

# Understanding Parental Involvement: Family, School And Children

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*Abstract: The objective of this study is to examine the impact of parental involvement in their child's education as it relates to the academic achievement of their children. In addition, this study will examine the perceptions of parental involvement from the view of teachers, students and parents and the factors that contribute in formation of these perceptions. Finally, this study will have a focus on Indian children. The research questions in this study are those asking the following questions: (1) What are the perceptions of teachers on parental involvement in student education? (2) What are the perceptions of parents on parental involvement in student education? (3) What are the perceptions of students on parental involvement in student education? and (4) What factors contribute to the formation of the perceptions of teachers, students and parents concerning parental involvement in student education? The significance of this study is the information that will be added to the already existing knowledge base in this area of inquiry.*

## I. INTRODUCTION

The objective of this study is to examine the impact of parental involvement in their child's education as it relates to the academic achievement of their children. In addition, this study will examine the perceptions of parental involvement from the view of teachers, students and parents and the factors that contribute in formation of these perceptions. Finally, this study will have a focus on Indian children.

## RESEARCH QUESTIONS

The research questions in this study are those asking the following questions:

- ✓ What are the perceptions of teachers on parental involvement in student education?
- ✓ What are the perceptions of parents on parental involvement in student education?
- ✓ What are the perceptions of students on parental involvement in student education?
- ✓ What factors contribute to the formation of the perceptions of teachers, students and parents concerning parental involvement in student education?

## SIGNIFICANCE OF THE STUDY

The significance of this study is the information that will be added to the already existing knowledge base in this area of inquiry.

## BACKGROUND TO THE STUDY

It is widely held that parental involvement in student education is critical to the success of students in the area of academic achievement. This study will examine parental involvement in student education and focus on the perceptions of teachers, students and parents regarding parental involvement in the education of students.

## METHODOLOGY

The methodology of this study is qualitative in nature and involves a synthesis of the literature in this area of inquiry. Literature reviewed in this study will include previous research studies on the perceptions of teachers, parents and students relating to parental involvement in the education of their children.

## THEORETICAL FRAMEWORK

The theoretical framework of this study is that proposed in the work of Joyce Epstein and which is inclusive of six different kinds of involvement that supports the success of students as well as bringing about improvements in the climate of the school. Epstein, et al (2009) provides a description for these best practices that enables active participation of parents in the education of their child. Those six best practices are listed in the following table labeled Figure 1 in this study.

Best Practice 1: Assistance provided to parents in the areas of understanding about parenting as well as building their confidence in parents and the development of children and adolescents in addition to creation of conditions at home that support student's learning.

Best Practice 2: Interactions between parents and teachers supported with communication.

Best Practice 3: Families feel valued and welcome when volunteering in educationally-based activities.

Best Practice 4: Learning in the home was found to make provision of comprehension of programs for instruction for each year as well as the content that students were learning in the subject areas.

Best Practice 5: Connections and experiences were made between teachers and families with decision-making being shared.

Best Practice 6: Community collaboration resulted in an awareness of the role of the school within the community as well as gaining support from the community and support for the school by the community.

Figure 1: Best Practices Enabling Active Participation of Parents in the Education of Their Child

Source: Epstein, et al (2009)

These best practices will be utilized in this study to understand parental involvement as it is perceived by parents, teachers and students.

## II. LITERATURE REVIEW

The work of Mereoiu, Abercrombie and Murray (2016) entitled "One Step Closer: Connecting Parents and Teachers for Improved Student Outcomes" reports a study that examined the impact of "a professional learning intervention on parents and special educators' perceptions of collaboration to support student outcomes" (p.1). Mereoiu, Abercrombie and Murray (2016) reports findings to include that for parents working collaboratively with teachers resulted in the production of "new understanding on each other's perspective" (p.7). Additionally, it is reported in the findings of Mereoiu, Abercrombie and Murray (2016) that parents have expectations that are high for teachers and that partnerships with teachers not only serve to "empower parents" but additionally resulted in benefits for students (Mereoiu, Abercrombie and Murray, 2016). However, parents did report that the establishment of such partnerships was quite challenging (Mereoiu, Abercrombie and Murray, 2016). From the perspective of teachers' findings report that "the parent-teacher partnership reinforced professionals' belief that it is

important to work with families" (Mereoiu, Abercrombie and Murray, 2016 p.7). However, the teachers in the study did report that there are many challenges in the area of collaboration and that "dialogue creates opportunities for improved relationships" (Mereoiu, Abercrombie and Murray, 2016, p.7). However, from the view of teachers, the primary goal is outcomes for students that are improved (Mereoiu, Abercrombie and Murray, 2016). Teachers reported that the study was a great reminder on how important collaboration that is effective is and that teachers should focus on "listening empathetically and intentionally" (Mereoiu, Abercrombie and Murray, 2016, p.7).

The work of Joshi and Taylor (2007) entitled "Perceptions of Early Childhood Teachers and Parents of Teacher-Parent Interactions in an Indian Context" reports a study that conducted an assessment of "the nature of parent-teacher interactions of preschool teachers in India with parents of preschool children" (p.1). Specifically reported to be examined was the effect of training of teachers and the teacher "satisfaction with training and the job, years of experience and class size on the nature of interactions with parents" (Joshi and Taylor, 2007, p.1). There were 65 teachers of preschool and 173 parents who participated in the study in a city in an urban area in India. Findings in the work of Joshi and Taylor (2007) who stated that the teacher's satisfaction with their job and training was of great significance although the training amount, class size and years of experience were not found to be significant. The findings are reported to indicate that "the interplay of specific factors like limited spaces, finances and cultural notions of teaching/education and adult-child relations" were important factors (Joshi and Taylor, 2007, p.1).

