-face and virtual means as necessary due to COVID-19 restrictions. Specific measures were taken to assure human protection and anonymity

throughout the results reported. All participants were given pseudonyms of alphabetical letters, and check-ins were redacted to only include individual responses, providing a boundary and protection for members. Time limits and pandemic restrictions for data collection were considerations that narrowed the scope of study.

Addressing the delimitations without impacting the research required a conceptual framework that placed parameters on the exploratory case study (Tellis, 1997). Attributes for purposeful sampling, population sampled, and methodological approach were further outlined to create limits on the gathered data (Yazan, 2015). Careful consideration was given to the removal of bias or preconceived ideas of individuals or schools utilized prior to conducting any gathering of data.

Limitations

Limitations to the study included the sample, time constraints, and means of collecting data (Yin, 2009). Sample selection could also provide bias (Baskarada, 2014). The purposeful nonrandom sampling was conducted out of convenience and included school leadership teams from two secondary schools, one a Title I school and the other non-Title I, in southwest Florida. Secondary schools were chosen based on geographic location, and limitations for traveling due to cost, Covid-19 pandemic restrictions, constricting the sample population. Further limitations on the sampling were the professional positions of participants within the schools. Instructional professionals which were not department chairs, mentors, or academic coaches, were excluded from participation, as the research focused on leadership perception. Data collection processes had time constraints based on the demanding schedules of prospective participants and COVID-19 restrictions. Face-to-face communication was also constricted, causing limitations to data collection through observation, that could have yielded more data. Behavioral observations of

nonverbal movements and reactions, which guide most collection processes, were limited, due to the virtual focus groups.

Chapter Summary

Sections within chapter 1 summarized the background and significance of the exploratory case study of secondary school leadership perceptions toward parent involvement and engagement. Gaps within research on secondary schools and connections to parent and school involvement, regarding school leadership's perception was analyzed and discussed. A goal of the exploratory qualitative case study was to investigate educational leadership's perceptions and attitudes toward parent–community–school involvement in two secondary schools in southwest Florida, Title I and non-Title I. Exploration of the stated goal, occurred through collecting data from school leadership based on perceptions through field-tested instruments and historical district data from the two selected schools.

Significance of the study was identified through the role of parents and school leadership to secondary student academic achievement. As the study explored the leadership perceptions, parental involvement, and social capital within communities educating secondary students, the use of the study may be beneficial to understand national trends or develop best practices among educational leaders. If practices in leadership were identified and changed the outcome of parent and community involvement of secondary students, then educational leaders could begin to incorporate practices that are relevant to positive academic and community growth.

In addition to the research questions, Chapter 1 included definitions of key terms. Also outlined were assumptions, delimitations, and limitations that were considerations to guide the research from literature review, methodology, data collection, results, and conclusions and recommendations. Depth to the conceptual frameworks of social capital, bioecological, and life-

course theory, were supported through the literature review conducted in the proceeding chapter.

Chapter 2: Literature Review

Decreased parent and community involvement is a problem within secondary schools. Perceived barriers impeding engagement and involvement in Title I public schools do not prohibit involvement and engagement in secondary schools which are not classified as Title I (USDE, 2018). The exploratory qualitative case study explored educational leadership's perceptions and attitudes toward parent–community–school involvement in two secondary schools in southwest Florida, Title I and non-Title I designated. Through a case study, attitudes, and perceptions of educational leaders toward engagement and involvement of community members in the same district can be shared to address the decreased involvement and incorporate best practices (Tellis, 1997; Toor, 2018).

Perception, as a concept, is difficult to define or measure in society (Hansen, 2018). Title I secondary students and parents/guardians may have additional expectations, roles, or perceptions within cultural norms about which school leaders understand little (Miller et al., 2013). In a global society, leaders need to incorporate awareness, collaboration, and an outward desire to understand the populations in the schools. Although schools can be regional sisters, direct community populations vary. Secondary school climate and culture, depending on the modality, can change dramatically based on leadership and parent involvement or engagement (Masumoto & Brown-Welty, 2009; Souto-Manning & Swick, 2006).

As parent involvement changes over time based on education level, leadership attitudes and perceptions tend to fluctuate based on cultural or societal trends (Clayton, 2017; Hornby & Blackwell, 2018). Policy and perception of involvement in secondary schools come with pivotal changes to many students (Cunningham et al., 2012). Parent involvement at alternate junctions, such as assisting with homework, can deter taking on risky behaviors, poor time management,

absenteeism, and waning citizenship or belonging among teenage students (Benner et al., 2017; Joseph, 2013; Toor, 2018). The study contributed to the knowledge base through investigating social capital, life-course, and bioecological theories through the perceptions or attitude of educational leadership in two secondary schools in southwest Florida. Chapter 2 includes a review of the problem and purpose of the study, literature search strategy, theoretical framework, literature review, the gap in the literature, and chapter summary.

Literature Search Strategy

Searching for literature on parent involvement began with a wide range of terminology and user understanding or agreement of the terms. Defining roles of parents, schools, and leaders began with accumulating an understanding of varied empirical and agreed terms of involvement and engagement. Copious studies and researchers have identified the basic need for parent support in raising children as involvement or engagement (Biag, 2017; Jensen & Minke, 2017). Differing viewpoints exist on the role or position parents take as children become high school students (Hurley et al., 2017). As research was collected from peer-reviewed sources through American College of Education's Library, EBSCO, and Google Scholar, additional themes of how differing schooling takes place and the expectations of parents and leaders changes, due to the framework or the structure of virtual versus brick-and-mortar education, emerged as well.

Research outside of recent time frames in areas of parent involvement, engagement, community, perception, leadership perception, secondary schools, Title I, roles, and responsibility of education was required for depth of understanding. Additionally, keeping to peer-reviewed and scholarly literature maintained the legitimacy of the research discussed. Research literature was definitive on the role of parents in academic achievement across SES, gender, ethnicity, and cultural barriers. Increases and decreases in parent involvement

furthermore indicated the support within a community, partnerships, and sense of co-responsibility of the members, discussed further in the chapter. Terminology searched through culminating resources was inclusive of *parent-school relationships*, *secondary students*, *leadership*, *perception*, *motivation*, *barriers to involvement*, *engagement*, *social capital*, *life course theory*, and *roles of individuals in education or parenting*. School leaders' perceptions of school involvement, community engagement, and partnership roles and how the roles are communicated to groups are essential actions in leadership (Nappi, 2014; Robinson, 2017). Bias was defined and removed from the perceptual research.

Social capital, bioecological, and life-course trajectory theories contributed to the depth of research and provided overlapped dimensions to the terms of involvement and engagement (Carpenter et al., 2015). Parenting is inclusive concerning educational endeavors; seeking aspects of community and family factors through theories incorporated the problem and purpose of research conducted (Carpenter et al., 2015; Okon et al., 2019). Trajectories of student and human achievement, while supported by parent and community involvement, are discussed further in relationship to perceptions in the following section.

Theoretical Framework

The conceptual framework for the study was geared toward social capital. Bourdieu (1986) and Coleman (1988) conceptualized the use of social capital outside of general economic principles to incorporate interactions among individuals in organizations. Ties to transformational approaches to leadership are connected and developed using social capital (Hutton, 2017). Campbell (2018) posited the necessary collaboration of leaders transforms the leaders of organizations from solitary to transformational, becoming efficient and visionary.

Theories regarding education achievement and parent involvement range from the

transitioning of primary to secondary schooling to overlapping influential spheres (Yamauchi et al., 2017). Transformational leaders can be perceived as relevant influences in communities and public sectors (Campbell, 2018). Epstein and Salinas (2004) developed and explained the need for understanding six types of parent involvement and how the spheres interrelate to the following theoretical framework. Areas of focus within the parental engagement spheres are inclusive of communication, volunteering, decision making, partnerships with community, and parenting (Epstein & Salinas, 2004). Through the concept of community collaboration, social capital concerning partnerships with secondary schools aligned to the defining roles of parenting used in research and the ideological statements of leaders having a role in the relationships or social capital upon which organizations thrive (Hutton, 2017; Vorhaus, 2014).

Social and emotional adjustment to interactions favors the need for social capital and exchanges, which are beneficial to all stakeholders, inclusive of adolescents (Bourdieu, 1986; Coleman, 1988; Rogosic & Baranovic, 2016). Although social connections and interactions begin at home, the bioecological theory places connections as a layer of context in parent and community involvement inclusive of educational settings with adolescent-age students (Bronfenbrenner & Morris, 2006). Humans move through stages of growth and learning; life-course theory further adheres to the ideas of interconnecting our increasingly global society through prompting a need to be productive and have purpose (Stevens & Patel, 2015).

Conceptually, social capital, bioecological, and life-course theories are dimensions that are difficult to undertake in research (Bhandari & Yasunobu, 2009; Cuconato et al., 2016). Measuring intracommunity bonds through social capital, to include school communities, connects the ideological life-course and bioecological theories (Benner et al., 2017; Engbers et al., 2016). Life-course theory is an individual's movement through positive relationships and

social connections for the duration of one's life (Johnson & Hitlin, 2017). Interest in the well-being and supportive facilitation of individual connections, exchanges, and collective environments supports parent and community involvement in secondary schools (Benner et al., 2017; Engbers et al., 2016; Johnson & Hitlin, 2017; Rogosic & Baranovic, 2016).

Parenting and leadership styles and models establish frameworks for life-course and social capital theories (Bourdieu, 1986; Coleman, 1988; Elder, 1998). Goal orientation determines the behaviors, attitudes, and self-efficacy that are shared through the course of one's life (Elder, 1998; Kosterelioglu, 2018). The orientation of goals can be altered based on the environment and interactions individuals have in communities (Benner et al., 2016). Results of intrinsic motivation across all ethnic and cultural barriers were reported through empirical research on goal orientation and achievement (Kosterelioglu, 2018). Students' lack of motivation and self-efficacy in secondary school was an area research had neglected to report deeply on at the time of research (Johnson & Hitlin, 2017). Education attainment or achievement factors provided guidance for generating motivation (Kosterelioglu, 2018), and an area of interest was community involvement.

Responsiveness to society, compassion, and social emotional well-being are some of the necessary supports in developing children within global societies through the course of natural life (Benner et al., 2017; Erikson, 1950, 1964; Kosterelioglu, 2018). Social capital is the bridge connecting organizations and individuals (Bhandari & Yasunobu, 2009; Rogosic & Baranovic, 2016). Goal orientation is the motivational attainment in completion of a task, which individuals use to perpetuate confidence or success (Kosterelioglu, 2018). As life-course theory prompts the need of individuals to culminate social capital and goal orientation prior to achievement and social emotional well-being (Elder, 1998), allowing individuals to increase connections and

emotional supports needs to be considered in organizational research (Ee, 2017; Erikson, 1959; Pauliène, 2012; Stevens & Patel, 2015).

Creating connections between educational leaders, students, and the stakeholders served by schools ought to be a priority for leaders (Ng'Ang'A & Nyongesa, 2012; Pauliène, 2012). Social capital, life-course, and bioecological concepts support inclusivity among all demographics and populations (Israel et al., 2001). The internal and external factors of schooling, inclusive of leaders and leadership models, impact the effectiveness of the connection schools, parents, and communities create and maintain (Hutton, 2017). Theories provided in the framework for research and the literature review further generate connections to the research rationale through the headings of perception, roles in education, barriers to school involvement, and student achievement.

Research Literature Review

Ideas of perception and expectation take a stance in the cultural world, especially when social capital is a factor (Yamauchi et al., 2017). Indicators of perception are difficult to measure and can build lofty ideas in individual expectation (Clarke, 2012; Stevens & Patel, 2015). Roles or responsibilities of individuals can generate obscure stereotypical notions in society and further delineate gaps in populations (Israel et al., 2001; Oranye et al., 2017). The following literature review fills a gap in understanding perceptions from educational leadership toward secondary school families in parental or community involvement and engagement. Involvement, engagement, roles, and responsibilities were pivotal in understanding expectation, and understanding perceptions is an intricate portion of the following review of research. Understanding or agreeing to terminology around parent involvement, roles, and engagement was a gap in the literature.

Perception

Perception is difficult to calculate in scientific research (Froiland & Davison, 2014; Wao et al., 2017). Individuals have cultural, ethnic, and societal roles that cross lines from one aspect toward the other in relation to perception (Ng'Ang'A & Nyongesa, 2012; Sibley & Brabeck, 2017). Through cases of parental involvement or engagement, researchers have struggled to formulate a cohesive line between expectations and roles, concerning perception (Jung & Zhang, 2016). Defining *perception* was a logical starting point in generating rationalizations or omissions from school leadership in eliciting family support in schools.

Accountability measures, school grades, and climate and culture of schools are a target in state and federal legislation measurement processes for schools, and educational leaders are the targets for scrutiny (Gaikhorst et al., 2017). Overwhelmingly, school leaders are judged on whether actions, policies, and procedures are adhering to laws and curriculum regulations (Damianidou & Phtiaka, 2018). Leadership involves multitasking, safety concerns, student trends in behavior, staff needs, professional development, and needs support in implementation (Nappi, 2014). In addition to the duties or roles, leaders should incorporate partnerships with parents and community businesses, increasing social and human capital in schools (Damianidou & Phtiaka, 2018; Froiland & Davison, 2014).

Leadership Perception

Researchers in varied socioeconomic and global areas discussed the rationale for leadership burnout (Gaikhorst et al., 2017). While leaders take on varying degrees of roles or styles of leadership in schools of all levels, perception of what is needed from parents remains universal (Engbers et al., 2016). Communication, support, and showing up for meetings, events, and informational seminars are the primary and necessary differences parents, teachers, and

leaders see as imperative roles of parents (Ailei, 2019; Pauliene, 2012; Rogosic & Baranovic, 2016). Literature portrays leaders with specific traits of connection toward the community and population having a positive outcome in gaining support and developing interactions between families and schools (Davis, 2017; Sibley & Brabeck, 2017).

Leadership perceptions of the school, students, and families create a culture and climate that transfers through staff, students, and the community (Cuconato et al., 2016; DeMatthews, 2018; Elder, 1998). While most school leaders do not have the time or knowledge of the school population before stepping into leadership roles (Krane & Klevan, 2019), the responsibility to collaborate, integrate, and formulate strategies that are inclusive and necessary for the school should be primary (Arslangilay, 2018). Shifting principals or school leaders from school to school as a policy is not productive to building community partnerships (Han & Love, 2016). Like teachers, leaders need time to create an environment in schools to incorporate the global or cultural diversity that is essential before being shifted to alternate school assignments (Israel et al., 2001). Leadership through transformative actions takes time to develop, especially in diverse communities (Robinson, 2017). Trust and transparency, which parents and communities can stand behind or support, create opportunities for interaction and engagement among organizational members (DeMatthews, 2018; Engbers et al., 2016).

Teacher Perception

As teachers work through assisting students in differing grades, comprehension, and skill levels, support from school leaders, parents, and community members is necessary (Damianidou & Phtiaka, 2018). Curriculum varies from state to state, as do the grade-level expectations of students (Miller et al., 2013). Educators need information from guardians for placement, intervention, and direct instruction to effectively reach students (Froiland & Davison, 2014).

Parents/guardians have a unique connection with educators (Toor, 2018). Shared family or school experiences, differences in language or learning, and past schooling environments become invaluable to educators planning instruction or interventions (Arslangilay, 2018). Changes to the manner and method by which learning takes place in a classroom shift the dynamics of education (Arslangilay, 2018). Perceptions can be reevaluated toward education, with proper information and context among all community members (Clarke, 2012). Educators and parents can produce opportunities for students to excel when the barriers in education are removed (Wao et al., 2017).

Parent Perception

Depending on the age or grade level of students, parent roles in education change (Souto-Manning & Swick, 2006). As students mature and attend secondary schools, the assumption of many parents or guardians is children gain responsibility for actions or nonactions learned in the school setting (Benner et al., 2017). School leaders and educators see parental involvement and engagement as necessary in aiding the development of maturity, social emotional development (Okon et al., 2019), and critical thinking or problem solving (Hurley et al., 2017). Although roles vary in the perceptions of cultural and social environments, parents retain a pivotal position in the achievement of students at any age or social demographic (Benner et al., 2016; Jensen & Minke, 2017; Wao et al., 2017). Perceptions of leadership in schools diffuse to the communities served. The notion of roles and responsibilities is aligned with the research questions further in the following subsection.

Roles in Education

Society places specific roles on individuals based on the position in the organization (Cuconato et al., 2016; Elder, 1998; Epstein & Salinas, 2004; Vorhaus, 2014). In an academic

context, children have the role of learner, parents as a support system, and community as a structure to follow by example (Bischoff & Owens, 2019). Skills that are learned or developed through the course of life change due to cultural, social, or environmental attributes and can challenge the educational situations in which learners are placed, according to Cerezo et al. (2018). Since learning, teaching, and leadership have developed globally, learners have a plethora of opportunities to gain knowledge from individuals or platforms (Bond, 2019). Parents alternately have a perceived role in society to generate environments that support, challenge, and extend the education provided outside of the structure of a traditional school (Bond, 2019; Borup et al., 2019).

Parent Roles

Roles and perceptions vary depending on the context or individual responding to the term. Research has brought about rough definitive and accepted terms of parent roles in both raising and educating children (Froiland & Davison, 2014; Hurley et al., 2017). As children move from adolescence to maturity, parenting styles change due to identified barriers, needs, or academic levels (Oswald et al., 2018). Collectively, families choose, in most cases, to become less restrictive when children reach their teenage years (Krane & Klevan, 2019). Allowing children to expand ideas, gain responsibility, face challenges, and experience failures, as well as successes, is a part of the maturity process (Erol & Turhan, 2018).

