Parental Engagement Programme and Practices: Exploring the Perspectives of Teachers, Parents and School Leaders in Four Public Schools in Abu Dhabi

ممارسات وبرامج مشاركة أولياء الأمور: استكشاف وجهات نظر المعلمين وأولياء الأمور وقادة المدارس في أربع مدارس حكوميه في إمارة أبو ظبي

by

NABEEHA AL JUNAIBI

A thesis submitted in fulfilment
of the requirements for the degree of
DOCTOR OF EDUCATION
at
The British University in Dubai

September 2018

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Thesis Supervisor
Dr Solomon Arulraj David

Approved for award:

_____	_____
Name	Name
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ABSTRACT IN ENGLISH

Many previous researches confirm that effective parental engagement leads to better learning and development of children. This study aims to explore the perspectives of teachers, parents and school leaders on the parental engagement programme and practices in four public schools in Abu Dhabi. The study grounds mainly on Epstein's six types of parent involvement, namely; parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. Quantitative data were collected using Epstein's parental involvement survey instrument; qualitative data were collected using a semi-structured interview questionnaire developed for this study. In addition, document analysis was done to understand the status of parental involvement programme in the selected four schools, which were compared with global and local standards. Both descriptive and inferential statistical analysis were made on quantitative data using SPSS and the qualitative data were analysed using thematic analysis. The results from the quantitative data indicated that there is significant differences on the perspectives among the teachers, parents and school leaders on the six types of parent involvement. The analysis of the qualitative data further unpacked these differences on the perspectives of teachers, parents and school leaders on parental involvement. The study found that there is a gap between the parental involvement plans of the schools to their practices. Although all the three key stakeholders (teachers, parents, and school leaders) ideally want to actively, involve in parental engagement programmes, in reality there is seemingly lack of commitment to their intention. Parents mainly indicate unsuitable timings of parental engagement activities and meetings as key reason for missing them and they insist on innovative ways and technological tools to engage them effectively. Teachers largely consider too many parental engagement activities as exhaustive and seek meaningful integration of parental engagement in teaching and learning practices. While school leaders appreciate everyone's active involvement and favour strategic approaches to parental involvement programmes. The study concludes that in general, parental engagement practices in the four public schools in Abu Dhabi are reasonably well established and steadily improving. However, it is very important for them to benchmark their programmes and practices periodically with the national and global standards.

ملخص البحث

تؤكد العديد من الأبحاث السابقة على أن المشاركة الفعالة للوالدين تؤدي إلى تعلم و تطور أفضل للأطفال. و تهدف هذه الدراسة إلى اكتشاف وجهات نظر المعلمين و الآباء و قادة المدارس حول برنامج المشاركة الأبوية و الممارسات في أربع مدارس حكومية في أبوظبي. تعتمد هذه الدراسة على ستة أنواع من نظرية ابشتاين للمشاركة الأبوية و هي: الأبوة و الأمومة و التواصل و التطوع و التعلم في المنزل و اتخاذ القرار و التعاون مع المجتمع.

تم جمع البيانات الكمية باستخدام اداة استطلاع ابشتاين للمشاركة الأبوية. و تم جمع البيانات النوعية باستخدام المقابلة شبه المنظمة التي وضعت لهذه الدراسة . بالإضافة إلى ذلك تم إجراء تحليل للوثائق لفهم وضع برنامج رعاية الأبوين في المدارس الأربعة التي تمت مقارنتها بالمعايير العالمية و المحلية.

تم إجراء كل من التحليل الإحصائي الوصفي و الاستدلالي على البيانات الكمية باستخدام (برنامج الحزم الاحصائية) و تم تحليل البيانات النوعية باستخدام التحليل الموضوعي.

أشارت نتائج البيانات الكمية إلى وجود اختلافات كبيرة في وجهات النظر بين المعلمين و أولياء الأمور و قادة المدارس بشأن الأنواع الستة لمشاركة الوالدين. كما أشار تحليل البيانات النوعية إلى وجود هذه الاختلافات بشكل أكبر في وجهات نظر المعلمين و الأباء و قادة المدراس حول المشاركة الأبوية.
ووجدت الدراسة أن هناك فجوة بين خطط التخطيط الأبوية للمدراس و ممارساتها. على الرغم من أن الأطراف الثلاثة (المعلمون – أولياء الأمور – قادة المدارس) يرغبون بشكل فعلي في المشاركة الفعالة في برامج المشاركة الأبوية إلا أنه في الواقع يبدو أن هناك عدم إلتزام بنواياهم. و يشير أولياء الأمور بشكل أساسي أن التوقيتات غير المناسبة لأنشطة تفاعل الآباء هي السبب الرئيسي الذي يجعلهم يفوتون هذه اللقاءات. و هم يصرون على طرق مبتكرة و أدوات تكنولوجية لإشراكم بفعالية. ينظر المعلمون بشكل كبير إلى الكثير من أنشطة مشاركة الآباء باعتبارها شاملة لتحقيق تكامل حقيقي لمشاركة الوالدين في ممارسات التعليم و التعلم.

في حين يقدر قادة المدارس المشاركة الفعالة للجميع و نهج الاستراتيجية الجيدة لبرامج مشاركة الوالدين.

و تخلص الدراسة إلى أن ممارسات مشاركة الوالدين في المدراس العامة الأربعة في أبوظبي هي بشكل عام راسخة بشكل معقول و تتحسن بشكل مطرد . و مع ذلك من المهم بالنسبة لهم قياس برامجهم و ممارساتهم بشكل دوري مع المعايير الوطنية و العالمية

DEDICATION

I dedicate this work to my family members, and friends who have supported me throughout this interesting and challenging journey. I thank them for being there for me all the time, and providing necessary support.

ACKNOWLEDGMENTS

I express my gratitude to ALLAH, the most compassionate and the most merciful, who has been guiding my life, especially, during the whole process of this research.

I am very grateful to my supervisor Dr Solomon Arulraj David and would like to use this chance to thank him for all the help and patience, as well as guidance I have received throughout the process of working on this research. I would not be able to complete this dissertation without his valuable input, careful guidance and critical but very helpful remarks.

I express my sincere gratitude to the Vice Chancellor, Prof Abdullah Alshamsi and to the dean of the faculty of the education, Prof Eman Gaad for their encouragement. I like to thank all the professors at the faculty of education and the British University in Dubai, who taught me and guided me to build my research during my doctoral training. I am also thankful to all the administrative staff at the British University in Dubai for their supports.

I am very grateful to the leaders and staff of the four selected schools in Abu Dhabi (where I collected the data) who allowed me to conduct an empirical part of my work within their respective institutions. In particular, I like to thank my colleagues at my work who have encouraged me to focus on my doctoral research. I extend my thanks to ADEC for giving me necessary permission to collect the data in the four public schools in Abu Dhabi.

Finally, I would like to express my gratitude to my family and friends, who has supported me throughout all of my study years and encouraged me to continue with my dreams related to obtaining this degree despite all of the challenges and obstacles I have encountered.

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List of Abbreviation:

AD – Abu Dhabi
ADEC – Abu Dhabi Education Council
DNA - Dual Navigation Approach
eSIS - Enterprise Student Information System
KHDA – Knowledge and Human Development Authority
PTA – Parent Teacher Association
UAE – United Arab Emirates
USA – United States of America

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CHAPTER 1: INTRODUCTION

1.1. Background and Motivation to the Study

Teachers, principals and stakeholders know that the interest and engagement of parents in their child's learning can have a profound effect on the success of the child in school. Research shows that when parents and community members are involved in schools, students have better results, increase school attendance and reduce the dropout rate. The schools involve parents and members of the community in many ways. Parents help with homework; members of the community help with school events or take decisions with teachers and principals about how to improve a student's achievement. Some of voluntarily participate as an adjunct teacher or chaperone for culturally collaborating with community groups on support for school trips.

The engagement of parents in the education of their children is very important. When parents are involved in the education of their children, the later usually do better in school, are better behaved and have more positive attitudes towards school and grow up to be more successful in life (Baker et al. 2011). Despite urging by educational researchers and the government to get parents involved, the study demonstrates that many schools have done so at minimal levels. It is, therefore, time for schools to take parental involvement to another level, using innovative approaches to involve parents (Che, 2014).

Harris (2014) says that, less is known about how school staff determines programmatic priorities and practices about parent involvement. Ultimately, school stakeholders are faced with many issues that are beyond their control. The plight of many families and schools cannot be changed by simply revising curricula and increasing staff development. Barnyak and McNelly (2009) examined the practices and beliefs of administrators and teachers on parental involvement in an urban school district in the United States, and found evidence that, while teachers and administrators believed in the importance of parental involvement, their practices in their schools and classrooms remained inconsistent with their beliefs. In addition, Epstein (2010) states that despite strong agreement on the importance of parent involvement, most schools, districts, and states still need help in developing comprehensive programs of school, family, and community partnerships.

Father or mother participation is constantly on the problem experts employed with school reform even with being a necessary element of numerous school advancement initiatives-from Identify When School wide Plans to help federally decided school advancement options. The main advantages of parent participation usually are obvious: An expanding entire body connected with research shows that successful parent participation improves besides university student behaviour and attendance but also favourably affects university student accomplishment (Zirkin, & Sumler, 2008). Yet numerous schools carry on and have a problem with identifying and measuring substantial parental participation, many do not believe that their own efforts usually are successful. A recent study connected with educators in the United States of America (USA) discovered that 20% of teachers and 25% school leaders have experienced stress in engaging parents in schooling (Huntsinger, & Jose, 2009).

According to education endowment foundation (2018), parental engagement is defined as the involvement of parents in supporting their children's academic learning. Prosperous father or mother engagement is explained as the particular effective, ongoing involvement of a father or mother or main caregiver from the schooling regarding his or her child. Mothers and fathers may demonstrate engagement in home-by reading using kids, encouraging together with groundwork, and speaking about school events-or in school, by simply participating in capabilities or volunteering inside sessions.

The researcher is a parent, a teacher and a school leader. Having the three experiences dealing with children, parents, teachers, school leaders, and schooling the researcher wanted to engage in a serious research that may offer better insights to the ongoing challenges for engaging parents in schooling in a meaningful way. The researcher reviewed an article titled perceptions of parent involvement in academic achievement written by Deplanty, Coutler-kern & Duchane (2007) for an assignment during the coursework of the doctoral study, which further increased her motivation to engage in a serious research on parental engagement. Parental involvement practices in the United Arab Emirates (UAE), especially in Abu Dubai has been steadily improving due to the increasing believe among educators and parents that effective parental engagement results in good educational outcomes (Baker & Hourani, 2014). This research aims to further understand the parental engagement practices in public schools in the UAE and offer relevant insights to improve such practices.

1.2. Problem Statement

Many schools do not engage parents well, as they do not consider it important. Huntsinger & Jose (2009) account that instructor's see of which households never desire to be required while, actually, households never learn how to be involved. Parents are now and again unwilling to be linked to school simply because they do not possess more time. Regardless of these kinds of connection barriers, both equally schools as well as parents need the partnership to enhance, but only if for the main benefit of students, not just for schools. A 2003 evaluation of greater than 20 open thoughts and opinions research by means of General public intention, a new nonpartisan open thoughts and opinions analysis firm, located of which 65 percent regarding instructors claim the students would perform superior within university if the parents were much more required. As well as 72 percent regarding parents think that youngsters in whose parents usually are not required from time to time "fall with the cracks" within university (Huntsinger, & Jose, 2009). Globally many studies confirm the impact of parental involvement on the education and development of their children. The involvement of parents in the education of their children is very important. When parents are involved in the education of their children, the children usually do better in school, are better behaved and have more positive attitudes toward school and grow up to be more successful in life (Baker, Arnold, & Meagher, 2011).

School education in the UAE is relatively has high standards. Education has been one of the highest priorities for the UAE. As President His Highness Sheikh Zayed Bin Sultan Al Nahyan, founder of the UAE, noted, (Embassy of the UAE, Washington DC, 2018) "The greatest use that can be made of wealth is to invest it in creating generations of educated and trained people." Parental engagement practices has been heavily encourage in recent years in the UAE. According to ADEC (2016) parents play an essential role in their children's education. School staff and parents share responsibility for ensuring that parents are actively involved in their children's education. Abu Dhabi education council (ADEC) established in 2005 oversees educational services in the emirate of Abu Dhabi. Therefore, ADEC provides schools with all policies, which all schools require to follow and implement within their school environments. In ADEC's parental engagement policy rhetoric, school administrators and parents share responsibility for ensuring that parents are actively involved in their children's education (Baker and Hourani 2014). Although ADEC provides policies (Policy 9110), parental engagement in United Arab Emirates ,schools depend on the schools' own

effort and the principals' networking (Al-Taneiji 2012). According to Al Sumaiti (2012), parental engagement in schools is often limited to the organization of social events or other activities that are distanced from teaching and learning in the classroom. On the other hand, schools need parent to support their children academic education by participating in the academic programmes equally with social activities and events.