The work of Shajith and Erchul (2014) entitled "Bringing Parents to School: The Effect of Invitations from School, Teacher and Child on Parents Involvement in Middle Schools" reports that the involvement of parents in their child's education "is beneficial for children's academic and social competence" but that the involvement of parents has a tendency "to decrease as children become older" (p.1). Shajith and Erchul (2014) state that it is important to increase the involvement of parents in middle schools. It is reported by Shajith and Erchul (2014) that "Frequent, positive home-school communications have been found to promote parental participation in children's educational activities and parental perceptions of invitations for participation in school activities are positively associated with parental involvement" (p.1). The consequence is reported to be that there is a difference in the impact of three invitation types which include: (1) general school invitation; (2) specific invitation from teacher; and (3) child invitation (Shajith and Erchul, 2014). Shajith and Erchul's (2014) study reports findings that when the teacher sends the invitation to parents, the parents were "14 times more likely to actually attend" (p.1).

Barge and Loges (2011) write in the work entitled "Parent, Student, and Teacher Perceptions of Parental Involvement" that involvement of parents in student education is "a key predictor of a student's academic success" (p.1). There is very little in the way of research that has examined the perceptions of students, teachers and parents in relation to that which comprises parental involvement or the required

communications to enable such (Barge and Loges, 2011). Barge and Loges (2011) report a study that conducts and examination in this area of inquiry and reports “While agreement exists on the importance of monitoring a child’s academic performance and constructive teacher-parent communication, disagreement on the role of discipline and the use of extracurricular programs exist. Two discourses surrounding parental involvement are articulated--information transmission and partnership” (Barge and Loges, 2011, p.1).

The work of Herrell (2011) entitled “Parental Involvement: Parent Perceptions and Teacher Perceptions” reports a study that examined teacher and parent perceptions relating to the involvement of parents that was effective in elementary school. The study reports that there is a large base of evidence that indicates that involvement of parents has a positive influence on the achievement of students as well as the student’s well-being. The role of parents and teachers is critical in the academic success of students. However, the schedules of parents with work and many vast responsibilities results in there being only minimal time for involvement in the education of their children. The research is reported to show that “parental involvement is most effective when viewed as a partnership between educators and parents” (Herrell, 2011, p.12). The examination of the perceptions of teachers and parents offers a method of gaining an understanding that is better regarding the parent’s involvement that is effective in the area of supporting achievement of students (Herrell, 2011). Herrell (2011) reports the work of Epstein (2009) who set out the primary methods of parental involvement in student education and which includes those in the following table.

Parenting (Type 1): This involves providing assistance to families in the area of parenting skills that are basic and providing encouragement for conditions at home to be such that supports the children in the process of education as well as provides assistance to schools in the area of understanding families

Communicating (Type 2): This involves communication that is initiated by both school and parents in the areas of programs at school and progress of students.

Volunteering (Type 3): This is reported to the organization of volunteers that are focused on providing support to students and the school and specifically opportunities for volunteering at events of the school and other events in the community that are education-related.

Learning at Home (Type 4): This refers to family-involved activities of learning specific to learning activities that are extracurricular and homework.

Decision Making (Type 5): This refers to the participation of parents in making decisions for the school and the development of representatives and leaders from parents of students.

Community-School Collaboration (Type 6): This involves collaboration between the school and community in the areas of resource coordination and services coordination to provide supports for learning to students, families and the school.

Figure 2: Methods of Parental Involvement in Student Education Source: Herrell (2011)

Epstein, et al (2009) is reported as having stated that “When parents, teachers, students, and others view one another as partners in education, a caring community forms

around students” (p.9 in: Herrell, 2011, p.15). The involvement of parents is critical to student academic success” (Herrell, 2011). Herrell (2011) reports findings that teachers and students in the study possessed views that were similar as well as some that were different relating to parental involvement. However, both teachers and parents stated agreement “that the single most important type of involvement was communicating” (Herrell, 2011, p.92). Herrell (2011) reports findings stating “there were no statically significant differences in the perceptions of effective parental involvement among teachers in this study based on age, education levels, teaching experience or gender. However, the findings did show significant differences among parents of this study in their perceptions of effective parental involvement based on age, educational level, gender and race” (p.92).

The work of West Noden, Edge and David (2006) entitled “Parental Involvement in Education in and out of School” published in the journal of British Educational Research reports a study that examined how parents are involved in the education of their children and conducts a comparison of “involvement of families with children in the final year of primary education in state and private schools” and among parents of those in state school and compares this with parents who have children in private schools (p.1). Findings state that mothers typically take the highest level of responsibility relating to the education of their children and further reports that mothers who have attained education at higher levels have a higher tendency for the use of workbooks as well as employing tutors to privately work with their children (West Noden, Edge and David, 2006). Additionally, reported is that mothers did tend to discuss their children’s education with teachers in an informal manner as well as the father of their children (West Noden, Edge and David, 2006). Findings in the work of West Noden, Edge and David (2006) indicate that the educational level of the mother more highly predicts involvement in the education of their children. In fact, it is reported that the education of the mother “may be more instructive in understanding educational involvement than social class based on employment groups” (West Noden, Edge and David, 2006, p.1).