Parents and guardians need to understand the necessity of involvement in schools and education as a positive academic achievement predictor (Hurley et al., 2017; Jensen & Minke, 2017). Students in secondary schools still need support to navigate the balance of school, work, extracurricular activities, and social life (Okon et al., 2019; Robinson, 2017). Secondary students have reported the need to lean on parents for more than financial support (Ergene et al., 2019;

Gonida & Cortina, 2014). Additional assistance for secondary students comes in navigating school or job applications; filing taxes, financial aid, or loan documents; and self-advocacy skills (Erol & Turhan, 2018; Jensen & Minke, 2017). Many invaluable skills can transfer to students and build or expand the social capital in the community, as parents and guardians remain engaged in educational pursuits (Wao et al., 2017).

Oswald et al. (2018) analyzed national data sets that correlated with parent involvement and asserted any interaction between parents, schools, and students is a benefit. Achievement, motivation, and mental health issues have been explored through the support of parent roles (Riley, 2019). Krane and Klevan (2019) investigated how parents can exasperate student achievement in secondary schools. The balance in involvement and engagement, by parents and families, makes a difference in the motivational and potentially risky behaviors students display (Erol & Turhan, 2018; Joseph, 2013). Jensen and Minke (2017) and Robinson (2017) suggested collaborative partnerships between school leadership and parents. Creating empowering opportunities for parents in the school community can generate links (Oranye et al., 2017). Social implications and connections between parents and schools have been found to create mobility for all family members (Jensen & Minke, 2017; Oranye et al., 2017); social capital is an investment to the community at which the school is the center (Rogosic & Baranovic, 2016).

Family Structure and Roles

Families are different structurally than those of past decades (Rogosic & Baranovic, 2016; Sibley & Brabeck, 2017). Parents/guardians and family members take on different or many roles within family structures (Cunningham et al., 2012; Ee, 2017). Roles of individual members in traditional family arrangements change or stay culturally intact based on the backgrounds of rearing and raising children (Wao et al., 2017). Families do not look the same

now as in the past. Education needs to accommodate to the new roles of individuals or family members.

Authoritative or primary family decision makers have a distinct role in educational decisions and involvement (Ailei, 2019; Jung & Zhang, 2016). Educational choices for children are made from the perspective of domicile decision makers who may not have a school-centric point of view (Benner et al., 2017; Wao et al., 2017). Cultural or societal differences have created differences in what a traditional family structure appears to be to outsiders. While families of the past saw the maternal figure as the primary caregiver to children (Oswald et al., 2018), dynamics have changed to include paternal figures or extended family members in the rearing of children (Cuconato et al., 2016). Distinct cultures have vast differences in the responsibility or role of each member in the family (Fornander & Kearney, 2020; Han & Love, 2016). Families involved and engaged in schoolwork change motivation and value perception of education (Damianidou & Phtiaka, 2018). The level of schooling attained by close family members changes the school-centric attitude or value of education and the level of support toward acquiring knowledge (Benner et al., 2017).

Erol and Turhan (2018) suggested family units that include both parental figures living together as increasing students' perception of involvement in schooling, although the identification of gender or declaration of who takes the role of parent does not lower the engagement level in school (Erol & Turhan, 2018; Robinson, 2017). Single-parent families, across demographics, tend to have additional challenges in expected roles of parenting and supporting students academically, emotionally, and socially (Fornander & Kearney, 2019; Yamauchi et al., 2017). Challenges with involvement are multifaceted when single parents are primary breadwinners, are nonfluent English speakers, and have lower education attainment

(Malone, 2017). Secondary-level students, without learning barriers or specific educational needs, may not get the school-centric support needed as parental figures do not have the content knowledge or systematic approach to schooling (Ailei, 2019). Barriers or challenges to parent involvement are not exclusive to stereotypical demographics that have altered federal and local legislation in global regions.

Inclusive practices in education advocacy have changed the perceptions of education achievement in regional and global areas (Benner et al., 2016; Matthews et al., 2017; Sibley & Brabeck, 2017). Changing the course of action through informing, educating, and instilling leadership pedagogical understanding with families has had positive results (Damianidou & Phtiaka, 2018; Matthews et al., 2017). While specific populations were indicated through research as having minimal to no interaction in school buildings (Davis, 2017), programs and resources have turned educating youth into a communal effort (Krane & Klevan, 2019). Oswald et al. (2018) argued families continue to strive for doing what is best for children, and education is a priority across demographics.

School Role

Leadership, teachers, and support staff have differing opinions of what involvement or engagement is allowed in schools (Gaikhorst et al., 2017). School leadership perceptions of engagement or involvement have an impact on the outreach to community members (Clarke, 2012; Cunningham et al., 2012). Teacher ideas of what a parent's role is in education vary, and leadership has an influence on embracing engagement (Arslangilay, 2018; Masumoto & Brown-Welty, 2009). Having a clear definition and vision among faculty of engagement and involvement promotes what students end up seeing as an achievement or motivating factor.

Multicultural differences in family structures and dynamics between school staff,

leadership, and members of the school community can change the academic directions of students (Gaikhorst et al., 2017; Rogosic & Baranovic, 2016). Variations in goals, values, or education attainment within families have drastic differences across the demographics researched among parent involvement and student academic achievement (Ailei, 2019; Ee, 2017). Teachers and schools take on roles of influence on secondary students (Erol & Turhan, 2018). Creating opportunities for students to experiment through learning, thinking, and communicating should be a focus in instructional practices (Pindek et al., 2019). Educating students through social justice and inclusion is the role schools should have (Krane & Klevan, 2019).

Students extending academic achievement in situations that are among the least desirable denotes internal perseverance and grit (Pindek et al., 2019). Family interaction and connectivity to a community that extends beyond immediate units of individuals increase personal social capital and potentially change life-course trajectory of all involved (Clayton, 2017; Hurley et al., 2017). Barriers to involvement and engagement among parents and community members have been described as detrimental to student achievement at all grade levels (Damianidou & Phtiaka, 2018). When barriers are identified and perceptions are broken down, academic achievement and social capital through communities increase regardless of the expected role.

Barriers to School Involvement

Children and families in a globalized population already have perceived barriers to overcome (Oswald et al., 2018). Economic, ethnic, cultural, and political demographics traditionally have placed marginalized populations into compartments that change with trends and global research (Ashiabi & O'Neal, 2015). Where perceptions intersect with barriers begins with the capacity of individuals and leadership to identify the specific issues and create opportunities in breaking the cycle (Clayton, 2017). If education has value, families assist in

children having successful experiences in school (Matthews et al., 2017; Pryor & Pryor, 2009).

While parent involvement and engagement is a primary factor in increasing academic achievement, communities need to be considered predictors of achievement as well.

Socioeconomic, ethnic, cultural, and additional barriers in education can change the trajectory of children, especially in educational endeavors. Leadership in schools has identified community surroundings, available resources, and environmental factors as barriers to parent and community involvement (Cerezo et al., 2018; Choi et al., 2015; Malone, 2017; Wust & Volkert, 2012). Creating walls for students to climb over impedes motivation and confidence to achieve academically (Oswald et al., 2018). While languages, family dynamics, and expectations among groups prevail as specific situational limits, alternative barriers exist that schools and leadership can overcome (Ee, 2017; Matthews et al., 2017; Robinson, 2017). Supports are in place for students with certain economic or social barriers for learning to be successful, but parent or community assistance fails to be universal.

Language

Strong cultural family bonds have been cited as a barrier to student achievement (Sibley & Brabeck, 2017). Within cultural groups, the importance of supporting the family's efforts for basic needs overrides the necessity of an education (Biag, 2017; Jung & Zhang, 2016). The perception of leadership toward cultural differences within the school community can change the dynamics of faculty and parent or community involvement (Hansen, 2018). As language barriers may seem to be a definitive divide in achievement or involvement between parents and schools, misconceptions about grades, courses, programs, and requirements have been cited as apprehensions by families, especially in secondary schools (Wao et al., 2017). When tutors or translators are consistent resources in schools, inhibitions or fears of personal educational

abilities are decreased (Ee, 2017). School leaders who embrace diversity and see the value in multilingual faculty or staff decrease the apprehension of families engaging in advocating for students (Damianidou & Phtiaka, 2018). Language is not the only barrier many families encounter in obtaining education services for children.

Socioeconomic Status

Title I public schools provide extensive services to students and low-SES families (USDE, 2018). Families can be assured students will be fed and educated when dropping children off at Title I schools (Bischoff & Owens, 2019). Parents/guardians and even teachers may not have firsthand knowledge of additional supports available in Title I schools (Malone, 2017). Parents and community members in alternate regions of the same district can experience extreme variances in resources and support (Hauseman et al., 2017). Urban schools, traditionally seen as melting pots of culture, range dramatically in socioeconomic parameters (Damianidou & Phtiaka, 2018). Because monetary concerns affect housing, quantity or quality of jobs held, and the wages that pay for housing and utilities, students become aware and wary of economic factors in family settings (Gaikhorst et al., 2017). Children perform better academically when individual and basic needs are fulfilled (Froiland & Davison, 2014). Clean clothes and consistent housing and food should not be a detriment to education opportunities and growth.

Secondary students, in many cases, hold employment to assist with family income (Arslangilay, 2018). High school students work late into the evening, causing habitual tardiness or absenteeism (Fornander & Kearney, 2020). Families depend on older children to take care of younger siblings or family members while working two or three jobs to make ends meet (Fornander & Kearney, 2019). Situationally, parents and students are continually working to keep the family unit together; education is not stressed, and academic achievement is secondary

in many households (Okon et al., 2019). Although many supports are in place to assist struggling families, parent involvement and engagement are not primary concerns within stereotypical parameters (Wao et al., 2017). Parents in community engagement or involvement need to consider potential barriers prior to establishing events and meetings. Inclusive and supportive schools can break down the socioeconomic barriers by building a community's social capital while respecting diversity.

Multicultural Education Opportunities

The global society has become more entrenched in the inclusive practice of interconnectedness; community individuals want to see a reflection in the curriculum and events in schools of the community (Shannon-Baker, 2018). Davis (2017) found a paradigm shift in the disciplinary practice of Black students constructed opportunities for the community to be engaged in school. With additional bias, prejudice, and social justice factors being discussed, parents and community members felt welcomed in the school (Davis, 2017). While more schools are shifting toward inclusive practices, more parents are choosing alternative educational routes for children (Borup et al., 2019). Parents believe homeschooling or virtual classes can create multicultural experiences that protect religious, cultural, or ethnic beliefs (Cerezo et al., 2018). Public schools walk a fine line in the curriculum taught as certain topics of instruction may be sensitive to community members and taxpayers.

Researchers of secondary schools analyzed for inclusive multicultural practices determined events where cultural differences are celebrated in the school increased family participation (Damianidou & Phtiaka, 2018; Pena et al., 2018). Additionally, in schools where cultural differences were respected, student attendance and achievement increased (Epstein & Salinas, 2004; Hornby & Blackwell, 2018; Riley, 2019). Community issues, which include gang

and related violence, decreased based on cultural respect and education in communities (Cerezo et al., 2018; Clayton, 2017; Ergene et al., 2019). In environments in which students can share feelings of nationalism in an appropriate and collective manner, empathy and advocacy are extended through individual trajectories of life (Benner et al., 2017; Cuconato et al., 2016; Elder, 1998). Bioecologically, learning from members of the community in a multicultural context provides parents with confidence in advocacy and leadership (Benner et al., 2016). Supports from school and the community need to be considered invaluable resources on which leaders should focus.

Erol and Turhan (2018) suggested three pillars within the scope of educating children. Secondary students need continued support from community members as mentors and role models. Relationship building as a part of networking in one's community generates opportunities and experiences outside of traditional schooling (Toor, 2018). Growth, knowledge, and belonging to individual environments are correlated to positive mental health and well-being (Riley, 2019). Researchers have acknowledged parental involvement and engagement as having negative impacts on teenagers (Hurley et al., 2017); a balance in the pillars suggested by Erol and Turhan supports the necessity for multiple connection levels for young adults. Community members, teachers, guidance counselors, or other members outside of the family unit can enrich educational pursuits for teens.

Essential characteristics of leadership in schools incorporate a transformational approach, sharing the role of teaching youth (Masumoto & Brown-Welty, 2009). The utilization of resources to distribute the best educational practices and experiences for all students should be the vision for educational leaders (Hauseman et al., 2017). As many communities gentrify, the change in leadership perceptions in the school as a pillar, instead of as a solitary institution, can

have positive effects (Erol & Turhan, 2018). Community outreach and partnerships have encouraged parents to become stewards of learning, even in challenging situations (Cuconato et al., 2016; Matthews et al., 2017). Business owners have partnered with schools in rural and urban settings to find mutually positive returns (Ergene et al., 2019). Students and families have gained opportunities through interactions with potential employers and resources at events on school campuses (DeMatthews, 2018; Wao et al., 2017). Language, culinary and nutrition, computer, healthcare, and additional skills or services have promoted individual and community well-being when social capital resources have been utilized (Biag, 2017).

Alternatively, as parents and families have more options for educating children, traditional schools have fewer resources from which to choose (Bischoff & Owens, 2019). Local businesses are solicited for donations and partnerships continually, creating a drain on the community (Engbers et al., 2016). School leaders must work diligently to maintain partnerships (Jensen & Minke, 2017). Collaborating with teachers, families, and businesses to assure alignment to the mission and vision of the school makes partnerships viable and authentic (Choi et al., 2015; Miller et al., 2013; Souto-Manning & Swick, 2006). Competition for resources in schools and school districts should not be a factor for poor academic achievement of students (Benner et al., 2016). Regional and local school leaders should support sharing resources, working toward a collective goal of 100% literacy and high school graduation.

Breaking Down Barriers to Academic Achievement

Matthews et al. (2017) investigated the relationship between income level and parent involvement in schools. Findings from the study around poverty and academic achievement stressed the need for communication to be equitable across family income levels in schools regarding volunteering opportunities (Matthews et al., 2017). Volunteering or involvement

opportunities for parents and families are supported through federal legislation such as the No Child Left Behind Act and Every Student Succeeds Act (USDE, 2018). Integrating all grade levels and student population groups in the policy created dialogues for accessible education, which is imperative (Malone, 2017). Contextually, socioeconomic factors should be minimal in getting children educational services or in having parent involvement. When barriers are removed from education environments, students will have equity in the learning process. Despite the increase of choice in learning facilities in educational pursuits, disparities in education continue to exist. Learning is a specific process, and children need to have opportunities where achievement and growth are rigorous, relevant, and supported (Engbers et al., 2016).

Implications of Barrier Removal in Education

Rogosic and Baranovic (2016) found social implications connected to education achievement and parent involvement. Supported through true economic principles, the investment in equitable education equates to national and global development (Rogosic & Baranovic, 2016). Okon et al. (2019) suggested the community supports focused on Nigerian schools increased literacy and economic stability in the country. As funds and support for education generate alignment globally, Wao et al. (2017) analyzed the choices of schooling as a catalyst for inequity in marginalized populations. If schools do not provide support for parent involvement and community engagement, then information on choices in education is not reliable, as word of mouth or social networks may be biased (Wao et al., 2017). Oswald et al. (2018) attributed differences in parent involvement to characteristics of the family: stability, education attainment, mental health, housing, and health care. Removal of barriers and issues for populations makes sense. Choice in schooling, although a limit in the research conducted, excluded home and virtual school settings, and needs to be added into the analysis of parent

involvement (Borup et al., 2019). Building parent leadership and confidence in schools has a positive result on students and the community.

Community Schools and Parent Support Centers

Yamauchi et al. (2017) investigated the ideological frameworks of social capital and bioecological theories through family and school partnerships as constructs in student achievement. Analysis of the development of individuals and the relationships through broad contexts of life transitions and connections revealed family–school partnership is an underutilized concept and theory (Yamauchi et al., 2017). Within the parameters of family and school partnerships, Oranye et al. (2017) cited the need to facilitate relationships for mutual benefit. Robinson (2017) explored the collaboration of community partnerships in poverty and minority groups. Leadership collaboration across varied demographics in education cultivated trust and lasting partnerships (Robinson, 2017). Gaikhorst et al. (2017) reported the challenges of retaining teachers in urban schools as the lack of parent involvement and communication among both low- and high-SES populations were evident. Parent and school supports in relation to communication and outreach are concerns across grade levels and classifying demographics in populations (Fan et al., 2018; Krane & Klevan, 2019).

Community schools have cooperative foundations between families, schools, and the surrounding areas (Stevens & Patel, 2015). Placing value on the commitment of educating and supporting engagement and involvement from all stakeholders is a leadership action in community school structures (Hauseman et al., 2017). Biag (2017) and DeMatthews (2018) confirmed the need for educational leaders to bridge the gap between schools and communities. Marginalized populations that may be isolated geographically, unlike urban schools, need outside networks and resources to redirect and refocus educational challenges (DeMatthews,

2018). Partnerships with local universities and/or local and state organizations that provided health or educational services to families strengthened relationships outside of school silos (Biag, 2017). Cultural, ethnic, and religious respect, diversity, and trust were cited as practices in community schools that impacted immigrant students in the United States (Sibley & Brabeck, 2017). In relation to research of isolated populations, Biag (2017), Sibley and Brabeck (2017), and DeMatthews (2018) concurred on leadership practices of schools to incorporate respect and protection of diverse populations. Cultural differences can be the backbone of isolated and densely populated regions; creating opportunities for families to support education through a community school provides the flexibility to adapt to change, especially in immigrant populations (Arslangilay, 2018; Sibley & Brabeck, 2017).

