# PARENTS, PERCEPTIONS AND PARTNERSHIPS:

# HOW PARENTS AND TEACHERS VIEW SUCCESSFUL METHODS OF PARENTAL INVOLVEMENT

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PARENTS, PERCEPTIONS AND PARTNERSHIPS:

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# EXECUTIVE SUMMARY

# PARENTS, PERCEPTIONS AND PARTNERSHIPS:

# HOW PARENTS AND TEACHERS VIEW SUCCESSFUL METHODS OF PARENTAL INVOLVEMENT

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This dissertation examines parents and teachers' perceptions of effective parental involvement in education, situated within Epstein et al.'s (2009) framework of six typologies of parental participation. The study, through a comprehensive comparative analysis, reveals critical insights into the disparities and commonalities in how parents and teachers perceive effective parental involvement and its impact on student achievement. The research employs a mixed-methods approach, incorporating quantitative measures of parental and teacher perceptions alongside qualitative insights gained from the Turkleton Community Schools (TCS) environment.

This work is dedicated to my daughters, Jo Lee, Sawyer Ann, Porter James, and Madden Jane. You have made me stronger, better, and more fulfilled than I could have ever imagined. I love being your dad.

# ACKNOWLEDGMENT

My journey through the demanding path of academic research has been sustained and enriched by a constellation of remarkable individuals, to whom I owe my deepest gratitude.

Foremost, I must express my boundless appreciation to my beloved parents, Donna and Joe. For 39 years, you have been the pillars of my strength, teaching me to embrace uniqueness and determination. Your unwavering support and belief in me have shaped my character and ambition. I am profoundly grateful for your love and guidance, and I earnestly hope that my efforts reflect the pride you instill in me.

In the same spirit of gratitude, I would like to acknowledge my parents-in-law, Lori and Keith, for their exceptional love and steadfast support that have been nothing short of remarkable.

My sincere thanks go to my committee members, Dr. Derek Arrowood, Dr. Reardon, and Dr. Olive. Your meticulous guidance, innovative insights, and constructive counsel were the scaffolding upon which this dissertation was constructed. This work stands as a testament to your scholarly influence and pedagogical dedication.

A special note of thanks is reserved for my mentor and confidant, Stan Good. Your guidance has been a beacon throughout my career, and your faith in me has been a constant source of encouragement.

To my daughters, Jo, Sawyer, Porter, and Madden—my inspirations for greatness—this achievement is as much yours as it is mine. Throughout this journey, I've learned to always bet on myself, regardless of the odds. It is a lesson I pass on to you: believe in your strength, your voice, and your brilliance. May you always remember that

no dream is too big and that you will always have your parents cheering you on every step of the way. We truly soar when we embrace the risks of our convictions.

Above all, I am eternally indebted to my wife, Paige. Your unwavering patience, profound compassion, and the gift of your love have been my sanctuary. No words can adequately convey my gratitude for the sacrifices you have willingly borne on my behalf. You are my compass, my confidante, and my dearest friend. Together, we have embarked on this academic adventure, and I hope it serves as a luminous exemplar of the value of education to our children.

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## LIST OF ABBRIVIATION AND NOTATIONS

| | |
|---|---|
| TCS | Turkleton Community Schools |
| DIP | Dissertation in Practice |
| SPSS | Statistical Package for the Social Sciences |
| STANS | Set Purpose and Initiate Process, Tailor Data Collection Methods, Analyze Data Collaboratively, Nurture Leadership Engagement, Synthesize Findings for Action (Action Plan Framework) |
| TCSC | Turkleton Community School Corporation |
| PAR | Participatory Action Research |
| CBPAR | Community-Based Participatory Action Research |
| SD | Standard Deviation |
| M | Mean |
| U | Mann-Whitney U Test |
| | EPSC-UW Education Policy and Governance Studies - University of Washington |
| SAP | School Action Plan |
| PTA | Parent Teacher Association |
| NCLB | No Child Left Behind Act |
| ESEA | Elementary and Secondary Education Act |
| | ESA Education Standards Agency (fictional, used for illustrative purposes) |
| IRB | Institutional Review Board |

# CHAPTER ONE

# INTRODUCTION

## Statement of Problem

Schools and student achievement significantly benefit from family and community involvement in the educational process. This study compared and contrasted parent and teacher perceptions of effective parental participation according to Epstein et al. (2009) six typologies and investigated demographic disparities among parent and teacher populations.

Parental involvement in school was considered essential for enhancing children's social, emotional, and academic growth (Green, Walker, Hoover-Dampsey, & Sandler, 2007). Parental participation, defined as collaborative efforts between parents and educators to improve students' academic performance, had a major impact on educational outcomes (McNeal Jr., 2014). Anderson (2000) claimed that active parental participation enhanced academic attainment and promoted cognitive development. Barón and Corredor (2007) stressed the significance of communication and collaboration between parents and teachers in attaining educational objectives (as mentioned in Castillo & Camelo, 2013).

Obstacles continued to hinder the promotion of successful cooperation between parents and educators, despite the recognized importance of parental involvement. The desire for school accountability, driven by federal laws, emphasized the need to analyze the relationships between schools and families (J. Epstein et al., 2009). Education now viewed family and community involvement as essential elements, not optional enhancements (A. T. Henderson & Mapp, 2022). Although teachers play a crucial role in

aiding student learning, research has shown that relying too heavily on teaching methods primarily directed by teachers is ineffective (Hoover-Dempsey & Sandler, 1997).

Factors such as opposing cultural norms, diverse worldviews, and time constraints can hinder parents' desire for their children's success and their willingness to connect with schools and communities, leading to diminished parental involvement (Epstein, 2018). Obstacles in communication and a sense of inadequacy impeded successful cooperation between parents and educators.

To tackle these issues, parents and educators needed to have a common understanding. Creating discussion groups and communication channels helped promote comprehension and encouraged collaborative efforts to enhance student learning. It was essential to thoroughly analyze the viewpoints of teachers and parents to create successful ways for promoting and improving parental involvement in schools.

### *Topic*

This study explored the disparities in perceptions between parents and teachers regarding effective parental involvement in education, drawing upon Epstein et al.'s (2009) six typologies. It investigated the influence of demographic differences on these perceptions and aimed to discern barriers and strategies conducive to fostering collaborative endeavors between families and schools, with the overarching goal of enhancing student achievement.

### *Justification*

Research thoroughly examined the significance of parental involvement in education, yet gaps remained between theoretical frameworks and real implementations (Hornby, Garry, & Lafaele, Rayleen, 2011). Various factors at different levels, such as

parent and family, child, parent-teacher, and social aspects, played a role in this inequality, complicating the creation of successful parental participation strategies (Hornby et al., Rayleen, 2011). The absence of agreement on a specific definition of parental participation added complexity to the issue (Grolnick & Slowiaczek, 1994; Hoover-Dampsey & Sandler, 1997; Ryan et al., 2010).

Furthermore, varying understandings of parental engagement based on study emphasis added to the complexity of the matter. Some academics focused on parental investment in children's education, while others emphasized parental involvement at home or school (Grolnick & Slowiaczek, 1994; Hoover-Dampsey & Sandler, 1997). Parental engagement was a complex notion that involved relationships between parents and instructors, as stated by Morgan et al. (1992).

The difference in viewpoint between parents and instructors hindered the effectiveness of their collaboration (Göktürk & Dinçkal, 2017). Research showed that collaboration between parents and teachers enhanced student achievement (Hoover-Dempsey & Sandler, 1995).

Understanding the viewpoints of both parents and teachers was essential for identifying obstacles to successful parental involvement due to these complications. This study is intended to investigate various viewpoints and create tactics to improve cooperation between parents and educators in promoting students' academic achievements. This research aimed to improve parental participation practices in educational settings, increase efficiency, and benefit students and stakeholders.

### *Deficiencies in Organizational Knowledge: National Perspective*

Society has always valued the contribution that parents make to their children's education. In agrarian seventeenth-century America, there was significant parental involvement in the homes and community-based schools. Local parents-controlled school governance, supported the curriculum, chose the teachers, and supported the school's religious instruction (Hiatt, 1994). In the 1940s, parents were asked to sign homework and report cards as proof that they had seen their children's assignments and grades. Besides relying on government support, schools also solicit donations from parents. As policymakers focused on measures to raise student performance in the middle to late 1960s, parent participation emerged as an issue of particular concern for low-performing pupils. Parents' involvement in monitoring their children's and the school's academic development became increasingly important throughout the 1980s accountability era. To help students succeed in the modern classroom, researchers, teachers, and parents advocated for a two-way connection between the classroom and the home (Knopf & Swick, 2007).

Researchers struggled to agree on a definition of parent participation; therefore, the federal government adopted one as part of the No Child Left Behind Act of 2001. (NCLB). Under NCLB's direction, this definition was included in the Elementary and Secondary Education Act (ESEA). The federal government described parental engagement in its 2004 book, Parental Involvement: Action Guide for Parents and Communities (2004), as "meaningful, two-way contact, including student academic development and other school activities, including:

- assisting in their child's learning;

- being actively involved in their child's education at school;
- serving as full partners in their child's education and being included in decision-making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities, such as those described in Section 1118 of the ESA, is prohibited (Section 9101, paragraph 32).

Now that the federal government has established these regulations, attention may go to individual school districts. Every school and district that received Title I funding had to create a parent participation policy outlining how they would implement it. Schools, in response to these regulations, looked for methods to implement the government's goals while strengthening ties between the school and the surrounding community. Because of this, districts and schools worked hard to establish parent-engagement programs that boosted student achievement. In several states, state-funded family help projects also proliferated nationwide. In an essay titled "Parent Involvement in the States: How Strong Is the Commitment?" the author asked, "How strong is the commitment?" State-level educators had the responsibility of legitimizing parent participation policies and standards (Nardine & Morris, 1991). In many jurisdictions, information about parent engagement efforts remained unclear and focused on a few activities, and state education authorities continued to provide insufficient funding for the programs.

Despite the federal and state governments having defined parental involvement and schools having created parental involvement plans to encourage parent participation in the educational process, there were still questions about parental involvement and what made up effective parental involvement in a student's education. There might have been

disagreements among educators, parents, and community members about what made for good participation strategies and how everyone could advance the educational process. Schools created definitions of parental involvement without collaborating with parents or community members, according to Jordan et al. (2002). Both research and practice revealed these school-centered definitions, yet many concurred that they failed to fully capture the diversity of parent involvement practices. The divide between home and school grew wider when parents weren't involved in their children's education. However, much remained unclear about parental perceptions of parental involvement (Barge & Loges, 2003). The discrepancy between rhetoric and action to support parental engagement might have been attributed to a variety of factors that could be categorized as barriers to parental participation (Hornby et al., Rayleen, 2011). Although parental involvement had been a topic of interest for researchers and many strategies for involving parents in their children's education had been proposed, more research was needed to determine what parents and teachers believed were effective practices of parental involvement that promoted student achievement and effectively connected schools, families, and the community.

### *Deficiencies in Organizational Knowledge: Local Perspective*

Turkleton Community Schools randomly distributed annual school climate questionnaires to parents, students, and staff members during the school year. By administering the 2021–2022 School Climate Survey, data were collected on how local residents felt about their children's educational opportunities. The district utilized the data to determine how to best enhance educational opportunities for local youth. The response rate for parents' questionnaires had been dismal during the previous 5 years,

ranging from 15.3% in 2018 to 36.4% in 2015. Polls conducted over the previous five years showed that most parents and guardians said the school's teachers and staff were experienced, kind, and credible. Fewer respondents believed their child's school actively included them in policy and decision-making. Turkleton Community School had to provide a friendly environment with polite and attentive teachers and staff to encourage parental engagement (Wherry, 2009). The school and family also had to communicate politely (Wherry, 2009). In order for the Turkleton Community School Corporation to value parent involvement in school growth, decision-making, and leadership development, the solution was to stop viewing parents as "clients" and begin viewing them as "partners" in helping children develop (Wherry, 2009, p. 7).

***Audience***

This research holds significant implications for education stakeholders such as school districts, educators, parents, legislators, and researchers. School districts and administrators play a crucial role in implementing policies and initiatives to enhance parental engagement. The results of this study will greatly assist school administrators in developing and implementing joint programs that effectively engage parents in the educational process. Districts can tailor their tactics to meet the diverse needs of their communities by understanding the perspectives and decisions of parents and educators (Turner & Bowman, 2019; Jeynes, 2016).

Educators are paramount in cultivating a supportive and cooperative connection between schools and families. This study will provide educators with valuable insights into effective engagement by parents in their children's education. Educators can enhance their communication strategies, engagement efforts, and instructional methods by

considering family perspectives and preferences. This may result in improved alignment with parental expectations and ultimately enhance student outcomes (Dockett & Perry, 2007; Nelson & DeBacker, 2008).

Parents wield a vital influence in shaping their children's educational growth. This research seeks to provide parents with a comprehensive understanding of their responsibilities in promoting their children's academic success. Examining effective parental engagement practices can assist parents in participating in school activities, decision-making, and educational programs, fostering a collaborative environment that promotes student achievement (Deslandes & Bertrand, 2005; Hill & Taylor, 2004).

The research findings have implications for education policy and advocacy initiatives at local, state, and national levels, impacting policymakers and activists. Policymakers can utilize the knowledge they have gained to formulate policies and programs that promote parental involvement in education, aligning with federal legislation such as the No Child Left Behind Act. Advocates for educational equality and social justice can leverage these findings to advocate for policies and practices that ensure all parents have equal opportunities to engage in their children's education (López & Calderón, 2018; Sanders, 2013).

This research will benefit educators and scholars in the field of education by contributing to existing knowledge on parental involvement. This study advances our understanding of parental viewpoints and choices by building upon previous research and proposing novel avenues for exploration within the domain of family-school collaborations (Hill & Tyson, 2009; Eccles & Harold, 1993).

### *Organizational Context*

The research's organizational framework, Turkleton Community Schools, experienced fluctuating degrees of parental engagement over time, as indicated by the data collected from yearly school climate surveys. This context provided a unique opportunity to investigate the efficacy of parental involvement tactics in an actual educational setting, analyzing the challenges and successes encountered in fostering a cooperative alliance between the school and the families it served.

### *Overview of Framework, Methods, and General Research Questions*

This study seeks to address the following research questions:

RQ1. What are the most successful parent participation initiatives, according to teachers?

RQ2. What are the most successful parent participation initiatives, according to parents?

RQ3. How do the attitudes of teachers and parents about successful parent participation activities compare and contrast?

H1. There is no statistically significant difference between the perspectives of parents and teachers regarding successful parent participation

### *Limitations*

These results were intended for use solely within the context of TCS, as the stakeholders at TCS were responsible for shaping and interpreting the school's culture and atmosphere. A change in administration or the hiring of new leaders with a different perspective on the importance of family engagement in the classroom could have diminished the relevance of the results. The same would hold true if the school's student

body suddenly became vastly different from its current makeup; in such a situation, there might have been a shift in the difficulties experienced by the parents.

This research also faced a limitation, as some educators and parents may have been reluctant to participate, fearing that their identification would be compromised. Furthermore, the data collected from an Indiana school district may not be applicable to schools in other districts and states across the nation. Moreover, conducting the study during an inconvenient time of year presented a caveat. Therefore, I needed to interpret the study's findings with caution, but it was crucial to address the issues undermining the home-school partnership.

## Review of Related Literature

### *Introduction*

This study examined the contrasting perspectives held by educators and parents concerning parental engagement in children's education. The subsequent literature study was organized into different sections, starting with an examination of the historical backdrop and obstacles associated with parental engagement. This study delved deeper into the benefits and challenges associated with parental engagement, examined the various viewpoints on parental involvement, and concluded by providing a comprehensive analysis of the theoretical framework that supports this research.

### *History of Parent Involvement*

This research aimed to investigate parents' and educators' perspectives on parental participation in their children's education. The parts of this literature evaluation were grouped as follows: the history of parental engagement, as well as the benefits and barriers to parental involvement, the perspectives on parental involvement, and the

theoretical framework used in this study. Parents have always played a key role in their children's education. Since 1956, when the Public Education Association, a citizen-led advocacy organization, received a grant from the Ford Foundation, volunteers have been assisting children with reading and language arts (Merenda, 1989). The Public Education Association acquired another grant in 1964, which allowed volunteer initiatives to expand to 20 cities. By 1982, projections indicated that 4.3 million parents and other interested individuals were regularly providing volunteer services in schools (Merenda, 1989). By 1965, nearly 12 million people had joined the PTA (National Parent-Teacher Association, 2009).

The Elementary and Secondary Education Act (ESEA), the Civil Rights Act of 1965, and the creation of Head Start all had significant impacts on the field of education that year (Berger, 2008). As part of his War on Poverty, President Lyndon B. Johnson signed the Elementary and Secondary Education Act in 1965. The Elementary and Secondary Education Act (ESEA) was a landmark piece of legislation that established the first federally financed laws connecting parenting and schooling (Pulliam & Patten, 2007). Its major goal was to guarantee that children from low-income households had access to learning resources. Title I of the Elementary and Secondary Education Act establishes a grant program to help economically disadvantaged students get an education. The law also mandated that low-income families have representation on school boards and take part in classroom activities (Pulliam & Patten, 2007).