The work of Regner, Loose, and Dumas (2009) entitled “Students’ Perceptions of Parental and Teacher Academic Involvement: Consequences on Achievement Goals” reports a study that conducted an examination of whether the perceptions of students in relation to academic involvement of teachers and parents works in contributing to the adoption of goals for student achievement on the part of students. The study involved students in junior high completing two separate questionnaires in relation to their perceptions of academic involvement of teachers and parents (Regner, Loose and Dumas, 2009). Regner, Loose and Dumas (2009) report, “Factorial analyses showed that students differentiated parental academic monitoring from parental academic support, while predominantly perceiving their teacher academic involvement as reflecting monitoring. Multilevel modeling analyses indicated that, as expected, students’ perceptions of parental academic support were positively related to mastery goals while unrelated to performance goals” (p.1). Additionally, reported is that the student’s

perceptions of monitoring of their academics “was associated with performance goals, although the findings revealed an equal contribution of perceived parental and teacher involvement” (Regner, Loose and Dumas, 2009, p.1).

The work of Cheairs (2015) entitled “Perceptions of Parental Involvement Among Rural Parents, Teachers and Administrators” reports that the perceptions of teachers and parents concerning parental involvement can be differentiated. Cheairs (2015) reports that if teachers and other education professionals are to be successful in the area of working with students then they “must understand and appreciate their home settings. This means, in part, that one must be able to form a working relationship with the parents and family of the child” (p.1). The work of Cheairs (2015) reports having examined the cultures of families in western Tennessee in rural areas and the way in which culture impacted the opinions and ideas of parents relating to “their level of involvement in local schools” (p.1). While it is held generally among teachers that the involvement of parents is such that provides a contribution to the student’s growth personally as well as their success academically it was found that “in one rural school district in western Tennessee, the perceptions, beliefs and values of rural parents, teachers and administrators were factors that decreased or even negated student’s growth and affect the levels of parental involvement” (Cheairs, 2015, p.13). Cheairs (2015) reports that the ultimate effects of involvement of parents were found to be “more powerful if they were started earlier in the child’s life at the elementary level” (p.32).

Cheairs (2015) additionally reports that “parental involvement in every area is significant to a child’s physical, emotional and mental development” (p.21). Additionally, stated is that “the perceptions of parents, teachers and administrators have become one of the greatest challenges to student’s achievement and positive home-school relationships” (Cheairs, 2015, p.21). The findings reported in the work of Cheairs (2015) include that “lack of communication affected the school system and school environment” (p.103). In addition, it was recommended by teachers that “contacting families more as a way to improve partnerships with families, which affect student outcomes. When parents know that the school is concerned with their child, it establishes a trusting relationship in the school community” (Cheairs, 2015, p.104). Cheairs (2015) additionally reports administrators having related “that making parents welcome and being available were steps toward promoting parental involvement and promoting student outcome and success” (p.105). Leaders in the school and specifically principals “should assure parental involvement in the development of annual goals and policies that reflect strategies for continuous effective involvement, which promoted student success” (Cheairs, 2015, p.105). Parents in the study reported by Cheairs (2015) reported that when parents were involved in their child’s education that “it led to a positive impact on students’ achievement” (p.106). Teachers are reported to have made the suggestion of “creating and implementing parent’s classes that teach parents how to teach different subject areas” (Cheairs, 2015, p.117). It is additionally reported in the findings that “when parents feel as though they were a part of the educational

process, the perception of the school community will be positive” (Cheairs, 2015, p.107). In addition, it was recommended by administrators in the study that it is a critical aspect of their job to make sure that the learning community’s relationship was strong (Cheairs, 2015).

The work of Barge and Loges (2003) examines the perceptions of teachers, parents and students on parental involvement and states that “parents have always been viewed by society as occupying a central role in their children’s education” (p.140). Barge and Loges reports that there were two themes that emerged in the study from the focus groups that took place with teachers and parents in regard to what it is that “counts as high-quality parental involvement and communications” (p.156). Those two themes are reported to be: (1) parents who build relationships with teachers that are positive in nature; and (2) the parents who monitored the academic progress of their child (Barge and Loges, 2003, p.156). In addition, it is reported that there were strategies of communication held to result in positive relationships including: (1) attendance of events that were formal and scheduled including open house, PTA and parent-teacher meetings as well as spontaneous types of contact such as popping in to the classroom and calling the teachers as well as providing responses to progress reports and report cards (Barge and Loges, 2003). Parental monitoring of the progress of the students was held in the findings reported by Barge and Loges (2003) to be of critical importance in the area of parental involvement since parental monitoring results in the parent’s knowledge about whether their child is completing assignments for homework. Barge and Loges (2003) report differences in the perceptions of parental involvement on the part of teachers, students and parents in that encouragement and discipline experiences a variation between each of these groups. Specifically reported is that “parents do not specifically mention discipline as a key strategy for parental involvement, focusing instead on encouragement and monitoring” (Barge and Loges, 2003, p.156).