Although there is great interest among all stakeholders to encourage effective parental invovlement, unfortunately, what is happing in schools is far from what is expected based on their policies and procedures. According to the teacher's experience and background, it is a challenge to integrate parents during the academic school year. Research connects parent involvement in education and student development, including achievement. According to research done in academic 2013-2014, ADEC (2018a) has also introduced several services and channels that encourage parents to engage in their children's academic life including the 'Enterprise Student Information System' (eSIS). This publishes a variety of information about schools and it is accessible through their website. This website was launched to keep parents informed and connected to their children's schools via new communication channels. This system was also rolled out to all private schools in 2013. The research office in ADEC has also conducted both parents' and students' satisfaction surveys. Such studies have been always useful for the understanding of the range, uptake and impact of parental involvement strategies in Abu Dhabi schools. This study mainly is interested to understand the gap between the intention and the practices in public schools in Abu Dhabi on parental involvement practices. Furthermore, the study is keen to understand the ideal parental involvement practices that parents, teachers and school leaders propose for public schools in Abu Dhabi.

1.3. Aim and objectives of the study

In order to understand the parental invovlement programme in Abu Dhabi, **this research aims to explore the current and prospective parental engagement practices in four public schools in Abu Dhabi**, by reveiwing global and local literature/documents, listening to the views and perspectives of parents, teachers and school leaders on the status of current parental engagement practices and on ideal parental engaement practices that may suit the public shools in Abu Dhabi. This is aimed by achieving the following objectives:

- To understand the importance of parental engagement practices in schools exploring the literature and previous similar studies
- To identify best parental enagagement practices in the UAE by document analysis
- To map out the current parental engagement practices in the four selected public schools in Abu Dhabi through document analysis
- To explore the views of parents, teachers and school leaders through survey
- To study the perspectives of school leaders, parents and teachers through interview

1.4. Research Questions and Hypotheses

As the researcher aims to understand the parental engagement practices in Abu Dhabi public schools, this study endeavours to answer a main research questions: **What are the current parental engagement practices in the four selected public schools in Abu Dhabi? And what ideal parental engagement practices that are suitable for public schools in Abu Dhabi?** which are further explored in the following sub-questions:

- What are the importance and benefits of parental engagement practices as reported in the literature?
- What are the best parental engagement practices in the UAE?
- What are the current parental engagement practices in the four selected public schools in Abu Dhabi?
- What are the views of the school leaders, teachers and parents (from the four selected schools in Abu Dhabi) on Epstein's 6 types of parent involvement (namely: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community)?
- What are the views of parents, teachers and school leaders on current and prospective parental engagement practices in public schools in Abu Dhabi?

The study is also keen to see if there are any differences among the views of the parents, teachers and school leaders, in particular on Epstein's six types of parent invovlement. Following are the hypotheses that the study attempts to further explore in order to see the similiarties and differences on the views of parents, teachers and school leaders on the current parental enagement practices in the four selected public schools in Abu Dhabi.

- Is there significant difference among school leaders', teachers' and parents' (from the four selected schools in Abu Dhabi) views on Epstein's 1st type of parent involvement 'parenting'
- Is there significant difference among school leaders', teachers' and parents' (from the four selected schools in Abu Dhabi) views on Epstein's 2nd type of parent involvement 'communicating'
- Is there significant difference among school leaders', teachers' and parents' (from the four selected schools in Abu Dhabi) views on Epstein's 3rd type of parent involvement 'volunteering'
- Is there significant difference among school leaders', teachers' and parents' (from the four selected schools in Abu Dhabi) views on Epstein's 4th type of parent involvement 'learning at home'
- Is there significant difference among school leaders', teachers' and parents' (from the four selected schools in Abu Dhabi) views on Epstein's 5th type of parent involvement 'decision making'
- Is there significant difference among school leaders', teachers' and parents' (from the four selected schools in Abu Dhabi) views on Epstein's 6th type of parent involvement 'collaborating with community'

1.5. Rationale for the Study

Parental engagement is an area that is relatively less researched globally and in the UAE it has not been explored much. Therefore a research in this area would be necessary contribution globally as well locally in the UAE. As modern education in the UAE is constantly been improved and sophisticated in all aspects, it is equally important to improve the parental engagment practices in schools in the UAE. The researcher strongly belives that this could be achieved by understanding the current status of the parental engagement practices in the UAE, in particular among the four selected public schools in Abu Dhabi through document analysis and quantitative survey might offer good insight into the general trends on parental engagement practices in the coutnry.

Furthermore, exploring the best practices on parental enagement in the UAE and elsewhere that are reviewed from previous similar studies and literature may expand the understanding

on parental engagement practices globally and locally. In addition, the views of the parents, teachers and school leaders on the current parental engagement practices and ideal parenal engagment practices that would suit Abu Dhabi and the UAE through semi-structured qualitative interviews might be benefitial for future policymaking and may help improve the current parental engagement practices.

Additionally, the findings will help school administrators consider best strategies to plan future parental engagmeent practices, based on what parents, teachers and school leaders suggest and prefer, to foster active partnerships and develop relationships with parents. Also, this study will help school administration to be aware of the obstacles to parental engagement and what they should do to overcome these obstacles. Further, this study will provide support and ideas for policy makers wishing to actively integrate parents in the school education of their children. Furthermore, local universities and colleges could use the finding of this study to ensure that students in the educational programs are well trained and exposed to the effective parental engagement strategies. This first step of understanding teachers beliefs and parents' responsibilities and school leaders convictions will allow the researchers to culturally provide responsive recommendations, that could be better tailored to meet the needs of parents and schools in general and specifically for the Abu Dhabi and the UAE context.

1.6. Structure of the Dissertation

Chapter one presents general the background and motivation to the study, the statement of the problem, aim and objectives of the study, research questions and hypotheses and rationale of the study followed by the structure of the disseration.

In chapter two, a detailed conceptual analysis is presented, which is followed by a theoretical framework that offers necessary theoritcal grounding of the study, to further explore similar previous research to situate the current study.

Chapter three largely discusses the methodology of the research. It starts out with the description of the research approach used in this research, the site, population, sample selection strategies, the data collection instruments and the analysis technqiues. In addition necessary discussion on the ethical considerations, the role of the researcher, the reliability and trust worthiness of the data are made.

In chapter four, both the quantitative and qualitative data analysis are presented that are analyzed, disucssed and interpreted to arrive at necessary findings of the study. The results are drwan from document anlaysis, survey questionaire, and interview transcripts.

Chapter five presents the conclusion of the research, which includes a short summary of the study, the key findings of the research, the implications of the study, the limitations of the study, recommendations for future research and closes with a concluding note.

The references are listed in the references section. All relevant documents are attached at the appendices section.

CHAPTER 2: LITERATURE REVIEW

2.1. Overview of the Chapter

This chapter covers a detailed conceptual analysis, which is followed by a theoretical framework that offers necessary theoritcal grounding for the study, to further explore similar previous research to situate the current study.

2.2. Conceptual Analysis

Lopez & Gaspe (2014) define the parental engagement as a shared responsibility among families and educators, continuous from birth to young adulthood, and reinforced across multiple learning contexts. Hill & Taylor (2004) define the parent engagement at school as activities done at school or for school such as parent teacher conferences, communicating with the teacher, attending Parent Teacher Association (PTA) meetings, and volunteering at school. While Reynolds 1996 (in Wright 2009) define it as any interaction between a parent with the child or school, which enhances a child's development. It is seen that Lopez and Gaspe (2014) presented a fairly comprehensive definition as they made it a shared responsibilities between the educational parties as well as made it a continuous process, not limited to only buying the supplies required for their children. However, it is seen it should be endless. In other works, it could not stop at the adulthood, but it should be a long-lasting process as long as their children study. However, in this study a comprehensive and precise definition will be presented. Education Endowment Foundation (2018) defines parental engagement as the invovlemetn of parents in supporting their chidlren's academic learning. This consists of the following aspects; 1. Appraoches and programmes which aim to development parental skills such as literatacy or IT skills, 2. General approaches which encourage parents to support their children with, for example reading or homeworm, 3. The involement of parents in their children's learning activities, and 4. More intensive programmes for families in crisis. The fourth aspect is more interesting as such families deserive more support and attention. ADEC (2018b) strongly believes that parents play an essential role in their children's education. For ADEC it is important that both school staff and parents share responsibilities for ensuring that parents are actively involved in their chidren's educaiton.

2.2.1. What is Parental Engagement

We have seen that there is consensus on the importance of parental engagement in school education. Now it is necessary to analyse what it, what this engagement is. This reflection will shed light to define how to increase parental engagement in the education system (Green et al. 2011). The word 'engage' means participating or involving. Parental engagement means active involvement of parents in their children's learning and schooling in order to contribute to improving the quality of education. Participation includes multiple ways in which parents can make their contribution. Parent Engagement means the participation as a process of engagement of individuals and groups as subjects and actors in decisions and actions that affect them or their environment. Parent engagement could be organized in various areas that would support; students' learning, overall development, relationship with teachers and schools. There is no one-way to participate, it ranges from the most basic and essential helps to continued support with necessary responsibilities. The support each family gives to their children both at home and at school in collaboration with the teachers will contribute to the overall educational outcome of the school (Jones, et al, 2013).

Education Endowment Foundation (2018) suggests the following to be considered while addressing parental engagement; 1. Engagement is often easier to achieve with parents of very young children. How will you maintain parental engagement, as children get older? 2. Have you provided a flexible approach to allow parental engagement to fit around parents' schedules? Parents of older children may appreciate short sessions at flexible times. 3. How will you make your school welcoming for parents, especially those whose own experience of school may not have been positive? and 4. What practical support, advice and guidance can you give to parents who are not confident in their ability to support their children's learning, such as simple strategies to help early readers?

Any relevant ministerial policy or guidelines on the participation of the parents requires, relevant support and willingness from schools, parents, teachers and school leaders to embrace such policies and guidelines. On the other hand, needs a citizenship engagement through strong organizations representing all its diversity. Therefore, both actors-schools and families- have specific tasks to enable this relationship collaboration and participation. It is central to understand that the engagement of parents in the schools materializes into action. In this sense, it is important to specify the different areas or fields of participation and levels of

depth in each one area could participate. This exercise should be by households and educational authorities. Then areas and levels of parental engagement are distinguished in schools and colleges (Green, et. al, 2011).

The family engagement in school is important foundations of educational system. If it is combined with the formative role of schools, and with the responsibilities of families, it is possible to guarantee a good education to every child. As the school and public education are defined on the value of participation and democracy and in this field, families are entitled to their rights and duties (Kazdin, 2010). In general, parents and teachers agree on the need to supplement their participation in the educational task. For our part, teachers / as we know that our action with children / as should be in connection with their experiences outside school, to ensure customization and it lived and learned in school have support and continuity within families. The family with the school and the wider community must work for a more comprehensive education of children, taking into account many more factors that help their development. Because of this responsibility is important for parents to form and report on all matters relating to education in order to act (Shumow, Lyutykh, & Schmidt, 2011).

It is a deeply rooted among the common topic of teaching, both in the primary and the secondary school level, that the fact of the lack of engagement of parents in the task of educating their own children. Although obvious and fortunately this is not true in all cases. We can only generalize if we refer to the male parent. Then, selflessness demoralizing reaches levels. In this regard, we think that working hours can be the cause of this failure, but if you look there are many mothers who work the same hours that of parents, if they go and are awaiting the learning of their children. We can conclude that the role of families to care for the education of children is implicitly and explicitly in some cases, mothers (Kazdin, 2010).

The rate-attached parent, fee payment, associations, is similarly low. Regarding the engagement of families in school cannot and should not generalize so much. On one side are those mothers who are outstanding and attentive to the education of their children: the relationship with the mentor is cordial, attend appointments, without being called come to the centre to see their children act with bias and collaboration with the tutor, reporting and letting report. In most of these cases the children are going well in class, they are respectful, and are motivated to learn. A clear indicator of this positive result in the students is the engagement

of the family in the process of teaching and learning (Gaunt, & Scott, 2014). The personal and academic behaviour of school always seems to be in direct proportion to the joining of ends and means he knows that between parents and teachers. The disunity of teachers and family just ends bias motivation for learning of children.

Nevertheless, in other terms, those families who have little engagement in the education of their children (sadly, now outnumber the others), do not attend appointments and fewer still requests them voluntarily, are not pending homework of children, etc. One thing that would serve to demonstrate this would measure the rate of visits to any school guardian to the parents of their students throughout the academic year (Gaunt & Scott, 2014). Such an index is very low in visits requested by parents, around 24% on average, although better in the meetings requested by the tutor, around 79% on average. Something, further to discuss would be the ability of the teacher to motivate those parents who are not involved, or redirect the interviews with parents, as well as meetings, eliminating the widespread belief. Unfortunately, sometimes, as with the reality that call tutor equals complaints academic or behavioural performance of the corresponding child. For most parents, the parent meeting is a meeting with faculty whose existence can only be understood, today, to fix something, something that can only be fixed with punitive measures toward the student. We must raise awareness among parents of the importance of participating in schools, for the benefit of the education of their children; the problem is the effective way to carry it out. We have to make the parent-teacher meetings regarding individual students, are irrelevant, for every day. Moreover, once achieved this objective implying expand more and in different ways families in schools (Mersky, 2015).

2.2.2. Perceptions on Parental Engagement

In today's education context, the student is placed in the centre of the relations between the family, the school and the community. Parents are invited to help their children all along their schooling and teachers are asked to systematically collaborate with families. The collaboration between teachers and parents is therefore an essential condition of the student achievement and it is even more important for students with learning disabilities. Currently in our schools, the collaboration is being mainly maintained at the obligatory basic communications level, which is prescribed by the Pedagogic System. (Baker, Arnold, & Meagher, 2011) indicate that the so desired partnership in official documentation from

concerned ministries does not transpire in day-to-day school practices. Furthermore, scientific literature as shown that there are obstacles to family-school-community partnership, especially in regards to keeping harmonious relations with parents of special needs students.