The Civil Rights Act of 1965 had far-reaching effects on American families and schools. It's clear that the push for minority and women's rights has had an effect on the drive for equal chances, which has in turn influenced family life (Berger, 2008). During

the summer of 1965, as part of the War on Poverty, a program called HeadStart was launched to help low-income families with their children's health, nutrition, and schooling. Many kids got a head start in school because of this intervention program (Nedler & McAfee, 1979).

The Vietnam War had a profound effect on families, and the decade of the 1970s was fraught with unpredictability (Pulliam & Patten, 2007). More than 20 million moms entered the labor force to help support their families at a time of rising inflation, a struggling economy, and widespread anxiety (Pulliam & Patten, 2007). During the 1970s, many households dealt with challenging issues due to their divergent views on drugs, war, and moral obligations (Berger, 2008). Educators and political officials around the nation sought methods to incorporate parents and enhance education despite a wide range of social, political, and educational challenges (Berger, 2008). The 1980s saw a rise in the school reform movement in response to reports of a fall in student performance (Education Week, 1985). The White House Conference on Families in Baltimore, Minneapolis, and Los Angeles piqued the interest of many American families, addressing topics such as childcare, work-life balance, and community resources for families (Steiner, 1981). The National Commission on Excellence in Education's 1983 report, A Nation at Risk, urged parents to be involved in their children's education by encouraging them to visit their child's classroom and by reminding them that education begins at home. (United States Department of Education, 1983)

President Bill Clinton signed the Goals 2000: Educate America Act (Public Law 103-227) into law in March 1994 (United States Department of Education, 1996). According to the act, by the year 2000, "every school will promote partnerships that will

increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (U.S. Department of Education, 1996, p. 1). This is because the act recognized that American parents were central to the plan's implementation and future success. Many studies have shown that schools cannot replace parents and that when parents are not involved, it is challenging for teachers to help kids learn (Bennett et al., 1999).

Parental participation rose in the 1990s and was widely seen as crucial to children's academic success (Berger, 2008). There were almost 7 million PTA members (National Parent-Teacher Association, 2009). Through government programs including Title I, Even Start, and the Elementary and Secondary Education Act, the Department of Education pushed for stronger home-school connections and maintained its emphasis on parent involvement (Berger, 2008). In the 1990s, when charter schools and homeschooling flourished, parents had greater freedom of choice in their children's education (Berger, 2008).

Although the 21st century saw a sustained focus on parental participation and the education of children, a more diverse student body presented new difficulties. To reduce the academic gap amongst American children, President George W. Bush signed the No Child Left Behind Act (NCLB) into law in January 2002, thus reauthorizing the Elementary and Secondary Education Act. Under NCLB, public school districts that receive Title I funds are required to develop and implement strategies aimed at enhancing parental engagement. Every student in grades three through eight was mandated to take a yearly arithmetic and reading exam, and their parents were to be kept up to date on their child's performance. Parents whose children were attending underperforming schools

might choose to enroll them in a different public school or a charter school (Berger, 2008). The bill also mandated yearly report cards from states and school districts in order to ensure accountability (United States Department of Education, 2004). The 2009 PTA year-end report noted a drop in membership to 5 million, despite the organization's focus on parental participation (PTA, 2009).

President Obama has said that parents are a child's first teachers and that collaborative collaboration is necessary to enhance American schools. The Obama administration published its plan to reauthorize the Elementary and Secondary Education Act in March 2010. Obama's plan encouraged states, districts, and schools to engage families. The plan required states to provide parents with an easy-to-read report card detailing their child's school's academic performance, graduation rate, school atmosphere, and financing. Each state and school district made public a yearly report card detailing the quality of teachers and administrators. Under existing Title I regulations, parents continued to be informed of their school's and district's accountability status (United States Department of Education, 2010).

As part of his plan, Obama proposed funding for professional development programs that would help teachers become more adept at involving families and community members. The priority of ensuring children grew up with a solid foundation in reading and writing led to the availability of funds to support family literacy activities (United States Department of Education, 2010).

### *Benefits of Parental Involvement*

Parental participation was beneficial for both students and parents. According to Larocque, Kleiman, and Darling (2011), when parents were active, they became more

knowledgeable about instructors' goals and their children's requirements. Increased parental participation was also connected with parents' expectations for their children's education. Patrikakou and Weissberg (2007) contended that parental contact was helpful for both the child and the parent. Parents may have believed that their engagement in their child's education was only useful to the student, but they may have learned that their involvement was also beneficial for themselves.

According to studies on parental participation, when parents were engaged in their child's education, academic success increased. Ferrara (2009) listed several ways in which both parents and students benefited from parental involvement, including increased academic performance, a sense of accomplishment, knowledge of the student's curriculum, improved classroom behavior, improved school attendance, communication between parents and children, lower dropout rates, and greater achievement motivation to succeed in school.

In addition, parental participation seemed to be directly related to a child's failure or success (Henderson & Mapp, 2022). Not only did parental engagement assist the child in the classroom, but it also benefited the child in other aspects of life. According to Jethro and Aina (2012), when schools and families collaborated to promote learning, children were more likely to achieve success not just in school but also in life. When children often saw their parents interacting with their instructors, they had a better understanding of the relationship between their school and home lives (Henderson & Mapp, 2022). Parental participation in the school may have assisted parents in actively taking part in their child's academic development.

### *Barriers to Parental Involvement*

Despite the recognition of parental involvement as crucial for children's educational preparation, significant variations persist in parental involvement. Schools' lack of control necessitated that educational decision-makers take these factors into account. Parents struggle with long work hours, childcare, low income, and linguistic barriers, despite being inattentive to daily disruptions and stresses, hindering their involvement in their children's education. (Okeke, 2014).

Given lower funds and rising educational demands, school administrators and instructors had to make the effort to engage parents in their students' educational achievement (Wherry, 2009). While many school administrators and teachers may not have known how to encourage parental participation, they could have received training on effective ways to interact with and build relationships with parents. Administrators and instructors may not have completely comprehended the significance of parental engagement and its implications for student progress, according to Flynn (2007). He emphasized that when teachers lacked parental support, they often considered it a waste of time to contact parents.

### *Theoretical Framework*

Parents, schools, and communities shared a vested interest and responsibility in the education of children. Epstein et al.'s (2009) school-family-community partnership model underscored the collaborative roles of schools, families, and communities in positively influencing children's development and learning. The model described overlapping spheres of influence where the child was central to the efforts of the school, family, and community in achieving academic success (Epstein, 1995). This shared

responsibility framework highlighted the dynamic interactions between these spheres, influenced by various experiences, philosophies, and practices (Epstein et al., 2009).

Building on this foundational work, Epstein (2007) developed a framework that not only focused on the child at the heart of these partnerships but also outlined six dimensions of parental involvement essential for a successful collaboration aimed at enhancing student learning. Schools nationwide had adopted Epstein's research as a guiding principle for establishing partnerships with parents, reinforcing the model's significance in educational practice (Jordan et al., 2002). Therefore, this study used Epstein's parent involvement model to examine parent and teacher perceptions regarding parent involvement. According to Epstein et al. (2009), there were six primary forms of parental participation:

*Parenting (Type 1):* Aiding schools in better understanding families, teaching parents the fundamentals they need to raise successful learners, and facilitating positive changes at home to better prepare kids for school

*Communicating (Type 2):* communicating effectively with families about school programs and student performance via school-to-home and home-to-school communications.

*Volunteering (type 3):* the organization of volunteers to help the school and children. Volunteering includes giving volunteer opportunities at school activities or other educational community events.

*Learning at Home (Type 4):* involving families in home-based learning activities such as schoolwork and extracurricular learning activities

*Decision Making (Type 5):* this involves appointing parent leaders and delegates to take part in school-based decision-making. Participation of parents in educational decision-making and planning encourages parents to start talking to their children about school, which improves academic outcomes for all kids.

*Collaborating with the community (type 6)*—recruiting community resources to help with different school programs, activities, family resources, and student learning.

This study leveraged Epstein's parental involvement model to explore parent and teacher perceptions of parent involvement, examining the efficacy of six primary forms of parental participation: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This research sought to determine if there was a statistically significant difference between the perspectives of parents and teachers regarding successful parent participation using a perception survey. The survey adapted items from Epstein's (2002) School-Family-Community Partnership survey to gather data on the attitudes, beliefs, and actions that signify enhanced parental participation, using a 5-point Likert scale to measure efficacy and value judgments.

## Action Research Design and Methods

### *Positioning Your Study as an Action Research Study*

I conducted action research, which Mertler (2011) defined as the study of a real-world scenario with the goal of addressing a particular issue, increasing the quality of practice, or assisting in the decision-making process at a single, local location. Action research aimed to address the question: What led to the current state of affairs at this school, and how could we effect change? Mertler (2011) cited Johnson (2008). This was

an acceptable strategy since Turkleton Community School had previously highlighted the issue of insufficient family engagement.

Creswell and Guetterman (2019) described participatory action research (PAR) as an action-oriented, advocacy-focused means of inquiry that focuses on improving and empowering individuals and organizations in schools, systems of education, and school communities. The purpose of participatory action research was to improve the quality of people's organizations, communities, and family lives.

The goals of my research were to evaluate parents' and teachers' perspectives on their awareness and responsiveness to parental participation and to investigate strategies to strengthen home-school interaction through successful parental involvement. Barriers to parental participation may have been created by both the family and the institution. This study aimed to investigate these obstacles from the perspectives of educators and parents. Based on Epstein's six typologies of parental engagement, the study sought to identify possible barriers to successful parent involvement and to offer practical approaches for families and schools to form effective partnerships and overcome or remove the barriers through a collaborative partnership.

My study was community-based participatory action research (CBPAR) because it involved all stakeholders in a collaborative research approach. The research framework aimed to tackle the practical concerns of community members and transform the roles of both the researcher and the research subject.

According to Flick (2009), the researcher's philosophical beliefs on social reality are known as ontology. This ontology system posed inquiries such as "What is known and how?" (Flick, 2009, p. 4). Several interpretative material activities that contributed to

the formation of my ideas about social reality have shaped my ontological perspective as an educator with a background in mental health and school counseling. My ontological perspective corresponded to challenges that were crucial to comprehending how numerous individuals shared the same experiences. This implied that only those directly engaged could comprehend information (Hamlet et al., 2020).

Unlike ontological assumptions, epistemological assumptions were concerned with knowing (Holmes, 2020). Because of my belief that social reality is not objective but impacted by experiences and social situations, I chose to employ a socio-historical framework to examine the subjective perceptions of my participants (Bhattacharjee, 2012).

Interpretive research caused me to utilize my personal life experiences to describe and maybe guess about my study's subjects (Jacobson et al., 2016). The project's diverse duties, gray areas, and collaborative character made securing ethical clearance challenging (Jacobson et al., 2016). Prior standards, conventions, and other people's experiences helped to ease ethical problems. Yet, assessing my research hypotheses was the most effective way to guarantee an ethical investigation (Merriam & Grenier, 2019). My epistemology and paradigm for interpretative research provided me with a substantial advantage in my field of study because evidence regarding communities and schools was frequently biased, incorrect, or difficult to get.

My interpretative research method was also helpful when analyzing underlying social dynamics. Since the COVID-19 epidemic, less research has been conducted on school-community connections (Carrión-Martnez et al., 2020). My interpretative research method would contribute to the development of a theory in a subject with little data since

interpretive research evaluates unique, context-specific experiences such as mine (Bhattacherjee, 2012).

### *Site*

Turkleton Community School Corporation was a public-school corporation in Turkleton, Indiana, at the time of the research. The district had a total student population of 1,435 pupils. There were 118 full-time instructors at the school, who were successful (31.4%), extremely effective (66.9%), and required improvement (1.7%). The student demographics comprised white (90.6%), black (0.5%), Hispanic (4.4%), multiracial (3.3%), Asian (0.8%), and Native American (0.2%) students. 41.9% of the student body was classified as "economically challenged" (Turkleton Community School, n.d.). Turkleton Community School's mission statement stated: Our school's future success is based on a solid relationship between students, teachers, parents, and the community. This teamwork allowed students to succeed and improve in their academic, occupational, and personal endeavors. It was a place where students could take charge of their future while also becoming respected, responsible citizens in an ever-changing world. A highly motivated team implemented best practices via a well-articulated K–12 curriculum and supervised students' character, social, and collaborative skills development.

### *Researcher Role & Positionality*

It was not societal norms or preconceived notions but a person's experiences in life that shaped their positionality (Holmes, 2020). A researcher's ontological perspective affected everything they did, from how they chose their research topics to how they planned their research questions (Hesse-Bieber, 2016). As an educator with a background in mental health and school counseling, a series of interpretive material actions shaped

my ontological perspective and helped me form opinions about social reality. Because I was so involved in the study, I may have introduced bias into my work. I was part of the tool for gathering data, so I had to trust my participants and rely on my training and observing skills (Holmes, 2020).

Holmes (2020) said that my own thoughts, knowledge, and social experiences helped me understand the study's results. My political affiliation and self-identification as a straight, white man from the Midwest who worked as a school administrator had an impact on my values and opinions. To describe the phenomenon accurately and ethically, I had to know my biases and preconceptions (Bhattacharjee, 2012). The school system, where I worked, took ethics into account. I obtained approval from the superintendent to conduct the research. The principal of the elementary school granted permission. I communicated to the superintendent, the principal, and the participants that the system's, schools', and participants' names were kept secure and anonymous. The completed and returned questionnaires by the parents and teachers served as proof of informed consent. It was advised to the participants that participation was entirely optional.

In contrast to ontological assumptions, epistemological assumptions were about knowing (Holmes, 2020). As a counselor and educator, my epistemic perspectives were interpretative. Meanwhile, as a therapist and researcher, I considered reality to be subjective. My research aimed to generate socially constructed knowledge rather than objectively determined information. For my research, I used this framework to avoid rigid formats and capture human meaning and truth (Jacobson et al., 2016). As an interpretive researcher, I tried to determine how people did things rather than what caused them to act in a certain way (Neuman, 2000).

My role was to change the Measure of School, Family, and Community Partnership tool so that it could deliver quality surveys, collect the survey data, enter the data into SPSS, and summarize the study's findings. This study compared parents and teachers' perceptions of parental involvement in elementary schools to identify relationships between demographic categories and perceptions of effective involvement.

I chose interpretive research after considering several epistemologies, research paradigms, and methodologies. Given my view that social reality was not objective but influenced by experiences and social circumstances, my interpretive research paradigm and epistemology presented many challenges and implications. Because I was a father, husband, school administrator, and doctoral student, my time was limited. However, according to Jacobson et al. (2016), this type of data collection research could be time- and resource-intensive; too little data could lead to incorrect assumptions, while too much data could cause processing issues.

This type of study allowed me to interpret complex social processes through participants' perspectives without introducing my biases into their conclusions (Bhattacherjee, 2012). By realizing the shared and divergent perspectives of parents and teachers, the studied school system and others like it may develop more effective parental involvement practices, increase effective communication between the home and school, and improve student academic achievement.

My interpretive research study helped build a theory in a field with few data because interpretive research helped evaluate unique, context-specific experiences (Bhattacherjee, 2012). Like with any research, preserving the participants' ethics and building trust were of the utmost importance (Jacobson et al., 2016). As a researcher, I

informed and safeguarded respondents. I informed the participants of the study's purpose, as the research procedure necessitated their voluntary participation. I treated the information the subjects provided as confidential and ensured its safety. Every aspect of a researcher's work was affected by their point of view; therefore, it was important for researchers to be cognizant of their own and others' points of view (Flick, 2009). In order to have effective, truthful points of view, I established rapport with my participants.

I communicated and was honest about my research framework. My framework was based on the premise that everyone in the company had a role in changing things. Employees and stakeholders must justify, anticipate, and appreciate their involvement in organizational change to gain acceptance and champion it. To accomplish this, I set up clear frameworks for my research and explained how the changes were related to the organization's core mission and goals (Hyde, 2012). This could be seen when administrators (those allowing the research) emphasized implementing structures that allowed all educators to voice concerns and further the school's mission, vision, and goals. As soon as educators felt included in the vision and approach, the alignment of teacher beliefs was positively influenced (Higgins, 2022).

### *Research Ethics*

As a school system employee, I had access to the site. Although I worked at a different school and building, access was relatively simple and consistent. The ability to run quality surveys was an additional access requirement. I needed to prepare the survey electronically. I gained approval from the University of Dayton Review Internal Review Board and sent a letter requesting permission to conduct research to the school district's superintendent. After receiving approval, I delivered the letter to the elementary school

principal within the system, outlining the study's purpose and requesting participation. I began distributing parent and teacher surveys electronically as soon as the administrator confirmed their readiness to take part.

Interpretive research required the application of my own life experiences to describe and possibly speculate about my study's subjects (Jacobson et al., 2016). Previous guidelines, norms, and others' experiences could help ease ethical concerns. However, examining my research assumptions was the best method to assure an ethical study (Merriam & Grenier, 2019). My interpretive research epistemology and paradigm provided me with a significant edge in my field of study because evidence about communities and schools could often be biased, wrong, or impossible to collect.

My research was based on the premise that everyone in the company had a role in changing things. For organizational change to be accepted and championed, employees and stakeholders had to consider their involvement as justified, anticipated, and appreciated. Hyde (2012) stated that collective action was essential for addressing social challenges within a company. When changing, organizations should keep continuity and diversity in mind. Only with this could I achieve employee buy-in. Regardless of their position, participants would invest in the change and commit to seeing it through as long as they saw they were making a difference (Hyde, 2012). During my research, I built trust, respect, and commitment using elements of the ethics of care and fund of knowledge frameworks.