The work of Ghysens (2009) entitled “Parent’s, Teacher’s and Children’s Perception of Parental Involvement in Relation with Pupil’s Learning Achievement and Wellbeing” published by the 7<sup>th</sup> International Conference of the European Research Network about Parents in Education reports a study that involved 117 teachers in primary school in the 5<sup>th</sup> and 6<sup>th</sup> grades. Additionally, there were 457 participants who were parents of the children in the classes (Ghysens, 2009). The objective of the study of Ghysens (2009) was to understand that perceptions of students, teachers and parents in terms of their perceptions around involvement of parents and how this related to the outcomes of students. Ghysens (2009) reports that the study revealed that “parental involvement is generally perceived as high by parents, pupils as well as teachers. This finding is particularly valid for dimensions concerning the involvement at home” (p.18). Ghysens (2009) states that in regard to interrelations that exist “between the dimensions of parental involvement, these were found to be much higher for the teachers than for the parents. The pupil data showed the lowest interrelations between the various aspects of parent involvement. In other words, teachers perceive involvement

as a general construct, while children differentiate mostly between the various dimensions of involvement” (Ghysens, 2009, p.18). It is reported by Ghysens (2009) that teachers generally do not have very much knowledge of what occurs within the environment of the child’s home. Ghysens (2009) reports findings that “The paired correlation results show parents’ and children’s reports of parental involvement in the child’s schooling generally to converge. Only for the dimension ‘parent-teacher communication’, there has been found a somewhat larger discrepancy between parent and pupil ratings” (p.18). Teachers were found to more harshly judge parents who were low-income than those with higher incomes (Ghysens, 2009). Non-traditional families were viewed more negatively by teachers than were traditional families (Ghysens, 2009). Specifically, it is reported by Ghysens (2009) that low-income parents were held to be less involved in their child’s education.

The work of Topor, Keane, Shelton and Calkins (2010) entitled “Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis” states that involvement of parents in the education of their child “is consistently found to be positively associated with a child’s academic performance” (p.1). Parental involvement is reported by Topor, Keane, Shelton and Calkins (2010) to be measured as well as defined in various ways and to include “activities that parents engage in at home and at school and positive attitudes that parents have towards their child’s education, school and teacher” (p.1).

The work of O’Neill-Kerr (2014) entitled “An Investigation into Form Two Students’ Perceptions of their Parents’ Involvement in Their Education Both Pre and Post Their SEA Examinations” reports a study conducted at a high school which has many students with high academic performance. The study reported by O’Neill-Kerr (2014) investigated the perceptions of students concerning the involvement of their parents in their educational pursuits and how the involvement of their parents is sustained across their years of education and how the involvement of parents affected the student’s total functioning. O’Neill-Kerr (2014) reports that the work of Burke (2010) states that involvement of parents is inclusive of the following:

“Reading together, asking the children about their day at school and their performance in each subject, assisting with homework and projects, tutoring with materials and instruments provided by the school, regular communication with teachers for feedback on the child’s progress, and being actively involved in school activities through volunteering and attending school functions and meetings” (O’Neill-Kerr, 2014, p.15).

The work of Anafara and Mertens (2008) wrote that when parental involvement is increased that students are able to “learn more in schools” and that the involvement of parents results a positive effect on the achievement of students as well as upon their attendance and behavior (O’Neill-Kerr, 2014, p.22). In addition, involvement of parents in their child’s education has a positive effect on the self-esteem of students, on their graduation rate, on their well-being emotionally and on the student’s life goals (O’Neill-Kerr, 2014). It is of great interest that “these benefits cross lines of family income and parent education level” (O’Neill-Kerr, 2014, p.22). Findings in

the study reported by O’Neill-Kerr (2014) include that while parents purchased the materials that students needed in school that the student’s perceptions of their parent’s involvement in their education was low. Students stated a belief that there should be more communication between their teachers and parents and that parents should enter into more dialogue with the students about their classes including asking the students each day about all their subjects and how they were doing. Students reported their parents being very busy and tired from work and not having the time to discuss their school day with them (O’Neill-Kerr, 2014). O’Neill-Kerr (2014) reports that while all of the students in the study reported that their parents did assist them with homework one problem noted is that the parents often did not understand the homework so they were not able to assist the students. Students in the study reported by O’Neill-Kerr (2014) expressed that they do like for their parents to assist them with homework while the majority of the students in the study do not prefer for their parents to merely sit with them while they do their homework. It is additionally reported by O’Neill-Kerr (2014) that students stated a belief that “parent should communicate with their teachers regularly” (p.51). Additionally, reported is that 100% of the students in the study reported by O’Neill-Kerr (2014) stated that they “believe their parents should attend Parents’ Day meetings” (p.52). Students however, did not want their parents to make unexpected visits to the school for various reasons including that one student was afraid her mother would show up under the influence of alcohol and would embarrass her (O’Neill-Kerr, 2014). O’Neill-Kerr (2014) reports that 100% of the students in the study wanted their parents “to discuss their academic performance with them” (p.52). A large percentage of the students wanted their parents to provide encouragement to them (O’Neill-Kerr, 2014). O’Neill-Kerr (2014) reports that 80% of the students had a strong desire for their parents “to talk to them about their relationships with their classmates” (p.53). It is reported that 100% of the students wanted discussions to take place between themselves and their parents about everything in their lives (O’Neill-Kerr, 2014). Findings in the study reported that at the time of the study that “there is no relationship between these students’ parents and their teachers and very little communication between them” (O’Neill-Kerr, 2014, p.60).

