

# WHAT ARE THE BARRIERS IN PARENTS INVOLVEMENT AND PARENT TEACHER COLLABORATION?

**Jaswinder Kaur**

Guru Kashi University, Talwandi Sabo

## **ABSTRACT**

*As a parent, you show your commitment to your children's education by giving them with resources and time. A study by Fan, Li, and Sandoval (2018) found six categories of parental involvement: Making it easier for parents and teachers to communicate will help students and the school as a whole, but it will also help parents and students themselves, as will involuntary participation in school decision-making and collaboration with other stakeholders (like students and teachers) to make improvements to the school itself will help both. There are two types of parental involvement: home-based and school-based parental involvement.*

*Keywords: barriers, parents, involvement, parent, teacher, collaboration*

## **I. Introduction**

The term "home-based parent engagement" refers to a parent's involvement in their child's education outside of the classroom. When it comes to school, you have the option of helping your children with their assignments or responding to their academic decisions. If you're worried about school, you can talk to them about it. An example of an SBPI activity is participating in school-wide meetings, meeting with teachers and administrators, going to school events, and volunteering.

## **II. Rationale/Problem Statement**

The benefits and drawbacks of parental involvement in their children's education are all discussed in this research. Engaging parents may have a variety of positive effects on their children's education, including increased motivation, improved attitude, and academic success in all subject areas, as well as improved behaviour and social adjustment. A new study finds that parents' "we-don't-care" attitudes and pessimism about supporting the schools in which their children are enrolled are the most significant roadblocks to parental

participation. As parents, we have a critical role to play in our children's personal and academic success, and it is clear that parental effort is regularly linked to better levels of achievement. A growing body of research backs up these and other claims regarding the importance and benefits of parental participation in a child's overall development.

### **III. Aim/Objectives**

One of our key goals is to identify the hurdles that parents have in being involved at school. In my opinion, the subject is of importance to me since it has influenced how parents participate in their children's education.

### **IV. Objectives**

- To find out the experiences faced while collaborating in children study
- Analyse the root causes of major obstacles and restrictions
- In order to better understand how instructors are dealing with the current scenario and to implement new methods and ideas,
- The purpose of this meeting is to examine ways to alleviate the problems and hurdles that instructors continue to face.

### **V. Literature Review**

#### **Theme analysis**

#### **Theme 1: Identifying Barriers and Facilitators to Parent Involvement**

Focusing on the elements that impact parents' decisions to participate in parent participation is essential to identifying obstacles and facilitators (Ho, & Cherng, 2018). For example, parents' decisions to participate in parent engagement are influenced by the Hoover-Dempsey and Sandler model.

#### **Motivational Beliefs**

There are many factors that contribute to the development of a child's motivational beliefs, but parental role construction is the most important. For parents from a variety of ethnic and cultural backgrounds, parental role construction serves as a motivating factor in their efforts to be involved in their children's education (Smythe-Leistico, & Page, 2018). The parent's involvement is assumed to be influenced by a variety of other variables. In particular, parents' self-efficacy is a motivating concept. A parent's confidence that they can assist their child succeed in school is referred to as "parent efficacy." Parental participation may be hindered by a lack of self-efficacy among parents of low

socioeconomic status. Teachers and students may be intimidated by parents with inadequate educational backgrounds, for example. Low-income parents' self-efficacy and disconnection from schools may be shaped by their children's unpleasant school experiences and their views of racism.

### **Perceptions of Invitations to Become Involved**

Parents' evaluations of participation invitations contain specific requests from their children. Children can make invitations to become involved that are both explicit (such as asking a parent to help with a particular event) and implicit (such as asking a parent to join them in a fundraising effort) (e.g., parent observes that her child is struggling with a class and talks with the teacher). A school can also issue invites, such as those from instructors (inviting parents to volunteer in the classroom, for example) or the school itself (announcing a need for volunteers, for example) (Kerbaiv, & Bernhardt, 2018).