During my research, I treated my participants with respect by using parts of the ethics of care framework, especially social preparedness. Hamington (2017) stated that a person's social preparedness was defined by the caring mental and emotional habits that

he or she had built up inside the organization, not by the rules and norms that the organization had for everyone. A key part of being socially ready was being willing to learn and act, which was something you could do on your own. Hamington (2017) stated that when a person spent time and energy on active listening and open learning, caring opportunities grew and became clear. The quantity of opportunities was proportional to the time and effort spent learning about others (Hamington, 2017).

My research also addressed trust by combining elements of the fund of knowledge theory. Llopart and Esteban-Guitart (2018) assert that the establishment of trust occurs when individuals take the time to acknowledge and comprehend the cultural customs of others. My research highlighted specific information, skills, and knowledge shared by diverse, underrepresented groups.

### *Data Collection Methods*

The population in this study consisted of parents and teachers of elementary school students in an Indiana school district during the 2023–2024 school year. This data included an elementary school with 589 kindergartens through fifth-grade students and 46 instructors. All the parents whose children attended school in this school district from kindergarten to fifth grade comprised the parent population. All of the school district's certified instructors made up the teacher population.

For the parent surveys, an electronic survey was created in Qualtrics and administered via PowerSchool. The survey was confidential and utilized a Likert scale for participants to rate their levels of agreement with questions related to parental involvement. The survey was open for 10 days. After the allotted time passed, the researcher retrieved the data, uploaded it into SPSS for analysis, and reported the findings

of the study. The researcher contacted the elementary school principal, and the principal gave consent to inform each classroom teacher of the survey.

In addition, each classroom teacher received a notification that a survey was available for 10 days upon logging in to PowerSchool to complete their daily attendance. At the conclusion of the 10-day period, the researcher had access to the original data from each survey submitted by the instructors. The researcher entered this data into SPSS for analysis.

### *Data Analysis Procedures*

The framework for this survey was an embedded evaluation model (EMB-E). Giancola (2022) defined the EMB-E model as an evaluation strategy whose principles are based on a model of continuous improvement. EMB-E evaluated a program's practices and processes in order to make adjustments that would enhance outcomes (Giancola, 2022). Using J. Epstein et al.'s (2009) six typologies of parental involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community), the purpose of this study was to examine parents' and teachers' perceptions of effective parental involvement with elementary students.

The quantitative research investigated parental involvement in primary education. The study used a perception survey to investigate many critical components of parental participation as perceived by both parents and teachers. A series of research questions reflecting scholarly interests and objectives were at the heart of this examination. First, the study sought to determine whether there were discernible differences between parents' and teachers' perspectives on what constituted successful parental participation. Furthermore, the study sought to investigate the complex viewpoints of both parents and

teachers on the nature and significance of successful parental participation in the primary school area. Finally, the study looked into solutions for strengthening partnerships between families and schools in order to effectively overcome these barriers. To aid this investigation, a perception survey based on Epstein's parental participation model was created, which defines six distinct types of parental involvement. The study sought feedback from both parents and educators in order to create useful insights into the subtle dynamics of parental involvement in the elementary education environment, thus contributing to scholarship in this field.

The School Effectiveness Survey was based on J. L. Epstein's School-Family-Community Partnership survey from 2001. I used the same questions from the first survey but changed the wording to make the answers more relevant to instructors. The survey gathered the attitudes, ideas, beliefs, and actions displayed by the school in relation to greater parental participation. The survey asked participants to rate each topic on a 5-point Likert scale from 5 (always) to 1 (never), considering its effectiveness and the frequency of its use. The survey asked participants to rate their views on value on a scale from 5 (very much) to 1 (not at all).

After entering the data into the Statistical Package for the Social Sciences (SPSS), the researcher started the data analysis procedure. The researcher analyzed the data using SPSS, applying both inferential and descriptive statistics. For the first research question: Is there a statistically significant difference between parents' and teachers' perspectives on successful parent participation? Means and standard deviations were computed for the parent population and the teacher population.

Both the parent and teacher instruments had 28 statements that were evaluated using a rating scale that asked respondents to show how effective each parent involvement strategy is. The scale ranged from 5 (highly effective) to 1 (not effective). The greatest potential response for each strategy was “highly effective,” which was assigned a value of five. The lowest conceivable response was not effective, which was assigned a value of one. Two, three, or four indicated a response level between the lowest and highest levels. Then, a raw score was assigned to each involvement dimension by adding the values indicated in the questions transferred to that dimension, and a mean score was calculated for each dimension by dividing the raw score by the total number of responses. The greater the mean score, the greater the perceived effectiveness of the statement about familial involvement among respondents. The average rating scores for each category were then calculated by dividing the mean score by the number of parent involvement statements included in each category.

For both the parent population and the teacher population, the means and standard deviations were calculated. The researcher used a t-test on a separate sample to see if there was a statistically significant difference between what parents and teachers thought.

### *Procedures to Address Trustworthiness, Credibility, and Transferability*

To ensure the trustworthiness, credibility, and transferability of this research, my methodology incorporated the School Effectiveness Survey, which aligned with the principles outlined in Epstein's (2001) School-Family-Community Partnership survey. Epstein's comprehensive model of parental involvement, which encompassed six essential categories, bolstered the content validity of our survey. Fink (2003)

recommended conducting an external field assessment by parents and instructors not participating in the study to improve face validity. The survey's reliability was determined through Cronbach's alpha, with a coefficient of.894, signifying strong internal consistency—a cornerstone for educational research to ensure the dependability of survey findings (Litwin, 2003; McMillian & Schumacher, 2006).

Despite widespread recognition and implementation across numerous educational settings, Epstein's framework for parental involvement faced criticism for prioritizing school-driven initiatives over those initiated by parents (Kohl, Lengua, & McMahon, 2000). Despite these criticisms, Epstein's six types of parental involvement remained pivotal in understanding and enhancing parent-school collaboration. Acknowledging these limitations, our study reflected on the model's application and sought avenues for incorporating broader parental engagement strategies in future research.

The study's design did not include follow-up interviews, limiting the depth of insight into parental involvement practices and the rationales behind survey responses. Future investigations could enrich our understanding by integrating qualitative methods such as interviews and discussion groups, offering a more nuanced view of parental involvement dynamics. Additionally, exploring methods like random qualitative validation could further substantiate the survey instrument and provide deeper insights into participant perspectives.

This study's confinement to a specific population within a single Indiana school system may have limited the transferability of its findings. I employed a substantial sample size to ensure representativeness within this context, but the unique demographic composition of the study population may not have reflected those of other districts.

Future research endeavors should aim to extend beyond this localized setting, exploring parental involvement across diverse educational landscapes to broaden the applicability and relevance of findings.

# CHAPTER TWO

# RESULTS OF RESEARCH

## Reporting Quantitative Results

### *Report of Reliability of Quantitative Measures*

During the 2023–2024 school year, a survey was conducted among parents and teachers of elementary school students in an Indiana school district. This study covered an elementary school with 589 kindergarten through fifth grade students and 46 instructors. The parent population comprised all parents whose children attended this school district, from kindergarten to fifth grade.

An electronic survey, created in Qualtrics, was administered to parents via PowerSchool. The survey, which remained open for 10 days, aimed to assess levels of parental involvement using a Likert scale. Post-survey, the data was uploaded into SPSS for analysis. This initiative was undertaken with the consent of the elementary school principal, who also informed the classroom teachers about the survey.

In the survey of 105 parents, the gender distribution indicated a majority of female respondents, making up 77% of the population (n = 81), with male participants accounting for 22% (n = 23). A negligible percentage (1%, n = 1) preferred not to disclose their gender.

Age-wise, the largest group of parents fell into the 30-39 age bracket, representing 51% of the respondents (n = 54). This was followed by the 40-49 age group at 30% (n = 31), the 20-29 age group at 13% (n = 14), the 50-59 age group at 5% (n = 5), and a minimal representation (1%, n = 1) from those aged 60 and above.

Regarding the number of children, the survey revealed that most parents had two children, accounting for 39% of the respondents (n = 41). Following this were parents with three children (25%, n = 26), one child (19%, n = 20), four children (13%, n = 14), and a small fraction with more than five children (4%, n = 4).

In terms of race or ethnicity, the majority of the parent population was Caucasian or white, representing 90% of the sample (n = 94). Hispanic parents accounted for 7% (n = 7) and Asian parents for 1% (n = 1). A small segment (3%, n = 3) preferred not to specify their race or ethnicity.

Lastly, the relationship of the respondents to the students was predominantly mothers (68%, n = 71), followed by fathers (17%, n = 18), step-mothers (7%, n = 7), step-fathers (2%, n = 2), grandmothers (4%, n = 4), and grandfathers (1%, n = 1). A minimal portion (2%, n = 2) preferred not to state their relationship to the student.

I conducted a survey among elementary school staff members, notifying them of its availability upon logging into PowerSchool for a period of 10 days. The purpose was to gather data on demographic and professional characteristics. I then collected this data at the end of the survey period and analyzed it using SPSS.

In this survey of 50 participants, diverse aspects of their demographic and professional backgrounds were explored. The gender distribution was predominantly female, constituting 94% of the respondents (n = 47), with males representing 6% (n = 3). There were no participants identifying as non-binary or third gender or preferring not to disclose their gender.

The age distribution among the staff showed a broad range. The largest group was within the 30-39 age bracket, making up 30% of the participants (n = 15). The 40-49

age group came in close second at 28% (n = 14), followed by 20-29 years at 20% (n = 10), 50-59 years at 16% (n = 8), and those aged 60 and above at 6% (n = 3). There were no respondents who preferred not to state their age.

In terms of race or ethnicity, a significant majority of the staff identified as Caucasian or White, accounting for 98% of the sample (n = 49). Only one participant did not specify their race or ethnicity.

The educational background of the staff varied, with the most common level being a bachelor's degree, held by 50% of the respondents (n = 25). Other educational levels included some college (18%, n = 9), a master's degree (22%, n = 11), high school graduates (6%, n = 3), and some high school education (2%, n = 1). A small portion (2%, n = 1) indicated having an education level categorized as 'other'.

Finally, the survey captured the staff's teaching experiences. The experience levels were diverse, with the largest segments being those with 0–3 years and 15-20 years of experience, each representing 33% of the respondents (n = 16 for 0–3 years, n = 13 for 15-20 years). This was followed by those with 4–10 years of experience (27%, n = 13) and over 20 years of experience (14%, n = 7).

**Table 1**

*Category Comparison of Internal Consistency Scores*

| **Category** | **Teacher Survey** | **Parent Survey** |
|---|---|---|
| Parenting | 0.830 | 0.768 |
| Communication | 0.735 | 0.735 |
| Volunteering | 0.771 | 0.855 |
| Learning at Home | 0.828 | 0.871 |
| Decision Making | 0.780 | 0.664 |
| Collaborating with the Community | 0.836 | 0.884 |

In assessing the internal consistency of the question sets within each category, Cronbach's alpha scores served as a crucial measure. Scores exceeding the threshold of 0.7 were widely acknowledged as indicative of strong internal consistency (Cronbach, 1951). Examination of the current data sets revealed that the preponderance of categories within both surveys satisfactorily met or surpassed this benchmark. Nonetheless, an anomaly was observed within the 'Decision Making' category of the Parent Survey, where the Cronbach's alpha score was notably lower, recorded at 0.664. This score suggested a comparatively diminished consistency amongst the items within the 'Decision Making' category, relative to the other categories.

**Table 2**

*Group Comparison of Perceived Parental Involvement*

| Group | Sample Size (n) | Mean (M) | Standard Deviation (SD) |
|---|---|---|---|
| 1 (Teachers) | 50 | 17.94 | 8.29 |
| 2 (Parents) | 105 | 15.12 | 6.96 |

The teacher group had a higher average level of perceived parental involvement (M = 17.94, SD = 8.29) compared to the parent group (M = 15.12, SD = 6.96).

**Table 3**

*Descriptive Statistics of Parents Perception on Effective Parent Involvement*

| | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|
| Parenting | 6.00 | 20.00 | 12.3495 | 2.91618 |
| Communication | 7.00 | 20.00 | 15.4571 | 2.81148 |
| Volunteering | 6.00 | 20.00 | 12.3048 | 3.44217 |
| Learning at Home | 4.00 | 20.00 | 12.2476 | 3.43562 |

| | | | | |
|---|---|---|---|---|
| Decision Making | 7.00 | 20.00 | 15.0667 | 2.49718 |
| Collaborating with the Community | 5.00 | 20.00 | 13.0865 | 3.14414 |
| Level of Parent Involvement | .00 | 45.00 | 15.1238 | 6.95963 |

The examination of descriptive statistics provided insight into parental perceptions of their engagement with school-related activities. Parents reported relatively high levels of effectiveness in communication with schools and involvement in decision-making, as evidenced by mean scores of 15.46 and 15.07, respectively. These figures suggested parents felt efficacious in these domains. Conversely, the mean scores of approximately 12.35, 12.30, and 12.25 indicate that parents perceived parenting, volunteering, and learning at home as moderately effective. Standard deviations surpassing 3.40 in both volunteering and learning at home categories further highlighted the considerable variability within these domains. A mean overall involvement score of 15.12, along with a substantial standard deviation of 6.96, demonstrated a broad range of parental engagement levels. This variability denotes the existence of multifaceted factors influencing the extent of parental participation in the educational sphere. Acknowledging this diversity was critical for the development of nuanced strategies to foster and augment parental involvement in educational contexts.

**Figure 1**

*Distribution of Parental Perceptions of Effectiveness in Parenting*

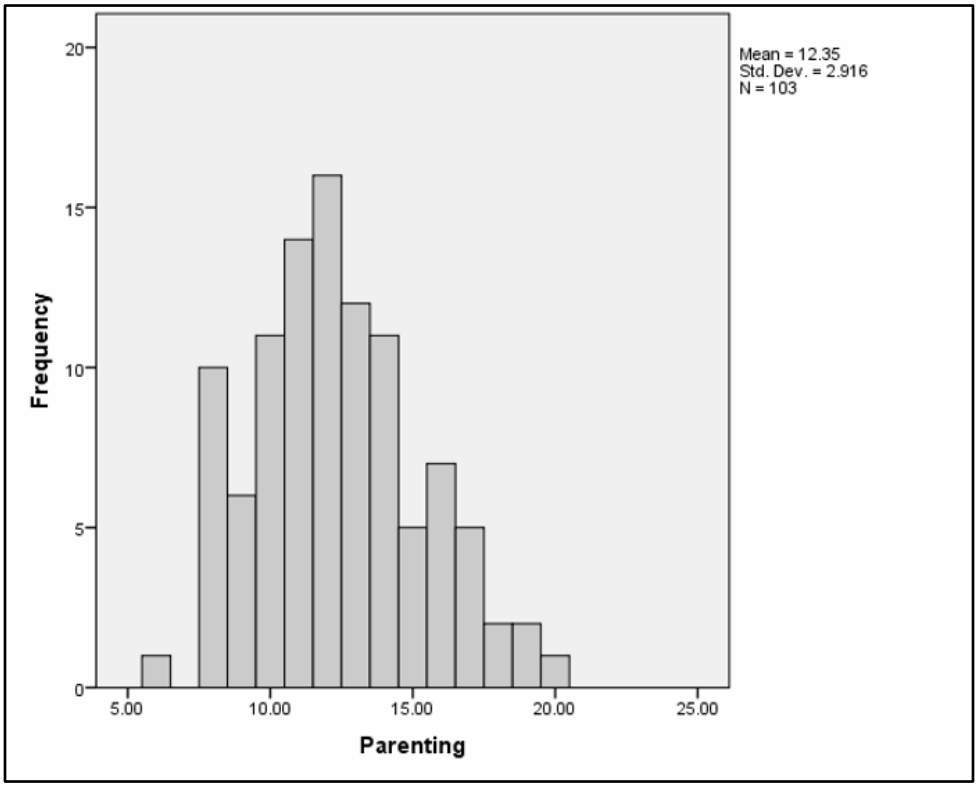



Figure 2.1 revealed a left-skewed distribution of responses, with a mean of 12.35 (SD = 2.916) across 103 participants. The skewness of the distribution showed that a sizable proportion of respondents believed the dimensions of "parenting" were below average, which was an important finding that warranted more investigation and possibly intervention.

***Report Results from Inferential Statistical Tests***

According to Epstein's framework for parental involvement, the first type, "Parenting," emphasized the importance of assisting schools in better understanding families, providing parents with the necessary skills to foster successful learners, and facilitating positive home environments conducive to school readiness (Epstein, 2007; J.