The work of Ladner (2003) reports an important study on the perceptions of teachers and parents in the involvement of parents in their child’s education and while this study is dated it is included because of the importance of the information contained in the study. The study reported by Ladner (2003) involved 57 teachers being surveyed at three schools as well as 72 parents being surveyed. Ladner (2003) reports that the survey asked the question “what does parent involvement in education mean to you?” (p.24). Ladner (2003) reports that the manner in which teachers defined involvement of parents was “school centric. It was about what the teachers and the schools want the parents to do” (p.24). Parental involvement was defined by teachers as a type of partnership that parents entered into with the teachers and the school (Ladner, 2003). The teacher-listed activities that represented parental involvement nearly always involved “something that parent does at the school, such as helping with homework or volunteering” (Ladner, 2003, p.25). However, the perceptions

of parents in parental involvement while being inclusive of involvement that was school centered was also inclusive of “a variety of home and community activities giving a broader definition of parent involvement” (Ladner, 2003, p.25). The perceptions of parents included such as being “aware of what is going on at school and being involved in child’s education (Ladner, 2003, p.25). Activities that parents held to be involvement including such as: (1) calling the school; (2) taking part in teacher-parent discussions about their child’s education; (3) respecting the school; (4) having a discussion with their child about their school day; (5) supervising homework; (6) assisting with practice skills; (7) writing stories with their child; (8) reading with their child; (9) assisting their child on school projects; (10) going with their child to visit the library; (11) taking their child to activities that are cultural; (12) television viewing monitoring; (13) expressing interest in the child’s day at school; (14) providing a response to teacher’s notes; (15) facilitation of home to school transitions (Ladner, 2003). However, when teachers were surveyed, only three of these activities listed by parents were stated in the responses of the teachers (Ladner, 2003).

The second question asked in the study reported in the work of Ladner (2003) was one that asked whether it is possible for a parent to “be involved in a child’s learning without being at the child’s school” (p.25). Ladner (2003) reports that 79% of the teachers responded by agreeing that it is possible for parental involvement can take place “without being involved in a child’s school” (Ladner, 2003, p.25). It is reported that 85% of parents responded the same (Ladner, 2003). Ladner (2003) states that in the comparison of the ideas of teachers and parents about home involvement of parents that the ideas of teachers “were much more limited to activities related to school even though the topic was parent involvement at home” (p.26). It is reported that the parent’s view of involvement at home was in a much larger range than the teacher’s view of involvement at home by parents since teachers were reported to “have a narrow view that typically includes activities that are directly related to school (Ladner, 2003, p.27).

Ladner (2003) states that 38% of the teachers expressed satisfaction with the level of parent’s home involvement while 46% stated they “were not satisfied, and 15% were somewhat satisfied with the level of involvement at home, 19% were not satisfied, 4% were somewhat satisfied and 9% said they could always do more” (p.28). In contrast, Ladner (2003) reports that parents who were satisfied with home involvement levels were 68% while 19% expressed non-satisfaction, 4% expressed being somewhat satisfied while 9% reported that “they could always do more” (p.28).

When asked about involvement of parents at school teachers identified volunteer work and parent-teacher communication as being the most often occurring types of parental involvement (Ladner, 2003). Included as well were activities of: (1) conferences; (2) committees; (3) learning material creation; (4) extra-curricular activities; (5) assisting with homework; (6) signatures on permission slips; (7) asking questions about how to assist their child with homework; (8) bringing refreshments for school parties (Ladner, 2003). Other activities of parental involvement listed by parents who responded to the survey included such as field trip

chaperoning, cafeteria volunteering, classroom volunteering, and attending school assemblies, helping with school parties and assisting with homework and attending meetings at school (Ladner, 2003). Additionally, listed by parents in relation to school involvement were those of “coaching, being homeroom mom, aware of teacher expectations, fundraising, letting child know he/she is doing a good job and being on school board or PTA” (Ladner, 2003, p.29).

Parents and teacher were asked about their satisfaction with parental involvement in school with 22% of teachers stating satisfaction, 67% stating non-satisfaction, 11% stating being satisfied ‘somewhat’ while 58% of parents stated satisfaction, 34% of parents stating non-satisfaction, 6% stating satisfied ‘somewhat with 2% of parents stating that more ways are needed to involve parents in their child’s education (Ladner, 2003). Clearly, there is a lack of agreement between parents and teachers in the area of satisfaction with parental involvement in school (Ladner, 2003).

The question was asked as to what barriers present to parents who desire involvement in their child’s school and it is reported that the response given most commonly by teachers was “a logistical issue that of working parents” (Ladner, 2003, p.30). While teachers did not report any specific “barriers related to educational level of parents but did give one psychological issues, which was ‘parents fear or bad feelings about school because of their own experiences’” (Ladner, 2003, p.30). However, it is reported that parents “had a larger list of barriers that keep them from being involved at school. Parents’ top responses for lack of involvement at school were logistical issues such as work as well as school environment issues, not feeling welcome at the school or in the classroom” (Ladner, 2003, p.30). Teachers do not appear to have an awareness about parents feeling unwelcome in the school (Ladner, 2003). Both private as well as public schools were included in this study and it is related that parents with children in both schools reported not feeling welcome in the school (Ladner, 2003).

Ladner (2003) concludes by stating that while agreement exists that the involvement of parents in their child’s education is of critical importance that there is a general disagreement between parents and teachers what parental involvement should look like. The failure to understand what parental involvement should include results in parents and teachers disagreeing about the satisfaction relating to parental involvement in their child’s education (Ladner, 2003). Ladner (2003) states the importance of parents feeling “welcomed and wanted in the school and classroom” (p.40).