### **VI. Research questions**

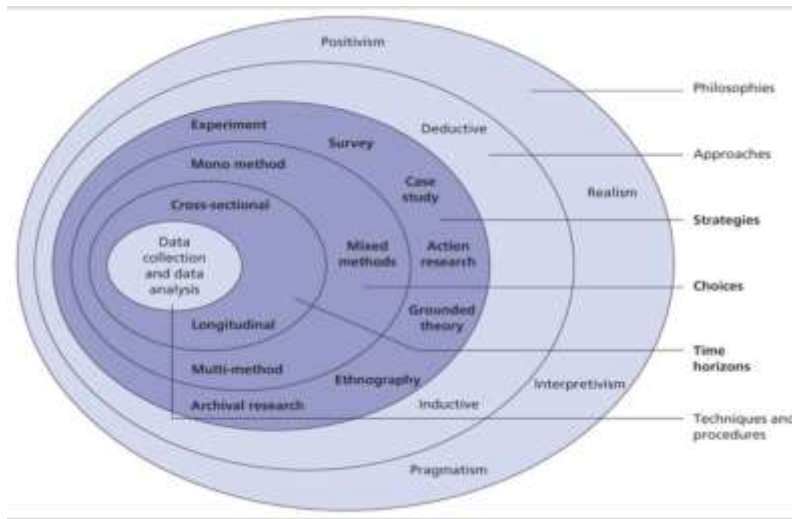
- How to find out the experiences faced while collaborating in children study?
- What are the causes of key barriers and limitations in the study?
- How we can analyse tactics and strategies used by teachers to cope the situation and continue to teach?
- What are the solutions to mitigate issues and barriers still facing by teachers?

### **VII. Research Methodology**

#### **Aim of the research**

One of our key goals is to identify the hurdles that parents have in being involved at school. In my opinion, the subject is of importance to me since it has influenced how parents participate in their children's education.

## Research design



## VIII. Qualitative research approach

Qualitative research is characterised by (Cook, *et al.* 2017) as a technique that uses an inductivist, constructivist, and interpretivist approach to emphasise words rather than numbers. Since qualitative research forms the foundation of this study, it is vital to touch on some of the more nuanced elements of this approach. Data collection may be done by observation, semi-structured interviews, and focus groups. Despite this, critics will continue to point out its flaws, including its subjectivity, difficulty in replication, lack of transparency, and difficulty in generalisation. Qualitative research, according to (Pajarianto, 2020), encompasses a wide range of research methods. The study's findings are at odds with the paper's assertion that researchers and students nowadays want to consult and build upon the work of others in order to arrive at better answers. In the report, it is said that qualitative research is all about interpreting the results. It's a mechanism for gathering data and analysing it in a variety of ways. Understanding other people's perspectives and experiences in certain settings, such as places, events, institutions, and other social contexts, may be incredibly fruitful.

### Research Methods

The study focuses on the research strategy and the research philosophy followed for the following study (Arunachalam, & Crentsil, 2020). It also emphasizes the data gathering strategy and the reasoning for the approaches used that might be beneficial to comprehend the overall investigation.

The research approach that is utilized for the study is the "deductive research approach". It covers the theory, the impact, and the findings. It also covers the new theories and the

contributions in the organizations that might aid in the growth of the study. It also provides the generalizations of the entire procedure. Some of the generalizing in the study can also be effecting the growth of technological innovation (Arunachalam, & Crentsil, 2020).

### **Methods of data collection**

Gathering data from a variety of sources to answer research questions, themes, and measure and analyse data to arrive at a given conclusion is called data collecting. It is suggested by Magnuson, 2022 that obtaining quality data from several sources, displaying the connection between variables, and then making an educated decision about the next step in the research are all made possible by this approach. A variety of data-gathering techniques such as interviews, surveys, and focus groups can be employed to gather observational, simulation, experimental, and derived data. There are two major types of data gathering methods: primary and secondary data collection. Data will be gathered from a variety of sources using a combination of primary and secondary approaches for this study. In the primary data collecting approach, the researcher is able to gather data directly from the original sources, as stated by Kerbaiv, & Bernhardt, 2018. The survey and the interview are two of the most used methods of collecting primary data. We led semi-organized meetings with 44 for the most part guardians (N = 44) whose kids went to metropolitan public centre schools to analyse boundaries and facilitators to school-based parent commitment (SBPI) (Hirano, *et al.* 2018). View of unfriendly parent–instructor communications and forceful and discourteous children at school were more often announced than facilitators of SBPI (e.g., school environment) (e.g., youngster solicitations for contribution). An absence of parental contribution in SBPI might be because of an assortment of elements sabotaging their motivator to take part. Systems for further developing SBPI in this gathering have been examined.