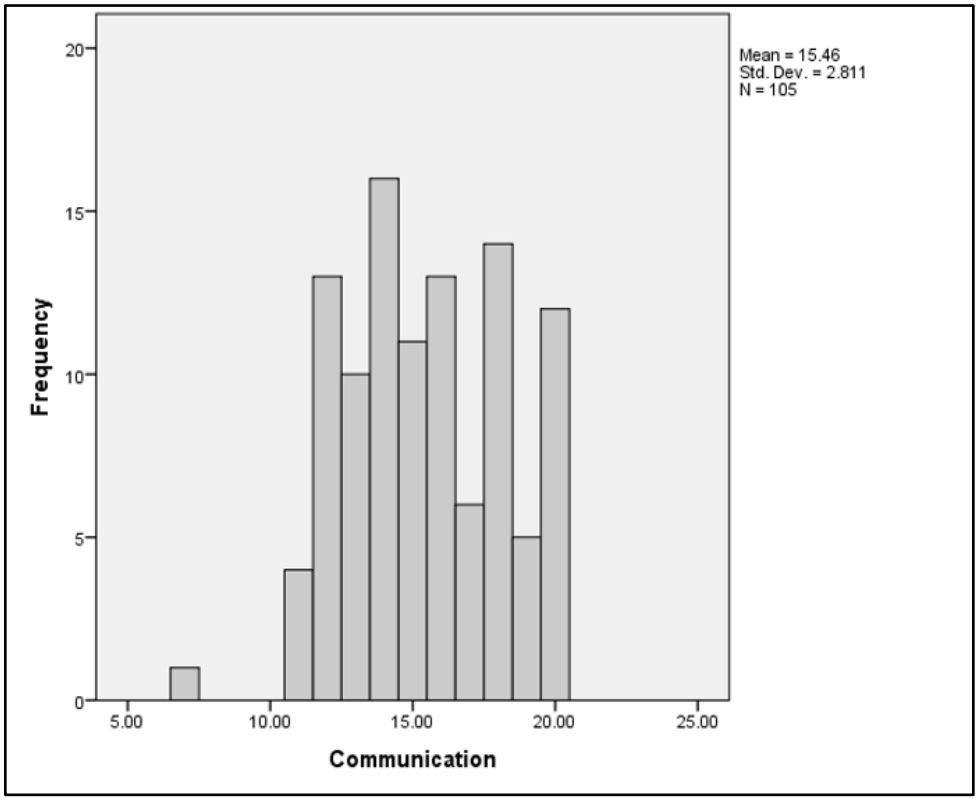
Epstein et al., 2009). The observed skewness in evaluations of parenting success may have represented obstacles or gaps in achieving these objectives, implying that parents may have felt inadequately supported or equipped to carry out their tasks effectively.

This finding, when paired with other elements of Epstein's parental involvement model, could offer a deeper understanding of the complex nature of successful family involvement in education. For instance, I found a close relationship between the dimensions of "communication" and "learning at home" and "parenting", suggesting that effective communication methods and support for home-based learning activities could enhance parental efficacy and involvement (Epstein, 2005; Epstein et al., 2009). The statistical report showed that parental involvement had varying levels of success across different areas. For example, the mean score for "communication" was 15.46, with a standard deviation of 2.811. The mean score for "learning at home" was 12.2476, with a standard deviation of 3.43562.

The differences in parenting success and other parental involvement showed the challenges of school-family partnerships. It stressed personalizing strategies for families' unique needs and challenges when supporting their children's education. It also suggested utilizing communication skills to support parents and improve parental involvement in school.

Figure 2

*Distribution of Parental Perceptions of Effectiveness in Communication*




The data in Figure 2.2 showed that the responses were mostly evenly spread out, with 105 people giving an average score of 15.46 (SD = 2.811), which means that most of them thought communication was moderate to high. This finding was significant because effective communication (Type 2) was central to Epstein's model of parental involvement, which emphasized the importance of clear, two-way communication between schools and families about school programs and student performance (Epstein, 2007; J. Epstein et al., 2009).

The consistent perceptions of communication efficacy demonstrated that schools had effectively implemented techniques to keep families informed about educational initiatives and student development. Effective communication served as a bridge between

families and the educational environment, allowing parents to better support their children's development. According to Epstein (2005), opening channels of communication could empower parents by giving them the information they need to have meaningful talks about education at home and participate more fully in school-related activities.

When considering how this outcome related to other aspects of parental participation, it was clear that effective communication may have had a synergistic influence on other areas, such as "Parenting" and "Learning at Home." Enhancing communication could potentially boost the moderate efficacy in "Parenting" and "Learning at Home," as evidenced by their respective mean scores of 12.3495 and 12.2476. By ensuring that parents were well-informed and felt supported, schools could indirectly boost parents' confidence and efficacy in creating conducive learning environments at home and engaging in parenting behaviors that promoted academic success.

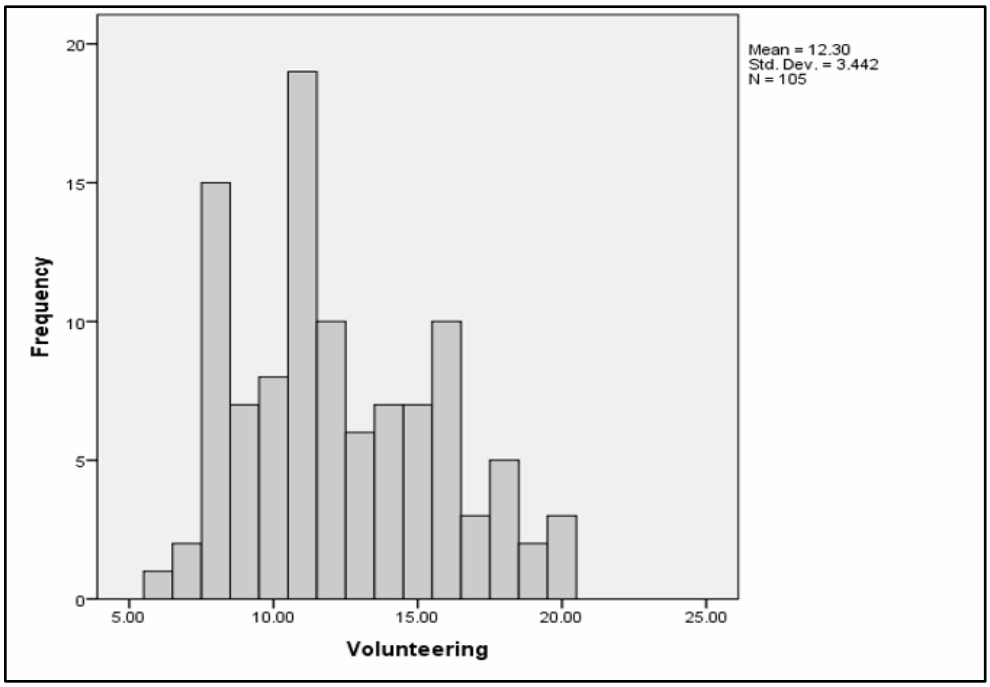
The interconnectedness of Epstein's parental involvement model and other areas of parental participation, such as "decision making" and "collaborating with the community," showed communication effectiveness. High communication effectiveness may inspire increased parental participation in decision-making and community collaboration, creating a more integrated and supportive educational ecosystem.

In conclusion, school-family communication was crucial to parental involvement. The findings showed that schools were improving communication, which was good for school-family partnerships. Continued communication improvements could strengthen these partnerships and boost student outcomes. To find the best ways to help pupils

succeed, future studies should examine the dynamic relationship between parental engagement characteristics.

**Figure 3**

*Distribution of Parental Perceptions of Effectiveness in Volunteering*




Based on 105 responses, Figure 2.3 showed a left-skewed distribution with a mean of 12.30 and a standard deviation of 3.442. The skewness toward the lower end of the effectiveness scale suggested that a large proportion of the sample viewed volunteering as ineffective. In Epstein's model of parental involvement, "volunteering" (Type 3)—organizing and mobilizing volunteer efforts to support schools and student learning—was a crucial dimension.

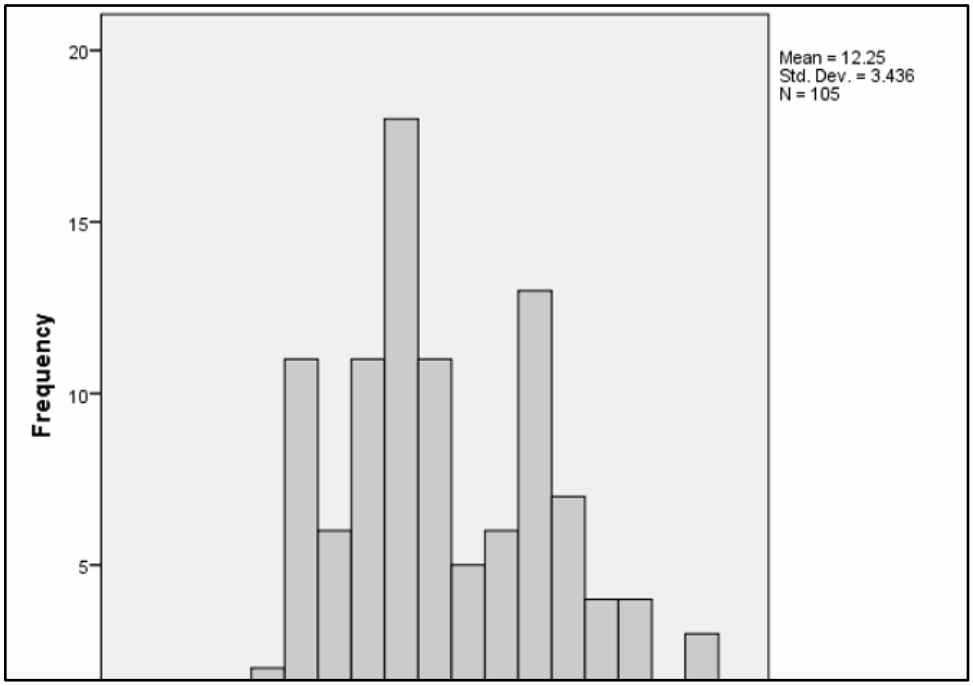
Volunteering effectiveness—or lack thereof—indicated areas for improvement in organization, communication, and integration into the educational ecosystem. By actively engaging families and community members in supporting educational activities through

volunteering, Epstein's framework suggested that effective volunteer programs could considerably improve kids' educational experiences (Epstein, 2005). However, the left-skewness of the data indicated that volunteer mobilization and use may not have met school community expectations, resulting in a perception of decreasing efficacy. This outcome might have affected other aspects of parental participation. Effective communication (Type 2) regarding volunteering opportunities and their impact might have affected volunteer effectiveness. Families might have doubted the worth and efficacy of volunteering if they were not properly informed about how to get involved or see the effects of their efforts. Aligning volunteer activities with "Learning at Home" (Type 4) and "Collaborating with the Community" (Type 6) goals could have improved volunteering's perceived effectiveness by creating more cohesive and impactful engagement opportunities that directly supported student learning and well-being.

The analysis of volunteer efficacy within Epstein's parental engagement model shed light on the obstacles and potential of organizing volunteer assistance in education. Strategic volunteer program management and communication could increase family and community involvement in education, resulting in improved student and school outcomes.

**Figure 4**

*Distribution of Parental Perception of Effectiveness in Home-Based Learning Practices*




The data in Figure 2.4 showed an average rating of 12.25 with a standard deviation of 3.436 based on 105 evaluations. The distribution's minor left skew indicated a modest tendency toward poorer effectiveness ratings, indicating potential areas for improvement in home-based learning practices. This finding was significant in the context of Epstein's framework for parental involvement, particularly "Learning at Home" (Type 4), which emphasized the importance of engaging families in educational activities outside of the school setting to improve student learning and achievement (Epstein, 2007; J. Epstein et al., 2009).

The minor trend toward lower effectiveness ratings for learning at home activities implied that parents and guardians may have had difficulties in effectively supporting their children's education outside of the traditional school setting. This could have been due to a number of causes, including limited resources, a lack of clarity on how to assist

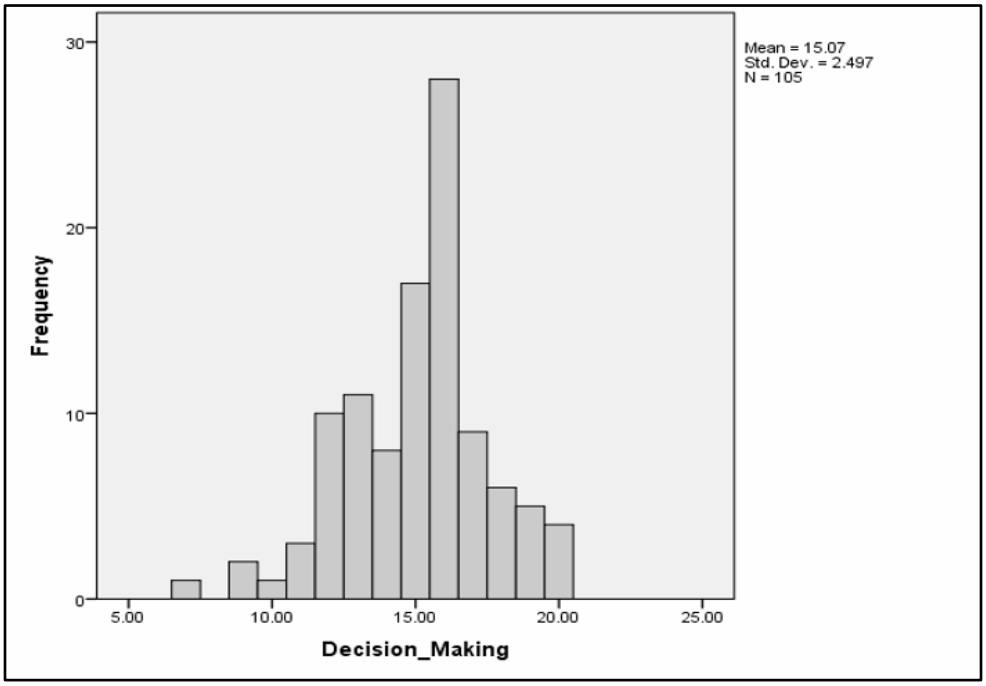
with homework or educational projects, or a need for stronger communication between schools and families about home-based learning objectives and practices.

The relationship between this outcome and other dimensions of parental participation, such as "communicating" (Type 2) and "parenting" (Type 1), was especially notable. Effective communication about school programs and student performance could have a major impact on the perceived efficacy of learning at home by ensuring that parents were well-informed and prepared to meet their children's learning needs. Similarly, improving parenting skills and understanding about educational support could have a direct impact on the success of home-based learning activities because parents who were confident in their abilities were more inclined to facilitate their children's education at home.

The effectiveness of learning at home under Epstein's model of parental participation suggested ways to improve home-based educational support. The analysis revealed that addressing the identified issues required enhancing school-family communication, providing parents with educational support tools, and promoting community engagement. Focusing on these areas allowed schools and families to create more supportive and effective learning environments for students both at school and at home.

**Figure 5**

*Distribution of Parental Perceptions of Effectiveness in Decision Making*




Based on participant assessments, in Figure 2.5, this analysis yielded a mean rating of 15.07 with a standard deviation of 2.497. The fact that the responses were evenly spread around the mean showed that everyone in the sample had the same opinion about how useful decision-making processes are in education. This result was especially relevant when viewed through Epstein's framework of parental involvement, specifically "Decision Making" (Type 5), which emphasized the importance of involving parents in school-based decision-making and planning processes to improve academic outcomes for students (Epstein, 2007; J. Epstein et al., 2009).

The widespread perception of decision-making effectiveness suggests that parents and guardians believe they play an important role and have a voice in the decisions that affect their children's education. This could have been due to well-established structures and procedures that encouraged family input and involvement in choices about school

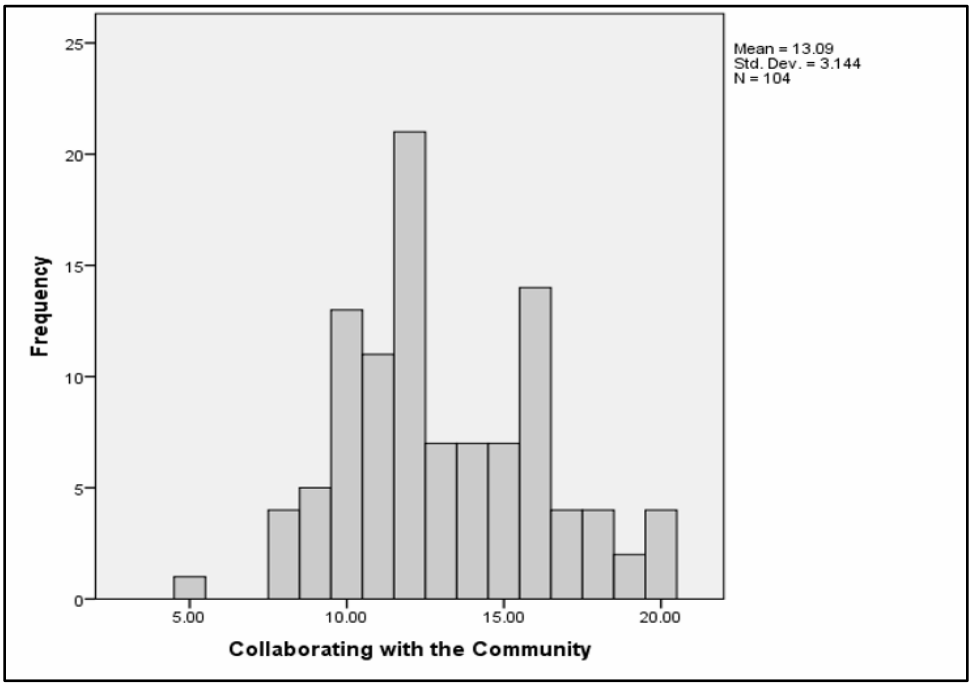
policies, programs, and projects. Recognizing the importance of collaborative decision-making, Epstein's model advocated for parents' active participation in educational planning and governance, arguing that such involvement could considerably contribute to the creation of a more inclusive and responsive learning environment.