Furthermore, even greater parent participation is sought in order to intensify the collaboration between the school and the family. Teachers wish for parents to get more involved with their children in order to accompany them in their school projects and homework. Parents are often asking themselves how to act in order to help even more their children in their homework and learning activities. The individualized education plan is a tool recognized by schooling communities to help the special needs student in their learning activities as it involves parent participation and promotes the family-school-community partnership. The individualized education plan is at the core of a dynamic plan of action, which is based on a systemic vision of the student situation in order to better identify the specific needs of the special needs student and to respond to these adequately (Baker, Arnold, & Meagher, 2011).

At first, not all community members are actively involved; this may be due to lack of practice of motivation, of ineffectiveness of participation mechanisms, lack of identification with those who at that time execute actions or other valid actions. The mere act of being present at meetings without an opinion such as a passive participation, the passive way of learning is reported to an individual, with the continuous process is extended and not allow those members always remain passive. They also are changing their action against the group , are more interested in the decisions made to overcome existing problems, they see that the proposals for action benefit everyone, why not stay in the plane and assume a receptive attitude passive-reflective (Menting, De Castro & Matthys, 2013).

According to the present regulations parent, must be trained, as well as teachers or parents on issues related to student training in formal education and collaborative activities to the management of the educational institution. In this respect, parents show interest in their children's homework, they provide economic support, food, although this is not very high, but at least it gives them peace of mind to the children. Also parents put their children at home to help them develop the tasks left for home although in different degrees usual (always, almost always and sometimes) so that their participation is noted only to buy their school supplies (Craddock, 2012). We consider that the level of participation is satisfactory, though not entirely desirable.

2.2.3. Factors Influencing Parental Engagement

Not all parents have the same beliefs, values, expectations or standards. Depending on their cultural background, are likely to have a different view of parenting from other moms and dads. According to researchers at Centres for Disease Control and Prevention, although parents from different cultures have some of the same general parenting beliefs in common, other, more specific ideals, often vary. For example, parents of multiple cultures may think that from an early age children should act in a compliant manner towards adults. Expect a 3-year-old listen to your kindergarten teacher in the US is not different from one parent in the world who believes that his son should listen carefully to his grandmother when giving directions. Some cultures may differ in individual preferences when it comes to issues like religion. Some parents may be due to cultural norms, believe that very young children attend church and pray regularly, while others may feel it is best reserved for older children and adults (Oosterling, et, al, 2010).

The personality of the child can actually influence parents during the early years, and beyond. In addition, other characteristics of the child, such as the level of development, gender or age, can make parents change the outlook or exchange a technique by another. For example, the father of a 4 year old may think it is okay for your child fight or act moderately aggressive, but would not tolerate such behaviour from the twin sister of the boy. In addition, parents can also find some acceptable behaviour or not, taking into account the age and stage of the child. The national child development Zero to Three indicates that aggression is not usual in the early years of the child. This knowledge can influence the way a parent responds to a child who hits another. Similarly, when the child grows in the stages of preschool or kindergarten, the same parent cannot continue to accept this immature behaviour (Borgonovi, & Montt, 2012).

Parents with more education tend to take a more authoritarian style when it comes to raising a child. The authoritarian parenting style includes a balance between responsiveness, expectations and independence. Authoritarian parents tend to provide discipline, but show respect for the opinions and feelings of their children. The more educated parents may have a deeper knowledge base when it comes to concepts of early childhood development, a better understanding of how to access information and a greater expectation of school success in

childhood (Oosterling, et, al, 2010). Factors related to the school context, such as, teaching methods and strategies used by the school can influence the engagement of parents in school education for their children. In a research on family-school collaboration in learning mathematics according to the perception of adolescents, Murray, Ackerman-Spain, Williams, & Ryley, (2011) point out that parents report that there is a difference between teaching method that was used when were in school (traditional method) and that currently used in schools (new pedagogical method). This difference in approach is one element that hinders the engagement of parents in school activities of their children. As suggested by the authors, the parents are concerned that the problem solving methods they use inhibit learning of their children (Borgonovi, & Montt, 2012). Moreover, the strategies used by the school to involve parents in their children's learning are also a determining factor in school parental engagement in school activities of children. It is also pointed out that teachers tend to involve parents when children are in a problematic school situation. In this case, parents tend to limit their participation in the single fact to intervene when children are in trouble at school (Oosterling, et, al, 2010).

The Family Factors: Family environment factors appear to play a key role in the engagement of parents in school activities of children. Research has shown that parent' aspirations, availability, psychological variables are factors that affect parental engagement in school activities of their children (Bower, & Griffin, 2011).

Parents' aspirations: Parents, who have realistic educational aspirations, tend to make a more substantial and meaningful assistance to child. They interact better with their children, reassure them and put them into confidence. The author points out that this type of aspiration of parents promotes the child's success (Oosterling, et. al, 2010).

The availability of parents: The lack of time parents is one of the most common barriers to parental engagement in school activities. This consideration takes into account and poor families and families that are favoured economically and culturally. End (1998) points out on his side, as the availability of parents for their children appears to be a factor that affects the participation of the latter in school activities of their children (Bower, & Griffin, 2011). Although there are many positive outcomes associated with the participation of parents and community, educators still struggle to involve parents in matters affecting public schools, especially parents of diverse communities cultural and linguistic background. There is little

participation of parents in low-income communities and with parents have minimal formal education or speak a language other than English. The engagement of parents and community becomes a source of frustration until a disappointment for teachers and principals of these communities (Bower, & Griffin, 2011).

2.2.4. Other Conceptual Considerations

Preventing School Failure: The value of parental engagement is usually commonly recognized, nevertheless engagement is usually difficult to market and observe after. Universities have gotten a lot more different than, as well as an excellent obstacle dealing with teachers is usually getting together with the wants coming from all students. Shutting the particular achievement gap along with growing student learning requires the particular collaboration of assorted engaged teams that include mother and father. Individuals enjoy an important function in creating a classes that will satisfies their child's requirements, nevertheless professors acknowledge they have small details or training on what in order to effectively help different mother and father. In this, numerous methods for dealing with obstacles in order to strengthen engagement are generally displayed. Options for using families' cultures along with encounters are discovered as being a basic pertaining to new learning along with being familiar with (LaRocque, Kleiman, & Darling, 2011).

There is a distinction in the way a father and a mother could care a child. When this distinction is generalised in the term ‘parent’, it does not make exact meaning. This kind of complexity of requirements along with tasks that will students along with mother and father who definitely are via different backgrounds enjoy from the education practice. It also makes it a breeze in order to overlook the particular obstacles in order to engagement, which will really exist pertaining to most of these households. There is no just one easiest way pertaining to parental engagement. College devices must make an effort to echo the full spectrum in the plurality of North America to allow ethnically along with racially different households along with kids. Mother and father basic their engagement on a variety of variables such as satisfaction, knowledge, self-confidence, drives, along with dialect abilities. Lecturers must make an effort to make engagement recognizable and more substantial pertaining to mother and father. It will motivate parent engagement (LaRocque, Kleiman, & Darling, 2011).

Allow mother and father to grow inside their ability to guide their kids find the finest education doable; pushing parental engagement needs to be seen as a procedure rather than a

one-time event. Lecturers along with colleges should get to understand the community so that you can increase being familiar with along with frame of mind concerning on their own along with mother and father. They should be realizing the wants along with options in the households that they provide (LaRocque, Kleiman, & Darling, 2011). The composition within which colleges operate may need to transform instead of carrying out a lot more in the exact way. Wanting to transform in the exact same composition would possibly not bring about the specified connection between increased parental engagements. In particular, it is distinct that there is a need for increased conversation nevertheless this is an excellent liability for the previously busy teacher. Much essential adjustment might include dealing with your crew in order to brainstorm strategies to reveal administrative tasks along with clearly producing conversation important. Lecturers can easily obtain in-service training that will shows this particular focus to ensure that sessions on what in order to contact all sorts of households may be incorporated.

Parental involvement in children's schooling: Different meanings in different cultures

About three varieties of parent involvement—communicating, volunteering with classes, along with studying with home was discovered throughout two cultures within America. Immigrant Oriental parents along with Western Us parents regarding small children indicate his or her unique traditions inside approaches they will contain themselves in their child's school living. Western Us parents volunteered more throughout educational institutions, though Oriental Us parents targeted more upon systematic educating of their little ones in your own home. Oriental Us parents ended up more vital regarding typical principal classes statement credit cards without ABC degrees. Parents' household educating approaches revealed steadiness after a while, indicating of which parents who utilized proper, set up approaches with Occasion 1 ongoing to try to do two along with several years later on (Huntsinger, & Jose, 2009).

Preventing conduct problems and improving school readiness:

School willingness, conceptualized in three components which, includes; psychological self-regulation, interpersonal skills, and family/school participation. The absence of perform issues enjoys an important part inside young children's foreseeable future sociable adjusting and academic achievement. Sadly, exposure to numerous poverty-related challenges improves the probabilities, which kids may show greater psychological dysregulation, a lesser number of interpersonal skills, fewer teacher/parent participation and much more

perform issues (Webster-Stratton, Reid, & Stoolmiller, 2008). Therefore, intervention provided to socio-economically disadvantaged populations that include a new interpersonal and psychological class's course load and train locomotives instructors inside useful classroom administration skills and inside marketing and advertising involving parent. Active parental school participation could increase the interest of learning among children; leading to, academic achievement and avoidance from the growth involving perform ailments. This kind of randomized demo considered the actual outstanding a long time (IY) instructor classroom operations. Youngster sociable and also sentiment course load (Dinosaur School) to be a general avoidance software for kids signed up for head start off, kindergarten, or maybe initial grade sessions inside universities picked because of excessive rates involving lower income. Prepared instructors made available the actual Dinosaur School course load to all their students inside bi-weekly instructions over summer and winter.

They routed household weekly dinosaur homework for you to promote parents' participation. Area of the course load concerned marketing and advertising involving training aims over the teachers' continuous support by using constructive class room administration skills aimed at creating interpersonal skills and also psychological self-regulation skills and also lessening perform issues. Harmonized sets involving universities were at random, issued for you to intervention or maybe command conditions. Effects coming from multi-level designs with a complete involving 153 instructors and 1, 768 students usually are shown (Webster-Stratton, Jamila Reid, & Stoolmiller, 2008).

Youngsters and instructors were seen in the actual sessions simply by blinded observers at the beginning along with the stop from the early year effects indicated which, intervention instructors' utilized much more constructive classroom administration approaches. In addition, their students revealed much more interpersonal skills; psychological self-regulation and a lesser number of perform issues when compared with command instructors and students. Treatment instructors described much more participation having parents when compared with command instructors. Fulfilment using the software has been extremely high no matter grade amounts These kinds of conclusions supply support for that efficiency of this general precautionary course load for boosting classes defensive aspects and also cutting down youngster and also class room possibility aspects confronted simply by socio-economically disadvantaged kids.

Engaging all parents in learning

This kind of report outlines your studies from the research project completed in which explored their bond concerning parental proposal and university student accomplishment. The particular 12-month research project seemed to be commissioned in order to examine their bond concerning innovative help mom and dad and the future result when university student accomplishment (Harris, & Goodall, 2008). A principal aim of the research undertaking seemed to be in order to catch your sights and also noises connected with mom and dad, college students and also teachers and to examine your barriers in order to parental proposal and also your own rewards in order to studying. The analysis seemed to be qualitative within design and accumulated in-depth case-study facts by 20 universities and 314 answerers. Also a variety of written facts furthermore effectiveness facts were being accumulated at every case-study site.

Sample: An example connected with universities within the United Kingdom seemed to be picked upon two key standards: for starters, your kind of progress, and this concentration connected with parental proposal. Universities in the small sample were being picked in order that there was clearly a diverse physical propagate and the variety of metropolitan and outlying universities. Other variables were taken into consideration to guarantee an assorted variety of universities (e. grams. quantity upon move, socio-economic standing (SES) and black colour group ethnic (BME) percentages). Design, style, and methods: Case-study technique seemed to be utilised since the leading way of facts assortment in the study (Harris, & Goodall, 2008).

In addition, class's facts packages in relation to university student effectiveness, conduct and attendance were being analysed. These types of facts packages permitted designs and tendencies in order to end up being acknowledged. This kind of research shaped the cornerstone in the more detailed interrogation in the case-study facts at all of the 20 internet sites: Your research studies spotlight several barriers facing selected mom and dad within assisting his or her children's studying. It really is distinct in which highly effective cultural and economic variables still keep many mom and dad by fully doing learning. Your research confirmed in which universities instead of mom and dad in many cases are 'hard in order to reach'.

Your research likewise discovered in which although mom and dad, teachers and pupils have a tendency to acknowledge in which parental proposal is often a ‘good thing’, these people likewise keep completely different sights about the goal of participating mom and dad. It is usually distinct in which there exists a key variation concerning mom and dad within learning and participating mom and dad within studying (Harris, & Goodall, 2008). Though concerning mom and dad within classes pursuits has an essential cultural and also neighbourhood perform, it truly is solely your proposal connected with mom and dad within studying in your home that is most likely in order to spark a constructive variation in order to studying outcomes. Parental proposal within children’s studying in your home tends to make the highest variation in order to university student accomplishment. Almost all universities tend to be concerning mom and dad within school-based pursuits in a variety of methods even so the facts demonstrates although it is minor, in the event virtually any, have an effect on future studying and accomplishment connected with teenagers.