Building relationships between parents and schools through opportunities for learning creates confidence and mutual respect (Nappi, 2014). Trust in the educational procedures and practices school leaders and instructors use diffuses from the parent to the student as well (Jensen & Minke, 2017). When parents are informed accurately and consistently about events, activities, and challenges schools have, making choices about educational journeys, especially with secondary students, is empowering to families (Israel et al., 2001; Krane & Klevan, 2019). Parent centers, leadership programs, and parent support sessions in schools have revealed gains in community support and academic achievement (Bischoff & Owens, 2019; Damianidou & Phtiaka, 2018). Proactive, positive, and accurate communication about course progression and advancement in educational pursuits and financial aid opportunities parents receive have continual benefits in community partnerships and regional development (Wao et al., 2017). Stakeholders reported stronger ties to programs and educational endeavors when inclusive and collaborative practices were used in schools (Riley, 2019). Limitations to partnerships can be

based on geography or financial or physical drain on organizations' infrastructures and affiliations. Partnerships between parents, communities, and students can lead all participants in positive directions through organizational learning.

Student Achievement

Society norms are attributed to the educational resources and developmental supports children receive (Ailei, 2019; Arslangilay, 2018; Erol & Turhan, 2018). Parent, family, school, and community reinforcement and transfer of appropriate behaviors are a primary step in developing educated citizens (Cuconato et al., 2016). Students need opportunities to create, think critically, problem-solve, and develop constructive communication skills (Jung & Zhang, 2016). Achievement levels are varied based on the measure of the individual compared to the standard or metric used. Multiple studies have concluded the need for analysis of the source of influence for student achievement (Pena et al., 2018). Stakeholders, communities, parents, families, and students are ultimately factors of achievement in learning and education opportunities (Ashiabi & O'Neal, 2015). Secondary students need supports and motivation from mentors, families, and teachers to reach goals.

Individual Responsibility in Achievement

Individuals learn through development; the costs of responsibility and decision making are attributes of the development (Benner et al., 2017). Children in primary levels of schooling learn the values of sharing, caring, and kindness through learned behaviors (Ashiabi & O'Neal, 2015). Secondary school students begin to gain independence through choices made about coursework, relationships, and activities. Motivation, as an internal or external factor, begins to play a part in individual achievement in middle- to secondary-level schooling (Froiland & Davison, 2014). Accommodating to pressures in and outside of school can be a detriment to

secondary students as healthy or risky behaviors are introduced (Joseph, 2013). Transitional changes from middle to high school test motivation and the level of support students need to achieve academically and socially (Benner et al., 2017). Role models outside of school can have an academically positive or negative influence on secondary students.

Stakeholder Influence

Parent involvement is an indicator of student academic success and varies, to include the family relationships, SES, or legal status of the family unit (Benner et al., 2016; Hurley et al., 2017). Community and parent support among Latin immigrants was predictive of positive achievement rates in school-age students (Sibley & Brabeck, 2017). As most parental and community supports decrease with secondary students, a limitation in prior research on engagement in all demographic areas was identified (Hurley et al., 2017). Secondary school work becomes complex in content and application for students. As parent perceptions of additional adult interaction and guidance at the school level in secondary-level schooling increased, parents decreased the amount of time spent helping with schoolwork and changed perceived roles (Clayton, 2017; Oswald et al., 2018). Marginalized populations studied by Benner et al. (2016), Clayton (2017), Goni et al. (2018), Matthews et al. (2017), and Sibley and Brabeck (2017) mentioned the observed and direct involvement of parents, guardians, or mentors increased achievement among students, inclusive of all populations.

Involvement in secondary schools decreased as parents/guardians and community members became the role models or advisors to students (Kosterelioglu, 2018). The community, theoretically through social exchange and bioecological situations, has an imperative role in the achievement and positive support of all members in the community (Ee, 2017; Jensen & Minke, 2017; Wao et al., 2017). Student self-efficacy and advocacy from educated and prolific members

of society, especially in secondary school settings, should be the priority of educating adolescents (Froiland & Davison, 2014). Varying the perceived models in involvement and engagement as students reach academic achievement is an additional support to secondary students.

Models of Involvement in Schools

Engagement between schools, parents, and community members is a benefit for all community members, especially children (Benner et al., 2017; Bond, 2019; Borup et al., 2019; Jensen & Minke, 2017). When secondary students gain autonomy, increase time and organizational skills, have positive social connections outside of direct family units, and gain emotional support from alternative community members, involvement becomes varied with the age group (Benner et al., 2017; Jensen & Minke, 2017). Connections within a community create solid relationships between generations within regional boundaries (Johnson & Hitlin, 2017). Community and parent involvement reflect on the community through achievement and investment in the youth, across demographic identifiers (Benner et al., 2016; Kosterelioglu, 2018).

Contextually linked factors need to be addressed for educational leaders to increase levels of social or community support for the students served (Clayton, 2017; Hornby & Blackwell, 2018). Parents need support from education institutions, inclusive of flipped, virtual, or traditional brick-and-mortar buildings, to support student learning and interactions (Bond, 2019; Borup et al., 2019; Wao et al., 2017). Parent involvement, for clarity on the effectiveness of the supports given to schooling methods across the forms of educational delivery, needs more investigation (Hurley et al., 2017; Kosterelioglu, 2018).

Partnerships Between Parents and Schools

Variables of SES, gender, and parent involvement or engagement at home and school were included in studies that correlated with additional studies citing changing roles of parents as students reached adolescent age or secondary school (Hurley et al., 2017; Jensen & Minke, 2017; Kosterelioglu, 2018). Social independence in secondary school-age students was a variable in research and an indicated barrier for parental involvement (Clayton, 2017; Sibley & Brabeck, 2017). Speculation of the style of parenting at home was a key indicator of the level of inter- or intradependence of secondary school students on guardians (Ee, 2017; Kosterelioglu, 2018). Autonomy, self-advocacy, and higher function in communication revealed home-centric involvement from parents (Jensen & Minke, 2017), leading to a performance-approach style to learning and support of bioecological theorists' claims (Bronfenbrenner & Morris, 2006). Perceptions of support are not readily visible to school leadership or educators, leading to assumptions of nonsupport (Borup et al., 2019; Hornby & Blackwell, 2018). Parenting models or involvement have limitations in research, and further studies were suggested to make adjustments due to the age of students, social or situational changes in secondary schools, cultural trends, and family unit dynamics (Cerezo et al., 2018; Jensen & Minke, 2017; Kosterelioglu, 2018). The roles and responsibilities of parent involvement are deeply rooted in the terminology and perception of the observer (Choi et al., 2015; Jung & Zhang, 2016).

Gap in Literature

Common themes in the research supported the necessity of parent involvement in all stages of adolescence (Bronfenbrenner & Morris, 2006; Froiland & Davison, 2014). Research has not been conducted on how school leadership perceptions of parent involvement in Title I secondary schools changes the engagement levels of parents, academic achievement of students, and social capital among community stakeholders. Studies of school leader and teacher

perceptions of parental roles in education have omitted trending multicultural barriers perceived in engagement or involvement through the conceptual framework of social capital (Clayton, 2017). As transitional roles of individuals in family units adjust to the expectation of student independence in secondary school, the gap in literature involving perceptions of leadership toward parent involvement is evident. Further research should be conducted to explore whether school leadership perceptions and attitude toward parent involvement in secondary schools have any reflection on involvement or engagement in Title I secondary schools.

Chapter Summary

The literature review combined information from varying viewpoints and backgrounds in parent, community, and school involvement or engagement. While the purpose of the exploratory qualitative case study was to investigate educational leadership's perceptions and attitudes toward parent–community–school involvement in two secondary schools in southwest Florida, specific themes were explored. Ideologically, educational organizations are aligned to a consistent vision and mission, which includes educating students in safe environments (Bischoff & Owens, 2019). Secondary schools tend to find less involvement from parents and community members for reasons inclusive of perceived intimidation in content areas, lack of multicultural inclusion, socioeconomic, language barriers, and perceived roles within the family unit.

Leadership in all schools should consider social capital as a resource within school budgets (Yamauchi et al., 2017). Communities that have embraced the school as a center of communal learning have found students to have social, emotional, and academic achievement (DeMatthews, 2018). Individuals of all ages, in a community, have a connection to learning, whether positive or negative (Cuconato et al., 2016). Leadership needs to reach through perceived barriers in communities to make the connections realistic and viable for the investment

of education to grow (Fornander & Kearney, 2019). While one's life course brings about learning, the relationship and long-standing affirmative experience can influence attitudinal view and motivation toward continued education in all community members (Engbers et al., 2016).

Bioecological, life-course, and social capital theories embrace the need for society to grow and interconnect (Coleman, 1988; Cuconato et al., 2016; Elder, 1998; Rogosic & Baranovic, 2016). Schools nurture students to become independent or self-reliant; as children mature, life-course trajectory and bioecological situations and theories support the necessity of networks individuals create through life (Cuconato et al., 2016). Experiences from differing cultures, religions, and backgrounds enable secondary-level students to form opinions through mentoring (Oswald et al., 2018; Shannon-Baker, 2018). Interactions with parents, teachers, community members, and school faculty support teenage students' need for assistance in making decisions. Creative, critical, or rational ideas need to be cultivated through discourse in nonthreatening environments such as schools.

With the increase of school violence, students need more social and emotional support now than in years prior. Uncertainty, anxiety, stress, and depression have become the norm in many high schools (Cerezo et al., 2018; Ergene et al., 2019; Riley, 2019). Supports from the community and organizations can create a partnership that decreases the overall occurrence of violence and isolation of some secondary students (Benner et al., 2017). While school districts have implemented additional supports for students to report and identify bullying, or threats to themselves or schools, students have become further secluded in many social school circles (Riley, 2019). In settings that parents and community members were welcomed, engaged, and involved, students understood and perceived the school setting to be a place of safety.

In the following chapter, the rationale and methodology for researching leadership

perceptions through an exploratory qualitative case study are described. Specific delineations are established in Chapter 3 for the research and methodology used in collecting and reporting data. Inclusive of delineations stated, necessary information on selection and decisions of determining population sample, instruments created and used, procedures, method, and safeguards for securing research data is shared.

Chapter 3: Methodology

Title I schools are designated as such when 40% or more of the students are from lower income families (Cetin & Taskin, 2016). In the United States, approximately 21 million students in Grades K–12 qualify for Title I benefits at public schools (USDE, 2018). Although studies have investigated the role of parent involvement, administrators have differing perceptions of the role parents have in high schools (Matthews et al., 2017).

The purpose of the exploratory qualitative case study was to investigate educational leadership's perceptions and attitudes toward parent–community–school involvement in two secondary schools in southwest Florida, one Title I designated and the other is not. An exploratory qualitative case study was selected to identify the attitudes and perceptions educational leaders have toward engagement and involvement of community members and parents in secondary schools (Tellis, 1997; Toor, 2018). The following research questions guided the study:

Research Question 1: How do educational leaders of secondary schools, Title I or non-Title I, within the same southwest Florida school district perceive parent engagement and involvement?

Research Question 2: How do leadership perceptions and attitudes toward parent involvement influence the cohorts of leadership in Title I and non-Title I secondary schools in a southwest Florida school district?

Outlined in the following sections include the methodology and rationale for an exploratory case study. Confidentiality and anonymity of participants is discussed in conjunction to the methodology in the following chapter. The role of the researcher, procedures of sampling, collection instruments, data preparation, data analysis, reliability measures, and ethical

considerations are presented. An overview of the methodology concludes the chapter.

Research Design and Rationale

Identification of attitudes and perceptions of secondary school leadership teams towards parent-community-school involvement frames the justification for a qualitative methodology. Tarrant (2017) explored the use of qualitative methods as an extension of dialog, through the context of life experiences and prior published materials. Exploring the points of theme convergence and divergence through gained insight of participants in words and phrases was the justification for a qualitative design (Yazan, 2015). As educational leaders' perception and attitudes could not be quantified through measures or numbers, a detailed description of the event was necessary.

Exploratory qualitative case studies present a depth of understanding to the events or processes of a phenomenon. While exploring the phenomenon through multiple data collection points from a holistic view, explanation or describing the problems with parent involvement decreasing could be facilitated deeper (Baxter & Jack, 2008; Yazan, 2015). Rigorous case studies can be tailored to the needs of research questions (Harrison et al., 2017). Through the flexibility of an exploratory qualitative case study, educational leaders' attitudes, and perceptions to parent involvement in the sampled secondary schools fit the methodology and research design. Case studies are bound to a focus point or theme within research, and within the exploration, perceptions and attitudes of secondary school leaders were the binding or case researched. Versatility or adaptation of cases and themes allowed the investigation to gain a broad understanding of the problem from the participants' perspective (Baskarada, 2014).

Alternative designs such as grounded theory and ethnography were considered but deemed unsuitable for the study as the focus was perceptions of leadership. Ethnographic

research is centered on beliefs and behaviors of cultural groups (Ramani & Mann, 2016), and grounded theory researchers seek to explain or develop a theory (Harrison et al., 2017). Although theoretical principles are included, grounded theory did not support the research questions (Ramani & Mann, 2016). Methodology considerations are needed to incorporate the specific objectives and research questions (Alpi & Evans, 2019). Paradigms of participants can change based on the attitude or cultural shifts, and an exploratory case study can convey the reflexive properties where an ethnographic study could not (Alpi & Evans, 2019).

According to Yazan (2015), a constructivist paradigm is the connection to the practices of society. Constructivism relates to active learning and how individuals generate personal realities or perceptions (Yazan, 2015). Qualitative case studies are designed to incorporate real-life experiences (Baskarada, 2014). Through a heuristic or hands-on approach to research, the investigator was the primary collector, facilitator, and moderator, throughout the study, assuring stated processes and procedures were followed (Sechelski & Onwuegbuzie, 2019; Tarrant, 2017). Merriam (1998) posited case studies as a strategy to incorporate and enhance the understanding of the phenomenon.

Gaps and alternative predispositions towards perception of secondary school leadership and parent involvement should be probed further to address the overall academic impact on secondary students and the community (Benner et al., 2017). As the opportunity to research a real-life experience is afforded through an exploratory case study, additional information was added to the theoretical understanding of social capital, life-course trajectory, and goal orientation (Toor, 2018). Research roles and ethical concerns, in conjunction with data limitations and concerns, follow.

Role of the Researcher

Qualitative case studies may incorporate multiple data points to generate strength through information (Sechelski & Onwuegbuzie, 2019). Investigators as observers or facilitators in research can be indicated as points in the data if there are any relationships to participants or connections to the sites studied (Heale & Forbes, 2013). As the primary investigator is an employee of the school district and is an educator within one site, careful consideration to confidentiality and potential conflicts were defined prior to commencing in research (Baskarada, 2014). Biases might have an impact on the reported study outcomes. Clearly identifying affiliation, limiting conscious or unconscious influences of other participants or supervisors was imperative to guard the study from unethical influences (Yazan, 2015). Statements of disclosure, such as site based permission from the district and informed consent provided participants transparency and confidence of confidentiality. Direct dialogue with participants, while reviewing the consent forms for the study addressed any connections perceived, leading to trust in accurate representation and reporting (Ramani & Mann, 2016; Tarrant, 2017). Discussions, agreements to participation, and confidentiality were included at the beginning of each interaction point with participants. Investigation into perceptions required a high level of trust and confidence from participants, in receiving accurate verbal accounts and data.

As a vested stakeholder and educator in the school district, I conducted research within the scope of investigator-observer (Harrison et al., 2017). Having inside information to the inner workings of the schools and recognizing connections between observer and participants was crucial to the study, and for replication endeavors (Shenton & Hay-Gibson, 2009). Curiosity in the rationale for the decline in parent and community involvement in certain district schools prompted the exploratory qualitative case study in perceptions of leadership.

To remove bias or pretense, participants were cognizant of all connections to the school

district and secondary schools through site permission and informed consent letters (see Appendices A and B). Continual writing in the reflective journal, and reviewing the research questions, assisted in preventing biases or preconceived outcomes from entering research collection or analysis. Personal relationships or employment positions were disclosed to participants to address ethical concerns of risk, benefit, and privacy (Ramani & Mann, 2016). The school district of the study does not permit benefits or incentives of monetary value in recruiting participants for research (Mokher & Pearson, 2017). Approval for research from the southwest Florida school district was received prior to reaching out to participants in each school (see Appendix C).

Due to COVID-19 restrictions, guidelines, and new time constraints, one of the original consenting secondary schools dropped out of the research within the first three weeks. A request to change a site location for research was filed and approved with the school district and can be viewed in Appendix C. Review of all consent forms and procedures was conducted with the new site to express assurance of confidentiality. Personal information of participants from both secondary schools were guarded against unethical influences, individual positions, or affiliations relevant to the study, and were only disclosed through the consent forms to the academic institution research was approved through (U.S. Department of Health & Human Services, 2009).

Research Procedures

Specific procedures were necessary in the pursuit of the research (Yazan, 2015). Alignment of research questions to participants and instruments was critical for accurate reporting of data (Baskarada, 2014). The following subsections include the population, sampling procedures, instruments, data collection, and data preparation.