The intersection of decision-making efficacy and other aspects of parental involvement provided an opportunity to better understand the dynamics of successful school-family collaborations. For example, effective communication (Type 2) was essential for allowing meaningful parental engagement in decision-making processes. Clear, open, and two-way communication ensured that parents were aware of opportunities for involvement and the impact of their contributions, increasing their engagement and perceived success in decision-making activities. The relationship between decision-making effectiveness and volunteering (Type 3) or homeschooling (Type 4) demonstrated Epstein's model's interconnectedness. Parents who felt empowered and valued in decision-making may have contributed their time and resources or actively supported their children's learning at home, strengthening the synergistic effect of comprehensive parental participation on student learning and accomplishment.

The analysis of decision-making efficacy under Epstein's parental involvement model emphasized parent involvement in school governance and planning. School techniques that involved parents in decision-making appeared to have worked, based on the consistent perception of efficacy. These collaborative connections must continue to ensure that all parents have the chance and assistance to meaningfully contribute to their children's education. This collaborative approach can improve student, parent, and educator experiences and create a more dynamic and supportive learning environment.

**Figure 6**

*Distribution of Parental Perceptions of Effectiveness in Collaborating with the Community*




The statistics in Figure 2.6 show a mean rating of 13.09 and a standard deviation of 3.144, indicating a moderate level of perceived efficacy in community collaboration activities. The distribution of responses revealed a range of viewpoints, with a modest trend toward lower scores, indicating variety in participants' experiences and perceptions of this component of parental participation. Within the context of Epstein's parental involvement model, this study examined the outcome of "Collaborating with the Community" (Type 6), which emphasized leveraging community resources to support school programs, activities, and student learning (Epstein, 2007; J. Epstein et al., 2009).

The moderate overall effectiveness and variety in perceptions of community collaboration effectiveness underscored the complexities of involving community

resources in educational settings. The slight trend toward lower ratings could reflect difficulties in fully realizing the potential benefits of such relationships, possibly due to concerns with coordination, communication, or goal alignment between schools and community organizations. According to Epstein's framework, effective collaboration with the community could improve educational experiences by providing students with more learning opportunities, resources, and support, thus enriching the educational landscape and instilling a sense of shared responsibility for student success.

The point where community cooperation effectiveness and other aspects of parental participation met showed how a complete approach to parental involvement could work well together. For example, good communication (Type 2) and decision-making (Type 5) procedures could have a significant impact on the effectiveness of community collaboration activities. Clear communication regarding collaboration opportunities and their educational value could help align all stakeholders' expectations and contributions, while participatory decision-making processes ensured that community collaborations met the school community's needs and preferences.

Furthermore, the relationship between community collaboration and volunteering (Type 3) or at-home learning (Type 4) demonstrated Epstein's parental participation model's interconnectedness. Engaging community resources could enhance and support volunteer efforts, as well as home-based learning activities, by providing extra resources, knowledge, and learning spaces outside of the traditional classroom.

In conclusion, the analysis of the perceived efficacy of community collaboration using Epstein's model emphasized the need for strategic engagement with community resources to promote educational objectives. While modest efficacy and heterogeneity in

perceptions indicated areas for growth, they also showed the potential to strengthen collaborative efforts through improved communication, inclusive decision-making, and goal alignment. Addressing these difficulties would allow schools to better harness community resources to boost students' educational experiences, establishing a more integrated and supportive educational ecosystem

**Table 4**

*Descriptive Statistics of Teacher Perceptions of Effective Parent Involvement*

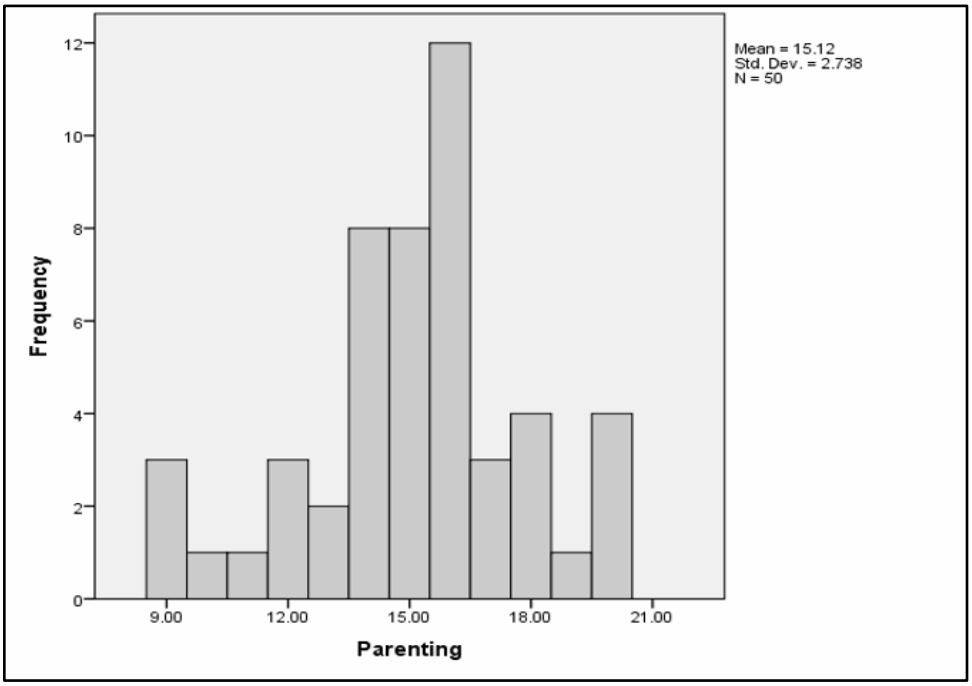
| | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** |
|---|---|---|---|---|
| Parenting | 9.00 | 20.00 | 15.1200 | 2.73779 |
| Communication | 11.00 | 20.00 | 16.1400 | 2.46618 |
| Volunteering | 10.00 | 20.00 | 15.7600 | 2.57587 |
| Learning at Home | 10.00 | 20.00 | 15.0800 | 3.02264 |
| Decision Making | 8.00 | 20.00 | 13.8400 | 3.07299 |
| Collaborating with the Community | 9.00 | 20.00 | 15.4400 | 2.73421 |
| Level of Parental Involvement | .00 | 45.00 | 17.9400 | 8.29411 |

The teachers' perceptions of effective parental involvement showed a generally positive view, with higher mean scores compared to parents' self-assessments. This indicated that effective parent involvement ranged from 15.08 to 16.14 in parenting, communication, volunteering, at-home learning, and community engagement, implying that teachers regarded successful parent involvement as somewhat effective in these areas. Despite this, teachers' assessments varied, with standard deviations ranging from 2.47 to 3.07, indicating varied perspectives on the level of commitment. Interestingly, the mean amount of parental participation seen by teachers was 17.94, with a significantly

high standard deviation of 8.29, indicating a wide variety of perspectives among teachers. This could indicate different parental participation expectations or experiences, emphasizing the need to understand these disparities when addressing family involvement in schools.

**Figure 7**

*Teachers' Perceptions of Communication Effectiveness*




Based on 50 teacher responses, In Figure 2.7., this research suggested that parenting efficiency had a mean value of 15.12 with a standard deviation of 2.738. The distribution's modest variability, with a tendency to cluster around the mean, showed that instructors agreed that parenting methods were moderate to highly successful in improving children's education and well-being. In Epstein's framework for parental participation, "Parenting" (Type 1) highlighted the importance of caring activities that supported children's learning at home and established settings that promoted student

achievement in school (Epstein, 2007; J. Epstein et al., 2009).

According to the data, instructors typically believed that parents did a good job of fostering a supportive home environment for learning. This positive rating was consistent with the concept that good parenting practices served as the foundation for other sorts of parental involvement, such as at-home learning assistance, communication with the school, and participation in school-related activities. The intersection of this outcome with other dimensions of parental participation, including "Learning at Home" (Type 4) and "Communication" (Type 2), provided additional information.

The success of parenting methods may have had an impact on how parents interacted with their children's education outside of the classroom, such as with homework assistance and support for educational activities. Furthermore, parents who actively invested in their children's education were more likely to seek out and make contact with instructors, making good parenting techniques likely to improve communication between parents and schools.

However, the moderate heterogeneity in the distribution implied that, while there was universal agreement about the effectiveness of parenting approaches, instructors' perceptions of this effectiveness differed. This variation may have reflected changes in expectations, experiences, or the various circumstances in which parental participation occurred. It emphasized the necessity of taking into account individual and societal diversity when developing and implementing initiatives to encourage and improve parental involvement in education.

To summarize, the analysis based on teachers' opinions of parenting practices emphasized the importance of effective parenting as a foundation for successful parental

involvement in education. The moderate to high efficacy scores indicated parenting's good impact in boosting children's education, as acknowledged by instructors. However, the observed heterogeneity necessitated a more nuanced understanding of the obstacles and opportunities associated with promoting healthy parenting practices in a variety of circumstances. By recognizing and addressing these differences, educators and policymakers might better assist families in creating conducive learning environments that encouraged student achievement.

**Figure 8**

*Teachers' Perceptions of Communication Effectiveness*

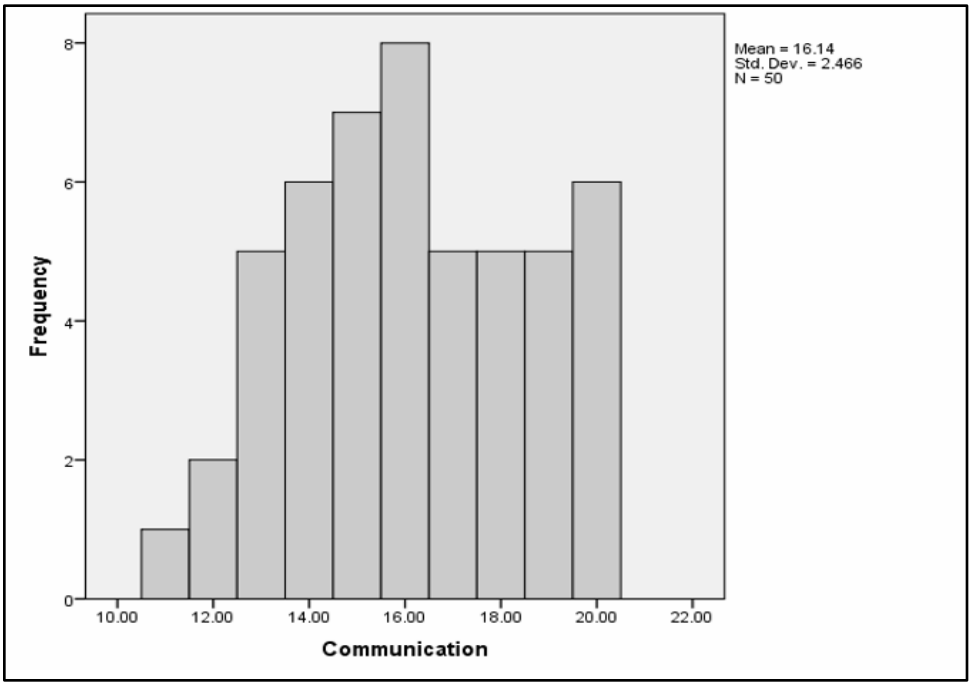



Figure 2.8 showed an average rating of 16.14 with a standard deviation of 2.466, based on input from 50 teachers. Instructors typically viewed communication between parents and schools as effective, given the distribution's relative regularity and the minor concentration of responses above the mean

In Epstein's framework for parental participation, "communication" (Type 2) was

critical because it referred to the exchange of information between schools and families about school programs and student performance (Epstein, 2007; J. Epstein et al., 2009). The findings indicated that teachers believed communication with parents was fairly beneficial, emphasizing its role in fostering family involvement and engagement in the educational process. The positive assessment of communication effectiveness emphasized the importance of open, straightforward, and ongoing interaction between schools and families in promoting student learning and development.

The minor concentration of responses above the mean suggested that, while there was widespread agreement on the effectiveness of communication, there was still potential for improvement. This might include looking into more inclusive and diverse communication tactics to ensure that all families, regardless of background or circumstance, felt informed and engaged. Effective communication methods could help parents and schools understand and meet each other's expectations, providing a more collaborative and supportive educational environment.

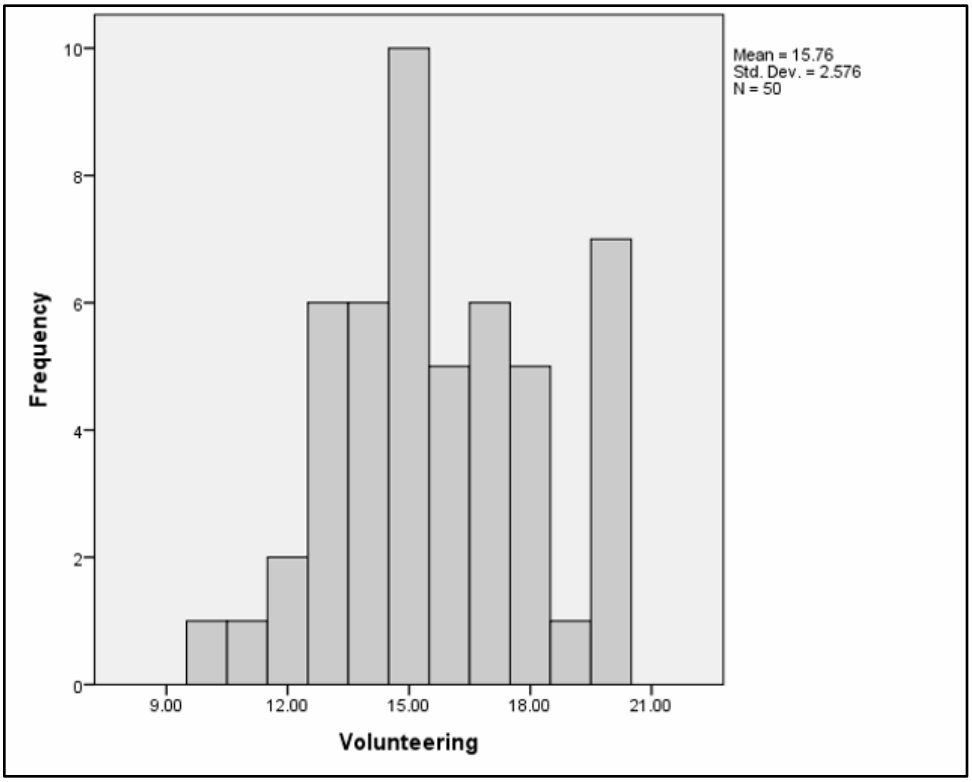
The relationship between communication efficacy and other aspects of parental participation, such as "parenting" (Type 1) and "learning at home" (Type 4), was crucial. Effective communication could provide parents with the knowledge and resources they needed to assist their children's education at home while reinforcing excellent parenting behaviors. Furthermore, open channels of communication could lead to more meaningful engagement in school-based activities and decision-making processes, strengthening the relationship between schools and families.

In conclusion, the study on teachers' perceptions of communication efficacy emphasized its importance in promoting successful parental involvement in education.

The generally positive assessment reflected educators' emphasis on communication, which recognized its impact on increasing parental engagement and supporting student success. However, the variety in replies highlighted the necessity for further enhancing communication techniques to effectively contact and engage all families. Prioritizing and refining communication tactics allowed schools to lay the groundwork for collaborative connections with families, resulting in a more inclusive and supportive educational ecology.

**Figure 9**

*Teachers' Perceptions of Volunteering Effectiveness*




Based on comments from 50 teachers, the data presented in Figure 2.9 illustrate an average rating of 15.76 with a standard deviation of 2.57587, derived from input provided by educators. This indicates that teachers generally perceive volunteering as a

significant aspect of parental involvement in education.

In Epstein's framework for parental participation, "volunteering" (Type 3) holds importance because it signifies the active participation of parents in school-related activities and events (Epstein, 2007; J. Epstein et al., 2009). Teachers recognize volunteering as a valuable contribution to the educational environment, emphasizing its role in enhancing school programs and fostering a sense of community engagement among parents.

The data suggest a moderate level of agreement among teachers regarding the effectiveness of volunteering. However, there is room for improvement, as indicated by the standard deviation, which signifies variability in teachers' perceptions. This variability may stem from differing expectations or experiences with parental involvement in volunteering activities.

The relationship between the efficacy of volunteering and other aspects of parental participation, such as "communication" (Type 2) and "parenting" (Type 1), is significant. Effective communication between schools and parents can facilitate the organization of volunteering opportunities, while positive parenting behaviors may encourage greater parental participation in school-related activities.

In conclusion, the findings underscore the importance of volunteering as a form of parental involvement in education. While teachers generally view volunteering positively, there is a need for further refinement of strategies to increase parental engagement in volunteer activities. By prioritizing and improving volunteering opportunities, schools can strengthen their partnerships with families, ultimately contributing to a more supportive and inclusive educational environment.