Interactive or Non-interactive?

Once the Maryland Advanced schooling Commission rate built public a completely new condition regulation unique between interactive as well as non-interactive teaching, advocates involving long distance schooling objected. The employees on the commission rate undertook the bibliographic look for to determine the usefulness of numerous strategies to giving long distance schooling. This article summarizes the outcome on the bibliographic look for. Considerably, several reports analysed suggest that interactive videodiscs may be the most beneficial kind of teaching. The writers check out this kind of likelihood as well as suggest the continuum involving delivery settings by the very least interactive to most interactive. The logic on the continuum brings about numerous difficulties requesting more analysis. The annotated bibliography shows up for appendix to the issue (Zirkin, & Sumler, 2008).

Effective Communication for School Administrators

Classes administrators are expected to manage your alterations of their corporations and online communities and so controlled differences emerge seeing that advancements. Using the creators: Transmission and social modify are usually interlaced. Nationalities are set up and continual by communication, whenever recognized, countries determine communicative behaviour. The primary assumption on this publication will be that administrators has to be efficient communicators should they have to be efficient reformers (Kowalski, Petersen, &

Fusarelli, 2007). Certainly, many institutions and administrators have experienced limited exposure to pre-service devices training. This particular publication can make these associations pertaining to administrators even though offering stable devices principle.

The very first portion of this publication provides strong reasoning for your partnership among public associations, transmission, and classes change. Followers will recognize your difficulties regarding communication by means of a mixture of results, research studies and sensible reports. The thing is continuously created that planned positive modify will be less likely to take place until institution administrators work communicators. In addition to, if that is not ample pertaining to inspiration according to the creators, institution administrators need to be decent communicators just to survive. Transmission troubles are usually inherent inside of just about all corporations. In many cases, classes are overwhelmed with individuals bypassing your string regarding get that leads to help distress and often, politics consequences (Kowalski, Petersen, & Fusarelli, 2009).

Some other typical communication troubles are usually: inadequate hearing knowledge, inadequate terminology knowledge, lack of reliability and also believe in, communication oversights, inaccessibility, elitism, limited awareness of consequence, facts clog, and also too much usage of everyday stations. Traditional classes are remarkably changed when affected through the excellent amount of devices. Operations, however, is not really the only drive that uses communication to make your tradition. Actually competent administrators learn that social modify can take 3 to 4 years seeing that explained herein. Engaging stakeholders in dialogue regarding web intractable governance, strength and also organizational design and style troubles. It is usually a risk-laden job pertaining to administrators actually underneath great conditions; however, it is especially dangerous pertaining to administrators who definitely are certainly not competent communicators. The second half of this publication is targeted when purposes regarding communication principle to help real world circumstances also to change solutions for example democratic command. Rumours are usually resolved along with conventional circle evaluation as being a counter top technique. A tremendous chapter with managing conflict understands that some conflict will be non-malevolent, but nonetheless dangerous, even though some conflict will be overall hateful and particular. Recognizing that conflict will be expected within schools (p. 182), feasible supervision techniques are usually made clear. Within a chapter with ‘Maintaining Constructive Relationships’, institution administrators have a very mini-briefing with parents. The worthiness on this publication will be in case you want within institution improvement and

wish to ensure it is take place. As the title and subtitle point out, efficient communication is usually a need. This particular level will be beneficial to create on the beginning collection pertaining to online communities that have to alter or maybe to help change.

Evaluation of Talking Parents, Healthy Teens

To gauge a worksite structured being a parent programme, talking to parents help young children to develop healthy relationship that can help parents to figure out how to address wellbeing of their children. Design and style randomised controlled test (April 2002-Dec 2005), setting 13 worksites with southeast Florida. Around 569 mom and dad done baseline research at the job, gave concur with regard to top secret research to become put up to their adolescent kids, and have been randomised to be able to intervention or maybe control teams. Mothers, fathers, and teenagers done follow-up research from a single week, 3 months, and seven weeks as soon as the programme (Schuster, et. al. 2008). Intervention Talking Mothers and fathers, Healthy Kids contains nine once a week an hour times from worksites with regard to mom and dad of adolescent kids with 6th-10th quality (about ages 11-16 years). The study claims that parents must talk to kids, listen to them, understand and empathise with them, which would help kids to focus on learning and overcome their personal struggles.

Parent-child communication and substance use among adolescents:

The goal of this study had been to investigate gender-specific modifications inside interactions in between verbal exchanges with parents, smoking, and alcohol consuming and pot easy use in person and woman teenagers. Cross-sectional information was being gathered from the national trial regarding 10^{th} graders. Outcome issues were being self-reported elements used in past times four weeks. Logistic regression analyses preventing intended for race/ethnicity, loved ones framework and also socioeconomic status showed that the organization regarding mom and dad verbal exchanges with teenagers material make use of varied through material (Luk, et. al. 2010). Between son's, daddy verbal exchanges had been protective in opposition to pot make use of and mum verbal exchanges had been protective in opposition to cigarettes. Nor daddy nor mums verbal exchanges were being protective in opposition to material make use of through little ones. Research is required to realize gender-specific distinctions inside correlates regarding teenager’s material make use of as well as the implications intended for deterrence and treatment (Luk, et. al. 2010).

Family communication between children and their parents about inherited genetic conditions: a meta-synthesis of the research

Inside people suffering from the passed down genetic situation, mom and dad confront a painful task of experiencing to be able to speak genetic possibility details to their kids. Some sort of step-by-step article on almost all significant health and health-related exploration databases was carried out making use of existing tips to distinguish unique appropriate exploration reports by 1980 to be able to 2007, that explore the down sides encompassing mom and dad along with his or her kids verbal exchanges about passed down genetic possibility. An overall regarding 9698 abstracts were discovered which 158 exploration reports were analysed seeing that probably appropriate (Metcalfe, et. al. 2008). The final teen reports were discovered that met predefined add-on along with different conditions. By using a meta-ethnographic tactic, almost all discovered studies' studies were analysed seeing that major information options by simply a few analysts, exactly who at home discovered the real key methods. A high level of congruence emerged concerning analysts, along with predetermined methods were accustomed to look at similarities along with differences concerning reports. The particular studies advised your growth of any narrative construction discovering the down sides which associated with parents' details regarding passed down genetic possibility to their kids, the issues for sharing details, kids comprehension of parents' details, your thoughts evoked for close relatives along with the support along with advice gotten by health care professionals. Giving details, checking out understanding, along with explaining along with taking care of your psychological thoughts, which crop up were crucial to be able to helping kids handling genetic possibility details. Nonetheless, many mom and dad was battling along with more than one of the components along with necessary much more support certain towards little one's developmental phase, along with household members' cross over regarding readjustment towards impression with the genetic situation (Metcalfe, et. al. 2008).

Benfits of Parental Engagement

Academic Benefits: It has been analysed by the number of studies that highest achieving students spends most of their times in the structured activities. The sponsored activities by the schools have highest positive effects than community-sponsored activities on the academic achievement. Such activities promote engagement and sense of belongingness, which leads towards higher academic achievement. The expectations of the teachers can also be increased through the student’s participation on the school related activities. It has showed by

many studies that student's participation in sports have less significance on academic achievement, while the personal and social relationships of the students can be enhance by the athletic activities (Adeyemo, 2010).

Extracurricular Activities and Academic Performance: Various studies have been conducted, regarding academic performance and extracurricular activities relationship. Participation in extracurricular activities is related to the increased grade points, attendance, and decreased absenteeism. There are positive relationship between academic achievement and extracurricular activities (Kort-Butler, & Hagewen, 2011). Although many researchers agree that actually extracurricular activities influence the academic performance. It has also concluded that some activities can improve the academic achievement while others decline the achievement. Most of the structured extracurricular activities are beneficial in strengthening and building academic achievement. Those students who are participating in extracurricular activities can do better academically as compared to those who did not. The students reported higher grades those who participated in extracurricular activities, they have higher academic aspiration, and positive attitudes towards school. In 2005, Caldwell & Witt (2011) conducted a research, which has found that extracurricular activities have various effects on the academic performance and development of the students. The result of the study showed that those students obtained higher grades, which had participated in the extracurricular activities (Kort-Butler, & Hagewen, 2011).

Social Influence of Extracurricular Activities and Academic Performance: Social factors have impacts on the relationship between academic performance and extracurricular activities. It is believed that certain values are assigned by the school and by the community through various activities. The value that is put on the activity, affects its relationship with academic performance (Adeyemo, 2010). The factors that may influence this relationship are what, where, and when, in which what suggest the type of activity and participation influences outcomes, the where suggest the context of school and community in which the activity has been take place and finally when describe the historical and developmental context in which the extracurricular activities have taken place. By working in integration all of these factors influence the relationship between academic performance and participation in extracurricular activities, as each of these factors have worth on the both the academics and activities (Bennett, Lutz, & Jayaram, 2012).

Formal versus Informal Extracurricular Activities: Extracurricular activities have been divided into two types, such as formal or informal by most of the researchers. The formal activities are the structured activities such as athletics participation and learning of any musical instrument. On the other hand, informal activities are called leisure activities, which include non-structured activities such as watching television or playing any video game. It has been suggested that both the settings of formal or informal activity have different activities on the feeling of competence and motivation (Kort-Butler, & Hagewen, 2011). Most of the time the informal activities, cause the poor academic grades, worst emotional adjustments, and poorer working habit. Conversely, structured activities associated with higher academic grades. The type of activity influences developmental outcome. Many studies have concluded that extracurricular activities have influence on the academic performance.

The Relationship between Athletics and Academic Performance: The athletics impact on the academic performance has debated for many years regarding whether they have positive or negative influence on the academic performance. Early analysis has produced incoherent evidence regarding the effects of sports on the academic performance. However, many researchers believe that participation in athletics activities may actually improve the performance. It also indicated by a particular research that generally participation in sports is not linked to the academic achievement, with the exception of some outcomes. In addition, the research also concluded that in high school sports has no important effect on the tests scores and grades (Kort-Butler, & Hagewen, 2011). Although this particular study provided negative relationship between academic performance and sports, but it has believed by most of the researchers that participation in sports promotes social and development ties of the students among schools, students, and parents, and these described the positive influence of the sports on the academic achievement. Such participation increases grades and test scores of the students. It has been noted that those students who participate in at least one sport activity in a year outperformed those who less participated, according to the overall grades and math GPA in the class rank. It has been also noted that by more participation in sports the students may receive scholarship opportunities as compared to those are who not participating. As physical activity has many benefits such as improves academic performance and have actual benefit for mind. Physical activity regularly may impact cognitive development through raising the flow of cerebral blood, associate neurohormonal balance, altering arousal, changing status of nutritional, and promoting the interneuronal connections growth (Bennett, Lutz, & Jayaram, 2012). Nevertheless, Athletics do not produce a potential

positive correlation as compared to other extracurricular activities. The students who not participated in non-sport extracurricular activities showed worst attitudes towards school, poor grades, and academic aspirations, while these activities have strong connection in achieving good grades. It is not necessary that participating in sports is not brings good grades, but it may be the good students who participated in sport activities (Kort-Butler, & Hagewen, 2011).

The Relationship between Volunteer Work and Academic Performance: The relationship between academic achievement and volunteering work has become very prominent in the academic settings; most of the schools are now starting to encourage their students to spend time on volunteer work. Service learning program has been implemented by the schools, which integrates the volunteer work and community services into the curriculum of the academics, as it has been confirmed that it has a positive effect on the performances of the student in their academics (Kort-Butler, & Hagewen, 2011). Through services learning the student's social, psychological and intellectual development could be enhanced. Generally, the services that are performed by the students are associated to their academic subjects, while many types of community services and volunteer work may be tied to academics in one or another way. Finally, it has found that academic growth is come out when these services are integrated with the intellectual content. The student's involvement in the volunteer works may build their skills at high level, their motivation to learn, learning application and fundamental academic skills. Regardless of past achievement and background of the students, the student's grades can be positively influenced by the volunteering works, their course credit completed, attendance increased and positive behaviours towards their academics (Bennett, Lutz, & Jayaram, 2012). Participation in extracurricular activities and voluntary work may increase the school achievement and participation. It happens as it promotes the:

- The acquirement of positive social norms and of interpersonal skills
- Pro-social peer group's membership
- Stronger social and emotional connections (Blomfield, & Barber, 2010).