### **IX. Data analysis**

Qualitative data analysis isn't equivalent to quantitative data calculations. It requires sensibly determined codes, biased to orchestrate the data. The data must be systematized, which incorporates delivering the overall thing, distinguishing delegate things, and finding hidden numerous inquiries to assemble the code (Hornby, and Blackwell, 2018). (Hornby, and Blackwell, 2018). Data of Qualitative exploration are for the most part handled by point examination and story approach. The book (Đurišić, and Bunijevec, 2017) showed that in the wake of creating code the accompanying advance is to configuration topics dependent on code. The data gathering would be done from the two sources that are

essential and auxiliary. The auxiliary data would be obtained from the web, media, periodicals, contextual analysis, and scholastic researcher locales. These auxiliary Qualitative data would be analysed in topic way. The prerequisite of data analysis is to make the huge data collection clear and simple for end. The primary data would be gotten by semi-organized meeting techniques and the procured data would be analysed by producing a meeting record. The record then, at that point, would be handled and the topic would be created by the code. Topical examination of the record is finished utilizing a few methodologies. As per Fan, Li, and Sandoval, 2018 most testing step is to change the visual and aural contribution to a record and evaluated it. Analysts needed to inspect, assess, uncover shared characteristics and dissimilarities among each datum set from each meeting member. In this way, both of the data from auxiliary sources and essential sources are assessed by topics. Later the improvement of topics, calculated models, and hypotheses, the examination is completed through coding, classification, and which means. It is more straightforward to sort out auxiliary Qualitative data when it is coordinated specifically. Research discoveries might be handily appreciated with the assistance of coding, which is the reason the code and topic have been picked. This should be possible in an assortment of ways: pivotally; specifically; notices.

## **X. Conclusion**

It appeared that there were more challenges than facilitators when it came to the motivation of low-income parents to enrol their children in SBPI in urban, public middle schools. SBPI was inhibited by the unfavourable quality of parents' interactions with instructors, schools, other children and parents, as well as job and schedule issues. Parents' motivating ideas, their answers to their children's requests for engagement, and their desire in meeting other parents are all foundations for the establishment of stronger, parent-school relationships defined by cooperation and shared power. Parents of children in middle schools with high safety concerns should consider doing future study on how school atmosphere (including student and parent-related characteristics) affects parental engagement. It may be especially beneficial to examine the influence of racism on policies that lead to hazardous school climates when conducting research on mostly populations.

## XI. References

- Antony-Newman, M. (2019). Parental involvement of immigrant parents: A meta-synthesis. *Educational Review*, 71(3), 362-381. [https://www.tandfonline.com/doi/abs/10.1080/00131911.2017.1423278?casa\\_token=0YIgWVUYvikAAAAA: Qd3-EATDxsTSwg\\_1DKzgbqwTdTrAbe1PCS\\_XtwumPbSJUmqqOYSXWaZVT\\_ilkLIThzR9e3De3itgJE](https://www.tandfonline.com/doi/abs/10.1080/00131911.2017.1423278?casa_token=0YIgWVUYvikAAAAA: Qd3-EATDxsTSwg_1DKzgbqwTdTrAbe1PCS_XtwumPbSJUmqqOYSXWaZVT_ilkLIThzR9e3De3itgJE)
- Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological bulletin*, 145(9), 855. <https://psycnet.apa.org/record/2019-38879-001>
- Cook, P. J., Dodge, K. A., Gifford, E. J., & Schulting, A. B. (2017). A new program to prevent primary school absenteeism: Results of a pilot study in five schools. *Children and Youth Services Review*, 82, 262-270. [https://www.sciencedirect.com/science/article/pii/S0190740917305509?casa\\_token=5IjcHa62OY8AAAAA:AmLqfGJzCpNVR08nzL4AYDHP9bWaQnjFeGXyFLoN4I96yluvxdMYcE54AikmQcoIJ2e1AIFExNg2](https://www.sciencedirect.com/science/article/pii/S0190740917305509?casa_token=5IjcHa62OY8AAAAA:AmLqfGJzCpNVR08nzL4AYDHP9bWaQnjFeGXyFLoN4I96yluvxdMYcE54AikmQcoIJ2e1AIFExNg2)
- Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153. <https://www.cepsj.si/index.php/cepsj/article/view/291>
- Fan, W., Li, N., & Sandoval, J. R. (2018). A reformulated model of barriers to parental involvement in education: comment on Hornby and Lafaele (2011). *Educational Review*, 70(1), 120-127. [https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1388614?casa\\_token=tEQUVve\\_dPUAAAAA:XSUMUdHcl29BJ2H9aSxW4h5D3vGVE\\_QjzFfjww4RcskKuqNnCNpzLp6W8AzikbD0h\\_WrzVdFDXoKmgY](https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1388614?casa_token=tEQUVve_dPUAAAAA:XSUMUdHcl29BJ2H9aSxW4h5D3vGVE_QjzFfjww4RcskKuqNnCNpzLp6W8AzikbD0h_WrzVdFDXoKmgY)
- Gonzales, S. M., & Gabel, S. L. (2017). Exploring involvement expectations for culturally and linguistically diverse parents: What we need to know in teacher education. *International Journal of Multicultural Education*, 19(2), 61-81. <http://www.ijme-journal.org/index.php/ijme/article/view/1376>