Population and Sample Selection

Two secondary schools in the same southwest Florida school district were selected for the study. The target population was the school leadership teams, which included the principals, assistant principals, activities/athletic directors, academic coaches, and department chairs at both locations, equating to approximately 35–40 participants. Qualitative studies generate results that are not generalizable to entire populations, keeping population sample numbers small (Etikan et al., 2016; Marshall, 1996). Secondary schools have larger populations of students, and leadership is diffused through designated individuals (Brevik, 2013). Investigating perceptions of leadership through varied leadership team demographics, such as position or years of experience, assisted in identifying themes for coding the perceptions of parent and community involvement, from a leadership position (Moser & Korstjens, 2018). Secondary schools inherently have large cohorts or teams of leadership, due to student enrollment. Principals, assistant principals, and athletic directors diffuse or disseminate information from a top-down manner to department chairs, academic coaches, and then to educators. Messages, meanings, emotions, and urgency could vary based on the individual perception passing along details or tasks.

Purposeful sampling was used to select the 36 leaders who participated. Purposeful sampling occurs when participants are selected based on the topic of research, to provide rich data (Moser & Korstjens, 2018). Individuals in positions of leadership and within the same southwest Florida school district, from either Title I or non-Title I designated sites were included in the study. Since case studies are bound to the populations investigated, the specific schools, their leadership teams, and school designation are boundaries in the study. Schools outside the district were not desired due to convenience and accessibility to participants (Etikan et al., 2016). Invitations to participate in the study were sent to southwest Florida secondary schools identified

in the approval from the school district (see Appendices C and D).

Signed permission for school participation from the school leaders was required to continue with participation and was delivered to each school via email (see Appendix B; Mokher & Pearson, 2017). Contact information, dates, and deadlines were provided to the additional leaders in the selected schools through interoffice email due to pandemic concerns and contact limitations. Reminders for response deadlines were sent over the course of a 2-week period via email (Moser & Korstjens, 2018). Participants denying consent were not included in the study, and no further contact was made with these individuals. Recruitment through purposeful sampling avoided bias in race, age, or gender as individuals were selected based solely on location and position (Etikan et al., 2016).

Instrumentation

Instrumentation in qualitative case studies provides flexibility and allows for descriptive and robust data (Sechelski & Onwuegbuzie, 2019). As multiple participants could generate varied perceptions or conceptual ideas of leadership toward parent involvement, instruments were chosen to indicate breadth and depth in the study (Ramani & Mann, 2016). Construction of self created instruments, pulled themes, words, and general ideas from open comments of historical data provided by the school district on parent involvement. Since the historic data was in the form of a survey, and quantitative in nature, no use of the Likert-scaled questions or responses were used in reported results.

Reflection throughout the research was beneficial and necessary in recognizing issues or additional challenges (Edwards, 2017). Use of the historic data, posed a challenge due to the quantitative nature, however significant value came from word use, phrasing, and open comments of participants in curating instruments. Reflective journaling during question creations

provided opportunities to adjust, rephrase, or consider further opportunities in the research topic. Journaling throughout the entire process of the study assisted in identifying themes, patterns, issues, and connections to the study, as writing occurred before and after each collection point.

An original questionnaire and focus group questions were developed and reviewed by subject matter experts (SMEs) in the field of educational leadership (see Appendices E, F and G). A historical component of district-created parent survey data, was utilized to assist in wording research and data tool questions only, to generate a rich understanding of the research questions based on perceptions (see Appendix H; Yin, 2009). Specifics of the instruments and use of original questions are reviewed as follows.

Historical Data

Historical data from a district source provided a vivid description of the relationships, partnerships, and attitudes community members or parents have about the school leadership (Tellis, 1997; Yin, 2009). Response rates for the two schools could provide indications of perceptions of leadership toward parent involvement based on the parent value in completion and return. Aggregated longer comments provided by the district, lent to the formation of phrases for self-created questionnaires and focus group guide. Limitations in the use of historical data included varied leadership shifts through the years or authenticity of responses. Having an awareness of limitations was a consideration in reporting data provided from an outside source.

Questionnaire

An original questionnaire was created to gain educational leaders' perceptions and attitudes on involvement and engagement of parents and seek to explore the idea of influence on leadership cohorts within secondary schools (see Appendix I). Questions were researched through The Department of Education, Statistics and Research platforms to create an instrument

on leadership perception (USDE, 2018). As the questionnaire was original, field testing the responses for bias, reliability, credibility, and validity prior to participant involvement was imperative (see Appendices E and J; Harrison et al., 2017). Emails were sent to five SMEs, with a threshold of three responses or critiques on questionnaire and focus group questions. A critique completed by three of the SMEs was completed with the initial questionnaire and focus group questions to provide professional feedback (see Appendix J). Subject Matter Experts (SME) critique of the questionnaire and focus questions assured readability, assisted in identifying implied bias within questions, and indicated any grammatical flaws (Seo et al., 2015). The SMEs held doctoral degrees, were in educational leadership positions in elementary or middle schools and had no role in the study results as data were focused on secondary or high school institutions (Baskarada, 2014). The two demographic identifiers and eight open-ended questions on the questionnaire (see Appendix I) were not expected to take more than 30 minutes to complete.

Questionnaire responses had a balance of required and non-required settings in the Microsoft Form, to assure the highest rate of participation and credibility (Robbins & Heiberger, 2011). Open-ended questions allowed for the extension of thoughts on perceptions of parent school involvement. The school leadership questionnaire was centered on perceptions or attitude for parent-community school involvement (see Appendix I). Individualization to position of leadership held was not considered, participants were identified based on principal designation of a school leader, not on district professional designation. The questionnaire contributed to the focus group discussion, described as follows by identifying themes and inquiry or follow up questions during the discussion (Krueger & Casey, 2000).

Focus Group

Focus groups are used to gain insight into perspectives others in the group may not have

thought of in conversations while investigating a topic of research (Milena et al., 2008). Six to 10 members provide manageability and equity of time commitment frameworks when working with focus groups, as suggested by Randle et al., 2014. Principal administrators at both participating schools were omitted from the focus group discussion for multiple reasons, time, and accessibility during COVID-19 restrictions were a few, for the two individuals. Although a part of the questionnaire collection, principal presence in the focus group could have had a conscious or subconscious influence on lesser leaders in the cohorts when responding to questions (Onwuegbuzie et al., 2009). Assuring participants of confidentiality, anonymity, and promoting openness in focus group discussion enabled rich data (Randle et al., 2014). The discussion was recorded using WebEx video conferencing, and participants consented to recording and transcription afterward prior to beginning the dialogue. Recorded data were necessary in reflecting the authentic descriptions and voice of the participants (Milena et al., 2008).

The use of a focus group moderator and assistant eliminates the potential bias of the research, however only the researcher, was the facilitator, due to pandemic restrictions (Randle et al., 2014). Subject matter experts' professional input on focus group questions and format was considered and a protocol was established for the facilitator and participants (see Appendices I and L). Minimal risk existed in the focus group discussion on the perceptions of leadership attitude toward parent involvement (Milena et al., 2008). Protocols for focus groups were needed as beneficial information, including dissenting points of view, were discussed during the allotted time (Krueger & Casey, 2000). Following established guidelines and protocols for research to reveal valid and credible results, additional considerations were made in constructing viable guiding questions that aligned with the research (Krueger & Casey, 2000; Onwuegbuzie et al., 2009).

Data Collection

The collection of data began after approval by the Institutional Review Board (IRB) and the school district. Letters of permission (see Appendix B) and consent (see Appendix A) were sent to participating secondary schools and individuals purposefully selected to participate (Marshall, 1996). The consent forms are stored and locked in a personal filing cabinet for reference in the primary investigator's private residence. Collection processes were important to assure confidentiality, credibility, and validity with each instrument in the study (Tarrant, 2017).

Questionnaire Administration

Upon return of letters, school leadership questionnaires (see Appendix I) with directions and timelines were sent to consenting participants. A digital platform was utilized due to COVID-19 pandemic concerns. A Microsoft Office Forms version of the questionnaire was sent to each respondent through personal email. The questionnaire contained explicit instructions, deadlines for completion, additional instructions, and contact information for any questions or issues with responses (Mokher & Pearson, 2017). Participant responses were expected to be received within 1 month. Reminders were emailed to participants after 2 weeks and again 3 days prior to the end of the month. Any hard copies of the electronic information are stored in a locked cabinet throughout the duration of research, held for 3 years, and then shredded as recommended by the Instructional Review Board (IRB). Open-ended questions from the questionnaire were used to identify codes and themes.

Historical Data

District survey data (see Appendix H) were requested from the assessment and data cohort within the district administrative team. Survey information was disseminated through the district offices to assure only pertinent data were released for the approved research. The high

schools in the district use the same survey at each location, and data from the previous 3 years were requested. Middle or elementary school data would not be relevant to the study; hence, the scrubbed data from the district directly eliminated extraneous information through district-held software. Statistical data were placed into an Excel spreadsheet, which was then stored on an external, personal password-encrypted hard drive. An in-depth review of archival information was conducted for individual school data, assuring proper reporting (Ramani & Mann, 2016). Hard copies of culminated data were stored with consent forms in a personal locked cabinet in my residence before, during, and after analysis.

Focus Group Data Collection

The collection of data from focus groups occurred through a virtual platform, WebEx (see Appendix G). Neutral locations and mutually agreed-upon days and times were established with participants. The facilitator-primary researcher established the protocol for the discussion through reading guidelines and assuring participants consented to audio recording the meeting (Krueger & Casey, 2000). If individuals did not want to be recorded, they were excluded from the study.

The focus group facilitator-primary researcher was responsible for encouraging participants in the discussion to engage in the conversation (Krueger & Casey, 2000). While facilitating the discussion, notes were taken in a reflective journal with any additional comments, questions, or issues, which assisted with verifying message or meaning throughout the discussion (Randle et al., 2014). Additional delineation of coding or data collection was completed through detailed scanning of topics from personal notes in the reflective journal (Onwuegbuzie et al., 2009).

Notes collected from the focus group discussion, in reflective journal, were stored in a

locked cabinet within residence until transcribed into electronic form. Audio recordings were erased after transcription and member checked or verified for accuracy by participants (Milena et al., 2008; Ramani & Mann, 2016). Electronic copies are saved on an encrypted external hard drive, which is password protected, further assuring confidentiality and security.

Data Preparation

Assuring collection approval through the district, IRB, individual schools, and participants was an essential first step in preparing for research. Outside of the protocols for approval, permission, and coding, training, and additional research into MAXQDA for application usage was necessary to assure accurate reporting (Cabrera, 2018). Having a comprehensive understanding of contextual links in the qualitative data and how to organize the details through MAXQDA was beneficial prior to use of the program (Shenton & Hay-Gibson, 2009). Individual knowledge in MAXQDA assured accurate reporting as the data were collected and analyzed.

Upon completion of data gathering from questionnaires, focus group, and review of reflective journal were necessary for accurate transcription. Virtual conferencing platforms such as WebEx, allowed for automatic transcription of the focus group. Once transcriptions were generated member checking for accurate meaning and responses was conducted. Member checking made it necessary to listen to the discussion multiple times, and review any notes taken in the reflective journal, to assure details and answers provided were accurate from participants (Sechelski & Onwuegbuzie, 2019). Transcripts, once member checked, were uploaded into MAXQDA assistive software, and saved. Questionnaire data was returned electronically through Microsoft Forms and was saved through an Excel spreadsheet until uploaded into MAXQDA. Member checking and transcription review were conducted prior to open coding and storing data

through visually identifying words or phrases for further analysis.

Themes are the guiding factor for collection and analysis in qualitative research (Chenail, 2011). The need to identify perceptions from educational leaders was generated from the terms, phrases, and specific context used in the thematic coding. Open-ended coding categories became the master headings, and then second- and third-level subheadings were generated (Sechelski & Onwuegbuzie, 2019). Master headings inclusive of perceptions of school leaders, educators, and parents based on perceived roles and responsibilities was a leading code category. Additionally, defining the roles, responsibilities, and expectations of stakeholders in secondary aged students' lives stood out in open-ended coding. Once open coding was completed, axial coding was implemented to identify relationships in the codes (Sechelski & Onwuegbuzie, 2019). The additional axial coding expanded the theme of perceptions through revealing relationships, conditions, and influences in responses (King, 2010). Codes and themes that came through in the preparation stages were utilized in further analysis of the data.

Data Analysis

The focus of the exploratory qualitative case study was the perceptions and attitudes of leadership toward parent involvement or engagement in Title I and non-Title I secondary schools. Explanation of how and why phenomena exist is primary in reporting a case study (Baskarada, 2014). Through an analytic induction, the concepts or codes were developed, defined, and organized to gain insight into causal links (Chenail, 2011; Tarrant, 2017). MAXQDA software was utilized in identifying links and codes and in data presentation (Oliveira et al., 2016). As qualitative data are text-rich, MAXQDA was useful in thematic content analysis and simplifying the task of coding the research data and presenting the data in tables and figures (Oliveira et al., 2016). Making sense of the content through visual representations made the

information easier to handle and understand.

Thematic content analysis of the focus groups and open-ended questions went through multiple stages (Tellis, 1997). Pre-analysis, which included identifying themes during open coding, such as perception, roles, and expectations of parent involvement, brought about identifiers of themes that led to deeper coding as data were collected (Peredaryenko & Krauss, 2013). Codes and themes originally identified were confirmed as data was culled in MAXQDA. Axial coding, used in open-ended questions and focus group discussions, was developed as categories were organized through text, once axial codes were identified, themes were verified through MAXQDA for accuracy (Onwuegbuzie et al., 2009). Although the study was qualitative in nature, data incorporated from the school district were added into MAXQDA analysis and presented demographic data in tables and figures (Sinkovics & Alfoldi, 2012). Assistive software, such as MAXQDA, was used to identify, search for, create, and suggest codes through hierarchical levels of the research (Oliveira et al., 2016). Reliability and validity, through MAXQDA and data triangulation, are further reviewed as follows.

Reliability and Validity

Credibility and validity were generated in the research through saturation and triangulation of qualitative data. Saturation as a process entailed probing questions around a general topic until the topic had been depleted of alternate answers or additional details (Yazan, 2015). Member checking allowed participants to review individual responses during the focus group after the discussion, assisted in assuring words and meanings in reported responses were accurate (Gunawan, 2015). Participants were provided redacted transcripts of responses to transcribed recordings through the member check. If words or phrases were not accurate to responses, participants were able to change wording or phrases. No other participant reviewed

the entire transcription, and all participant pseudonyms were only known to the individual responder. Through data triangulation, different sources of data were used to reveal both convergence and divergence of the explored topic (Denzin, 2012; Kern, 2016). In utilizing both triangulation and saturation methods of collection and analysis, credibility in the research was strengthened (Peredaryenko & Krauss, 2013). Themes revealed through continued rephrasing of questions until no new information was obtained is considered saturation and gives strength to qualitative research (Fusch et al., 2018).

Transferability can be obtained by following the processes and steps of the exploratory case study. Although the population sampled was purposeful, if the research were conducted in another region or school district with the same parameters and use of tools, similar results may occur (Harrison et al., 2017). The use of the field-tested questionnaire and focus group questions should provide attitudinal perceptions of school leaders toward parent–community engagement in secondary schools. Through the analytical techniques, replication should produce commonalities in codes or themes (Yazan, 2015). Information reported in the exploratory research is not meant to generalize populations, although the study can be transferred to gather rich data (Tellis, 1997).

Dependability throughout the study was addressed through data triangulation, saturation, and use of assistive qualitative software. Continual reflection on the study through a field journal on each data collection point was an additional source of checks. Reflective journaling, used with fidelity after each collection point, assisted in staying on track with the research questions and processes used in reporting (Chenail, 2011). Researcher thoughts, ideas, issues, and thinking through journaling was a source of maintaining alignment and answering research questions.

Questionnaires and focus group discussions added to the topics aligned to the research

questions. Connection of themes and using computer-assisted qualitative analysis software enhanced trustworthiness and supported the integrity of the research (Sinkovics & Alfoldi, 2012). Credibility, reliability, and validity were increased through the ethical parameters, discussed as follows.

Ethical Procedures

Training in both the National Institutes of Health and Collaborative Institutional Training Initiative (CITI) programs guided ethical research study considerations. As marginalized populations were not a focus, research on the perceptions and attitudes of leadership toward parent involvement and engagement had a minimal risk to human subjects (CITI Program, 2019; U.S. Department of Health & Human Services, 2009). Confirmation from the school district and the IRB to conduct the study were obtained prior to contacting schools or participants. Letters of permission and consent included parameters dictating confidentiality, anonymity, and securing of any data collected (see Appendices A and B) All hard copies of consent forms, a reflective journal of the research, questionnaires, and historic data are secured in a locked cabinet. Electronic data are stored on an encrypted, password-protected external hard drive accessible by only one individual. Collected data will be held for 3 years and then destroyed as prescribed by the IRB.

Ethical standards of holding participants to completing tasks outside of contractual professional duties were a concern for the research. Professional and personal relationships in the district of research were addressed through consent letters and in additional directions. Acknowledgment of these positions and addressing them assured participants of the voluntary nature of the project and the level of confidentiality established.

Chapter Summary

The purpose of the exploratory qualitative case study was to investigate educational leadership perceptions and attitudes toward parent–community–school involvement in two secondary schools in southwest Florida, one designated Title I school and the other is not. A rationale and description of the methodology for research was detailed in the chapter. Sample population and technique were discussed, citing advantages and disadvantages in the processes. Tools for the study were described and were field tested by three SMEs to assure alignment to the research questions. Saturation and triangulation were utilized to further assure credibility in the reported findings. Professional and personal considerations to the study location were detailed. Further ethical considerations were followed based on recommendations from American College of Education’s IRB and educational institutions affiliated with the research. Chapter 4 includes further exploration of the data and analysis from the questionnaire, focus groups, and historical data collected.