The participation can contribute to enhance the engagement of the students, increase their mental wellness, strengthen their long-lasting outcomes of education and it reduces the behaviours problems. Actually, participation in the volunteer work and extracurricular activities the students may enhance their self-perceptions. It is essential to analyse that extracurricular physical activities can affect the young people's mental wellbeing and

decreasing their stress and keep; them fit and improve their positive perception of self-image. Those who are engage in these activities have considerable high level of positive self-image as compared to those who do not participate and the students who engage in these activities supposed themselves in a more positive way (Kort-Butler, & Hagewen, 2011). There is a positive associations has been found between different types of physical activity and positive self-perceptions. The participations assist the confidence of the adolescents regarding their social and physical selves. The other significant part of the identity of the adolescents is the social competence and friendship and socializations are highly crucial in their lives. When they are engage in extracurricular activities, they have better opportunity to develop friendship, interact with other and develop social confidence (Orlin, et.al.2010). Moreover, participations could be interpreted as a sign of self-affirming and maturity behaviour. Those who participated have high sense of obligation and commitment. The students who participated in the extracurricular activities have high grades and scores, high educational attainment, and had higher self-concept. The young students who are engage in these activities have fewer chances to use and drugs and alcohol, their dropout of schools and misbehaving reduces. Youth, who have strong participation in these, activities can learn essential skills, which may help in their careers such as skills of leadership and teamwork. They can easily make friends, adjust to new environment, and can show leadership skills which are gained from their past experiences. As being involved in these activities, their behaviour problems could be reduced and their chance to involve in crime reduced (Blomfield, & Barber, 2010).

Social Skills and Social Networks: Extracurricular activities not only promote the academic achievement but also social and personal development. Students have valuable opportunities to develop their social skills and identities. Participations in various programs may promote individuals growth and give general bond between school and home (Mason, et.al.2009). It can provide social support and network which is related to their schools. Students can interact with peers, can work for the best team interests and may learn to follow the team leader's instruction. This kind of interaction can develop the self-identity of the individual. The identification and involvement of the students with schools may create social network, which emphasizes the value of academics, schools and progressing their education after passing the high school (Kremer-Sadlik, Izquierdo, & Fatigante, 2010). Participation in sports can also provide opportunities of the development for the students which impact positively on the self-concept of the students. This can lead to the high expectations of academics and can bring

best academic consequences for the students. The Adolescent who do not have better opportunities to recognize with a specific group or those who are engage with the criminal social groups have the chances to suffer negative outcomes such as substance abuse, dropout, suicide, or issues of discipline (Irvin, et.al.2010).

Role Models: Another impact of the extracurricular activities is that the students can acquire some kind of supportive relationship, role model or mentor with an adult. When the students are identify with the talented coach or director, and then they get to know them better though being involved (Irvin, et.al.2010). It provides opportunity for the students to have actual interactions, support and constructive support from their role models and adult, while building relationship with the outside friends, instructor's etc. Most of the students can benefits from caring and supportive relationships with the adults and teachers, as the presence of the relationship with adults it has been recognized that it is linked to the facilitating life and academic success (Orlin, et.al.2010).

Potential Negative Impacts of Participants: While considering the impact of extracurricular activities on the students, its negative impacts also have been analysed. Mostly teachers and parents have fear that the students can lose their focus from their studies while much busying in the school activities. By attending much practices, rehearsals, and meetings, they can cut their time for homework (Blomfield, & Barber, 2010). While being overscheduled, the students will be having less time for studying and preparing for the class. The other negative side of the participation can occur when the students force by their parents to involve in every activity, which is available. Some of the parents involve their children in soccer, piano lessons, scouts; youth group etc., (Randall, & Bohnert, 2009). This not just affects the academic success of child but also may affect their dedication to the activity. The commitment level is highly essential than the particular activity. This over scheduling not only influences the commitment level, but also led the students to become fatigue mentally and physically, which may create stress for them (Tucker, et.al.2011). The parents may be part of the issues if the child force by them to involve in too much activities. This may create fears of disappointment and the highly dynamic students can do everything quietly, as they are proving themselves as obedient children. There have to be balance in the activities. Those students who participating in the athletics were probably remain late in the school (Urlings-Strop, et.al. 2009). Participation in sports corresponds with greater consumption of alcohol and illegal use of drugs. It must be noted that these outcomes may depend on the coaching quality, peer groups of the individual and the cultural meaning of the activity within the

community and school. The potential negative part of the extracurricular activities is the unfair benefits of the greater economic status. Participation in the athletics requires having transportation to and from sessions of practice, fees of athletic and equipment. Arts activities require many costs to purchase the required materials, and this can be the issue for most of the students and families with restricted income (Blomfield, & Barber, 2010).

Socioeconomic status can limit the chances for students to being able to compete with the top athletes, who took private lessons, play in club sports and attend summer camps. It is very difficult for the average income students to compete and enjoy the sports opportunity. This economic drawback may create frustration and disappointments for the students. The limited finance or income reduces the opportunities to participate in the extracurricular activities and those students who need to work for the financial support of their families. The other potential negative impact of the participation is injuries, which may occur due to the student's carelessness or sometimes due to the teachers. Some athletics may have long lasting injuries, which occurs while they are participating. Sometimes athletes push the bodies of the students to the break point, as they are young and their bodies are still developing (Bohnert, Fredricks, & Randall, 2010). Moreover, sometimes-high expectations may force the students to exercise more that may bring negative impacts and this can increases the possibilities of getting injured. Although there are proper coaching, best equipment, and thorough warm-up, but there is the possibility of errors, which may happen accidents (Hardaway, McLoyd, & Wood, 2012). Those families, which did not have medical insurance, not participate in sport activities as it has many financial risks. The last drawback of the extracurricular activities is having unskilled and poor coach as mentor or role model. Almost in every community this factors has found, as they have less training and skills and not understand the growth and development of the adolescents, or do not implement good sportsmanship rules. Poor coaching can lead may create negative feelings in the students. The coaches or groups, which cut the players from the team, or play any unethical behaviour, may cause the students to involve in negative activities, as they had bad experience with the coaching team or group. Coaches can hurt the morale of the players, and those students who suffer from all these issues may have a low self-esteem due to hearing negative comments from their instructors. All of these issues depend on the situation of the students and their respond to the situation. Therefore, it is highly important to become aware of the drawbacks and negative side effects of these activities (Guinhouya, et.al.2009).

Promoting Extracurricular Activities in Schools: An inclusive, comprehensive, and developmental model for school can assist to prevent the obstacles in the way of success of the students. The model can foster the development of the competencies in the students and influence in personal effectiveness and lifelong learning. Participation in extracurricular activities promotes opportunities for healthy development. Those extracurricular activities that are much time consuming may be perceived as an intervention, with academic success and due the pressure from students and parents. This may be use as an excuse to avoid extracurricular activities (Bohnert, Fredricks, & Randall, 2010). Counsellors can wish to advocate for balance in activities and academics. There are various reasons, for the importance of both the academics and extracurricular activities integration. Typically, counsellors are aware of, and monitor, both the extracurricular activities and academic performance. They have to be aware of the guidance components, which includes individual planning, curriculum guidance, responsive services, and system support. The students become enable by the extracurricular activity to build new skills, and explore various roles outside their classrooms (Hardaway, McLoyd, & Wood, 2012). The aim of the structured extracurricular activity is to promote the achievement of the academics, personal and social development and career planning. It is highly important for the counsellors to understand the significance of the extracurricular activities as the students can benefits from involvement in the extracurricular activities and playing. Even most of the programs offer scholarship for these activities, participations and development of leadership skills among the students throughout the schools. Through scholarship, the students become able to continue their education and opportunities, which the student not had previously. Hence, it is essential to provide administrators and policy makers with correct information regarding the importance of the extracurricular activities (Guinhouya, et.al.2009).

Effects on Youth Development: Participation in the extracurricular is associated with the healthy development. There are five different forms of extracurricular activities such as team sports, pro-social activities, school-involvement activities, performing arts, and academic clubs. All of these activities highly influence the development of the students both physically and mentally (Fredricks, & Eccles, 2010).

2.3. Theoretical Framework

Many researches show the importance of interaction between all factors that influence students learning. These factors are parents, school, and the wider community. Home is the first place, which provides children with their basic implicit education. The second, place is the school which provides children with explicit education. Then, the community role is to provide children with real experiences that help to shape and strengthen their skills. According to Cotton's (1989) research that overwhelmingly indicates that parental engagement in children's learning positively correlated with achievements. Furthermore, research shows that most of the parents participate in intensive learning of children, and is more beneficial effects achievement. This applies to all types of parental engagements in children's learning and all types and ages of students. By reviewing the research, there are strong indications that the most effective forms of parental engagement are those that involve parents in working directly with their children in learning activities at home. Epstein's Theory of Overlapping Spheres of Influence and Epstein's typology of parental engagement serve as the framework for the study and support the model of parents' engagement in children's schooling. Epstein et al.'s theory focuses on the interaction and communication, partnerships, among families, schools, and the community to bring the three closer together. This theory works in conjunction with Epstein's typology of engagement, which focuses on six types of engagement that are instrumental to a child's development and his/her school and educational success.

2.3.1 Epstein's Theory of Overlapping Spheres of Influence

The research finding suggests that if parental activities are well identified, they will have the opportunity to positively participate in their children's' education. The finding indicates that there is a need for teachers to provide activities that interest parents to increase their participation in the children's classrooms (Gbadamosi 2003). According to McMahon et al. (2011), Epstein theorizes a comprehensive roadmap of how her model of overlapping spheres of influence can be transformed into practice. Delving deeply into its six types of engagement (parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community), she points out ways to understand each type and activities that are essential to working with families. In another words, the overlapping spheres of influence identifies three major contexts in which students learn and grow which are the family, the school, and the community (Figure 1).

In this model, there are some practices that schools, families, and communities separately conduct and some could be jointly conducted in order to influence children's learning and development. The model locates the student at the center of the educational process. The inarguable fact is that students are the main actors in their education, development, and success in schools. Hence, Schools, families, and community partnerships cannot simply produce successful students. Rather, partnership activities may be designed to engage, guide, energize, and motivate students to produce their own successes. The assumption is that if children feel cared for and encouraged to do the role they assigned to harder they are more likely to do their best to learn to read, write, calculate, and learn other skills and talents, and to prevent school dropout (Epstein, 2010).

Although Epstein's model is more often used than others are, she does have her critics. Graue (1999) suggests that Epstein delegates power more toward administrators and teachers than parents do. The limited power directed to parents by teachers' and administrators makes the process less collaborative for parents. Consequently, the model has more of a top down design than a democratic one. Martin (2009) disputes Graue's criticism; he states that Epstein favours the parents too much in her model, thus giving them control of those involved. "Because schools are not designed for 'parenting' or 'Learning at home,' the promotion of parental involvement by schools through this typology, although seemingly plausible and very likely helpful, becomes quickly convoluted" (Martin, 2009, p. 10). Martin (2009) agrees that educators have too much control, "Taking a decidedly opposite stance to educators encouraging broad policies for engaging parents in their child's education…." (Smith, 2001, p. 152) cited in (Boatwright, 2014).

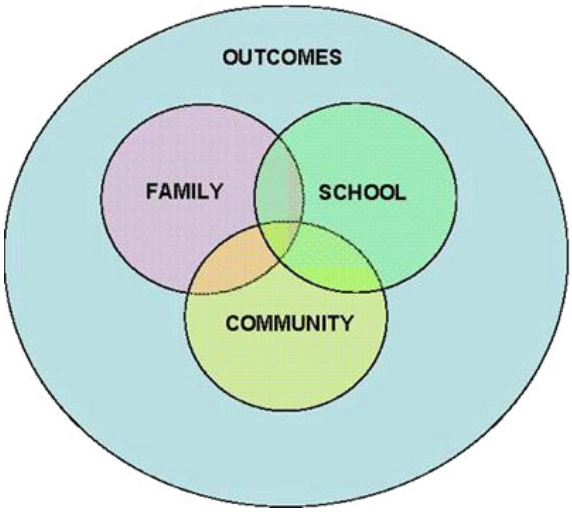

Figure 2.1: Epstein's Theory of Overlapping Spheres of Influence

2.3.2 Epstein's Typology of Parental Involvement

Epstein's typology of parental engagement is worth exploring. Based on the theory of overlapping spheres of influence and years of research in schools across the country, a framework of six types of school-family-community engagement is presented.

Table 2.1. Epstein's Six Types of Parental Involvement

Types	Description
Parenting skills and knowledge	Families learn about parenting skills, child development and home conditions that support learning and development. Schools learn about families.
Communicating between home and school	Focuses on effective school-to-home and home-to-school communications.
Encouraging volunteering at school and in the community	Focuses on recruitment, training and schedule to involve parents as volunteers and audiences for schools and other locations that support students and school programmes.
Supporting student learning at home	Family involvement with children in learning activities in the home
Involvement in decision-making and advocacy	Focuses on family involvement in school decision making, governance and advocacy through a variety of committees and parent organizations.
Collaboration with the community	Coordination of schools, families and students needs for resources and services with business, agencies and other group who may address these needs.

The six types of engagement are: the first type is parenting, which is helping all families establish home environments that support children as students; the second type is communicating, which is designing and conducting effective forms of communication about school programmes and children's progress; the third type is volunteering, which is recruiting and organizing supports for school functions and activities; the fourth type is learning at

home- providing information and ideas to families about how to help students at home with school work and related activities; the fifth type is decision-making, which is including parents in school decisions, and the six and last type is collaborating with the community, which is identifying and integrating resources and services from the community to strengthen and support schools, students, and their families. Different practices can be implemented to foster each of the six types of engagement (Sanders & Epstein, 1998).

Epstein's typology of parental involvement has although been very influential in parental engagement studies, some found her work as rather relevant to specific established contexts and specific class, given the nature of the sophistication of the typology, as not all parents in all context would have the luxury to follow these requirements, although they are important. Furthermore, as Epstein's typology does not have the flexibility to accommodate parents with different needs and context with specific consideration, which limits the typology favourable to certain established contexts and parents. Green (2013) argues that Epstein's model does not offer an equal playing field between families and schools. It does not acknowledge the roles that ideology and hegemony play in decision-making and policies. Some argue that to some extend too much parental engagement might be dangerous to the self-development and independence of students and for the withdrawal of the responsibilities of the school.