The data concerning "Learning at Home" reveals a mean score of 15.08 with a standard deviation of 3.023, derived from individual evaluations. This dataset indicates a generally positive sentiment among teachers regarding the effectiveness of at-home learning initiatives.

Within Epstein's model of parental involvement, "Learning at Home" (Type 4) underscores the significance of engaging families in their children's education through various home-based learning activities. Teachers' favorable evaluation suggests an acknowledgment and appreciation of parents' contributions to their children's education outside of the school environment. This collective consensus emphasizes the pivotal role of home-based learning in fostering students' academic advancement and overall growth.

Furthermore, the histogram's symmetrical distribution and teachers' universal agreement on the effectiveness of home learning indicate a shared understanding of the significance of collaboration between schools and families. This collaboration is essential for cultivating a supportive learning environment that extends beyond the confines of the classroom, reinforcing educational concepts and skills acquired by students within school premises.

The correlation between the success of learning at home and other dimensions of parental involvement, such as "communication" (Type 2) and "parenting" (Type 1), is particularly noteworthy. Effective communication between schools and families enhances the quality and impact of home-based learning by ensuring parents are well-informed about curricular requirements and successful teaching strategies. Additionally, positive parenting behaviors contribute to creating an environment conducive to learning, thereby enhancing the efficacy of home-based educational activities.

In conclusion, the analysis of teachers' perceptions regarding the success of learning at home underscores the pivotal role of parental involvement in supporting students' education beyond the traditional school setting. Teachers' consensus on the benefits of engaging parents in their children's learning processes underscores the importance of a collaborative educational approach that integrates school and home learning experiences. Sustaining and nurturing these collaborative efforts enables educators to enhance students' educational outcomes, fostering a more integrated and enriching learning journey.

**Figure 10**

*Teacher's Perceptions of Decision-Making Effectiveness*

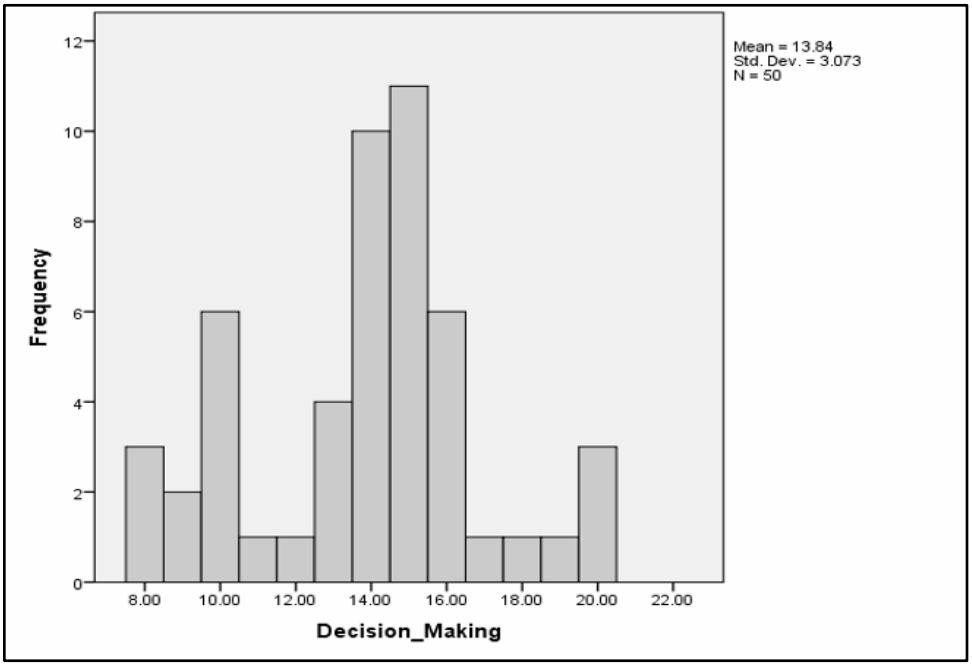



Figure 2.10 highlights feedback from 50 teachers, the data analysis for "Decision Making" revealed an average rating of 13.84 with a standard deviation of 3.0729. Educators generally perceive decision-making processes within the educational context as moderately effective, considering the distribution's tendency towards a central value

with a moderate dispersion around it.

In Epstein's framework for parental participation, decision-making (Type 8) holds significance because it involves the collaboration of both schools and families in making educational choices and setting priorities (Epstein, 2007; J. Epstein et al., 2009). The findings suggest that teachers perceive involvement in decision-making processes as crucial for fostering family engagement and enhancing the educational experience. A positive assessment of decision-making effectiveness underscores the importance of collaborative and inclusive decision-making practices in promoting student learning and development.

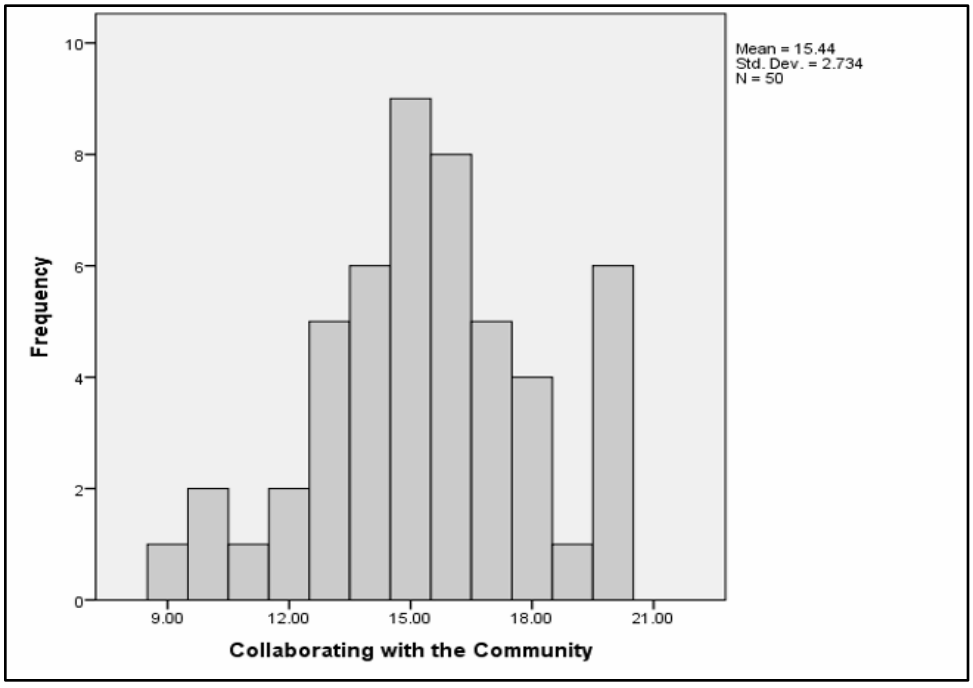
While there was a minor concentration of responses above the mean, indicating widespread agreement on the effectiveness of decision-making, there remains room for improvement. This could involve exploring more inclusive decision-making strategies to ensure that all stakeholders, irrespective of background or circumstances, feel actively involved and engaged in the educational process. Effective decision-making methods can facilitate better understanding and alignment of expectations between schools and families, thereby creating a more supportive educational environment.

The relationship between decision-making efficacy and other aspects of parental participation, such as "parenting" (Type 1) and "learning at home" (Type 4), is crucial. Effective decision-making processes may equip parents with the necessary knowledge and resources to support their children's education at home while also reinforcing positive parenting behaviors. Additionally, transparent and participatory decision-making can lead to increased engagement in school-based activities and enhance the relationship between schools and families.

In conclusion, the analysis of teachers' perceptions of decision-making efficacy underscores its importance in promoting successful parental involvement in education. While the overall assessment is positive, the variety of responses highlights the need for further refinement of decision-making techniques to ensure the active involvement of all families. By prioritizing inclusive decision-making practices, schools can establish collaborative connections with families, fostering a more inclusive and supportive educational ecosystem.

**Figure 11**

*Teacher's Perceptions of Collaborating with the Community*




The data comments from 50 teachers in Figure 2.11 showed an average rating of 15.44 with a standard deviation of 2.734 based on comments from 50 techs. Teachers widely acknowledged the efficacy of community engagement, emphasizing the importance of school-community relationships in achieving educational goals.

In Epstein's framework for parental involvement, "Collaborating with the

Community" (Type 6) emphasized the importance of using community resources and partnerships to improve educational programs, student learning experiences, and family support systems (Epstein, 2007; J. Epstein et al., 2009). The findings indicated that instructors recognized and valued the contributions of community engagement to the educational ecosystem, emphasizing its role in improving student learning and supporting school activities.

The statistics showed a disparity between instructors' judgments and parents' self-assessments of involvement in terms of the degree of successful parental and community participation. Various perceptions of what constituted successful participation, as well as differing expectations about the responsibilities and contributions of parents and community members in school governance and educational activities, contributed to this disparity.

The disparity in perceptions between teachers and parents, particularly regarding learning at home and volunteering, highlighted potential hurdles to parental involvement, such as limited possibilities, time limits, or communication problems. These hurdles underscored the importance for schools to identify and address the variables that may have impeded successful parental and community involvement in educational processes.

Addressing these discrepancies and hurdles necessitated a coordinated effort to promote open, inclusive, and effective communication channels among schools, families, and community partners. Schools could gain a greater understanding of the needs, expectations, and constraints of all stakeholders, allowing for more meaningful and effective collaboration. Furthermore, increasing transparency in decision-making processes and providing more flexible and accessible options for parental and community

involvement could help bridge the gap between instructors' opinions and parents' experiences.

Finally, the study of teachers' views on community collaboration efficacy emphasized the importance of good school-community relationships in promoting educational outcomes. The observed disparity between instructors' and parents' perspectives emphasized the need for schools to participate in reflective practices and conversations aimed at aligning expectations and increasing collaboration efforts. Schools could improve the effectiveness of parental and community involvement by removing barriers to participation and creating a more inclusive atmosphere, resulting in a more supportive and fulfilling educational experience for students.

***Report Results from Inferential Statistics Tests***

**Figure 12**

*Level of Parental Involvement (Normality Test)*

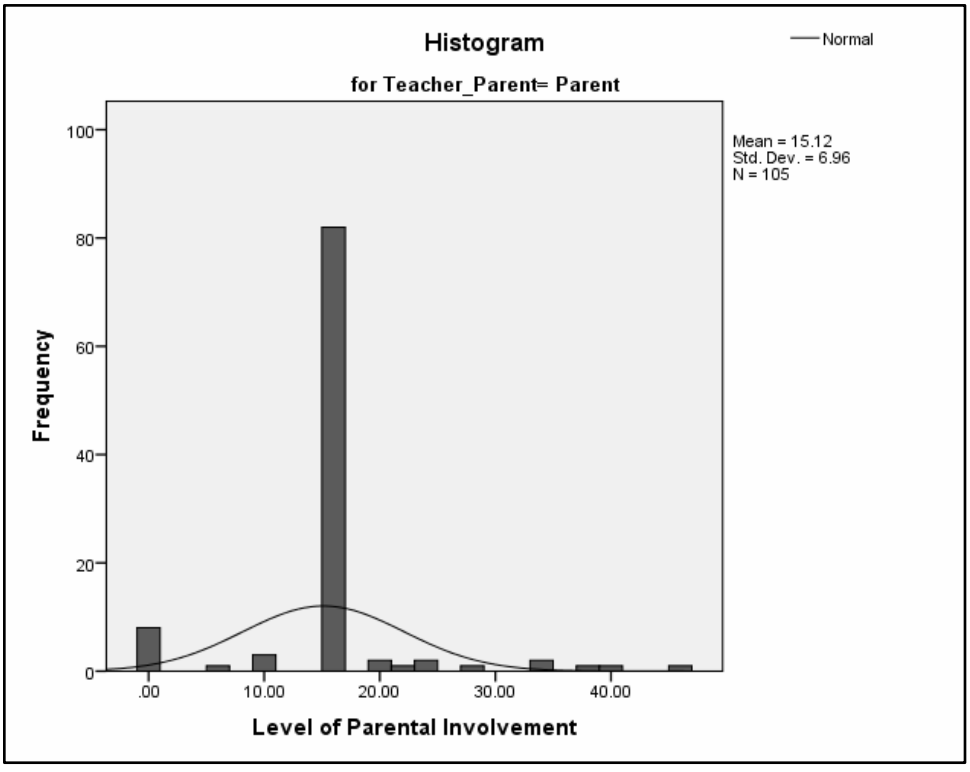
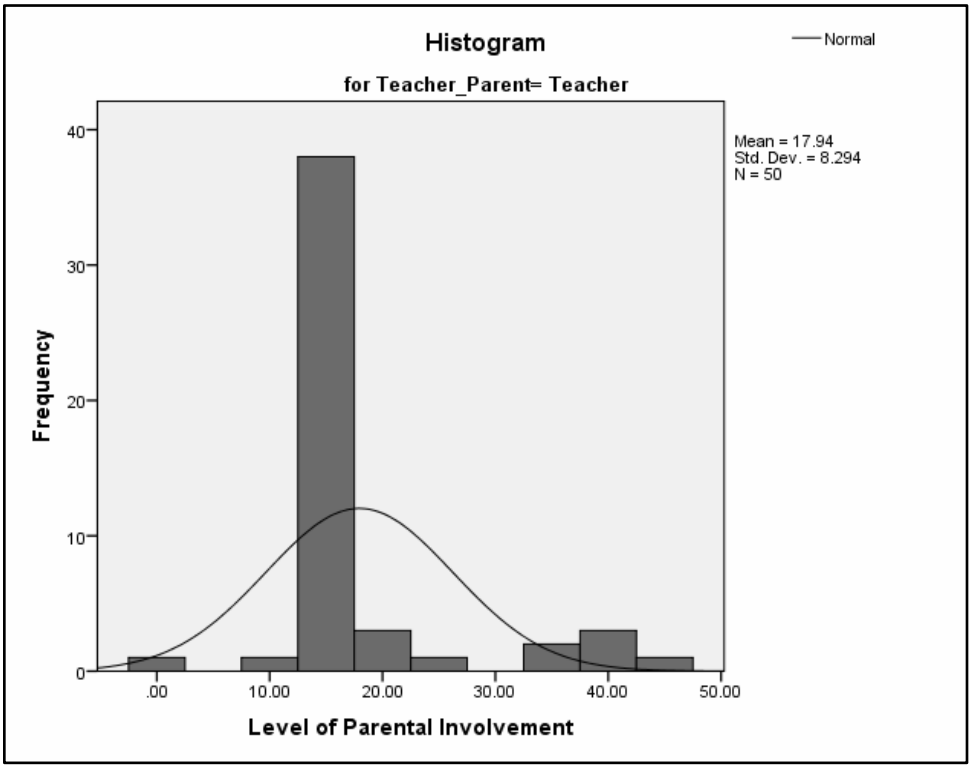


**Figure 13**

*Level of Parenting Involvement (Homogeneity of Variances Test)*




**Normality Test**

For teachers: Shapiro-Wilk statistic = 0.588, p<.001

For parents: Shapiro-Wilk statistic = 0.614, p<.001

While examining the distributional characteristics and variance homogeneity of a dataset acquired from a survey of teachers and parents in an elementary school in Indiana, significant findings were discovered from both the Normality Test and the Homogeneity of Variances Test. Both datasets, for teachers (Shapiro-Wilk statistic = 0.588, p<.001) and parents (Shapiro-Wilk statistic = 0.614, p<.001), showed a significant deviation from normal distribution according to the Shapiro-Wilk statistic (Shapiro and Wilk, 1965). The data for both teachers and parents were not regularly distributed, as

indicated by p-values much lower than the typical alpha level of .05, suggesting that neither group matched the assumptions of normalcy.

After further investigation, the Homogeneity of Variances Test revealed a significant deviation from the requirements required for typical parametric tests. The test findings showed that both groups violated the normalcy assumption, with p-values smaller than.001, which dramatically reduced the usual alpha level of.05. This conclusion implies a breach in variance homogeneity, which complicates the use of parametric statistical methods (Levene, 1960).

Given the violation of the normality assumptions, the analysis shifted to using a non-parametric method to compare the two groups, especially the Mann-Whitney U test. This test is especially useful for comparing differences between two independent groups over a continuous or ordinal variable without requiring normality (Mann & Whitney, 1947). The Mann-Whitney U test revealed a statistically significant difference in teachers' opinions of parental participation compared to parents. This result demonstrates a significant discrepancy in perspectives on what constituted effective parental participation, with instructors and parents holding vastly different viewpoints. The null hypothesis, which predicted no difference between the groups, was safely rejected because the p-value fell below the widely recognized threshold of .05.

These findings highlight the multifaceted nature of parental engagement in educational settings, as seen by many stakeholders. The disparity in opinions between teachers and parents not only highlights the need for a more nuanced understanding of effective parental participation, but it also stresses the significance of using suitable statistical methods that account for the distributional aspects of the data. This study

provides unique insights into the dynamics of family involvement in education by negotiating methodological hurdles and acknowledging the different views of teachers and parents.

**Conclusion**

In this study, I aimed to analyze the wide perceptions of parental involvement in educational circumstances, as perceived by both educators and parents, against the backdrop of Epstein's (2002) parental participation model.