Chapter 4: Research Findings and Data Analysis Results

Title I schools have additional supports from federal and state-level grants (USDE, 2018); opportunities for non-English-speaking families and families in need of economic support are a part of the equation. Although globally, schools are facing additional setbacks in funding and intervention supports due to the COVID-19 pandemic (Griffith & Berry, 2020), educational leadership perceptions of parent and community engagement and involvement remain a topic of concern (Zaccoletti et al., 2020). Schools that maintain or embrace attributes of parent and community involvement see academic, social, and emotional achievement in students and the community overall. Claims of parental involvement posing an impact on academic achievement in children have been cited in empirical research (Froiland & Davison, 2014). Insights to leadership perceptions in what involvement from parents and community members looks like, especially in secondary school settings, have been scant in empirical research.

The problem was educational leadership's perceptions and attitudes toward parent–community–school involvement within two secondary schools in southwest Florida, need to address the decreasing parent involvement within secondary schools of either Title I or non-Title I designation. Although involvement changes due to regional factors, a specific southwest school district had noticeable demographic variations in the community served and the student population attending each location. The purpose of the exploratory qualitative case study was to investigate educational leadership's perceptions and attitudes toward parent–community–school involvement in two secondary schools in southwest Florida, one a Title I and the other non-Title I. Procedures and strategies of data collection, analysis, results, reliability, and validity are reported in the following sections. Categorical or demographic data provided a foundation and additional considerations to the conclusions further explored in the subsequent chapter. The

following research questions guided the study:

Research Question 1: How do educational leaders of secondary schools, Title I or non-Title I, within the same southwest Florida school district perceive parent engagement and involvement?

Research Question 2: How do leadership perceptions and attitudes toward parent involvement influence the cohorts of leadership in Title 1 and non-Title 1 secondary schools in a southwest Florida school district?

Data Collection

Following site and IRB approval, participants from two southwest Florida high schools were informed of research being conducted at individual locations of the school district beginning in the 2020–2021 school year (see Appendix C). Within the time frame of gaining consent forms, the non-Title I high school leader decided to withdraw the school from the study due to COVID-19 concerns. Alternatively, the Title I school had already submitted consent forms and was prepared to be a part of the data collection. A revised approval from the school district was submitted to alter the site of the non-Title 1 high school and gained approval within 2 weeks in September of 2021. Additional request to change research proposal, and questionnaire was completed in May of 2021. Once school district approval was provided, a revised IRB change request was submitted and approval granted, without any additional revisions to the process or procedures approved in the original proposal for research (see Appendix K). All verification of consent and alterations were shared with the dissertation chair prior to beginning any data collection.

Informed consent began in late August and continued into December of 2020 for the purposefully selected participants (see Appendix A) in both schools. As some positions changed

among participants in both locations, and placements of leadership shifted to meet the changing secondary school needs, additional participants were either added or removed from the initial selection in August 2020. Consent meetings were held over the virtual platform WebEx.

Individuals provided personal email addresses to proceed forward, asked questions, and scanned consent forms to be added to the documentation for research. A total of 36 consent forms were retrieved from the combined school participants and were updated to continue participation through May of 2021. Table 1 provides general demographics of the purposefully sampled population from both secondary schools.

Table 1

Participant Demographics

Variable	<i>N</i>
Principals/assistant principals	
Title I school	3
Non-Title I school	5
Activities directors	
Title I school	1
Non-Title I school	1
Department chairs	
Title I school	7
Non-Title I school	11
Master teachers/academic coaches	
Title I school	8
Non-Title I school	0

Table 1 displayed the participant demographics as detailed in data collected from the self-

generated questionnaire. The information from the questionnaire (see Appendix I) provided demographics of school location, position held, and years held in the position. Demographic data assisted in generating rationale for inclusion to the research. Purposefully sampled leadership participants from both schools, as designated by school leaders at the Title I and non-Title I secondary schools, were represented equally.

Although Title I schools are provided federal grant monies to support students (USDE, 2018), the typical administrative support of principal and assistant principal is limited or reduced, while academic supports are added through coaching and master teachers (see Table 1; Nappi, 2014). In leadership at the non-Title I school, additional assistant principals and department chairs were utilized as supports to the leadership goals and mission (see Table 1).

Data were collected over 3 weeks through a virtual open-ended questionnaire once consent forms were retrieved. A virtual focus group was held within the first 2 weeks of data collection as questionnaires and consent forms provided the necessary target numbers to move forward. A threshold of 30 questionnaire responses provided 15 affirmative responses to participating to the virtual focus group. Individuals were selected for the focus group based on affirmative questionnaire responses regarding participation.

Historical Data

The southwest Florida school district provided historical data from the 2016–2017, 2017–2018, and 2018–2019 school years upon request for research approval (see Appendix H). As the pandemic began in January 2020, school surveys on the topic of parent involvement and engagement were limited to the school years listed and were not gathered for 2020. School district requests for release of data were based entirely on the changing complexity of the pandemic and workplace requirements. A designated employee from the district provided the

requested data, through an encrypted email, on the two secondary schools utilized in the research.

Questionnaires

All 36 participants received the direct link to the Microsoft Office 365 Forms questionnaire at their preferred email addresses and were given a 2-week time frame to complete the information; the initial time frame widened due to the pandemic, school demands, and approved revisions to tools or proposal. Contributions were accumulated from 30 of the 36 individuals. Data revealed individuals took no more than 40 minutes to complete the questionnaire outside of school contractual hours. Questionnaire responses were collected in January and May of 2021, through Microsoft Office 365 Forms and exported to Excel to be uploaded into MAXQDA for coding. An alpha identifier was assigned to each participant, who remained anonymous through the process. The questionnaire asked respondents if they were willing to participate in a focus group. Focus group selection was based on a specific criterion of not having a principal role at either school, eliminating 2 participants from the potential focus group pool. Responders who were principals and direct supervisors were removed from consideration as participants in the focus group stage of data collection to gain honest responses and protect confidentiality of other participants. Direct supervisors to participants, such as a principal were removed from focus group consideration and involvement.

Focus Group

Fifteen participants responded within the time frame and indicated focus group participation through the researcher-created questionnaire. Focus group participants were scheduled promptly to keep interest, relevance, and timely progression of research. Four dates were proposed, and one date was chosen based on participants' availability. The focus group was

scheduled after contractual school hours, held virtually through WebEx, and lasted 1 hour.

Twelve individuals consented to the recording and to have an assistant from outside the sample population support technology. Three participants did not consent to the recording and were removed from the study. Each participant was given an alpha identifier to use for the duration of the group discussion. An assistant was necessary to assure computer equipment, voice and volume levels, recording, transcription, and timing were functioning. The assistant had no connection to either school or knowledge of the individuals involved in the focus group and left the premise when the discussion began. Transcripts of the recordings were member checked and verified and are saved on an external password-encrypted device in the researcher's residence. Once downloaded content was verified, transcribed, and stored, original copies were deleted to protect participant confidentiality.

Data Analysis

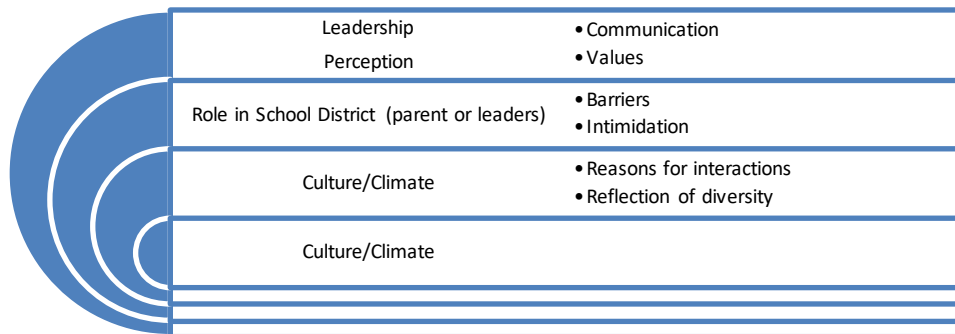
A qualitative case study methodology was used for data analysis. Themes of participants' perception and attitudes toward parent engagement or involvement emerged through the process of analysis and were examined deeply (Sechelski & Onwuegbuzie, 2019). Collection, transcription, and coding required an intensive review of prior study chapters and scrutiny in following the approved course of research. Collection and analysis phases provided a coding analysis that brought about a culmination of broad themes. Deep reflection on research questions, journal, and any transcripts was necessary to assure the data reported were comprehensive and fell within stated limitations or delimitations.

Thematic coding and analysis were the first stages in identifying themes from the data collected. Leadership perception of parent involvement, as the key to aligning research questions, provided subcategories. Subcategories and themes were then placed through axial

coding to identify connections and relationships (Williams & Moser, 2019). Observations, notes, and responses led to the open codes displayed in Figure 1.

Figure 1

Open-Ended to Axial Coding Initial Themes



Core codes from the data collection process were displayed in Figure 1. When completing the thematic open-coding process to axial coding, themes became saturated (Williams & Moser, 2019). Refining themes to align to research design, questions, and theoretical framework further provided a rationale for transformational leadership, which uses social capital, bioecological, and life-course theories to promote the diffusion of organizational messages, values, and mission (Hutton, 2017).

The analysis of data adhered to processes outlined in the preceding methodology chapter, with minor changes due to site location, additional open-ended questions, and rephrasing of research questions upon IRB and district permission (see Appendix C). Use of theoretical frameworks and coding methods allowed for the themes to emerge, which were used when uploading to MAXQDA (Cabrera, 2018). The exploratory case study incorporated informed consent, electronic questionnaires, focus group, and a reflective journal. Data was transcribed, member checked, and verified through the reflective journal. Validity and reliability of results increased using member checking. Themes became saturated using each level of data collection,

and journaled notes provided verification of thoughts, issues, and reflective practice through the course of collection (Sechelski & Onwuegbuzie, 2019). Historical data are discussed in the following subsection to generate a foundation for the continuing analysis and synthesis of information.

Parent questionnaires are sent to all schools within the southwest Florida school district on a yearly basis. The exception to the district data collection was the 2019–2020 school year, due to the COVID-19 pandemic. Information on the two secondary schools shared by the school district provided a foundation for moving forward with school leadership questions and additional insight to how students' parents perceive the school attended (see Appendix H). His historic data provided aligned with the problem and purpose of the case study, as rates of response can reflect potential reasons for parent involvement decreasing in the identified secondary schools. Information collected was provided from the district and district website in reporting historical data in connection to results.

Historical data provided a glimpse at the parent response rate to questionnaires, which were reported or returned to the district for feedback on school leadership in the two secondary schools. Since student enrollment increased over the 3-year period, response rates from parents should increase. Analyzed historical data included answers to the following questions: Do schools use parent feedback constructively? Are you encouraged to be involved in your child's school? and Are communications in languages you can understand? (see Appendix H). Increased response rates to the questionnaire over the years were encouraging, although the anonymous responses did not provide leaders with a strong confidence in the data. Acknowledgment of students responding for parents was a consideration when reviewing the open-ended questions as bias or misleading responses could be reported.

Data Results

The case study was conducted to identify the perceptions of school leadership on parent involvement and engagement in secondary schools in a southwest Florida school district. With the additional designation of Title I or non-Title I in secondary school leadership perception and attitude, the case study was restricted to parameters. The following subsections highlight the prominent findings from each instrument.

Research Question 1

The first research question asked, How do educational leaders of secondary schools, Title I or non-Title I, within the same southwest Florida school district perceive parent engagement and involvement? Data collection instruments that related to the perception of parent involvement or engagement were inclusive of a researcher-created questionnaire, and focus group, as depicted in Table 2, to examine leadership perceptions of parent involvement and engagement. Table 2 presents the topic of parent involvement or engagement in broad relationships between schools and parents, providing a perspective from both school leadership and parents of secondary students. School leader and historical data responses follow.

Table 2

Questions Related to Parent Involvement or Engagement Perceptions From Data Collection

Tools

Data collection tool	Question(s)
Researcher-created questionnaire	Why do you think parents feel welcomed or not on school campuses?
	How would you define parent involvement?
	What specific barriers /if any do you believe are involved with parents or community involvement at the school you are

	affiliated with?
	Where in the school, could benefit from parent involvement? Or where could involvement improve?
Focus group	Do you feel that the school you are leaders at within your school site are inviting to parents and community members?
	Follow up: What is specifically inviting to parents or community members?

Historical Data

Reviewing the data from the historical context allowed for generating connections to themes, words, and phrases. In the context of the district-provided survey, respondents were asked to extend comments on the question of feeling welcome at the child's school. Within the 3-year time frame, comments remained positive at the Title I school, stating the language, method, and overall interactions with school leaders were sufficient or exemplary. In respect to the non-Title I school, parents agreed the leadership communication and encouragement exceeded expectations. Although individual responses were positive overall, biases, rewards, and rate of response could skew or provide a limitation to the historical data. As no standard for collecting the questionnaire information from the district was provided or enforced to assure accuracy from participants, schools could have used incentives for returned information, or students could have completed the document without parent knowledge. Themes of communication method, frequency of communication from the school, and attention to detailed needs of families were reported.

Researcher-Created Questionnaire

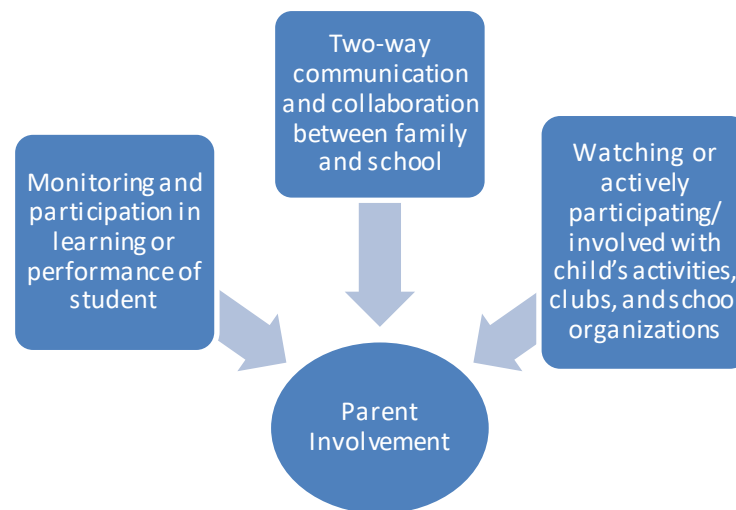
Thirty participants participated in the questionnaire out of the 36 who consented to research. Participants' definitions of *parent involvement* were coded using MAXQDA, and

Figure 2 provides a consensus of the themes or phrases school leaders in both schools used.

Perception from leaders in the defining roles of parents in secondary school-age students moved from a solitary response of participating in conferences and communication to fundraising and having a role in activities and sports on campus, as displayed in Figure 2.

Figure 2

Themes From Parent Involvement Definition



Parent involvement, according to the 30 questionnaire respondents, incorporates all three of the themes displayed in Figure 2. While the major themes of parent involvement and engagement were reported as a family responsibility, the school leader's perception can be inferred from data collected as only a conduit to connect parents, students, and schools. Further analysis of themes from responses to the open-ended questions related to defining parent involvement as mentors of social growth, supporting teachers and administration, and having an active role in the happenings of the school.

When answering the question of where the school could benefit from parent involvement or where involvement could improve, school leadership participants reported overwhelmingly to parent/guardian attendance as a hurdle for events in Title I schools. Conversely, non-Title I school leaders reported the need for more communication to parents and community members. Assistance in activities, clubs, athletics, and academic booster organizations was the key to parent and community connections to the high school, according to non-Title I leadership. A participant from the non-Title I school responded, “One hundred percent participation from families is what all schools want, but it is not realistic.”

Aside from the student, school, and community benefits of involvement and engagement in secondary schools, barriers such as language, time, outreach, and intimidation were reported. “Past experiences with schools, their own educational experience or current can intimidate or create a barrier for parents to get involved,” as a shared response from Title I and non-Title I participants, perception and attitude are viable research areas. Relationship building, generating trust among all stakeholders, “takes continual support from all members”. Visible examples were shared from the non-Title I school, “our principal is continually bringing in community members, sharing opportunities to engage in conversations on strategic planning, and engages with students, parents, and staff, authentically”. “If educational leaders authentically want to be involved with parents, then the barriers do not exist”, responded Title I leaders.

Focus Group

Ten of the 12 focus group participants were unanimous on responses to the question, Do you feel that the school you are leaders at, at your school site, are inviting to parents or community members? What is specifically inviting to parents and community members? Two participants did not have a direct response to the question but agreed with affirming body

gestures in the virtual meeting.

Participants A, C, H, and I cited the “physical features of the campuses create a welcoming environment” and then added, “the individuals which work the main desk and communication systems are the first interaction with parents and community members and are invaluable to the school and family connection.” Both participating schools have bilingual front desk workers, which assists in communicating with diverse communities.

Participants A, B, H, and I stated, “Parents are not usually excited about having to come to the school during the workday.” Participant C stated, “If parents are on campus during work hours, the interaction with school leaders is primarily for discipline or sickness issues; no parent wants to leave work due to circumstances which are negative, regardless of how inviting the environment is.” Participants H, I, and J added, “One potential time a parent may be on campus and interacting with leadership may be for a negative reason, leading parents or guardians to having a lasting impression of the one interaction.”

Participant D also considered the factors of documentation status as rationale for parent noninvolvement: “Trusting school leadership and local government agencies is a factor for not coming to school for many families.” While research supports Participant D’s claim, Participants F and G reflected on parents who come for athletic or club activities without seeming to worry of documentation or citizenship status.