2.3.3 Bronfenbrenner Ecological Systems Theory

American psychologist, Urie Bronfenbrenner (1992), formulated the Ecological Systems Theory to explain how the inherent qualities of a child and the characteristics of the external environment, which the child finds himself in, interact to influence how the child will grow and develop. Through his theory, Bronfenbrenner stressed the importance of studying a child in the context of his multiple environments, also known as ecological systems in the attempt to understand his individual development. The theory encourages considering individual and environmental factors. Bronfenbrenner believed that a person's development is affected by everything in their surrounding environment (Johnson, 2008). He divided the person's environment into five different levels: the microsystem, the mesosystem, the exosystem, the macrosystem, and the Chrono system, as displayed in Figure 2. The microsystem includes an individual's family, neighbourhood, and colleagues, while the mesosystem is the relations and connections between the microsystems. For example, children from neglected or abused homes may have difficultly developing relationships with adults within their school. The

exosystem is the impact of a system that the individual does not have direct contact with, but it influences the individual. An example of an exosystem would be a mother's workplace, which has an impact on the child. Macrosystem is the culture in which the individual lives. Finally, chronosystem is the patterning of environmental events and transitions over one's life course. For Keyes (2002) while the value of the home/school partnership is universally accepted, it is not always easy to promote or maintain and she suggested that teacher preparation programs should include instruction on the ecological model.

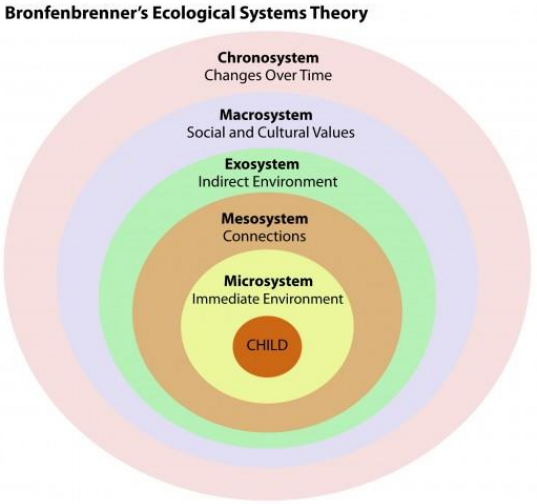

Figure 2.2: Bronfenbrenner Ecological Systems Theory

2.3.4 Hoovr-Dempsey and Sandler

Another model that can be used to examine parent involvement and how to increase it in schools is by Hoover-Dempsey and Sandler (1997). They proposed a multivariate model of parental involvement. This model discusses why parents become involved, what involvement looks like, and how involvement influences student achievement by looking at how school counsellors can be the connection between home and school. The following figure 2.3 offers the five levels of the model in order starting with level one: parent perceptions of involvement, types of parental involvement, student perception of the learning methods utilized by parents during involvement and the fourth and fifth have to do with outcome measures surrounding student achievement: The Hoover-Dempsey & Sandler Model of Parental Involvement (2005).

Level 5

Student Achievement (Varied Summary Measures)

Level 4

Student Proximal Attributes Conducive to Achievement, e.g.:			
Academic Self-Efficacy	Intrinsic Motivation to Learn	Self-Regulatory Strategy Knowledge & Use	Social Self-Efficacy for Relating to Teachers

Level 3

(Mediated by) Student Perception of Learning Mechanisms Engaged by Parents			
Encouragement	Modelling	Reinforcement	Instruction

Level 2

Learning Mechanisms Engaged by Parents during Involvement Activities, e.g.:			
Encouragement	Modelling	Reinforcement	Instruction

Parent Involvement Forms, e.g.:			
Values, Goals, Expectations, Aspirations	Involvement Activities at Home	Parent/Teacher/School Communications	Involvement Activities at School

Level 1

Personal Motivators		Parents' Perception of Contextual Invitations to Involvement		School/Program Responsiveness to Family Life Context Variables			
Parental Role	Parental Efficacy	General Invitations from	Specific Invitations from	Specific Invitations from	Parental Knowle	Parental	

Construction for Involvement	for Helping the Student Succeed	School/Program	Teacher	Student	dge and Skills	Time and Energy	Family Culture

Figure 2.3: The Hoover-Dempsey & Sandler Model of Parental Involvement

2.4. Review of the Related Literature

In order to understand the ongoing discussion on parental engagement in schooling, it was decided to review nearly 22 similar previous studies that were conducted around the world. The following are the review of these 22 similar previous studies. Fan & Willaims (2009) conducted a study on 'The effects of Parents' Involvement on Students' academic self-efficacy, engagement and intrinsic motivation'. The objective of the study was to examine the various dimensions of parental involvement predicted students motivation. The samples were 15,235 students studying at the 10^{th} grade in USA. The tools used in the present study were Academic self-efficacy scale, Motivation Strategies for Learning Questionnaire and Scale of Intrinsic Versus Extrinsic Orientation. The analysis used in the study were MI Markov Chain Monte Carlo approach and Multiple Regression analysis. The findings of the study were that students had higher self-efficacy in English compared to self-efficacy in Maths. There is a significant relationship between Parental involvement and academic success of students. There was a significant association between parental involvement and student engagement. Parents who focused on the academic success of their children motivated their children towards achievement. The various dimensions of parental involvement, students achievement in academic activities, self-efficacy and intrinsic motivation in Maths and English.

Jongyeon (2017) conducted a study on 'two dimensions of parental involvement: What affects parental involvement in dual language immersion?' The objective of the study was to investigate the parental involvement in Korean two-way immersion programs from the social capital theory perspective. The samples were 454 parents of children studying in 7 elementary schools in Los Angeles. Majority of the parents were from immigrant, different linguistic and cultural families. The tools used in the present study was a questionnaire based on parents' school involvement, parental demographic information, perceived school environment and obstacle hampering parental involvement. The analysis used in the study

were factor analysis. The findings were that there was a positive association between parental involvement and bilingualism in the schools. There was a positive correlation between parental interaction and school environment. Immigrant parents from various racial, cultural and linguistic background faced difficulties to initiate conversation with other parents. Korean and Latino parents found higher levels of obstacles that prohibited them in their school involvement compare to their White counterparts.

Jeynes (2018) conducted a study on 'A Practical Model for school leaders to encourage parental involvement and parental engagement'. The objective of the study was to introduce a practical model to guide school leaders into enhancing parental involvement and parental engagement. The model was called Dual Navigation Approach (DNA). It consists of a rubric with 6 meta-analyses that was conducted for 15 years. They were parental style, reading with children, informative communication, household rules, and partnership with teacher and drawing from the community. It provided suggestions to be more community conscious. It highlighted the need for parental involvement and co-operation. This study tried to throw light that parents and school leaders work for the same goal. It proved that school leaders were dependent on the parents for the success of the students.

Fan, Williams & Wolters (2012) conducted a study on 'Parental Involvement in predicting School Motivation: Similar and Differential Effects across Ethnic Groups'. The objective of the study was to investigate the relationship between dimensions of parental involvement to school motivation. The samples were Caucasian, African American Asian American and Hispanic Students. The tools used in the present study were Motivated Strategies for Learning Questionnaire, Self-Report Scale and Intrinsic versus Extrinsic Orientation. The analysis used in the study was a structural equation modelling to examine the relationship between student school motivation and parental involvement. The findings were that there was a significant relationship between parent participation and academic self-efficacy in English and engagement for Caucasian students but negatively affected their intrinsic motivation toward English. The ethnic differences was in positive correlation to parental involvement and students' motivation. Asian American parents favoured mathematics or science more than art or literature. They have a strict home surveillance and encourage their children to work hard and perform better than their counterparts.

You, et.al. (2013) conducted a study on 'Multidimensional aspects of parental involvement in Korean adolescents' schooling: a mediating role of general and domain-specific self-efficacy'. The objective of the study was to examine the effect of parental involvement on the academic achievement and self-efficacy among adolescent students. The samples were 6,334 Korean adolescents studying middle school. Three-stage stratified cluster sampling was used. The tools used in the present study were Lagrange Multiplier Tests and the data drawn for three years (2005, 2006 and 2007) in the Korean Education Longitudinal Survey. The analysis used in the study were structural equation modelling analysis. The findings were that parental involvement improved the relationship between academic self-efficacy and academic achievement in reading, English and math. It was found that Korean parents spent less on reading compared to math and English. Parental participation in school meetings and activities leads to increased self-efficacy and academic achievement. The comparison between the Korean parents and American parents highlighted the role of parental involvement and parental supervision.

Williams, et al. (2017) conducted a study on 'Raising children's self-efficacy through parental involvement in homework.' The objective of the study was to evaluate parental involvement in children's learning using problem-solving mathematics homework to raise children's self-efficacy. The samples were 27 nine and ten year old children in a primary school to the Northwest of England. Problem solving activities based on their mathematics class for their students. The tools used in the present study were Hoover-Dempsey and Sandler's model of parental involvement. Data was collected from the parent feedback sheets and self-efficacy questionnaire. The analysis used in the study were factor analysis. The findings were that children were happy to complete their homework with their parents' help. Parents also were in favour of guiding their wards in their homework. The problem-solving activities initiated students to move towards an inquisitive approach on mathematics.

Henry, Plunkett & Sands (2011) conducted a study on 'Family structure, Parental Involvement and Academic Motivation in Latino adolescents'. The objective of the study was to analyse family structure, parental involvement and academic motivation among Latino adolescents. The samples were 594 adolescents studying ninth grade with Latino, Mexican and Central American origin. The tools used in the present study were self-report data, Parental behaviour measure, Academic support scale and Parental monitoring. The analysis used in the study were multivariate analysis of variance, Pearson's correlation. Mother

involvement had a significant influence on academic motivation whereas single mothers and families with stepfather provided academic support for the children. Single-mother families with non-residential fathers have a positive association with educational resilience. Parental involvement may alter based on the gender of the parents and family structure.

Jungert & Koestener (2015) conducted a study on 'Science adjustment, parental and teacher autonomy support and the cognitive orientation of science students'. The objective of the study was to investigate whether systemized support from teachers and parents influence motivation, self-efficacy and science performance of science students. The samples were 288 students studying final year of a science programme in eight metropolitan school. Data were collected at two times and records on their science achievement were checked. The tools used in the present study were students' perceptions of teacher support for autonomy, parental support for autonomy, parent engagement in science, systemizing, motivation, self-efficacy and achievement in science. The analysis used in the study were descriptive analysis, Pearson's correlation and multiple regressions. The findings were that autonomy support from science teachers was positively related to autonomous motivation, self-efficacy and achievement in science. Parental support for autonomy had a remarkable improvement on the students in cognitive orientation. The students who had autonomous motivation and self-efficacy had high cognitive orientation. Schools and teachers should explain the reason of giving assignments in science to children. Parents should try to be more involved in their children's science studies in high school.

Lam & Ducreux (2013) conducted a study on 'Parental Influence and Academic Achievement among Middle School Students: Parent Perspective'. The objective of the study was to examine the effects of Parental Influence on middle school students' academic achievement. The samples were 32 parents of middle school students in Los Angeles. Non-probability purposive sampling method was used. The tools used in the present study were inventory of parental influence, which comprised of parental pressure and support, parental help, monitoring, press for literacy and communication. The analysis used in the study were descriptive-exploratory design. The findings were that there was not any significant relationship between parental pressure, support and academic achievement. There was significant relationship between communication between parent and child with their academic achievement. Parental influences play a vital role in the academic achievement of students.

Zong, Zhang & Yao (2018) conducted two study on 'Parental involvement and Chinese elementary students' achievement goals: the moderating role of parenting style'. The objective of the study was to examine the relationship between parental involvement, moderating role of parenting style and achievement goals of children. The samples were 614 fourth and fifth grade students from elementary schools in Beijing, China. The tools used in the present study were Achievement Goals Questionnaire, Chinese instrument of Parental involvement, psychological control scale and socio-economic status. The analysis used in the study were descriptive analysis and regression analysis. The findings were that there was a positive prediction of academic socialization on children's mastery goals. There was also a positive correlation between academic socialization and children's performance-approach goals. Parental involvement influenced the children's motivation to outperform their classmates during exams. Parental involvement also brings about children's autonomy, independence and cognitive abilities.

Gaetana, Dario & Concetta (2017) conducted a study on 'The contribution of school-related parental monitoring, self-determination, self-efficacy to academic achievement'. The objective of the study was to examine the contribution of school-related parental monitoring, self-determination and academic self-efficacy to academic achievement. The samples were 501 adolescents and their parents. The students were studying ninth grade in Arzano. The tools used in the present study were two self-report scales measuring the educational levels and monitoring of their children's homework. Parental monitoring Scale, Academic self-efficacy, Reven's Progressive Matrices and Academic Motivation Scale. Data were collected from the parents in February 2013 and 2014. It was collected from the children in June 2013 and June 2014. The analysis used in the study were MANOVA. The findings were that there was a positive association between academic success, physical health, peer affiliations, life satisfaction and economic status. There was a positive correlation between self-determined motivation, academic self-efficacy and academic achievement. Self-determined motivation and academic self-efficacy are correlates of academic achievement.