My research objectives were to identify the most successful parent engagement efforts, as regarded by both teachers and parents, and explain the disparities in attitudes toward these activities. According to the descriptive statistical analysis, there was a big difference between how educators ($M = 17.94$, $SD = 8.29$) and parents ($M = 15.12$, $SD = 6.96$) thought parents were participating effectively. This disparity not only highlights educators' higher expectations or, possibly, a larger recognition of active parental engagement, but it also indicates varied interpretations of what constitutes effective participation in the educational environment.

I used the Mann-Whitney U test because the data did not follow a normal distribution. It showed that there was a statistically significant difference in the views of teachers and parents ($U = 3075.0$, $p = .02$). This discrepancy firmly demonstrates that educators and parents hold opposing views on the essence of effective parental engagement within the educational framework, refuting the claim that there is no major difference between the two groups' opinions.

The findings of this study highlight the critical need for improving communication and mutual understanding between educators and parents about the scope

and impact of parental involvement in elementary education. As the sole researcher, I advocate for educational institutions and policymakers to discuss the creation and implementation of programs and strategies targeted at closing the perceived gap between educators and parents. In order to foster a collaborative educational environment that not only seeks but also achieves consensus on parental engagement, these efforts should aim to produce a unified vision of effective parental involvement, consistent with Epstein's model.

This study adds greatly to the discussion about parental engagement by providing empirical information that reveals the intricacies of educator and parent viewpoints. Overcoming these methodological and perceptual barriers brings educational stakeholders closer to a paradigm that recognizes and integrates all stakeholders' contributions into a cohesive strategy for student success.

The primary goal of this study was to investigate the perspectives of parents and teachers on the effectiveness of parental participation in elementary education. Furthermore, research attempted to identify perceived barriers to such participation and investigate viable options for improving cooperation between families and schools to address these problems. Several notable findings arose as a result of the study questions posed at the beginning of this investigation.

Regarding the first research question on perspectives, both parents and teachers recognized the need for effective communication, collaboration, and decision-making to enable successful parental engagement. However, I observed significant differences in opinions between the two cohorts, underscoring the need for a more comprehensive understanding of the dynamics of parental participation.

In response to the second research question on perceived hurdles, educators and parents expressed worries about a lack of resources, time constraints, and communication barriers. These challenges illustrate the widespread recognition of the difficulties involved in fostering meaningful cooperation between families and educational institutions.

The findings of this study suggest that effective communication approaches, increased collaboration opportunities, and greater engagement in decision-making processes are critical in answering the third research question concerning how to enhance partnerships. By overcoming these challenges and developing collaborations, educational institutions may create more nurturing and inclusive environments that enhance student accomplishment.

The stated hypothesis demonstrated a statistically significant divergence between parents' and teachers' perceptions of the usefulness of parental involvement in elementary school. This highlights the need to consider a variety of viewpoints and lived experiences when developing and implementing methods to promote parental engagement.

Overall, this research study significantly contributes to scholarly knowledge by broadening our understanding of the complexities of parental involvement in education. Furthermore, it provides critical insights for educators, legislators, and other stakeholders seeking to promote relationships between families and educational institutions. It is feasible to create more favorable and inclusive educational environments by recognizing and addressing barriers and nurturing constructive collaborations, resulting in benefits for all students

# CHAPTER THREE

# DESCRIPTION OF THE ACTION INTERVENTION

## Analysis of Implementation

As the researcher for the Dissertation in Practice (DIP) titled "Parents, Perceptions, and Partnerships: How Parents and Teachers View Successful Methods of Parental Involvement," it is critical to develop an action research plan centered on conducting unbiased data analysis at Turkleton Community Schools. The findings of this study, which looked at the viewpoints of parents and teachers on effective parental participation, emphasize the importance of this method. The differences and similarities in opinions among various stakeholders highlight the importance of developing comprehensive strategies that meet both sides' expectations while ensuring efficacy and impartiality.

Turkleton Community Schools' STANS Action Plan was developed using participatory action research principles by Kemmis (2011) and communicative action theory by Habermas (1984, 1987a, 1987b). Its goal is to increase parental engagement and improve teaching strategies. Based on study findings, this action plan adopts a cooperative approach, beginning with establishing the goal and initiating the process of broadening the survey to fully understand organizational and school requirements. The following steps are included: enhancing data gathering methods, analyzing data collaboratively, encouraging leadership involvement, and combining results for action (Kemmis, 2011; Habermas, 1984, 1987a, 1987b).

The STANS Action Plan at Turkleton Community Schools is structured with each stage serving a specific purpose, influenced by theoretical frameworks and best practices

in organizational change and leadership. The first phase, Set Purpose and Initiate Process (S), necessitates assembling a diverse leadership team to facilitate stakeholder engagement and consensus-building. The Tailor Data Collection Methods (T) seek to increase the representativeness of survey data by incorporating a broader range of parents and families. Analyze Data Collaboratively (A) aims to connect equity-oriented theories with organizational reform. Nurture Leadership Engagement (N) is critical for encouraging group action to address social issues within the organization. Finally, Synthesize Findings for Action (S) rebuilds connections and restores trust with families, demonstrating dedication to continuous improvement and justice.( Hyde, 2012; University of Washington (EPSC-UW), 2015; Gruenert & Whitaker, 2015).

When executing the STANS Action Plan at Turkleton Community Schools, it is critical to ensure that it aligns with the precise research questions motivating this project.

What are the perceptions of parents and teachers about successful parent involvement in elementary education?

What are the challenges to effective parent involvement, as seen by educators and parents?

How can families and schools work together more effectively to overcome these barriers?

Overall, Turkleton Community Schools' STANS Action Plan is a proactive and systematic approach to promoting fair learning environments and increasing parental involvement. The plan prioritizes collaboration, diversity, and democratic decision-making procedures based on research and theoretical frameworks. It attempts to involve all stakeholders in meeting the school's mission of educational excellence and equity

(Hyde, 2012; Kemmis, 2011; Habermas, 1984, 1987a, 1987b; University of Washington (EPSC-UW), 2015; Gruenert & Whitaker, 2015).

## Analysis of Organizational Change and Leadership Practice

### Set Purpose and Initiate Process (S)

The STANS Action Plan at Turkleton Community Schools begins with forming a varied leadership team consisting of school principals, district officials, community-based organization heads, data analysts, and parent representatives. The initial meetings try to create a shared understanding of the plan's goals and the need to broaden the survey. This first stage focuses on working together to make decisions and reach agreements among all involved, reflecting the concepts of participatory action research as outlined by Kemmis (2011).

### Tailor Data Collection Methods (T)

After the first phase, the focus shifts to improving the representativeness of survey data by including a wider range of parents and families. A thorough data gathering strategy is created with the participation of teachers during staff meetings to ensure it aligns with the school's main objectives. Facilitation teams customize the survey procedure to meet the various requirements of the school community using their knowledge and digital and physical tools (Kemmis, 2011).

### Analyze data collaboratively (A)

In the next stage, the leadership team collaboratively analyzes survey results to identify actionable insights during data analysis meetings. This phase combines equity-focused theories with organizational transformation concepts, highlighting the significance of connecting data discoveries with practical improvement initiatives. The

team navigates complicated data sets and formulates targeted actions associated with the school's mission by fostering dialogue and consensus-building (Hyde, 2012).

### Nurture Leadership Engagement (N)

It is essential to have the active participation of leadership stakeholders in order to tackle social issues within the firm. The leadership team promotes group action and dedication to the action plan's objectives through regular meetings and honest communication. Nurturing a culture of trust and collaboration helps overcome barriers to change, making it easier to implement fair practices (Gruenert & Whitaker, 2015).

### Synthesize Findings for Action (S)

The Synthesize Findings for Action process rebuilds relationships and reinstates trust with families, showcasing commitment to continuous improvement and equity (Hyde, 2012; University of Washington (EPSC-UW), 2015; Gruenert & Whitaker, 2015).

Overall, the STANS Action Plan at Turkleton Community Schools demonstrates a proactive and systematic method to improve equitable learning environments and increase parental engagement. The strategy is based on research and theoretical frameworks and emphasizes collaboration, inclusivity, and democratic decision-making processes to ensure the active involvement of all stakeholders. The action plan is in line with the school's objective of educational excellence and equity by tackling inequities and promoting a culture of trust and transparency.

The STANS Action Plan at Turkleton Community Schools is a purposeful and collaborative effort to improve parental engagement and enhance educational practices. The plan highlights the engagement of various stakeholders, such as school administrators, teachers, parents, and community partners, based on participatory action

research concepts outlined by Kemmis (2011). The STANS Action Plan attempts to address critical areas such as comprehensiveness, evidence-based methods, and data-based decision-making by following the quality indicators for school improvement plans identified by Carvalho et al. (2022).

Carvalho et al. (2022) identified areas that require enhancement in executing the STANS Action Plan in Portuguese school SAPs. The plan shows strengths in identifying problems and creating goals, but there may be challenges in ensuring comprehensiveness, evidence-based procedures, and consistency with the school's vision. The action research technique used in the STANS Action Plan promotes collaborative and reflective behaviors, according to Van Der Voort & Wood (2014). It is crucial to ensure that all stakeholders participate meaningfully and provide feedback.

To address these problems, the STANS Action Plan should focus on aligning with national priorities and the school's mission (Carvalho et al., 2022). Effective decision-making and monitoring during implementation require clear communication and direction. The STANS Action Plan can improve its effectiveness on parental engagement and instructional quality at Turkleton Community Schools by involving stakeholders and considering their comments (Strunk et al., 2016).

***Site***

As the principal researcher in charge of the STANS action plan at Turkleton Community School Corporation (TCSC), my role involves guaranteeing that our actions are in harmony with the district's dedication to inclusive and forward-thinking education. TCSC, established in the 1850s, offers an ideal setting to implement the STANS plan due

to its rich historical legacy and dedication to improving each student's academic, social, and personal abilities.

TCSC's varied student body, which includes kids from low-income households and different racial backgrounds, highlights the necessity for an action plan focused on fairness and equality. The STANS strategy seeks to address inequalities in access to educational resources and levels of involvement within the school community. TCSC's commitment to utilizing technology and providing a variety of academic programs shows its preparedness to embrace innovative methods to increase family engagement and support educational fairness.

My study highlights the significance of strong communication between households and educational institutions to enhance student performance (Hoover-Dempsey & Sandler, 1997; Baquedano-Lopez et al., 2013). TCSC's current communication strategies, which encompass digital technologies and proactive initiatives to encourage family participation, form a strong basis for the STANS plan's focus on enhancing engagement through fair and comprehensive communication approaches.

Ensuring educational fairness is not just a local concern but a national responsibility. Various studies continually show the crucial importance of including all parents in promoting student achievement (Hornby & Lafaele, 2011). Therefore, TCSC's proactive approach to encouraging family participation and its willingness to embrace innovation make it an ideal place to implement the STANS plan.

Turkleton Community School Corporation is an ideal place to implement the STANS strategy. The school's dedication to student growth, focus on technology and academic achievement, and diverse student population offer a chance to use research to

establish an inclusive educational setting that enables every family to participate in and gain from the system.

***Persons***

The culmination of my Dissertation in Practice (DIP) and the execution of the Equitable Data Inquiry Action Plan at Turkleton Community Schools (TCSC) show a crucial involvement with the community under the direction of participatory action research principles (Delgado-Gaitan, 1993; Kemmis, 2011). The integration of various elements has played a crucial role in developing a strategy that not only deals with the practical aspects of gathering and analyzing data but also encompasses the transformative objectives of participatory action research for the benefit of the collective (Kemmis, 2011).

In my DIP, I examined the effective parental engagement strategies that Turkleton Community Schools' teachers and parents believed to be effective. The research findings influenced the development of a strategic plan that aims to foster fair participation, improve collaborative relationships, and transform educational processes within the district (Boss, 2017). The strategy meticulously organizes the involvement of stakeholders, systematic gathering of data, and collaborative analysis of data resulting in transformative actions that are in line with the overall objectives of improving parental engagement within the district.

A group of people with a variety of responsibilities, including managing legal and financial issues and assisting in strategic decision-making and reform implementation, have put the TCSC action plan into action. This collective comprises the school board, administrators, teachers, and external entities, such as parents, local council members,

and representatives of the broader community. Each stakeholder contributes a distinct viewpoint that is crucial for a comprehensive strategy to improve educational equity and cultivate a committed community (Henderson & Mapp, 2002; Boss, 2017).

The action plan is based on the premise that trust and communication are fundamental to cultivating successful relationships between parents and instructors. By utilizing the ideas of the enduring self and the situated self (Spindler & Spindler, in press), the plan recognizes the ongoing nature and evolution of individual and collective identities, thus promoting a relational process that fosters self-reflection, cooperation, and empowerment (Delgado-Gaitan, 1993).

My research and subsequent action plan at TCSC exemplify a research approach aimed at empowerment. This research approach, which is inherently participatory, aims to not only collect data but also create opportunities for stakeholders to collectively examine their practices and knowledge in order to make informed decisions regarding the long-term effects of their actions (Habermas, 1984, 1987a, 1987b; Kemmis, 2011).

The integrated approach has the potential to make a substantial impact on the educational landscape of TCSC. It ensures that all participants, including educators, parents, and students, actively participate in establishing an educational environment that is both inclusive and transformative. By collaborating with all participants, my objective is to consistently provide support and promote educational approaches that are fair and encompassing, addressing the many requirements of kids, parents, and community members. This will result in a more resilient, involved, and empowered school community.

***Time***

The strategy will begin on August 29, 2024, with a crucial step: initiating the process. This stage focuses on fostering a collective comprehension among TCSC officials, like school principals, district leaders, and community-based organization heads, regarding the rationale behind extending our family involvement survey and the intended utilization of the results. The process, which will end on September 16, 2024, is crucial for matching our goals with tangible outcomes and establishing the foundation for fostering fair involvement with families—a key element for future progress.

Subsequently, I proceed to the topic of enhancing data collection. Commencing on September 16, 2024, I will initiate the formulation of a comprehensive strategy for systematic and coordinated data gathering, with the process finishing on October 16. 2024. This phase involves collaborative decision-making on survey methodology and scheduling, guaranteeing a methodical approach to data collection. The leaders of the organizational transformation plan will work together with parent leaders and community partners to customize our methods of collecting data to suit the requirements of our varied school population will make use of community partners who are fluent in two languages and familiar with two cultures to assist in organizing events and facilitating communication.

Our next priority is to actively involve the TCSC community, starting on October 16, 2024. During this phase, our objective is to include the perspectives of numerous parents and families, guaranteeing that their experiences and ideas influence our endeavors. I will collaborate extensively with small cohorts of school personnel, parents,

and the community. Collaborators at each site will work together to ensure a thorough and inclusive data gathering process, scheduled to conclude on November 30, 2024.

The third stage, data analysis, commences on November 30, 2024. The leadership team, consisting of leaders responsible for organizational transformation plans, parent leaders, community partners, and cultural brokers, will collectively analyze the survey data. I will determine crucial and practical data points for thorough investigation and the formulation of strategies, ending this analytical phase on January 20, 2025.

The last phase, Change, will commence on January 20, 2025. In this context, the leadership team will effectively share the knowledge obtained from our investigation with the wider community. I shall establish and define objectives for the specific domains in which I will implement measures, consistently reassessing our approach to guarantee advancement. The completion of this stage is crucial for upholding the trust of the community and showcasing our dedication to implementing effective changes. It will come to an end on March 20, 2025.

Each stage of this action plan carefully guarantees understandable and feasible procedures, resulting in achievements that align with the overall objectives of my research—to cultivate a school atmosphere where every participant feels listened to, appreciated, and actively involved in the pursuit of educational brilliance. This timeline offers a distinct trajectory for our endeavors, featuring well-defined commencement and termination points, guaranteeing that TCSC's endeavor for fair education is both systematic and easily understood.

### *Resources*

As I commence the STANS Action Plan at Turkleton Community School Corporation (TCSC), it is imperative to recognize the specific requirements and resources essential for effectively addressing the identified issues. The success of the plan hinges upon a series of meticulously coordinated actions, each supported by appropriate resources and dedication from the TCSC team and community.

To set purpose and initiate the process, it is imperative to get the active participation of school principals, district officials, community-based organization leaders, and parents. These stakeholders will collaborate in meetings at the TCSC Office to establish a shared understanding of the plan's objectives, utilizing various tools such as meeting and presentation materials to facilitate discussions. Tangible tools like a PowerSchool account will aid in enhancing collaboration and knowledge sharing during this initial phase.

As TCSC improves data gathering, a comprehensive plan for systematic and coordinated data collection becomes critical. Successful implementation necessitates collaboration with leaders responsible for organizational transformation plans, including additional parent leaders and community partners. Our strategy encompasses both tangible and intangible components. Multilingual survey sheets and data analysis methods like SPSS are examples of tangible elements. The intangible yet crucial aspect is cultural competence, which ensures that the data collection process is relevant and accessible to TCSC's broad population.

When we interact with stakeholders, specifically parents and families, to gather data, our objective is to collaborate with facilitators who will supervise this process at

different sites. To achieve this, a blend of digital and physical instruments will be required, including online surveys and paper copies. In addition, we will implement the distribution of multilingual fliers to encourage wider involvement.

The leadership team will convene in the TES Collaboration Room to analyze the survey results. At this location, the available resources extend beyond physical items like data analysis software. We also have intellectual and collaborative resources, which involve gathering different viewpoints to give the data a meaningful interpretation.