Research Question 2

Research Question 2 asked, How do leadership perceptions and attitudes toward parent involvement influence the cohorts of leadership in Title I and non-Title I secondary schools in a southwest Florida school district? Questions from the tools are displayed in Table 3. As non-Title I schools do not gain additional funding for students, parent and community involvement is

a concern and a function of generating additional resources needed for student achievement and success in secondary schools. Table 3 aligns the need for a community through the frameworks of life-course, social capital, and bioecological theories in the education and support of members (Froiland & Davison, 2014).

Table 3

Questions Related to Alternative Parent or Community Involvement

Data collection tool	Question(s)
Researcher-created questionnaire	<p>Where in the school community could benefit from parent involvement? Or where could involvement improve?</p> <p>If your school has community partnerships, please expand upon at least one which you are aware of, and who is responsible for the connection?</p> <p>How does the school leadership you are affiliated with create engagement opportunities for the diverse communities they serve?</p> <p>How has the leadership (district or school based) supported how you perceive parent and community involvement?</p>
Focus group	<p>In what ways are parents and community organizations or local businesses involved in family activities on campus to improve student achievement?</p> <p>Follow up: Would activities and events planned with parents and community members be accepted by leadership? What steps would need to be taken to involve these groups within the school–community?</p>

Table 3 connected the research question to the data collection instruments in generating indicators for why population in Title I schools in the southwest school district is decreasing. As

stated, historical data from the district survey questions on the topic were not from 100% of the populations accumulated and may have been reward-driven responses in one or both schools.

Social capital having a role in research exploration, generating insight to partnerships with community members and organizations, was essential in investigating leadership perceptions and attitudes (Campbell, 2018).

Historical Data

Reflection on the 3 years of data coincided with the leadership perspective at the non-Title I school of making parental involvement a priority. Over the course of 3 years, parent respondents stated they were “reached out to from the principal or school direct leadership to actively participate in an activity, sports program, or club to promote the academic achievement of students.” Conversely, parents of Title I students reported “receiving communication on activities or events but did not feel the urgency or need to attend as individual student or children were not directly involved in the event.”

Researcher-Created Questionnaire

Community and connection were themes in the responses of participants to the questionnaire. Non-Title I schools relayed the importance of “family business partnerships with the school” as well as “booster organizations.” Parent workshops, School Advisory Committees (SAC), and informational meetings were cited by both locations as engagement opportunities for parents, held and promoted by school leadership. Leaders in the Title I school expressed the need for further “communication of events, both academic and athletic, which are ongoing at the school to change the perception of community members.” “Sending an email, text message, flyer, or posting on websites and social media, is not enough,” stated many responders from the Title I school. Although both schools had historically high parent/guardian rates of response to

communication from schools, the disconnect of what is communicated is a factor that has not been considered.

Both schools agreed in the self- created questionnaire on the importance of partnerships and were able to cite specific examples of activities that were ongoing. “Community service projects, small fundraising activities, and STEAM conferences are supported through educational leaders”, non-Title I leaders felt supported and encouraged to attend and create diverse opportunities for parents and communities to be involved in the school. Responsibility and role of communications and initiations for involvement need to be “led by example, from the top down”. “District parent surveys support necessary conversations on what the definition of parent involvement is”, which is why the perception from educational leaders towards the connections could be supported through additional outreach.

Focus Group

The participants provided varied responses to the questions regarding involvement from a partnership or community organization. Participant G stated, “Some partnerships do not want to be known; hence, we do not share what they do, or what they provide.” Others in the focus group were more focused on the groups that were brought up and had no information or idea of what the community or partnership did. The question left many participants in the group stating, “Well, why do we not have this information so we can assist our students and their families?” Participants D, E, F, and K added to the partnership question by stating, “The current pandemic situation has curtailed even involvement within non-Title I schools.” Participant C stated, “Efforts for fundraising, generating academic and athletic or arts-related events has been a challenge.”

Following up to the original question regarding whether activities and events planned

with parents and community members would be accepted by leadership, the tone changed between the Title I and non-Title I participants. Responses from Participants A, B, I, and L reflected on the district leadership “taking the ability for schools to act on specific needs or services away from the direct principal or school leadership.” Participant H stated, “Autonomy, of high schools needs to be a factor a principal should relay to higher leadership.” Participant B stated, “Diversification of programs, academics, activities, funding, and supports needs to reflect the population served.” stated participant B. Participants I and J stated, “District administration needs to listen to or allow for divergent ideas of school leadership without leaders being afraid.” When Participant K stated, “The superintendent states what should be done, and how,” Participant L responded, “The only way to change this is through changing the culture, maybe of the district leadership, starting with the superintendent.” Participants B and G stated, “Anything against the grain or innovative gets push-back from higher administrators.”

Summary of Results and Findings

Through themes of parent involvement, leadership method, and partnerships, the research questions were addressed. Title I secondary school respondents brought about themes of lack in communication from leaders, intimidation, culture or climate of staff having a reflection of the leaders, barriers from higher levels of leadership preventing autonomy, and strong union presence keeping staff from interacting with parents. Non-Title I leaders alternatively reported strong support from higher leaders in the school; ability to engage with parents and community groups who support functions or programs; and a clear mission, vision, and definition of parent involvement on campus.

A limitation to expanding on climate, culture, and union support became necessary as the perception of leaders on parent involvement was the scope of reference. Defining the terms,

meaning, or action of parent involvement, as displayed in Figure 2, is a key finding in the results, as leadership perception can vary due to the definition among members. Communication, as reported by both locations, needs to be transparent, consistent, and viable. Creating positive environments for the community to be a part of the school was suggested by leaders. Title I school leadership consistently stated, “We need to do more,” while non-Title I leaders stated, “We can still offer more but need the time to do it.” Participation sites responded with leadership cohorts above them, as having a direct impact on their efforts and attitudes at the school toward parents and community involvement and engagement.

Reliability and Validity

Reliability and validity threats existed in potential bias or interpretation of theories and data to fit the investigator’s theories and premises. Methods to reduce the threats or notions began with SME review and critique of collection instruments (see Appendix E). Modifications to original questions to reflect and align to the research questions allowed for high-quality questions to be asked of participants. Subject matter experts (SMEs) opinions and answers to questions were not added to participant responses, analysis, results, or subsequent summary.

Credibility through valid results was established using triangulation of secondary leadership perceptions on parent involvement and engagement. Participant attitude or perspectives were provided using focus groups and researcher created and historical district questionnaires (Sechelski & Onwuegbuzie, 2019). Multiple collection tools as well as member checks and reflection on notes in researcher journal allowed for accurate interpretation, verification, and comparisons of data collected (Tarrant, 2017). Validating member responses, saturation of themes through open and axial coding, and use of MAXQDA strengthened the credibility and trustworthiness of data and theories developed (Williams & Moser, 2019).

Transferability of the research can be confirmed with the descriptions of participant responses as well as the collection methods and events that framed the study. Participants' confirmation of consent and recording acknowledged the assumption of parameters as well as the sharing of outcomes. Objective reflection of reported analysis, results, and assumptions provided the research a reflexivity in the process of reporting reactions, assumptions, and opinions, while staying unbiased in describing findings of the study (Chenail, 2011).

Chapter Summary

Through the collection and analysis of leadership perceptions on parental involvement or engagement in secondary schools, the exploratory case study identified key components to understanding the problem. Research questions, theoretical frameworks, and leadership theories were rooted in the foundation of the collected data from the southwest Florida school district and 36 participants. Demographic information provided an overview of the 36 participants (see Table 1) with respect to leadership position held in each of the secondary schools. Leadership perceptions, as a factor in the case study, indicated varying levels of diffusion in messages, based on leadership attributes, professional titles, and position of respondents sampled. Historical data from the designated secondary schools over the 3-year period provided parent perception of school leaders that brought about a broader view of the study.

Themes in open and axial coding were identified in Figure 1. Relationships between leadership perceptions, roles in the school, culture and climate from questionnaires and focus group responses were intertwined with social capital. Concepts emerged from the analysis and were supported through participant quotes and summaries extracted from open-ended questions and focus groups. Reliability and validity were discussed for each tool utilized for data collection. Transferability, dependability, and credibility were addressed in the research through

identifying definitions, parameters, and limitations on scope of research and processes or procedures guiding the study.

Further interpretation of responses, findings, and data were explored in Chapter 5. Reflection on Figure 2 indicated a need for school leadership to incorporate a unified definition of parent involvement into school mission, vision, and communications. Limitations, implications, and recommendations for further research in leadership perceptions of parental involvement and engagement in secondary schools are provided in the conclusion of the study.

Chapter 5: Discussion and Conclusion

Research was conducted on the perceptions of secondary school leadership on parent involvement and engagement in two secondary schools in southwest Florida. The secondary schools were further delineated by Title I or non-Title I designation, in the same school district. Leadership perceptions and attitudes toward parent and community involvement and engagement varied based on the leadership style of the principal leaders as well as how the perception is communicated through the layers of leadership in large secondary schools in southwest Florida. Research questions within the instruments aligned to questions in Tables 2 and 3 and provided beginning steps of where themes might emerge in exploration of the topics. Parent involvement and leadership perceptions created a thematic connection to areas identified in Figure 2, and participants provided pieces to defining the role and expectations of parents as perceived by school leaders. The following sections include findings, interpretations, conclusions; limitations; recommendations; and implications to expand on the connections of the research, theoretical framework, and leadership implications.

Research questions in the exploratory qualitative case study explored the perception of secondary school leadership, a variable based on the climate and environment of the research when conducted (Jensen & Minke, 2017). A leadership model forms from considering independent morals, values, mission, and vision of climates, in most situations, and school leaders are not excluded. Leadership perception and social capital, as pillars in the research conducted, proved challenging to explore due to COVID-19 regulations of social distancing, limits on group gatherings, and site location guidelines (Rogosic & Baranovic, 2016). Direct observation of either data collection site and the activities that would normally promote parent and community involvement were eliminated, based on local and government restrictions.

Although restrictions were in place, non-Title I schools have been able to engage public and parent support and involvement in the school, as reported through data collected.

Previous chapters described the rationale or purpose of the research and provided detailed responses to the research questions. Overall, the participants' responses narrowed research and literature gaps of parent involvement in Title I and non-Title I secondary schools. Research Question 1 inquired, How do educational leaders of secondary schools, Title I or non-Title I, in the same southwest Florida school district perceive parent engagement and involvement? Themes centered on connections, monitoring, and defining parent involvement were prevalent among participants, which aligned to the ideas of social capital and bioecological theories.

Research Question 2 investigated leadership influence on cohort's attitude and perception of parent involvement and engagement in Title I and non-Title I secondary schools in the same district. While leaders in both schools indicated a need for positive and critically increased involvement from parents, perception from the Title I school extended the assumption of alternate needs being more important in the current society. With pandemic restrictions, families from both schools have been limited in engagement and involvement; however, Title I families have had additional hurdles or barriers of loss in income and housing (Cerezo et al., 2018). Now non-Title I families are feeling the struggles of economic hardship.

Findings, Interpretations, Conclusions

Within the research, analysis can be depicted in numerous methods, although the primary necessity of defining the role or responsibility of parents or guardians in secondary school-age student learning was a theme that needed to be explored further. Consideration of changes in traditional family roles, perceptual changes of school leadership, and demographic changes in school populations were themes that emerged from data collected. Participants from both sites

reported the need for the primary leaders to reflect and engage with the culture of the community.

School leadership should reflect on the model of leadership that promotes the overwhelming populations of schools. Transformational leadership, which reflects on the social capital of the leadership from the top down, in district decisions should be inclusive of autonomous rationales and decisions (Hutton, 2017). Leadership that diffuses perceptions of inclusion as well as community responsibility is academically and socially productive in the communities served (Clayton, 2017).

From the findings, conclusions can be interpreted to include perceptions due to the varied levels of school leadership that diffuse messages to faculty, students, parents, and community members. Messages of outreach in non-Title I schools provided a semblance of unity, or transparency, of what the leadership message was in questionnaires and focus group data. Title I school participants disclosed their lack of knowledge of programs, resources, and support the secondary school provides, or can provide, to the community, due to lack of information diffused from primary school leaders.

Based on the population the Title I school serves, social capital, life-course, and bioecological theories played into the cultural and ethnic backbones of the populations of secondary students served. Ties to community, service, and family are rooted during the life-course trajectory of a person; education achievements with supports are assumed in personal development (Bronfenbrenner & Morris, 2006). When leadership discounts specific cultural or familial factors that promote social development in individuals, the supports that are in place are meaningless to individuals. Families need to believe school leaders have their values, diversity, and educational requirements in the forefront of learning and leading (Okon et al., 2019).

Findings from the research provided a glimpse at the perception of secondary leadership toward parent involvement. Because parent engagement and involvement are currently limited due to national guidelines in schools and states, leaders have an opportunity to adjust definitions and expectations. Research identified leadership across Title I and non-Title I schools as having varied definitions, expectations, and roles for parents of secondary students. Although Title I schools embraced the changing roles parents played in the schools, the Title I school participants reported struggles of gaining participation and support from parents or families.

Limitations

Study participants were from two schools in one school district in southwest Florida. The data collected from the district historical questionnaire provided information from only a fraction of the entire population of parents/guardians of students enrolled during the year. Further studies would need to expand data to include all of the district's secondary schools. Additional parameters on the historical data, to prevent student or potential outside responses to questionnaires, is a limitation to be considered if replicating the research. If parent/guardian participants did not respond truthfully to the district questionnaire, for any reason, the data could be inaccurate or skewed. As mentioned in prior chapters, individuals may have received incentives from either the schools, administrators, or educators to respond to the historical data.

Transferring data to another population would need to consider the demographics of Title I and non-Title I student and family populations in the district or schools studied. Generalization to all Title I or non-Title I schools should not be a consideration as the percentage of students in economic need can vary yearly and locationally. External validity could be limited to schools of similar standing or designation, economically and demographically.

Additional limits can be placed on the number of leaders in secondary schools as districts

dictate where allocations or positions are placed in secondary schools. Reflecting on Table 1, schools provided with additional Title I funding may utilize individuals at secondary schools in leadership positions; hence, ideas and leader messages filter through multiple layers of the school. Non-Title I schools do not receive additional government funds for student supports, leaving position titles varied between the two schools. School districts often change leadership in secondary schools to provide different perspectives or expand experiences to aspiring leaders. Shifting principals and assistant principals in the district pool of candidates can create both positive and negative climates in schools (DeMatthews, 2018).

Internal validity was achieved through triangulation of information (Sechelski & Onwuegbuzie, 2019). Member checks of focus group discussion validated data through credibility of responses. Future research on the topic of perceptions of leadership and parent involvement would necessitate affirming transcripts and response rates to historical data to increase credibility of answers. The historical questionnaire was not given to participants in a controlled environment nor within specific parameters to prevent alternative responders other than the intended receiver; hence, reliability could be questioned. Other data collection followed protocols and procedures that can be duplicated to add to the literature on leadership perceptions of parent involvement from either Title I or non-Title I schools.

Additional limitations of the study include the COVID-19 restrictions. Focus groups, questionnaire responses, and informed consent meetings were held virtually. Researchers seeking to replicate the study would need to consider the lack of body language, or a controlled environment, due to the nature of virtual responses, as collected in the present case study. The lack of body language can be a limitation to observational field notes as only the top half of individuals could be seen and recorded. Focus group members were in varied environments

during the discussion, potentially causing additional disruptions or distractions to participants the researcher did not see.

Limitations were inclusive of individuals who did not want to be recorded through a virtual platform for the focus group. If the meeting had been held in person, three more individuals may have participated. Virtual situations have been identified as placing a reluctance on individuals to be recorded due to backgrounds or personal spaces, even with the ability to void or green-screen the recording. Disruptions, distractions, and personal surroundings may have prevented members from hearing questions accurately or having the ability to respond in a clear and concise manner.

Recommendations

Parent involvement and engagement in secondary schools is a variable in research that needs more attention. Community, private, or nontraditional secondary school environments have had more attention in research. Title I designation of secondary schools has changed over the course of the origination of the designation, and school district leadership should develop resources or systems that reach the changing demographic or population needs. Transformational leaders should define the terminology all stakeholders use (Cetin & Taskin, 2016). Shared language among organizations, especially schools, is imperative for successful academic, social, and emotional development of community members.

Themes of what parent responsibility is, at the secondary level, should be communicated and transparent. When aligning social capital among the community, members will either perceive support and responsibility or be pulled into the web of community members who can support families unable to rise to the expectation. Life-course and bioecological theories provide circumstances for ethnic, social, and cultural differences having a social justice premise (Benner

et al., 2017). Individuals who want to transform the community are perceived as socially active and engaged (Johnson & Hitlin, 2017). Schools are a standard of the morals, values, ethics, and community in society.

School leadership perceptions should reflect the ideas of transformational practices. Generating a cohesive message to families and populations served in the school should be part of communication goals (Hutton, 2017). Holding activities for community members to showcase the diversity in culture, as well as the talents of members, would be a preemptive step in sustaining student enrollment and increasing involvement and engagement in secondary schools. Transient or absentee students are challenges secondary schools face (Arslangilay, 2018). Leaders who convey messages of honoring families and a strong stance on academic and social needs of all students can provide a sense of stability, respect, and cohesiveness in communities.