Park (2013) conducted a study on 'Longitudinal Effects of Parent School-Based Involvement on Child and School Outcomes'. The objective of the study was to check whether school parental involvement was related to academic efficacy. It was quasi-experimental study. The samples were students, parents and principals. The tools used in the present study were three-

parent school-based involvement. A comparative study analysed the parent involvement in the activities and programmes in the school. It discussed the relationship between the child and the teacher versus the parents' involvement in the school. The conceptual model of School Parental Involvement as sources of Social Capital was formulated. The analysis used in the study were pathway and regression analysis. There was a significant difference in the math achievement of the private school parental involvement whereas school achievement was higher in the school achievement of the public school parental involvement.

Miano (2010) conducted a study on 'Mexican Immigrant Mothers' Participation in their Children's Schooling – and their Own'. The objective of the study was to examine the literary practices and parental school involvement of Mexican immigrant mothers. The samples were 7 first-generation Mexican immigrant mothers, trained in native language literacy classes that were planned for their parents in their children's school. It was an ethnographic study comprising of mother's lived histories, cultural moorings, the current practices at home and at school. This study dealt with the historical background, the different families, identities and cultures. The parental involvement meant children picked the values from their mothers. It included hard work, persistence, moral support, community volunteering and enrichment opportunities for children. This research documented parent participation on community involvement, schoolwork and political activism brought remarkable changes among children.

Makarewicz (2013) conducted a study on 'examining the influence of the Urban Environment on Parent's Time, Energy and Resources for Engagement in their Children's learning'. The objective of the study was to examine the effect of urban environment on parents' time, energy and resources for engagement in their children's learning. The samples were the parents in 70 families living in low-and mixed income neighbourhood of Oakland, Ca. The tools used in the present study were a take-home survey and a two-day time use diary and personal interview. The survey consisted of personal background, education, household expenditures, housing history, residential location choices, current and previous employment, daily activities, transportation patterns and engagement activities with their children. The analysis used in the study were Pearson's product moment correlation. The findings were that the neighbourhood analysis showed the manner families responded to similar neighbourhood conditions. It portrayed the various conditions in the urban environment that related to parent engagement, work schedules, transportation costs, transit system, housing location, affordable

housing policies, park conditions and community development. The time and cost to travel to these schools can reduce the time and resources.

Kim et al. (2018) conducted a study on 'Parental Communication, engagement and support during the Adolescent Voluntary Medical Male Circumcision Experience'. The objective of the study was to define the kinds of Parental Involvement in the Education of their children in Dubai. The samples were 192 male adolescents aged 10-14 and 15-19 years, from South Africa, Tanzania and Zimbabwe. The tools used in the present study were qualitative data from parents and quantitative data from male adolescents undergoing VMMC, either by surgery or elastic collar compression device. The analysis used in the study were multivariate poison regression with general equations and robust standard errors. The findings were that parents and guardians found challenges and hesitancy in communicating to their sons about VMMC. Parents play a crucial role in guiding the sons about the health and hygiene to be followed before and after the VMMC procedure.

Ferreira, et al. (2017) conducted a study on 'Trajectories of Parental Engagement in Early Childhood among Dual-Earner Families: Effects on Child Self-Control'. The objective of the study was to examine the change trajectories of mothers and fathers' engagement in early childhood. The samples were collected from 156 four-year old children of dual-earner families for 3 consecutive years. The tools used in the present study were Parenting Relationship Questionnaire, Confirmatory factor analysis and Social Skills Rating System. The analysis used in the study were descriptive analysis, latent growth curve and structural equation modelling. The findings were that there was a negative association between work-family conflict and parental engagement for both the parents. Mother engagement and father engagement was a positive predictor of child behavioural self-control. Parents from dual-earner families deal with specific challenges concerning the balance between job demands and parental risks. The influence of parental engagement in dual-earner families helps children with the development of self-control over time.

Jay, Rose & Simmons (2018) conducted a study on 'Why is Parental Involvement in Children's Mathematics Learning Hard? Parental Perspectives on their Role Supporting Children's Learning'. The objective of the study was to investigate parents' experiences and practices supporting children's mathematics learning. The samples were 8 to 10 year old children from 16 primary schools. The tools used in the present study were Interview

protocol on parents' experience of mathematics with their children. Scaffolding questions were asked to initiate more discussion and explanation. It focused on parent's level of confidence, ability in mathematics and experience in doing mathematics with their children and their interactions with school about mathematics. The analysis used in the study were that there was a negative association between parents' involvement and students' achievement in mathematics. There was a disparity between teachers' expectations of students solving problems and parents' understandings of mathematics. This research insisted parents and teachers to develop a positive attitude towards mathematics.

Williams, Williams & Ullman (2002) conducted a study on 'Parental Involvement in Education'. The objective of the study was to define the level of involvement parent have in their children's education, focusing on practical help in schools, relationship with teachers and involvement with homework'. The samples were 2019 households containing children of primary and secondary school children, aged 5 to 16. It was conducted form 21st November to December 2001. The sampling technique was probability sampling. The questionnaire focused on parents' relationships with their child's school and the teachers in school. The dimensions were active involvement, awareness of initiatives and communication issues. The analysis used in the study were percentile analysis. The findings were that it discussed the role of parents in the education of their children. There was high percentage of parental involvement in the primary school children, which decreased as the child progressed into middle school. The teenagers blocked their parents in their homework and wanted freedom in decision-making. Parents were happy with the schools' attitudes towards them.

Goodall & Montgomery (2014) conducted a study on 'Parental involvement to parental engagement: a continuum'. The objective of the study was to draw a relationship between parental involvement with schools and parental engagement with children's learning. This theoretical research paper discusses the similarities and differences between the parental involvement with the schools and the parental engagement with their children's learning. Parental involvement with the school, the schooling, the children's learning was discussed. The benefits and shortcomings of the relationship was portrayed. There is a shift in roles and responsibility of the parents from being the receivers of information to levels of partnership with the teachers and slowly to lead discussions.

Hamilton, Roksa & Nielsen (2018) conducted a study on 'providing a Leg up: Parental involvement and opportunity hoarding in College'. The objective of the study was to explore parental involvement in social-class variation among students. This paper discussed the role of parents in helping children from various backgrounds attain enriched college experiences. The samples were 50 interviews with parents whose daughters pursued first year in public university in Midwest. The analysis used in the study were percentile analysis. The findings were that the affluent families were able to help their children into good education, whereas middle-income families felt that they were outsiders. The exposure about the courses, eligibility, requirements, academic support, internship and employment was given through the affluent families while the other two categories middle-income and low-income families were not able to do so. The parents of these two categories often felt that they were betrayed by the university. White parents secured a better place in Language barriers, documentation and negotiation compared to non-whites and immigrants.

Barbour, et al. (2018) conducted a study on 'Parental Engagement Fund'. The Parental Engagement Fund was a 1 million fund, launched in 2014 managed by Sutton Trust and funded by Esmee Fairbalm Foundation, UK. The fund was created to engage parents, improve home learning environment and support child development. It helped participation of parental behaviour with children, hold monthly meetings to motivate parents, evaluate development and give feedback. It strived for the upscale better home learning environment. It promoted active engagement and changes in the home-learning environment through modelling, opportunities to practice, peer learning, access to resources and fresh ideas.

Al Sumaiti (2012) conducted a study on 'Parental involvement in the Education of their children in Dubai'. The objective of the study was to define the kinds of Parental Involvement in the Education of their children in Dubai. This was a policy brief that explores the parental role in the education of their children by the Dubai Government. It focused on the students, parents and teachers. Children with better parenting approaches perform better in academic tests. It included parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. It portrayed the special care and guidance in every step at early childhood education. All aspects of the child's intellectual, emotional, physical and social needs was given importance in the primary years. Parental involvement in pre-kindergarten was associated with greater reading achievement and less grade retention until eighth grade. In the later stage, language acquisition was the prime

factor. This paper suggest recommendations to the parents for better involvement for better academic performance of their children. The findings were that some schools encouraged parental involvement more effectively than others did. Parental involvement instilled school readiness among children.

There are not many researches, largely focusing on parental engagement in the UAE. However, there are several crosscutting studies that touch upon parental engagement practices in the UAE, that offer relevant background to parental engagement practices in the UAE. Eapen & Ghubash (2004) indicate, how parental attitudes, beliefs and their involvement in their children's education influence on mental health of problem children. Al Sumaiti (2012) points out the observation in private schools in Dubai that parents are often confused as to what is to be expected of them regarding their role in their children's education. Rutledge & Madi (2017) highlight that parental support as well as interference are significant in choice of studies of students in the UAE. Moussa-Inaty & De La Vega (2013) in their study found out that Emirati parents in general view parental involvement as important, however, in reality they heavily rely on school staff and teachers for this involvement. Sanderson & Preedy (2016), show in their study 'parents as play partners' that learning to involve with children's education enables parents to enjoy and engage well.

2.5. Summary of the Review of the Related Studies

In the previous section, the researcher highlighted some of the related literature review to the present research study. The following literature reviews are discussed, what do we need to know about parent engagement? Importance of parent engagement, then teachers' perceptions of parent engagement, level of parent engagement, and factors influencing parenteral engagement.

Table 2.2: Summary of the review of the related studies

Author & Context (site)	**Aim of the Study**	**Methods, Samples, Instruments**	**Key findings**	**Claim and Conclusion**
Fan & Willaims (2009)	Examine the various	15,235 10^{th} grade students.	Significant association	The various dimensions of

	dimensions of parental involvement predicted students motivation.	Academic self-efficacy scale, Motivation Strategies for Learning Questionnaire and Scale of Intrinsic Versus Extrinsic Orientation.	between parental involvement and student engagement. Academic success of their children motivated their children towards achievement.	parental involvement, students achievement in academic activities, self-efficacy and intrinsic motivation in Maths and English.
Jongyeon (2017)	Investigate the parental involvement in Korean two-way immersion programs from the social capital theory perspective	454 parents in Los Angeles. Parents' school involvement, parental demographic information, perceived school environment and obstacle hampering parental involvement	Positive association between parental involvement and bilingualism in the schools. A positive correlation between parental interaction and school environment	Immigrant parents from various racial, cultural and linguistic background faced difficulties to initiate conversation with other parents
Jeynes (2018)	introduce a practical model to guide school leaders into enhancing parental involvement and parental engagement	Dual Navigation Approach (DNA). It consists of a rubric with 6 meta-analyses that was conducted for 15 years.	Parental style, reading with children, informative communication, household rules, partnership with teacher and drawing from	It provided suggestions to be more community conscious.

			the community.	
Fan, Williams & Wolters (2012)	Investigate the relationship between dimensions of parental involvement to school motivation.	Caucasian, African American Asian American and Hispanic Students. Motivated Strategies for Learning Questionnaire, Self-Report Scale and Intrinsic versus Extrinsic Orientation.	Significant relationship between parent participation and academic self-efficacy in English and engagement for Caucasian students but negatively affected their intrinsic motivation toward English.	American parents favoured mathematics or science more than art or literature, have a strict home surveillance and encourage their children to work hard and perform better than their counterparts.
You, et al. (2013)	Examine the effect of parental involvement on the academic achievement and self-efficacy among adolescent students.	6,334 Korean adolescents, Three-stage stratified cluster sampling, Lagrange Multiplier Tests and the data drawn for three years	Parental involvement improved the relationship between academic self-efficacy and academic achievement in reading, English and math.	Korean parents spent less on reading compared to math and English.
Williams, et al. (2017)	Evaluate parental involvement in children's learning using problem-solving	27 children in a primary school to the Northwest of England. Hoover-Dempsey and	Children were happy to complete their homework with their parents' help. Parents	The open-ended problem-solving activities initiated students to move towards an

	mathematics homework to raise children's self-efficacy.	Sandler's model of parental involvement.	also were in favour of guiding their wards in their homework.	inquisitive approach on mathematics.
Henry, Plunkett & Sands (2011)	Analyse family structure, parental involvement and academic motivation among Latino adolescents.	594 adolescents. Self-report data, Parental behaviour measure, Academic support scale and Parental monitoring.	Mother involvement had a significant influence on academic motivation	Parental involvement and academic structure may alter based on the gender of the parents and family structure.
Jungert & Koestener (2015)	to investigate whether systemized support from teachers and parents influence motivation, self-efficacy and science performance of science students	288 students studying final year of a science programme Students' perceptions of teacher support for autonomy, parental support for autonomy, parent engagement in science, systemizing, motivation, self-efficacy and achievement in science.	Parental support for autonomy had a remarkable improvement on the students in cognitive orientation.	Parents should try to be more involved in their children's science studies in high school.
Lam &	Examine the	32 parents of	Significant	Parental