The work of Zhou (2014) entitled “Teachers’ and Parent’s Perceptions of Parental Involvement on Inner City Children’s Academic Success” reports a study that examined the perceptions of parents and teacher in relation to involvement of parents in a school that had 90% African American students. Zhou (2014) reports the use of a Parental Involvement Survey among 14 teachers and 55 parents. Findings in the study reported by Zhou (2014) include that the perceptions of parents and teachers about parental involvement was quite different. Specifically, there was a difference between teachers and parents on using incentives and rewards as well as in the areas of decision-making and expectations of parents (Zhou, 2014). While teacher held that

parents holding expectations that were high and that the parent's decision-making effected their child's education parents did not view this the same (Zhou, 2014). However, it was agreed upon by both teachers and parents alike that involvement of parents and support of the community positively affected the outcomes of students (Zhou, 2014). Lastly, Zhou (2014) reports that teachers perceived parental involvement levels to be quite low while parents believed themselves to be very involved in their child's education.

The work of Brewster and Railsback (2017) reports that there is a need to increase the involvements of the diversity of families in their child's education. There are reported to be various kinds of involvement that are successful in gaining the involvement of parents in their child's activities and that first among these is that of communication as well as home-learning support, school governance participant, school volunteering and participating collaboratively with the school (Brewster and Railsback, 2017). However, it is reported to be of critical importance that teachers who have children of diversity in their classes such as Asian, Indian or other diverse ethnic and racial children to "develop mutual trust, consider the cultural attitudes some families may have towards schooling and be diligent in reaching out" (Brewster and Railsback, 2017, p.1).

The California Statewide Parent School Climate Study reported in the work of Berkowitz (2013) reports on parental involvement among minority parents in their child's education and states a study was undertaken that conducted an examination of the perceptions of minority parents in the areas of "school climate, school problems, and school encouragement of parental involvement" (p.2). Findings in the study reported in the work of Berkowitz (2013) include that Indian and Alaska Native parents are those who hold the "worst perceptions of school climates" although other minority ethnic parents reported that their perceptions of the climate of schools was positive in nature (Berkowitz, 2013, p.16). It is reported that the maintenance and promotion of a school climate that is positive in those schools that serve communities that are marginalized can be realized (Berkowitz, 2013). The findings in this study include that "schools may fail to attract the involvement of parents from nondominant cultures, especially Indian or Alaskan Native parents. These parents experienced the least efforts from their children's school to encourage their participation" (Berkowitz, 2013, p.17). It is reported that "these findings can be explained in light of the relatively low control that Native parents have over their children's schools and curriculums" (Berkowitz, 2013, p.17). In addition, Berkowitz (2013) states that "the experience of cultural discontinuity with schools could disempower Native families from meaningful and contributory participation" (p.17). Berkowitz (2013) states findings that in order to ensure access of minority parents that the schools must provide encouragement in the areas of "a positive identity, respect cultural differences, and reduce racial prejudice" (p.17). In addition, it is important that teachers "recognize and appreciate other important forms of education as socialization and advocacy that non-dominant parents often engage in and welcome it with congeniality" (Berkowitz, 2013, p.18). Providing education to parents of minority students about the manner in which "the schools function and

provide parents with real opportunities to participate in the decision-making process" (Berkowitz, 2013, p.18). The attitudes of teachers concerning parental involvement and teacher support for involvement of parents as well as their "expectations of involvement...are critical in the efforts to promote parental involvement and school climate" (Berkowitz, 2013, p.18).

The work of Stanikzai (2013) reports that there are programs that have been created in various areas of the world including India and Bangladesh for the promotion of parental involvement in their child's education. The perceptions of teachers in the study reported in the work of Stanikzai (2013) is that both mothers and fathers should be involved in their child's education and it is reported that "women's lack of mobility particularly in rural" areas result in less parental involvement in their child's education than is desirable (Stanikzai, 2013). The work of Stanikzai (2013) reports a study conducted in Afghanistan that reports findings that "when parents feel that schools are open to and willing to support their involvement, they are more likely to participate" (p.26). Additional findings from the questionnaires administered to parents is that the schools need to invite parents to school in order to increase their involvement in their child's education (Stanikzai, 2013).

### III. METHODOLOGY

The methodology in this study is qualitative in nature and involving a review of literature and synthesis of the information discovered in the research in what is a thematic synthesis and systematic review. According to Thomas and Harden (2007) "thematic analysis is a method that is often used to analyze data in primary qualitative research" (p.2).

#### LIMITATIONS

The limitations in this study are those represented by the time constraints and the availability of literature in this area of inquiry. There are few in the way of recent studies that specifically examine the perceptions of teachers, students and parents on parental involvement in their child's education.

#### DELIMITATIONS

Delimitations in this study were accomplished through reviewing studies that were older than generally used but that provided succinct information that was highly relevant in this study.

### IV. DATA ANALYSIS

The objective of this study was to examine the impact of parental involvement in their child's education as it relates to the academic achievement of their children. In addition, this study examined the perceptions of parental involvement from the view of teachers, students and parents and the factors that contribute in formation of these perceptions. The research reviewed in this study underwent thematic analysis and the

findings in this study include those shown in the following chart synthesizing this information.