Non-Title I students are primarily from middle- to upper-class families, which relates the idea of college and white-collar working environments; school leaders promote the idea of college and going to work as a foundation. School leaders at all levels should provide students and families the services mandated by public education. Opportunities for parents to be involved or engaged in a secondary school need to be a consideration for leadership to build the social capital of the school, honor the life-course trajectory of the community served, and support the bioecological transformation of community participants in generational families (Wao et al., 2017).

Implications for Leadership

The exploratory qualitative case study confirms the necessity of school leaders to collaborate efforts in secondary schools to increase parent involvement and engagement. Frameworks of social capital, bioecological, and life-course theories support the transformational

leadership model as standards of diffusing consistent information, supports, and resources where society indicates (DeMatthews, 2018). In secondary public schools, leadership messages are perceived as coming from a larger entity. School boards, superintendents, principals, and assistant principals should consider the climate and culture of individual school needs, across districts, in granting autonomous decisions for cultivating parent and community support. The study results can guide leaders in making decisions that harbor relationships in communities, building social capital, and elevating family relationships with secondary schools.

Title I and non-Title I leadership, as indicated by participants, should be supported in making independent decisions based on the school populations. The perception from staff leaders of principals and administrators revealed themes of transactional or situational leaders at the Title I school. Parent or community involvement is not a topic of immediate concern, and educators perceive a lack of support from administrators. Leaders in the non-Title I school projected ideas and themes of collaboration in the school and community. Ideally, school leaders will reflect on results from the research to address methods of leading in secondary schools to promote parent involvement and student achievement.

Defining parent involvement should be the first step in addressing parent involvement in secondary schools. Empirical research has summarized functions of parenting secondary students as monitoring or communicating with educators and schools. According to data displayed in Figure 1, a disconnect exists in a cohesive definition or role between school leaders, educators, and families. School advisory committees should use suggestions from research to formulate a standard and agreed-upon definition of roles for all contributing members in secondary schools. School leaders who collaborate, discuss, and agree on shared responsibilities of organization members generate perceptions of trust and respect.

Conclusion

Secondary school-age students have differing needs than elementary-age counterparts. Parent involvement or engagement is perceived to wane as children develop and become more independent (Okon et al., 2019). Perception of parent roles, responsibilities, and expectations from school leaders continually shift and can be vague in communications. Leaders in secondary schools can be proactive in supporting parent roles through an agreed-upon definition. Social capital is an important commodity in the development of a functioning society; through the mutual support of all members, the importance of involvement and reliance is reflected through individuals at all levels.

Academic, emotional, and social achievement of secondary school students have a positive impact on the economy and global society. School leaders who project the importance of interconnections of people and organizations can create a sustainable message of social justice and tolerance of diversity. Parent involvement in Title I or non-Title I schools should be a concerted effort of school leaders. Supporting the innovations, ideas, and open discussions of stakeholders for engaging with schools should be the perception community members have of school leadership (Toor, 2018). The more transparent and consistent secondary school leaders are with community members and families, the smaller the achievement gap becomes across all demographics (Jensen & Minke, 2017). Including parents and community members in the education of secondary school-age students provides opportunities for connection, learning, and growth in all ages.

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Appendix A

Informed Consent for Participation in Research

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: School Leadership and Parent Engagement in Secondary Schools: An Exploratory Qualitative Case Study

Researcher: Kathryn T. Shaw M.Ed.

Organization: American College of Education

Email: kathryn.shaw2401@my.ace.edu **Telephone:** 239.207.1064

Committee Chair: Dr. Michelle McCraney

Email: Michelle.McCraney@ace.edu

Introduction

I am Kathryn Shaw, 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. Michelle McCraney. 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. This consent form may contain words you do not understand. Please ask me to stop as we go through the information, and I will explain. If you have questions later, you can ask them then.

Purpose of the Research

You are being asked to participate in a research study which will assist with understanding perceptions and attitudes of school leadership in relationship to parent and community involvement and engagement within secondary schools in our district. This qualitative case study will examine how viewpoints and behaviors and beliefs from school leadership and stakeholders in the Collier County area impact student achievement with partnerships of parents and community members. Through the investigation of leadership practices and parental understanding, contextual conditions within the study may provide support to the school district in increasing parent and community involvement across the district.

Research Design and Procedures

The study will use a qualitative exploratory case study methodology and case study research design. Information will be disseminated to specific participants within Collier County secondary high school leadership teams. The study will comprise of a 10-question questionnaire (8 Open-ended questions, 2 demographic), and possible involvement in a focus group. Participants are school leaders as designated by location principal, from two high schools, Tile 1 and non-Title 1.

Participant selection

You are being invited to take part in this research because of your experience as a Secondary School Leader, who can contribute much to the perception of leadership and parent involvement in your schools, which meets the criteria for this study. Participant selection criteria: School principal, assistant principal, activities/athletic director, academic coach, guidance counselor, department chair, or master teacher within a Title 1 school or a non-Title 1 school in the Collier County School District.

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 and you do not have to participate. If you select to participate in this study, you may change your mind later and stop participating even if you agreed earlier.

Procedures

We are inviting you to participate in this research study. If you agree, you will be asked to complete a questionnaire based on parent involvement and engagement. From returned questionnaires and consent you may be asked to participate in a focus group which will take a maximum of 60 minutes and would meet off district property.

Duration

The questionnaire should take a maximum of 20 minutes to complete. If you are chosen to be in the focus group location and time frame will be agreed upon to not interfere with contractual hours.

Risks

The researcher will ask you questions about your work experience and perceptions. All information obtained in throughout the research will remain confidential information. 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. Loss of time will be minimized through ascertaining the location and time most suitable for participants.

Benefits

While there will be no direct financial benefit to you, your participation is likely to help us find out more about creating social capital and partnership models allotting benefits to the community and students in the Collier County School District. The potential benefits of this study will aid the College and Career readiness of our secondary students through developing the partnerships needed to gain supports in careers and mentoring opportunities.

Reimbursement

As a result of your participation in this research study, you will not be reimbursed for your time.

Confidentiality

I will not share information about you or anything you say to anyone. During the defense of the doctoral dissertation, data collected will be presented to the dissertation committee. The data collected will be kept in a locked file cabinet or encrypted computer file. 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 or Pseudonym is, and I will secure your information.

Sharing the Results

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

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 without repercussions.

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 Dr. Michelle McCraney. 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 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 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: _____

I have accurately read or witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm the individual has freely given assent.

Print or type name of lead researcher: _____

Signature of lead researcher: _____

Date: _____

Signature of faculty member: _____

Date: _____

PLEASE KEEP THIS INFORMED CONSENT FORM FOR YOUR RECORDS.

Appendix B**Letter of Permission From School Principals**

Date: TBD

Southwest Florida Administrator

Dear Southwest Florida, Secondary School Principal:

My name is Katie Shaw, and I am a doctoral candidate at American College of Education (ACE) writing to request permission to send a questionnaire and invite your leadership team to participate in a research study involving leadership perception and parent involvement as it pertains to student achievement. This information will be used for my dissertation research related to an exploratory qualitative case study on Title 1 and non-Title 1 schools. The purpose of the study will be to analyze and explore the leadership perception and attitude toward parent-community-school involvement within secondary schools. I hope your participation will add to the depth of research on this topic.

The individuals which will receive the questionnaire are principals, assistant principals, activities directors, department chairs, testing coordinators, and guidance personnel.

Important contacts for this study include:

Principal Researcher: K. Shaw

E-mail:

kathryn.shaw2401@my.ace.edu

Phone: 239-207-1064

Dissertation Chair: Dr. McCraney

Email:

Michelle.McCraney@ace.edu

Thank you for your attention to this issue and prompt response. I appreciate your time and consideration of my request.

Regards,

Katie Shaw

Appendix C

Research Approval/Identifier From Site



OFFICE OF ACCOUNTABILITY AND DATA MANAGEMENT
Collier County Public Schools
5775 Osceola Trail, Box 105 Naples, Florida 34109-0919
(239) 377-0008 • (FAX) 377-0024 • DataWarehouse@collierschools.com

December 9, 2019

Re: Research Request 5CC501

Dear Ms. Shaw:

The above referenced request has been approved by the Collier County Public Schools Research and Data Committee. It is now your obligation to conduct the study as outlined in the proposal and the Collier County School District Guidelines for Conducting Research.

Your approval is also subject to the following guidelines as designated by the committee:

- (a) Information is collected anonymously, and no personally identifiable information is obtained from or reported on any individual student, person, group, or organization.
If your research involves the collection of data from students, you must provide details of your study, (survey questions to be asked, etc.) and get signed permission from their parents/guardians.
- (b) If the district is to be identified in any manner in the final report of an approved study, prior permission must be secured.
- (c) The cooperating organization or individual will furnish a copy of the final results to the district.
- (d) All personnel involved (staff, teachers, administrators, etc.) know it is voluntary to participate and identity information is kept confidential.
- (e) Research conducted on accepted proposals must be actively underway within one (1) year of the date of acceptance. Researchers must request an extension for approved research proposals that are not initiated and actively underway by this time.
- (f) Approval means the researcher may collect data as specified in the original proposal.
This notification is not approval to provide data, promise of services, nor is it permission to use district data. Should the researcher pursue data beyond the parameters of the research proposal, all access to district resources will be denied to the researcher and any organization he/she presently represents.
- (g) Approval does not include any services from the district including access to district databases (unless it is public information available through the district's public information office.)
- (h) Personnel from the Office of Accountability and Data Management will not provide research services. [*J. Briggs will provide researcher Basic Item Analysis Report FY17-FY19 Parent/Guardian Survey results for BCHS and GGHS per supervisor approval.*]
- (i) The researcher must notify the committee about any changes made to the original proposal.
The committee reserves the right to rescind its approval if the modifications do not satisfy any of the conditions detailed above.

Please contact the Office of Accountability and Data Management should you have any questions or concerns.

Respectfully,

James Briggs
Coordinator
CCPS Research Committee

COLLIER COUNTY CHARACTER EDUCATION TRAITS
Citizenship Cooperation Honesty Kindness Patriotism Perseverance
Respect Responsibility Self-Control Tolerance

Begin forwarded message:

From: "Briggs, Jamie (James)" <BriggsJa@collierschools.com>
Date: October 9, 2020 at 4:13:40 PM EDT
To: "Shaw, Katie (Kathryn)" <shawk@collierschools.com>
Subject: Changes Approved - Research Proposal 5CC501

Good afternoon Ms. Shaw,

The CCPS Research Committee has approved your requested changes to Research Proposal 5CC501.

Have a nice weekend.
Jamie Briggs

Office of Accountability and Data Management
Office of Strategic Planning and District Initiatives
Coordinator
District Strategic Plan
Test Security * Invalidation Appeals
Stop Watch * Research Requests
PERT * AICE * FSA/AIR Support

Collier County Public Schools
(239) 377-5260
briggsja@collierschools.com
Tíocfaidh ár lá

From: Shaw, Katie (Kathryn)
Sent: Tuesday, September 29, 2020 9:28 AM
To: Briggs, Jamie (James) <BriggsJa@collierschools.com>
Subject: RE: Research Proposal 5CC501

Good Morning Mr. Briggs,

I am asking for the committee to consider allowing me to expand my scope of research to Gulf Coast High School for the approved application. Due to the pandemic, it seems as if one of the high schools is unable to assist me fully with the requested research measures of a questionnaire and focus group. At the time of writing this change request, I have not heard from the principal, although I have received one consent form out of the fifteen sent for review. I have had an informal conversation with the principal at Gulf Coast High School and Mr. Mikulski has stated his team would be willing to help.

This change in the school would also need me to gain access to the survey materials discussed in the original plan but for Gulf Coast High, if approved. All other actions and time frames will remain the same, as Golden Gate HS has been more than receptive to begin the study.

I sincerely appreciate the challenges and time to review my request.
Katie Shaw

FW: Questionnaire Revisions Approved - Research Project SCC501 - Google Chrome

webmail.collierschools.com/owa/projection.aspx

Reply all | Delete | Junk | ...

From: Briggs, Jamie (James)
Sent: Monday, May 17, 2021 11:07 AM
To: Shaw, Katie (Kathryn) <shawk@collierschools.com>
Subject: Questionnaire Revisions Approved - Research Project SCC501

Good morning Ms. Shaw,

The CCPS Research Committee members have completed their review of your requested changes to Research Request 5CC501 (originally approved 12/09/19, revision to expand research to include Gulf Coast High School approved, October 9, 2020).

Your requested revision to the participant questionnaire, (submitted 5/13/2021), has been approved.

Thank you,
Jamie Briggs

Office of Accountability and Data Management
Office of Strategic Planning and District Initiatives
Coordinator
District Strategic Plan
Test Security * Invalid Appeal Appeals
Stop Watch * Research Requests
PERT * AICE * FSA/IAIR Support

Collier County Public Schools
(239) 377-5260
bc999ja@collierschools.com
Tíosaíocht ár lá

From: Shaw, Katie (Kathryn)
Sent: Thursday, May 13, 2021 10:52 AM
To: Briggs, Jamie (James) <Briggsja@collierschools.com>
Subject: RE: Requested Change to Approved Research 5CC501

Appendix D**Letter of Recruitment**

To whom it may concern,

You are invited to participate in an investigation of how Collier County, Florida school leaders' partnerships with parents and community organizations help to increase student achievement in Title 1 and non-Title 1 designated schools conducted by Katie Shaw M.Ed. through the American College of Education. The research will be used to determine if further research is needed to create a model for school-parent-community partnerships in secondary schools in order to increase student achievement.

Responses will be collected via mail or email.

Your anonymity will be maintained throughout the data collection, documentation, and presentation.

You will be notified of questionnaire deadlines via email.

Please see attached informed consent letter for further details.

The questionnaire will be sent to you on TBD.

All responses will need to be returned by TBD.

Appendix E

Email Communication to Subject Matter Experts

Shaw Request - Microsoft Edge

https://webmail.collierschools.com/owa/#viewmodel=ReadMessageItem&ItemID=AAMkADYwZTZhNTk1LTY0NjA1NGU4Yy1YzQ3LTQ2OTUyYzYyOTgyMQBGAAAAAajOxs9p5SjRi2KvsxHXjnwBwCOMiikL3FFR7Sb15fWMAqCQOFVX1

Shaw Request

DELETE REPLY REPLY ALL FORWARD

Mark as unread

Shaw, Katie (Kathryn)
Mon 11/11/2019 8:25 PM

To: [REDACTED]
Cc: [REDACTED]

3 attachments

CRITIQUE SH-.docx Focus Group-.docx School Lead-.docx

Download all

Good Evening [REDACTED]

As a Subject Matter Expert in school leadership, I am requesting your assistance. The attached items will be used in a doctoral research endeavor on leadership perception of school leaders on parent involvement in secondary schools. As you are not in the same district the study will take place, or at the locations identified in proposal materials, your feedback and critique will not be used in the data collection. However, I appreciate assistance in reviewing information requested in the critique sheet.

Feel free to scan and send suggestions or concerns to either shawk@collierschools.com or digndaisy@msn.com. Responses are appreciated within five business days.

Thank you again for your assistance and support!

Katie

Katie Shaw
Social Studies Instructor
Adjunct Professor FSW


Type here to search

12:37 PM 11/16/2019

SME Assistance - Message - Mail

Reply Reply all Forward Archive Delete Set flag ...

SME Assistance

 **Katie Shaw** <digndaisy@msn.com>
1:42 PM [Full-screen Snip](#)

To: [REDACTED]

Good Afternoon-

I am in need of some assistance with a few additional questions for data collection on my research in parent involvement and community engagement. If you could please let me know if these five open-ended questions read correctly, and would align to answer the following research question, I would greatly appreciate it!
Katie Shaw

Research Question:
How do leadership perceptions and attitudes towards parent involvement influence the cohorts of leadership in secondary schools?

1. How does the school you are affiliated with create engagement opportunities with parents and the community within the school?
2. What leadership supports are at the school for creating environments of diversity?
3. How has the leadership (district or school based) supported how you perceive parent and community involvement?
4. Why do you think parents feel welcomed or not on school campuses?
5. What specific barriers/if any do you believe are involved with parents or community involvement at the school you are affiliated with?

Windows taskbar: Type here to search, Task View, Edge, File Explorer, Photos, Mail, Outlook, Chrome, Word, System tray (1:45 PM 5/1/2021).

Appendix F

Critique Responses From Subject Matter Experts

SME Response #1

CRITIQUE SHEET

Please complete the attached survey which deals with parental involvement at the secondary level, *responding to each item from the perspective of school leadership*. After doing so, please answer the questions on the critique sheet by circling the most appropriate answer. Your response will assist in producing the final form of the questionnaire and focus group questions which will then be used to gather information from SWFL secondary school leaders.

1. The time required to read and complete the questionnaire was:
 - a. Less than 10 minutes
 - b. 10-15 minutes
 - ☒ c. More than 15 minutes
2. The directions for completing the questionnaire were:
 - a. Easy to understand and follow
 - ☒ b. Too wordy, but could be followed
 - c. Confusing, difficult to understand (if so, please circle on the survey itself which words and/or phrases were confusing)

For Numbers 3-7: Please indicate Questionnaire or Focus Group the instrument you are referring to with a FG or Q on the margin

3. When reading the questions:
 - ☒ a. All words were understandable
 - b. Some words were unfamiliar, but it did not affect my ability to answer
 - c. Several words were unfamiliar, making it difficult to answer some questions (if so, please circle on the survey itself which words and/or phrases were unfamiliar and confusing)
4. Please list the number of any questionnaire items or focus questions you feel were unclear or ambiguous. What changes could be made to improve or correct the questions?