Finally, as we modify policies or procedures in response to our discoveries, effective communication becomes an essential tool. We will employ the TCSC Office Conference Room for conducting meetings, facilitated by communication systems such as Bright Arrow for distributing information. During this phase, it is essential to allocate resources not only for meeting materials but also for subscribing to services that guarantee effective communication with the community.

Overall, the action plan for TCSC is a holistic strategy that emphasizes the integration of technological, intellectual, and collaborative resources. It necessitates an investment in both the tangible resources needed for data gathering and analysis, as well as the societal framework that will promote significant conversation and transformation. Given these resources, together with the commitment of TCSC's staff and community, I am certain that we can effectively tackle the school's challenges and progress towards a fairer educational setting.

***Funds***

In my endeavor to implement the STANS Action Plan at Turkleton Community School Corporation (TCSC), I have prepared a comprehensive financial plan to guarantee

the acquisition of all essential materials and resources. During the initiating the process stage of the initial phase, we will allocate funds to purchase meeting and presentation materials costing $200 and establish a PowerSchool account with an associated setup fee of $500. During the Improving Data Collecting phase, we expect to spend $300 on bilingual and bicultural facilitation and survey materials, as well as $2,000 on a one-year subscription to the SPSS data analysis program.

During the engagement phase of the strategy, the projected expenses for paper surveys and bilingual flier printing amount to $400. Our budget includes a $300 cost for a digital survey platform designed for online dissemination. During the data analysis phase, we anticipate the potential requirement for supplementary licenses for data analysis software, which may cost approximately $500. Additionally, we will need materials for data presentation and report preparation, amounting to $200.

The last stage. synthesize findings for action, will require the use of communication services such as Bright Arrow for a duration of one year, with a cost of $1,000, as well as the provision of meeting materials for continuous stakeholder involvement, totaling $300. Altogether, this results in an anticipated total cost of around $5,400 for the implementation of the action plan over the academic year.

In order to obtain the required finances for this extensive strategy, I will investigate other sources of funding. This entails delivering a comprehensive budget to the TCSC school board or district administration, emphasizing the projected long-term advantages of the plan in relation to educational achievements and heightened parental engagement. I will additionally seek educational awards that specifically target community involvement and data-based initiatives for enhancing school performance.

These grants may be accessible through local government, federal education money, or private organizations committed to promoting educational fairness.

Furthermore, we will actively seek collaborations with nearby enterprises and community associations, urging them to financially support certain aspects of the plan that are in line with their corporate social responsibility objectives. Crowdfunding tools will be employed to collect modest donations from a diverse population, highlighting the collective advantages of the action plan's achievement. We will approach local businesses and software companies to provide in-kind contributions in the form of products and services, potentially through educational discounts or grants.

The key to obtaining these funds is to clearly express the worth of the action plan in terms of improving student achievement, promoting community involvement, and upholding the school's objective of creating a strong educational atmosphere. I am convinced that by crafting a story that aligns with the beliefs and goals of potential funders, we will be able to obtain the necessary resources to effectively execute the action plan at TCSC.

***Resource Development Plan***

Based on my research, I have found that the key to promoting student growth and success at Turkleton Community School Corporation is the interaction between parents and teachers. Through extensive examination of scientific publications, dissertations, and research, two crucial themes have emerged: the significance of trust in parent-teacher relationships and the extrinsic obstacles that impact these connections. The literature continually emphasizes that trust is the fundamental basis of successful partnerships between schools and families. Trust has a direct impact on student outcomes, improving

their academic performance and well-being. It is not merely a subjective feeling, but rather a significant component with tangible effects. Consequently, my strategy prioritizes the cultivation of trust between parents and instructors. The aim is to establish a culture that enables parents to feel empowered to participate and instructors to feel encouraged to reach out, resulting in a mutually beneficial relationship that enhances student outcomes. Nevertheless, my research also indicates the obstacles that can impede these interactions. Disparities in socioeconomic status, cultural disparities, and limited knowledge of contemporary educational methods can hinder effective communication between parents and teachers. Overcoming these obstacles is essential for the effective implementation of the action plan at Turkleton Community School. By recognizing and formulating strategies to address these obstacles, we can develop a comprehensive strategy that is adaptable and encompasses everyone, guaranteeing that parents from all backgrounds may actively participate in their children's education. Turkleton Community School develops a customized action plan that emphasizes not only identifying issues but also developing practical and enduring solutions.

**Implications**

This study highlights the vital importance of parental engagement in improving student academic performance and socio-emotional growth. Educators and school administrators should consider implementing more sophisticated and culturally aware strategies to involve parents and community members in educational activities based on the research findings. Schools should customize their communication tactics to meet the varied needs of their community, as emphasized by Epstein et al. (2009) and corroborated by the viewpoints of parents and teachers in this research. Practical applications involve

creating flexible participation opportunities for parents with different schedules and using technology to enhance communication between schools and families.

Administrators should promote a school culture that appreciates parental input in decision-making processes, recognizing its influence on student success (McNeal Jr., 2014). Conducting frequent workshops and training sessions for educators on effective family involvement strategies could improve this collaborative environment. Schools could benefit from creating parent advisory groups to provide input on community-specific needs and preferences, which would help promote a more inclusive school environment.

This study's findings suggest multiple directions for future investigation. Longitudinal studies are required to investigate the lasting impacts of different parental participation methods on student outcomes. This research could offer a more profound understanding of the cause-and-effect connections between distinct forms of parental involvement and student academic achievement, as well as their social and emotional welfare.

A future study should focus on investigating the impact of various cultural, socioeconomic, and linguistic backgrounds on the attitudes and behaviors of parental participation among parent and teacher populations (Hornby, Garry, & Lafaele, Rayleen, 2011). Comparing educational settings, such as urban versus rural or low-income versus high-income, could reveal unique obstacles and successful approaches.

Research is crucial for creating and validating measurement instruments that effectively capture the complex aspects of parental participation. These methods would help educators and researchers evaluate the effectiveness of parental participation

programs more precisely and customize interventions to address various community requirements (Grolnick & Slowiaczek, 1994; Hoover-Dempsey & Sandler, 1997).

## Conclusion

The Dissertation in Practice (DIP) has revealed the intricate relationship between parent and teacher views on effective parental involvement in education. The study has emphasized the importance of schools adopting inclusive, adaptable, and culturally sensitive techniques to involve parents in their children's education. The study highlights the significance of bidirectional communication and cooperative decision-making in promoting favorable educational results.

The analysis indicates the necessity for more detailed studies that consider the variety of parent and teacher experiences as well as the creation of advanced assessment techniques. This research provides a basis for developing more efficient, fair, and cooperative educational strategies as education stakeholders address the problems and potential of parental engagement.

The ultimate aim of increasing parental involvement in school is to bolster the academic and socio-emotional growth of pupils. This DIP enhances the creation of educational settings conducive to student success by connecting academic frameworks with practical application through the joint efforts of parents, teachers, and communities.

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## APPENDIX A

### Letter Seeking to Use Questionnaire

Dear Dr. Joyce Epstein

I am a doctoral student from the University of Dayton writing my dissertation regarding parents' and teachers' perceptions of effective parental involvement activities, under the direction of my dissertation committee chaired by Dr. James Olive, who can be reached at jolive1@udayton.edu | (o) 937.229.3177 | (c) 614.285.5466

I would like your permission to use the Measure of School, Family, and Community Partnership instruments in my research study. I would like to use and print your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail: hackmanc3@udayton.edu

Sincerely,

Clifton James Hackman

## APPENDIX B

### Letter to Director of Schools

June 1, 2023

Dear Dr. XXXX,

As a requirement for completing the Doctor of Education degree in Organizational Leadership at the University of Dayton, I am conducting a study on parents' and teachers' perceptions of effective parental involvement activities. This letter is to request permission for elementary school parents and teachers in your district to participate in my research study, Parental Involvement: Parent and Teacher Perceptions.

During the fall semester of 2023, I am interested in distributing electronic surveys to parents and teachers in your school district. The purpose of this study is not to evaluate any particular parent, teacher, or school, but rather to obtain insight into parents' and teachers' perceptions of effective parental involvement activities. A random number will be allocated to the names of parents and teachers to prevent the identification of any\ individual. The identities of parents, teachers, institutions, and the school district will be protected and kept confidential.

If you are willing to enable me to distribute the electronic surveys, please sign below and return in the self-addressed, stamped envelope enclosed. If you have any inquiries, please contact me at (xxx)xxx-xxxx or xxxx@xxxx.xxx. The research results will be made available to you upon request.

Sincerely,

Clifton James Hackman
Doctoral Student University of Dayton

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Permission is granted for Clifton Hackman to distribute electronic surveys to parents and teachers within XXXX Schools during the fall of 2023

_____

_____

Signature Date

## APPENDIX C

### Letter to Principal

June 1, 2023

Dear XXXX,

As part of the requirements for the Doctor of Education degree in Organizational Leadership at The University of Dayton, I am conducting a study on the perceptions of parents and teachers regarding effective parental involvement activities.

I am interested in distributing surveys to your school's parents and teachers during the 2023 fall semester. The purpose of this study is not to evaluate any particular parent, teacher, or school, but rather to obtain insight into parents' and teachers' perceptions of effective parental involvement activities. A random number will be allocated to the names of parents and teachers to prevent the identification of any individual. The identities of parents, teachers, institutions, and the school district will be protected and kept confidential.

If you are willing to enable me to distribute the electronic surveys, please sign below and return in the self-addressed, stamped envelope enclosed. If you have any inquiries, please contact me at (xxx)xxx-xxxx or xxxx@xxxx.xxx. The research results will be made available to you upon request.

Sincerely,

Clifton James Hackman
Doctoral Student University of Dayton

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Permission is granted for Clifton Hackman to distribute electronic surveys to parents and teachers within TCS Schools during the fall of 2023

_____

_____

Signature Date

## APPENDIX D

### Parent PowerSchool Message and Survey

Dear Parent or Guardian,

I am a doctoral student at the University Of Dayton Department Of Education. As part of my doctoral program requirements, I am currently conducting a study on the perceptions of parents and teachers concerning effective parental involvement activities. You have been selected to take part in this research and I need your assistance.

Participation in this electronic survey is entirely voluntary. You may opt out of participation. By completing the questionnaire, you indicate your willingness to participate in this research. The surveys will be entirely anonymous and confidential. A link to an electronic parent survey containing various parental involvement activities is attached. If you are willing to participate, please rate the effectiveness of each activity in engaging parents in their children's education and complete the demographic section at the conclusion of the survey. Please take the time to complete the survey by XXXXX.

Your participation is essential for the success of this study! I appreciate your willingness to participate in this survey and your time. If you have any questions or worries regarding research, please contact me at (xxx) xxx-xxxx.

Sincerely,

Clifton James Hackman
Doctoral Student University of Dayton

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Demographic Information of person completing this survey: Please mark the appropriate response to the following questions.

1. What is your gender?
_____ Female
_____ Male

2. What is your age?
_____ 20 – 29
_____ 30 – 39
_____ 40 – 49
_____ 50 – 59
_____ 60+
_____ Other (please list): _____

3. What is your race/ethnicity?
_____ Caucasian/White
_____ Hispanic
_____ African-American
_____ Other (please list): _____ _____ Asian

4. What is your highest level of education?
_____ Some high school
_____ High school graduate
_____ Some college
_____ Bachelor's degree
_____ Master's degree
_____ Other (please list): _____

5. What is your relationship to the child?
_____ Mother
_____ Step-Mother
_____ Father
_____ Step-Father
_____ Grandparent
_____ Other (please list): _____

6. How many children do you have in school?
_____ 1
_____ 2
_____ 3
_____ 4
_____ 5+

## APPENDIX E

### Teacher PowerSchool Message and Survey

Dear Teacher,

I am a doctoral student at the University of Dayton Department of Education. As part of my doctoral program requirements, I am currently conducting a study on the perceptions of parents and teachers concerning effective parental involvement activities. You have been selected to take part in this research and I need your assistance.

Participation in this electronic survey is entirely voluntary. You may opt out of participation. By completing the questionnaire, you indicate your willingness to participate in this research. The surveys will be entirely anonymous and confidential. A link to an electronic teacher survey containing various parental involvement activities\ is attached. If you are willing to participate, please mark how effective you believe each activity is in involving parents in educating children and complete the demographic section at the end of the survey. Please take the time to complete the survey by XXXXX.

Your participation is essential for the success of this study! I appreciate your willingness to participate in this survey and your time. If you have any questions or worries regarding research, please contact me at (xxx)xxx-xxxx.

Sincerely,

Clifton James Hackman
Doctoral Student University of Dayton

### Teacher Survey

Adapted from Salinas, K. C., Epstein, J. L., Sanders, M. G., Davis, D. & Alderhaes, I. (2009).School, family, and community partnership evaluations. Epstein et al., School,

family, and community partnerships: Your action guide, third edition, pages 324-329. Thousand Oaks, California: Corwin Publishing

This survey aims to investigate the perspectives of Teachers on effective parental involvement activities. You are not required to complete this survey, but your participation would be highly appreciated and advantageous. This survey is being conducted as part of a study in partial fulfillment of the requirements for the Doctor of Education degree.

**Instructions:**

Please indicate how effective you believe each of the following activities is in terms of effective parental involvement for each of the following statements.

| | Not Effective | | Somewhat Effective | | Highly Effective |
|---|---|---|---|---|---|
| 1. Conduct workshops or provide information on child development to parents | 1. | 2. | 3. | 4. | 5. |
| 2. Provide information, training, and assistance to all families who want or need it, not just those who can attend school-based seminars or meetings. | 1. | 2. | 3. | 4. | 5. |
| 3. Produce information for families that is comprehensible, applicable, and linked to children's school success. | 1. | 2. | 3. | 4. | 5. |
| 4.Sponsor home visiting programs or neighborhood meetings to assist families in comprehending schools and schools in comprehending families. | 1. | 2. | 3. | 4. | 5. |
| 5.Minimum of one formal conference per year with each parent | 1. | 2. | 3. | 4. | 5. |
| 6. Establish straightforward two-way channels for home-to- | 1. | 2. | 3. | 4. | 5. |

| | | | | | |
|---|---|---|---|---|---|
| school and school-to-home communication | | | | | |
| 7. Send weekly or monthly portfolios of student work home for parent review and comment. | 1. | 2. | 3. | 4. | 5. |
| 8. Make a school publication with current information about the school, special events, clubs, meetings, and tips for parents. | 1. | 2. | 3. | 4. | 5. |
| 9. Provide a parent/family room where workers and family members can work, meet, and get information about parenting, childcare, tutoring, and other things that affect their children. | 1. | 2. | 3. | 4. | 5. |
| 10. Make plans for volunteering and school events flexible so that parents who work can still take part. | 1. | 2. | 3. | 4. | 5. |
| 11. Volunteers should be thanked for their time and effort. | 1. | 2. | 3. | 4. | 5. |
| 12. Ask families and members of the community to help out at the school in different ways, such as helping in the classroom, giving talks, watching the halls, leading events, etc. | 1. | 2. | 3. | 4. | 5. |
| 13. Tell families how to keep track of and talk about schoolwork at home. | 1. | 2. | 3. | 4. | 5. |
| 14. Give parents regular and clear information about how to help their children improve skills they need to learn. | 1. | 2. | 3. | 4. | 5. |
| 15. Make sure parents know how important it is to read with their child at home. | 1. | 2. | 3. | 4. | 5. |

| | | | | | |
|---|---|---|---|---|---|
| 16. Set up regular, interactive homework that forces students to show a family member what they've learned. | 1. | 2. | 3. | 4. | 5. |
| 17. Have a PTA, PTO, or other parent group that is involved | 1. | 2. | 3. | 4. | 5. |
| 18: Make sure parents are on advisory councils and groups at the district level. | 1. | 2. | 3. | 4. | 5. |
| 19. Find ways to connect all families with parent groups. | 1. | 2. | 3. | 4. | 5. |
| 20. Get parents involved in changing the school or district's curriculum. | 1. | 2. | 3. | 4. | 5. |
| 21. Give parents and children a list of community services, programs, and agencies in the form of a community resource directory. | 1. | 2. | 3. | 4. | 5. |
| 22. Work with area businesses, industries, and community groups to create programs that will help students learn and improve their skills. | 1. | 2. | 3. | 4. | 5. |
| 23. Give students things to do after school with the help of local businesses, organizations, and volunteers. | 1. | 2. | 3. | 4. | 5. |
| 24 Use tools in the community, like businesses, libraries, parks, and museums, to improve learning. | 1. | 2. | 3. | 4. | 5. |

Demographic Information of person completing this survey: Please mark the appropriate response to the following questions.

1. What is your gender?
_____ Female
_____ Male

2. What is your age?
_____ 20 – 29
_____ 30 – 39
_____ 40 – 49
_____ 50 – 59
_____ 60+
_____ Other (please list): _____

3. What is your race/ethnicity?
_____ Caucasian/White
_____ Hispanic
_____ African-American
_____ Other (please list): _____ _____ Asian

4. What is your highest level of education?
_____ Some high school
_____ High school graduate
_____ Some college
_____ Bachelor's degree
_____ Master's degree
_____ Other (please list): _____

5. How many years experience do you have teaching?
_____ 0 – 3
_____4 – 10
_____ 15 – 20
_____ 20+