STUDY	FINDINGS
Mereoiu, Abercrombie and Murray (2016)	Parents and teachers viewed partnerships as valuable for increasing academic achievement of student BUT parents reported difficulty in establishing parent-teacher partnerships. Teachers reported problems in collaboration with findings reported that teachers should ensure that they listen in an intentional and empathetic manner.
Shajith and Erchul (2014)	Teachers expressed a need to increase parental involvement. Findings state that communications between school and home that are positive promotes parental involvement including invitations to school, teacher invitation to parent and child invitation to parent with parents being 14 times more likely to be involved in school if invitations are given to parents.
Barge and Loges (2011)	Teachers and parents agree that communication is of critical importance while there is disagreement on discipline role and extracurricular programs. Two recurring themes on parental involvement are those of: (1) transmission of information; and (2) teacher-parent partnership. Two themes arising in this study include: (1) parents who build relationships with teachers that are positive in nature; and (2) the parents who monitored the academic progress of their child. Communication strategies resulted in positive relationships between parents and teachers included: attendance of events that were formal and scheduled including open house, PTA and parent-teacher meetings as well as spontaneous types of contact such as popping in to the classroom and calling the teachers as well as providing responses to progress reports and report cards. Differences found in perceptions of parental involvement by teachers, students and parents in that encouragement and discipline experiences a variation between each of these groups. Parents do not view discipline as a parental involvement strategy.
Ghysens (2009)	Involvement of parents was perceived high by students, parents and teachers.
Topor, Keane, Shelton and Calkins (2010)	Teachers and parents have a difference in their definition of what constitutes parental involvement
O'Neill-Kerr (2014)	Parental involvement inclusive of "Reading together, asking the children about their day at school and their performance in each subject, assisting with homework and projects, tutoring with materials and

	instruments provided by the school, regular communication with teachers for feedback on the child's progress, and being actively involved in school activities through volunteering and attending school functions and meetings" (O'Neill-Kerr, 2014, p.15).
Anafara and Mertens (2008)	Teachers and parents believe that better communication serves to increase parental involvement. Students also held that more communication should be occurring between parents and teachers. Students felt that their parents were not very involved in school due to being busy. Student stated a belief that parental involvement includes attending meetings at school on Parents' Day but did not think that visits that were unexpected should be included in parental involvement. Students perceived that parents discussing their day with them and specific to each subject was inclusive in parental involvement.
Ladner (2003)	Teachers defined parental involvement as a partnership with the school and teachers. There was a high level of discrepancy between parents and teacher about what constituted parental involvement. Parents held that parental involvement included: (1) calling the school; (2) taking part in teacher-parent discussions about their child's education; (3) respecting the school; (4) having a discussion with their child about their school day; (5) supervising homework; (6) assisting with practice skills; (7) writing stories with their child; (8) reading with their child; (9) assisting their child on school projects; (10) going with their child to visit the library; (11) taking their child to activities that are cultural; (12) television viewing monitoring; (13) expressing interest in the child's day at school; (14) providing a response to teacher's notes; (15) facilitation of home to school transitions while teachers only stated three of these activities to be included in parental involvement. However, 79% of teachers in the study agreed that parental involvement could take place somewhere other than just in school. However, only 38% of teachers expressed satisfaction with the level of parental involvement. Teacher's ideas of parental involvement included: (1) conferences; (2) committees; (3) learning material creation; (4) extra-curricular activities; (5) assisting with homework; (6) signatures on permission slips; (7) asking questions about how to assist their child with homework; (8) bringing refreshments for school parties. Parents reported additional activities that constituted parental involvement to include field trip chaperoning, cafeteria volunteering,

	<p>classroom volunteering, and attending school assemblies, helping with school parties and assisting with homework and attending meetings at school (Ladner, 2003). Additionally, listed by parents in relation to school involvement were those of “coaching, being homeroom mom, aware of teacher expectations, fundraising, letting child know he/she is doing a good job and being on school board or PTA as well as coaching, being a homeroom mother, being aware of the expectations of teachers, fundraising for the school and serving on the school board or in PTA. One primary finding in this study is that parents do not feel welcome in the school.</p>		<p>Parental involvement among diverse ethnicities and minority race parents are varied due to their perceptions of the climate of schools and because these minority races are marginalized. However, while schools are failing to gain the involvement of parents of Indian and Alaskan Native children there are measures that teachers can take to ensure their involvement in school including making them feel welcome and appreciating their cultural diversity and their various ways of participating in their child's education.</p>
Zhou (2014)	<p>Parent and teacher perception of parental involvement is differentiated by what is held to constitute parental involvement.</p>		<p>Creation of programs to support parental involvement in their child's education have realized success in India and Bangladesh. Research findings show that the lack of mobility of women in rural areas results in lack of parental involvement in their child's education. Findings additionally show that if schools are supportive of parental involvement that it is more likely to occur as well as stating that inviting parents to school serves to increase parental involvement</p>
Herrell (2011)	<p>Parental involvement optimal when in the form of a teacher-parent partnership</p>		
Epstein (2001)	<p>Parent-teacher-student partnership results in caring community formulation around the student. Difference in perceptions of teacher and parents on what constitutes parental involvement</p>		
West, Noden, Edge and David (2006)	<p>Parents with higher education are more involved with assisting with homework as well as employing tutors for their children. The higher the level of parent's education the higher the level of parental involvement in their child's education</p>		
Regner, Loose and Dumas (2009)	<p>Student Perceptions of their parental involvement and teacher involvement in their education in a junior high school. Findings show that the students differentiated parental involvement in their education from parental support.</p>		
Cheairs (2015)	<p>Differences in teacher and parent perceptions of parental involvement. Findings include that teachers and parents need to work closely in forming a collaborative partnership. The earlier a parent becomes involved in their child's education the greater the positive effect on their child's academic achievement. Principals play a unique role in gaining parental involvement.</p>		
Brewster and Railsback (2017)	<p>Parental involvement, among diverse families, needs to be increased in their child's education and toward this end it is critical that teachers develop trust among diverse ethnic parents as well as taking into consideration attitudes culturally held by minority parents about school as well as being diligent in the area of reaching out to those parents.</p>		