#1 on Q: Numbers leave gaps
5. Please list the number of any questionnaire or focus questions you feel were irrelevant. Do you feel these items should be omitted from the survey?

Q: Do you need all open-ended questions? They are very open. Could some work for focus group?
6. Please list any item that you feel should be added to improve the survey.

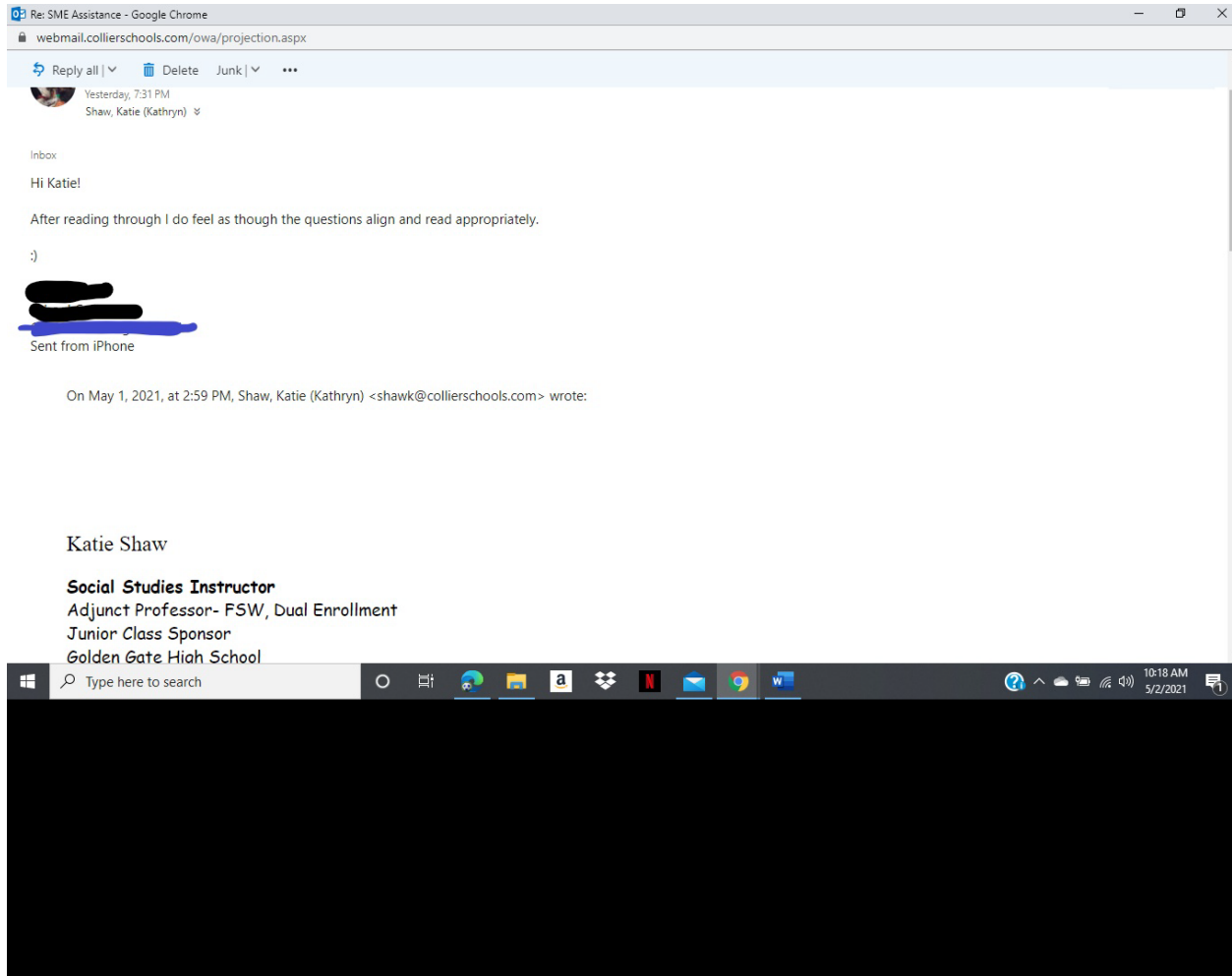
N/A
7. General comments or suggestions regarding the survey instrument:

NA

Please return the critique sheet with comments, as well as the survey document, in the enclosed self-addressed stamped envelope.

Thank you for your time. Your assistance is greatly appreciated!

Kathryn T. Shaw M.Ed., Doctoral Student, American College of Education



SME Response #2

CRITIQUE SHEET

Please complete the attached survey which deals with parental involvement at the secondary level, responding to each item from the perspective of school leadership. After doing so, please answer the questions on the critique sheet by circling the most appropriate answer. Your response will assist in producing the final form of the questionnaire and focus group questions which will then be used to gather information from SWFL secondary school leaders.

- The time required to read and complete the questionnaire was:
 - Less than 10 minutes
 - 10-15 minutes
 - More than 15 minutes **17**
- The directions for completing the questionnaire were:
 - Easy to understand and follow
 - Too wordy, but could be followed
 - Confusing, difficult to understand (if so, please circle on the survey itself which words and/or phrases were confusing)

For Numbers 3-7: Please indicate Questionnaire or Focus Group the instrument you are referring to with a FG or Q on the margin

- When reading the questions:
 - All words were understandable
 - Some words were unfamiliar, but it did not affect my ability to answer
 - Several words were unfamiliar, making it difficult to answer some questions (if so, please circle on the survey itself which words and/or phrases were unfamiliar and confusing)
- Please list the number of any questionnaire items or focus questions you feel were unclear or ambiguous. What changes could be made to improve or correct the questions? **#8 - I read 3 x just to be sure I understood what you were asking.**
- Please list the number of any questionnaire or focus questions you feel were irrelevant. Do you feel these items should be omitted from the survey?
- Please list any item that you feel should be added to improve the survey. **Open ended: Describe an extended or successful parent involvement activity you held or participated in.**
- General comments or suggestions regarding the survey instrument: **Do you only want H.S. responses?**

Please return the critique sheet with comments, as well as the survey document, in the enclosed self-addressed stamped envelope.
 Thank you for your time. Your assistance is greatly appreciated!
 Kathryn T. Shaw M.Ed., Doctoral Student, American College of Education

SME Assistance - Message - Mail

Reply Reply all Forward Archive Delete Set flag ...

Fwd: SME Assistance

10:37 AM

To: digndaisy@msn.com

Good morning,

I have read and reviewed the questions. They read well and are aligned to the RQ. Please let me know if I can be of further assistance.

Sent from my iPhone

Begin forwarded message:

Date: May 2, 2021 at 10:30:31 AM EDT

Subject: Fwd: SME Assistance

Sent from my iPhone

Begin forwarded message:

From: "Shaw, Katie (Kathryn)" <shawk@collierschools.com>

Date: May 2, 2021 at 9:51:35 AM EDT

To: [REDACTED]

Subject: Fw: SME Assistance

Windows taskbar: Type here to search, 10:53 AM 5/2/2021

SME: Response #3

[REDACTED] Tue 11/12/2019 9:28 AM
Inbox Mark as unread

I only have a couple of questions

1. Who is the survey going to? I know you state school based leaders, but is that only admin., or is it team leaders also. I am only asking because you may get to totally different results from an admin., as compared to a teacher.
2. If you are looking at student involvement, the questions are great. If you are looking at involvement and engagement, I think there needs to be more questions on the engagement side.
3. I want to start out this next question by saying that all colleges are different. They have different requirements that doctoral students need to fulfill. With that said, it was a requirement for myself to have an instrument that had validity and was reliable. In my program, you could create your own instrument, but they you would have to go through the testing to find the validity and reliability. It was explained that it was much easier to ask for permission to use someone else instrument, that had already gone through this process. However, if your chair has already approved your instrument, you are good 😊.

I hope that is the feedback that you were looking for. If you need anything else, please let me know. Also, I would be more than happy to sit on your committee if they ask for an outside person.

Shaw, Katie (Kathryn) Mon 11/11/2019 6:37 PM
Sent Items Mark as unread

2 attachments

CRITIQUE Sheet.docx Focus Group.docx

1 of 4

From: [REDACTED]
Sent: Monday, May 3, 2021 7:35 AM
To: Shaw, Katie (Kathryn)
Subject: RE: SME Assistance

Follow Up Flag: Follow up
Flag Status: Flagged

KS

How do leadership perceptions and attitudes towards parent involvement influence the cohorts of leadership in secondary schools? I think the five following questions support the main question regarding prior perceptions and attitude of leadership. All too often leadership at Title 1 schools sees those barriers as insurmountable and consequently gives up on exploring new ideas for connecting with the community.

From: Shaw, Katie (Kathryn) <shawk@collierschools.com>
Sent: Sunday, May 2, 2021 10:30 AM

Subject: Fw: SME Assistance

Hello [REDACTED]

If you could help me on this I would appreciate it! I need just an email letting me know if these questions would align to the research question and if they read correctly...I would appreciate it 😊

Appendix G

Focus Group Questions

The following questions will be used to guide the focus group on leadership perception of parent and community involvement in secondary schools. A heterogeneous group will be utilized in order to gain a contrasting view from Title 1 and non-Title 1 secondary school leadership cohorts. Principals will not be participating in this portion of the research. Follow up questions are only to probe further into the topic if needed.

1. Do you feel the school you are leaders at is inviting to parents and community members?

Follow up: What is specifically inviting to parents or community members?

2. How does the secondary school involve parents at the school? Are workshops or informational sessions available to help them understand what/how students are taught?

Follow up: How are parents informed of the opportunities to become involved?

3. In what ways are parents and community organizations or local businesses involved in family activities on campus to improve student achievement?

Follow up: Would activities and events planned with parents and community members be accepted by leadership? What steps would need to be taken to involve community/local business groups within the school-community?

4. Are parent leadership trainings available for community groups or individual stakeholders on the school campus?

5. Are there any community organizations which would have a shared benefit with the school which they are not reaching out to?

Follow up: How have you or the school utilized community organization partnerships?

Appendix H

District Created Parent Survey

Collier County Public Schools Parent Survey 2018-2019

GGH

EN

Dear Parents:

Collier County Public Schools is committed to a partnership between schools and families to help all children excel in school. We invite parents to take this brief survey for each child in your family, (Grades K to 12), and return it to your child's school by **March 25, 2019**. We value your feedback and wish to ensure your voice is heard. Responses to questions 1-14 are scanned by computer for scoring.

To ensure every one of your responses is counted, please follow these guidelines:

1. Use only pencil, or blue or black ink (red or other colors or markers will not be scored).
2. Fill the bubble completely: ●
3. All other markings might not be scored. Please DO NOT check ☒ cross ☒ dot ☒ or circle ☒ the bubble.

Please respond to each statement about your child's school.	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. My school provides a safe learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My school provides a rigorous learning environment and students are academically challenged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel informed about Collier County Public Schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I trust that the school district is providing me accurate and complete information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My school reaches out to engage me in my child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Collier County Public Schools uses parents' feedback constructively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am satisfied with my interactions with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How do you prefer to learn about parent events? <input type="radio"/> Automated Phone Call <input type="radio"/> Email message <input type="radio"/> Flyer sent home	<input type="radio"/> Text message <input type="radio"/> Website, social media (Twitter, Facebook)
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Please respond to each statement about your child's school.	Yes	No	N/A
9. I feel welcome at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I received information or attended a workshop to help my child do better in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I received information about my child's state test scores (FSA or EOC exams only).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Information from school was in a language I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am encouraged to be involved at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I encourage my child to read or read with my child at least once a week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: Comments may be written in this box. Please write neatly to ensure your comments are recorded accurately.

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Appendix I

School Leadership Questionnaire on Parent Involvement

The following questions are designed to explore the perception of school-based leaders towards parent and community involvement. It will also look into perceived barriers and hopefully generate ideas to address them in high school settings. For further questions on content or procedure please contact Kathryn Shaw at kathryn.shaw2401@my.ace.edu.

Instructions: Please fill in the demographic information and then respond to the following open-ended questions below. There is no time limit to the questionnaire. All information is confidential and will only be used for the data collection process for the dissertation research. If at any time you wish to withdraw from the collection, please let me know and you will not be contacted further. Thank you.

1. How many years have you been in a leadership role at your school location?

1-3 years
4-8 years
10 years or more
2. Which location are you affiliated with? (Please Circle) GGHS or GCHS
3. How does the school leadership you are affiliated with create engagement opportunities for the diverse communities they serve?
4. How has the leadership (district or school based) supported how you perceive parent and community involvement?
5. Why do you think parents feel welcomed or not on school campuses?
6. What specific barriers/if any do you believe are involved with parents or community involvement at the school you are affiliated with?
7. If your school has community partnerships, please expand upon at least one which you are aware of, and whom is responsible for the connection?
8. How would you define parent involvement?
9. Where in the school could benefit from parent involvement? Or where could involvement improve?
10. Please share any innovative or successful strategies you have used to generate secondary school parent involvement.

Appendix J

Critique Sheet for Subject Matter Experts

Please complete the attached survey which deals with parental involvement at the secondary level, *responding to each item from the perspective of school leadership*. After doing so, please answer the questions on the critique sheet by circling the most appropriate answer. Your response will assist in producing the final form of the questionnaire and focus group questions which will then be used to gather information from SWFL secondary school leaders.

1. The time required to read and complete the questionnaire was:
 - a. Less than 10 minutes
 - b. 10-15 minutes
 - c. More than 15 minutes
2. The directions for completing the questionnaire were:
 - a. Easy to understand and follow
 - b. Too wordy, but could be followed
 - c. Confusing, difficult to understand (if so, please circle on the survey itself which words and/or phrases were confusing)

For Numbers 3-7: Please indicate Questionnaire or Focus Group the instrument you are referring to with a FG or Q on the margin

3. When reading the questions:
 - a. All words were understandable
 - b. Some words were unfamiliar, but it did not affect my ability to answer
 - c. Several words were unfamiliar, making it difficult to answer some questions (if so, please circle on the survey itself which words and/or phrases were unfamiliar and confusing)
4. Please list the number of any questionnaire items or focus questions you feel were unclear or ambiguous. What changes could be made to improve or correct the questions?
5. Please list the number of any questionnaire or focus questions you feel were irrelevant. Do you feel these items should be omitted from the survey?
6. Please list any items you feel should be added to improve the survey.

7. General comments or suggestions regarding the survey instrument:

Please return the critique sheet with comments, as well as the survey document, virtually or through the enclosed self-addressed stamped envelope.

Thank you for your time. Your assistance is greatly appreciated!

Kathryn T. Shaw M.Ed., Doctoral Candidate, American College of Education

Appendix K

Institutional Review Board Approval Letter



May 13, 2020

To : Kathryn Shaw
Michelle McCraney, Dissertation Committee Chair

From : Institutional
Review Board
American
College of
Education
Re: IRB Approval

"School Leadership Perception of Parent Involvement in Secondary Schools: Exploratory Case
Study"

The American College of Education on IRB has reviewed your application, proposal, and any related materials. We have determined that your research provides sufficient protection of human subjects.

Your research is therefore approved to proceed. The expiration on date for this IRB approval is one year from the date of review completed on, May 13, 2021. If you would like to continue your research beyond this point, including data collection and/or analysis of private data, you must submit a renewal request to the IRB.

Our best to
you as you continue
your studies.

Sincerely,

Becky Gerambia
Assistant Chair, Institutional Review Board

Appendix L

Protocols for Focus Groups

The following information will be used to establish protocols and discussion group norms during research on leadership perception and attitudes towards parent involvement. Participants were chosen based on affirmative response from participants to be included in additional research via informed consent.

BEFORE THE FOCUS GROUP:

1. Establish dates and times outside of contractual work hours for school employees.
2. Focus Group time allotment is established and set for no more than 60 minutes.
3. Virtual Platform will be utilized for audio and video recording.
4. Secure contact information and send invitations to participants. Send a copy of guiding questions with their individual pseudonyms which will be used for member checking.

DEVELOP SCRIPT:

1. Part one: Welcome and thank participants. Explain the purpose and context of the research and make general introductions. Explain that information is confidential and that no names will be used during the discussion. Explain the need for an outside assistant that will be used for assuring all technology runs smoothly, and that the individual will leave the premises once the recording begins. Gain recorded confirmation of consent to video and audio recording through the virtual platform.
2. Part two: Assistant leaves, a timer is set on the recording for 60 minutes, and discussion begins. Guided questions and further probes into the responses are explored into leadership perceptions on parent involvement.
3. Part three: Close out of the focus group at the allotted time and thank participants. End recording and provide contact information for member checking of redacted transcriptions. Remind participants that the focus group discussion was confidential and only the use of the pseudonym provided by the facilitator will be how they are identified.

NORMS:

1. Everyone has a voice, please refrain from speaking over other participants.
2. Each member will have opportunities to add insight and “voice” to each question.

3. Deeper questions, related to the guided questions will be asked by facilitator.
4. Time is tracked through the timer on the recording for all members to be aware of, we have 60 minutes to discuss the topics.
5. I value your opinions, statements, and ideas. WE are not here to argue but to discuss topics.
6. Member checking is your (participants) option and right. I will provide you with your responses only, all other information will be redacted. I want to make sure that your sentiments and words are true to your answers.

AFTER FOCUS GROUP:

1. Reflect on the focus group discussion through writing in the reflective journal. Were there any technology issues? Sound volume of responses-Could I hear all participants? What went well? Were there any parts of the guided questions that were not able to be answered?
2. Download the recorded virtual meeting to encrypted, external hard drive, for transcription and uploading to coding software.
3. Provide any member with redacted transcription for their individual review within 24 hours.