- Hakyemez-Paul, S., Pihlaja, P., & Silvennoinen, H. (2018). Parental involvement in Finnish day care—what do early childhood educators say?. *European Early Childhood Education Research Journal*, 26(2), 258-273. [https://www.tandfonline.com/doi/abs/10.1080/1350293X.2018.1442042?casa\\_token=bFccBCj3TqIAAAAAA:01QWYdnDXeGJ6B\\_7NMWM2\\_NWgisUYFJ0rnOZe6YrEbvexd8FVK54D6kpwJmy\\_rMtreJ7xaM\\_zcmWTHM](https://www.tandfonline.com/doi/abs/10.1080/1350293X.2018.1442042?casa_token=bFccBCj3TqIAAAAAA:01QWYdnDXeGJ6B_7NMWM2_NWgisUYFJ0rnOZe6YrEbvexd8FVK54D6kpwJmy_rMtreJ7xaM_zcmWTHM)
- Hirano, K. A., Rowe, D., Lindstrom, L., & Chan, P. (2018). Systemic barriers to family involvement in transition planning for youth with disabilities: A qualitative metasynthesis. *Journal of Child and Family Studies*, 27(11), 3440-3456. [https://idp.springer.com/authorize/casa?redirect\\_uri=https://link.springer.com/article/10.1007/s10826-018-1189-y&casa\\_token=Xbs8SWLELxIAAAAAA:1Gkt9e14alSHonfy1WffV9rxu4MZ1iJij5Hm8x9FfmYFCOanvyVy9tRiy0k9KdPHVb13DorWBKj-QYrwhoM](https://idp.springer.com/authorize/casa?redirect_uri=https://link.springer.com/article/10.1007/s10826-018-1189-y&casa_token=Xbs8SWLELxIAAAAAA:1Gkt9e14alSHonfy1WffV9rxu4MZ1iJij5Hm8x9FfmYFCOanvyVy9tRiy0k9KdPHVb13DorWBKj-QYrwhoM)
- Ho, P., & Cherng, H. Y. S. (2018). How far can the apple fall? Differences in teacher perceptions of minority and immigrant parents and their impact on academic outcomes. *Social science research*, 74, 132-145. [https://www.sciencedirect.com/science/article/pii/S0049089X17308281?casa\\_token=bfFixqRXBsAAAAAA:aJB0sHVWlzb4rE6y\\_uGVvLIuTwDwv7Di2tqH2aQheg2lgRah-1ThoyC35yD1O0O1xoSav\\_1BmkQ](https://www.sciencedirect.com/science/article/pii/S0049089X17308281?casa_token=bfFixqRXBsAAAAAA:aJB0sHVWlzb4rE6y_uGVvLIuTwDwv7Di2tqH2aQheg2lgRah-1ThoyC35yD1O0O1xoSav_1BmkQ)
- Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational review*, 70(1), 109-119. [https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1388612?casa\\_token=f5q\\_EegW-mIAAAAAA:9muo7mu6Bh\\_CG4elbVgUqySOsvmUMvodnB7ptpAtlvdVn6RhGrvbNK1CGPkjBb-lEddKPYfbc6nyfDI](https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1388612?casa_token=f5q_EegW-mIAAAAAA:9muo7mu6Bh_CG4elbVgUqySOsvmUMvodnB7ptpAtlvdVn6RhGrvbNK1CGPkjBb-lEddKPYfbc6nyfDI)
- Kerbaiv, D., & Bernhardt, A. (2018). Parental intervention in the school: The context of minority involvement. In *Parents, their children, and schools* (pp. 115-146). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429498497-5/parental-intervention-school-david-kerbaiv-annette-bernhardt>
- Lawson, D. F., Stevenson, K. T., Peterson, M. N., Carrier, S. J., Strnad, R., & Seekamp, E. (2018). Intergenerational: are children key in spurring climate action?. *Global Environmental Change*, 53, 204-208.