Table 1

## V. SUMMARY AND CONCLUSION

The objective of this study was to examine the impact of parental involvement in their child's education as it relates to the academic achievement of their children. In addition, this study examined the perceptions of parental involvement from the view of teachers, students and parents and the factors that contribute in formation of these perceptions. The research questions in this study were those asking: (1) What are the perceptions of teachers on parental involvement in student education? (2) What are the perceptions of parents on parental involvement in student education? (3) What are the perceptions of students on parental involvement in student education? and (4) What factors contribute to the formation of the perceptions of teachers, students and parents concerning parental involvement in student education?

Findings in this study include that the perceptions of teachers on parental involvement in education this study found that teachers viewed partnerships as being valuable for bringing about an increase in the academic achievement in students however, teachers reported having difficulties in regard to collaboration with parents. As reported in the study it is critical for teachers to listen in an empathic and intentional manner. Teachers were found in this study to perceive that there needs to be increases in parental involvement but report that positive communications between the home and school serves to support parental involvement.

Parents were found in this study to also view partnerships as valuable for increasing the academic achievement of students however, parents reported problems in the area of the formation of parent-teacher partnerships. Parents reported in the studies reviewed in this study that when the teacher sent the parent an official invitation to visit the school that they were much more likely to visit. In fact, one study reviewed in

this present study reported that when parents receive an invitation from the school that they are 14 times more likely than parents who do receive an invitation to visit the school.

Additional findings in this study were those relating to two parental involvement recurring themes including those of: (1) transmission of information; and (2) teacher-parent partnership. Two themes arising in this study include: (1) parents who build relationships with teachers that are positive in nature; and (2) the parents who monitored the academic progress of their child. Communication strategies resulted in positive relationships between parents and teachers included: attendance of events that were formal and scheduled including open house, PTA and parent-teacher meetings as well as spontaneous types of contact such as popping in to the classroom and calling the teachers as well as providing responses to progress reports and report cards. Differences found in perceptions of parental involvement by teachers, students and parents in that encouragement and discipline experiences a variation between each of these groups. Parents do not view discipline as a parental involvement strategy. Additionally, this study found that teachers and parents have a difference in their definition of what constitutes parental involvement. Parental involvement is viewed by parents to include their reading with their children, inquiring about the child's school day, helping with projects and homework, communication that is ongoing and regular with the child's teacher and gaining feedback on the progress of their child. In addition, parents viewed parental involvement to include taking part in school activities, attending PTA, volunteering and attending functions at school including meetings. This study found that both parents and teachers alike believe that better communication serves to increase parental involvement. Students were found in this study to believe that there should be an increase in communication between their parents and their teachers. Students did not however prefer their parents to visit the school in an impromptu manner feeling instead that parents should only come when they are invited. Parents and teachers both held in the literature reviewed in this study that parent-teacher-student partnerships results in the community forming a caring net around the student. This study additionally has found that there is a critical need for families of diverse ethnic and racial backgrounds to be supported in the area of parental involvement in their child's education and that this can be accomplished by communication with the parents and involving the parents in the activities of their child in school and in decision-making processes. Teachers need to develop trust with ethnic, racial and cultural diversity students in order to reach out to the parents of these students. Part of the problem reported to exist with parental involvement from minority race, ethnic and cultural families is that schools are failing in attracting these parents to be involved in their children's education. However, it is the responsibility of not only teachers but as well of school principals to ensure that the parents of children who are minority race, cultural or ethnicity know that they are welcomed in the school, that their opinions matter and that their participation is valued. Part of encouraging these parents to become involved in their child's education includes encouraging the parents in the development of an identity that is positive in nature, demonstrating respect for differences in culture and bringing about a reduction in

racial prejudice in schools. Teachers are also responsible for recognizing the various forms of socialization that are present in these parents and their children and capitalizing on those to gain parental involvement in the children's education. There are programs that have been developed in certain places in the world such as in India and Bangladesh which are used in promoting parental involvement in the education of their child and included in these programs are a focus on gaining the involvement and participation of parents in their child's education.

In conclusion, teachers should focus on methods of encouraging parental involvement in the education of children and should make sure that they send out official invitations to the parents making sure the parents feel valued and welcome in the school environment. In addition, it is important to understand that parents and teachers have different perceptions of what constitutes parental involvement in the education of their child. For this reason, it is important that a high-level of collaboration and communication exists between the child's teacher and the child's parents. Communication will assist the teachers and parents to develop common goals in the area of parental involvement in the education of students. Communication will assist teachers knowing what parents expect and will assist parents in knowing what teachers expect. While the expectations of teachers and parents may be quite different the communication will provide a starting point for the formation of a partnership between teachers and parents. When a parent-teacher partnership is formed then the opportunity for collaboration between parents and teachers that supports the academic achievement of students is possible. Students perceive that communication between their parent and their teacher is of critical importance for ensuring that parental involvement is ensured.

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