[https://www.sciencedirect.com/science/article/pii/S0959378018304552?casa\\_token=VOIK4ToGMPcAAAAA:oe9y2dKiJDseUakkQ8nlYIpNjxql0v7YbvXhwJ1JO3lopqoLRa4HNq7o4yX1Vt2IJLsDPJk2mRM0](https://www.sciencedirect.com/science/article/pii/S0959378018304552?casa_token=VOIK4ToGMPcAAAAA:oe9y2dKiJDseUakkQ8nlYIpNjxql0v7YbvXhwJ1JO3lopqoLRa4HNq7o4yX1Vt2IJLsDPJk2mRM0)

Li, A., & Fischer, M. J. (2017). Advantaged/disadvantaged school neighborhoods, parental networks, and parental involvement at elementary school. *Sociology of Education*, 90(4), 355-377.

<https://journals.sagepub.com/doi/abs/10.1177/0038040717732332>

Magnuson, K. A. (2022). Parent-school partnerships: Accounting for parents facing economic hardship and social marginalization. In *Family-School Partnerships During the Early School Years* (pp. 113-126). Springer, Cham.

[https://link.springer.com/chapter/10.1007/978-3-030-74617-9\\_7](https://link.springer.com/chapter/10.1007/978-3-030-74617-9_7)

Ntekane, A. (2018). Parental involvement in education. *Vanderbijlpark, South Africa: Author. doi, 10.*

[https://www.researchgate.net/profile/Abie-Ntekane/publication/324497851\\_PARENTAL\\_INVOLVEMENT\\_IN\\_EDUCATION/links/5ad09062aca2723a33472c9f/PARENTAL-INVOLVEMENT-IN-EDUCATION.pdf](https://www.researchgate.net/profile/Abie-Ntekane/publication/324497851_PARENTAL_INVOLVEMENT_IN_EDUCATION/links/5ad09062aca2723a33472c9f/PARENTAL-INVOLVEMENT-IN-EDUCATION.pdf)

Pajarianto, D. (2020). Study from home in the middle of the COVID-19 pandemic: analysis of religiosity, teacher, and parents support against academic stress.

[https://www.researchgate.net/profile/Puspa-Sari-3/publication/341805032\\_Study\\_from\\_Home\\_in\\_the\\_Middle\\_of\\_the\\_COVID-19\\_Pandemic\\_Analysis\\_of\\_Religiosity\\_Teacher\\_and\\_Parents\\_Support\\_Against\\_Academic\\_Stress/links/5ed5926f299bf1c67d326545/Study-from-Home-in-the-Middle-of-the-COVID-19-Pandemic-Analysis-of-Religiosity-Teacher-and-Parents-Support-Against-Academic-Stress.pdf](https://www.researchgate.net/profile/Puspa-Sari-3/publication/341805032_Study_from_Home_in_the_Middle_of_the_COVID-19_Pandemic_Analysis_of_Religiosity_Teacher_and_Parents_Support_Against_Academic_Stress/links/5ed5926f299bf1c67d326545/Study-from-Home-in-the-Middle-of-the-COVID-19-Pandemic-Analysis-of-Religiosity-Teacher-and-Parents-Support-Against-Academic-Stress.pdf)

Smythe-Leistico, K., & Page, L. C. (2018). Connect-text: Leveraging text-message communication to mitigate chronic absenteeism and improve parental engagement in the earliest years of schooling. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(1-2), 139-152.

[https://www.tandfonline.com/doi/abs/10.1080/10824669.2018.1434658?casa\\_token=asysIwU0DMQAAAAA:gAjD5gJKDU0gG57ANP7dcnmLUXtaArOayrblpcp3DEdmumrJpD8nYzYIy2io8aLoQjRTLdmlko\\_2Ypc](https://www.tandfonline.com/doi/abs/10.1080/10824669.2018.1434658?casa_token=asysIwU0DMQAAAAA:gAjD5gJKDU0gG57ANP7dcnmLUXtaArOayrblpcp3DEdmumrJpD8nYzYIy2io8aLoQjRTLdmlko_2Ypc)

Willis, L., & Exley, B. (2018). Using an online social media space to engage parents in student in the early-years: Enablers and impediments. *Digital Education Review*, 33, 87-104. <https://eprints.qut.edu.au/121643/>