Ducreux (2013)	effects of Parental Influence on middle school students' academic achievement.	middle school students in Los Angeles. Inventory of parental influence, which comprised of parental pressure and support, parental help, monitoring, press for literacy and communication.	relationship between communication between parent and child with their academic achievement	influences play a vital role in the academic achievement of students.
Zong, Zhang & Yao (2018)	Examine the relationship between parental involvement, moderating role of parenting style and achievement goals of children	614 fourth and fifth grade students. Achievement Goals Questionnaire, Chinese instrument of Parental involvement, psychological control scale and socio-economic status.	Positive prediction of academic socialization on children's mastery goals. There was also a positive correlation between academic socialization and children's performance-approach goals	Parental involvement also brings about children's autonomy, independence and cognitive abilities.
Gaetana, Dario & Concetta (2017)	Examine the contribution of school-related parental	501 adolescents Parental monitoring Scale, Academic	Positive association between academic	Self-determined motivation and academic self-efficacy are

	monitoring, self-determination and academic self-efficacy to academic achievement.	self-efficacy, Reven's Progressive Matrices and Academic Motivation Scale.	success, physical health, peer affiliations, life satisfaction and economic status	correlates of academic achievement.
Park (2013)	Check whether school parental involvement was related to academic efficacy.	Students, parents and principals. Three parent school-based involvement. Model of School Parental Involvement	a significant difference in the math achievement of the private school parental involvement whereas school achievement was higher in the school achievement of the public school parental involvement	Discussed the relationship between the child and the teacher versus the parents' involvement in the school.
Miano (2010)	Examine the literary practices and parental school involvement of Mexican immigrant mothers.	7 first-generation Mexican immigrant mothers. An ethnographic study comprising of mother's lived histories, cultural	Parental involvement meant children picked the values from their mothers, hard work, persistence, moral support, community volunteering and	This research documented parent participation, parent involvement on health, community involvement, schoolwork and political

		moorings, the current practices at home and at school.	enrichment opportunities for children	activism brought remarkable changes among children.
Makarewicz (2013)	Examine the effect of urban environment on parents' time, energy and resources for engagement in their children's learning.	Parents in 70 families living in low-and mixed income neighbourhood of Oakland, Ca. The tools used in the present study were a take-home survey and a two-day time use diary and personal interview.	Portrayed the various conditions in the urban environment that related to parent engagement, work schedules, transportation costs, transit system, housing location, affordable housing policies, park conditions and community development.	Time and cost to travel to these schools can reduce the time and resources.
Kim, et al., (2018)	Define the kinds of Parental Involvement in the Education of their children in Dubai	192 male adolescents' qualitative data from parents and quantitative data from male adolescents undergoing VMMC, either by surgery or elastic collar	Parents and guardians found challenges and hesitancy in communicating to their sons about VMMC.	Parents play a crucial role in guiding the sons about the health and hygiene to be followed before and after the VMMC procedure.

		compression device.		
Ferreira, et al (2017)	Examine the change trajectories of Mothers' and fathers' engagement in early childhood.	156 four-year old children of dual-earner families for 3 consecutive years. Parenting Relationship Questionnaire, Confirmatory factor analysis and Social Skills Rating System.	A negative association between work-family conflict and parental engagement for both the parents.	The influence of parental engagement in dual-earner families helps children with the development of self-control over time.
Jay, Rose & Simmons (2018)	Investigate parents' experiences and practices supporting children's mathematics learning.	8 to 10 year old children from 16 primary schools. Interview protocol on parents' experience of mathematics with their children. focused on parent's level of confidence, ability in mathematics and experience in doing mathematics with their	Negative association between parents' involvement and students' achievement in mathematics.	Research insisted parents and teachers to develop a positive attitude towards mathematics.

		children and their interactions with school about mathematics		
Williams, Williams & Ullman (2002)	Define the level of involvement parent have in their children's education, focusing on practical help in schools, relationship with teachers and involvement with homework.	2019 households primary and secondary school children, probability sampling. parents' relationships with their child's school and the teachers in school.	High percentage of parental involvement in the primary school children, which decreased as the child progressed into middle school.	The teenagers blocked their parents in their homework and wanted freedom in decision-making.
Goodall & Montogomery (2014)	Draw a relationship between parental involvement with schools and parental engagement with children's learning	This theoretical research paper discusses the similarities and differences between the parental involvement with the schools and the parental engagement with their children's learning.	Parental involvement with the school, the schooling, the children's learning was discussed. The benefits and shortcomings of the relationship was portrayed	A shift in roles and responsibility of the parents from being the receivers of information to levels of partnership with the teachers and slowly to lead discussions.
Hamilton, Roksa &	Explore parental involvement in	50 interviews with parents	The exposure about the	White parents secured a better

Nielsen (2018)	social-class variation among students.	whose daughters pursued first year in public university in Midwest. The analysis used in the study were percentile analysis.	courses, eligibility, requirements, academic support, internship and employment was given through the affluent families while the other two categories middle-income and low income families were not able to do so	place in Language barriers, documentation and negotiation compared to non-whites and immigrants.
Barbour, et al. (2018)	Created to engage parents, improve home learning environment and support child development.	The Parental Engagement Fund was a 1 million fund, launched in 2014 managed by Sutton Trust and funded by Esmee Fairbalm Foundation, UK.	Helped participation of parental behaviour with children, hold monthly meetings to motivate parents, evaluate development and give feedback. It strived for the upscale better home learning environment	Promoted active engagement and changes in the home-learning environment through modelling, opportunities to practice, peer learning, access to resources and fresh ideas.
Al Sumaiti	Define the kinds	A policy brief	Included	Parental

(2012)	of Parental Involvement in the Education of their children in Dubai.	that explores the parental role in the education of their children by the Dubai Government.	parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.	involvement instilled school readiness among children. It portrayed the special care and guidance in every step at early childhood education

All these previous studies highlight the importance of the parental engagement practices. They show the relationship among effective parental engagement practices with better schooling, the impact good parental involvement leading to effective learning outcome of the children, the link between strong parental engagement and overall development of students. These researches once again confirm the general assumptions that good parental involvement results in great learning experiences for students. They also have indicated the general challenges and benefits of parental involvement practices in different contexts. In this current study, the researcher is keen to understand the same in the context of Abu Dhabi. The researcher is also keen to understand the differences and similarities among the current and previous studies.

CHAPTER 3: METHODOLOGY

3.1. Overview of the Chapter

This section focuses on the choice of the mixed research methodology in relation to the goals of this research; the choice of the sequential explanatory paradigm and case study research design, sampling procedures, research ethics, data collection techneques, a strategic framework , the trustworthiness of the study, ethical considerations and work plan.

3.2. Research Approach

This research is a mixed method that depends on both quantitative and qualitative data to answer the research questions and therefore uses both objective and interpretative lenses as they complement each other (Johnson & Onwuegbuzie, 2004). The research uses social constructivist approach, which supports the researcher to develop a suitable parental involvement model that will suit public schools in Abu Dhabi. Therefore, the participants in both the quantitative and qualitative data collection process will inform the study in detail. This research largely uses phenomenological approach to understand the phenomenon 'parental engagement' using the lens of social constructivism. For Stanford Encyclopaedia of Philosophy (2018) phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions. In addition, according to Berkley Graduate Division (2018) social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning. Social constructivism was developed by post-revolutionary Soviet psychologist Lev Vygotsky.

There are three basic methods of conducting research, such as qualitative, quantitative, and mixed (Bryman, 2012). For this study, quantitative research method has been selected, as it will enable the researcher to access the respondents, collect, and analyse the responses in the given period. The research will be based on the deductive reasoning because the research will proceed from general to specific information. Deductive reasoning is linked to the

quantitative research as the researcher develop research questions as well as assumptions and analyses the validity with the help of data collected from the respondents (Lodico, Spauldin & Voegtle 2006). The adoption of the deductive reasoning indicates that the study will use positivism as the philosophical framework. According to Bryman (2012) quantitative research help to examine the casual relationship between different variables. Onwuegbuzie & Leech (2006) suggest to link research questions to mixed method data analysis procedures. Qualitative research focuses on the collection of mainly verbal data rather than device of data that should be measured. The information collected is then analysed in an interpretative, subjective, impressionistic or even diagnostic. The qualitative methods are a group of research methods used in qualitative studies. They find use in particular in the social sciences, such as, for example, in sociology, in ethnology and anthropology, and marketing. They deliberately leave out the aspect quantitatively to gain depth in the analysis of the object of study. For this, various techniques based on the administration of open questions and the exploration of language is implemented. The focus groups or round tables, the content analysis or desk research, observation participatory, are the most important (Denzin, 2009).

Being inductive; consequently, presents a flexible research design, with vaguely worded questions. Even, you can incorporate findings that were not originally planned, and help to better understand the phenomenon studied. Thus, if we take the study of discourse of the teacher in the classroom, can be detected while other phenomena, such as the contributions of students who seem to be related to the educational goal of the class, and that escape apparently the object of immediate study, but that might be interesting to better understand the studied object or as a starting point for further research (Ritchie, et. al. 2013). Having a holistic, global perspective of the phenomenon studied, without reducing the subject to variables. This means that qualitative methodology is interested in taking into account all the elements that surround a particular phenomenon, issue, reality, situation, and so on.

Qualitative research search for deep understanding, rather than establishing cause-effect relationships between phenomena. In the case in point illustration, does not seek to account for why the speech teacher has certain distinctive features, but rather to describe this discourse (Denzin, & Lincoln, 2009). Consider the researcher as a measuring instrument. The investigator may participate in research, even be the subject of research since introspection is considered as a valid scientific method (Ritchie, et al. 2013). Conducting intensive small-scale studies: Not interested in studying a representative population studied universe, as

stated in the quantitative methodology, but few subjects analysed in depth. In this regard, note that the generalization is not looking, but the specificity of the observed reality. Qualitative study generally do not test theories or hypotheses, but rather generate them. It is, rather, a method of generating theories and hypotheses, which open future research. This research will be a case study research. According to Yin (2013) case study research should not be confused werith qualitative research, as case studies can be based on any mix of quantitative and qualitative data. The case study research design is also useful for testing whether scientific theories and models actually work in the real world. The current study uses four selected schools as the cases for the research. Therefore a mixed-method design will be used to collect the data. Tashakkori and Teddlie (2010) explained "the reasons for the importance of Mixed Methods Research (MMR) design typologies includes their role in 1) establishing a common language for filed, 2) producing possible blueprint for researchers who want to employ MM deign, 3) legitimizing MMR be introducing design that are clear distinct for those in Quantitative (QUAN) or Qualitative (QUAL) researches, 3) providing useful tools for pedagogical purpose". Furthermore, this study will use explanatory, which will study design to identify, compare, and analyse differences in teachers', parents and leadership teams perspectives on parental involvement. According to Ivankova (2006), the researcher first collects and analyses the quantitative (numeric) data. The qualitative (text) data are collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. In the second phase, qualitative data, builds on the first, quantitative, phase, and the two phases are connected in the intermediate stage in the study. The third tool for data collection will be documents alaysis ,which will depends on the availability of them in each school. There will be no guarantee to find any written documents on parent engagement policies at schools.

3.3. Research Design

In order to answer the research questions, researcher will use two instruments to collect data for both quantitative and qualitative data. Collecting both quantitative and qualitative data provided a means of triangulation to assure data reliability. Therefore, data will be gathered by two phases: the initial phase (being quantitative data collection and analysis), followed by a second phase of qualitative data collection and analysis.Also, document analysis will be used to reach the hedin information that might help the researcher undercover the issue of the lack of parent engagement.

3.3.1. Scope of the Current Study (Context, Site, Population and Samples)

There are thirty eight government cycle one; grade one up to grade four, schools in Abu Dhabi region. Some of these schools are girls only, boys only and some are co- education (boys and girls together). The population for this study will be four government schools in Abu Dhabi, which are managed and supervised by Abu Dhabi Education Council (ADEC). These Elementary Schools are located in Al Falah and Al Shamkha, which are small towns in the Emirate of Abu Dhabi; the capital of United Arab Emirates (UAE). The four schools are cycle one, which serve grade one through fifth grade students. Families served by the school live in this town or in some areas that are close to it. The majority of children ride the school bus daily when the rest of children use their own private transportation. The curriculum is Australian curriculum, which is adapted for the UAE students under the supervision of ADEC. The capacity of each class is between 25 and 30 students. Math and Science subjects are taught in English language.

The teachers and school leaders in these schools are from different nationalities; Emirati and expats. Each school has its own program for parental involvement, which includes; weakly school report to inform parents with the topics that will be taught in the next weak and notes for coming exams, quizzes, or class activities in advance. Accordingly, the sample size will be four hundred and thirty participants. More information is provided about specific sampling in the quantitative and qualitative data collection sections. The sample population will be parents, teachers and schools leadership from the four selected public schools in Abu Dhabi. The sampling technique for quantitative and qualitative data will be different.

3.3.2. Document Analysis

In addition to interviews and surveys, documents analysis will be reviewed to complete the data collection procedures. According to Bowen (2009), document analysis bearing witness to past events, documents provide background information as well as historical insight. Such information and insight can help researchers understand the historical roots of specific issues and can indicate the conditions that impinge upon the phenomena currently under investigation. The researcher can use data drawn from documents, for example, to contextualise data collected during interviews.

It will be depends on the avilibality of the doctument in each school. The research will mainly rely on the school handbook as most schools inform parental responsibilities and parental invovlement practices in it. The handbooks of the four selelected school will anylayed by comparing them to Epstien six types of parent involvement. Futhermore, the rsersch will look for the diffrense and similarities with Epstine Model and hilated the gaps in each schools parental invovlement practices.

The research mainly used deductive reasoning approach to the content anlaysis, as it is most common in qualitaitve content analysis. As informed by Elo & Kyngas (2008) that inductive content analysis is used in cases where there are no previous studies dealing with the phenomenon or when it is fragmented. A deductive approach is useful if the general aim was to test a previous theory in a different situation or to compare categories at different times.

3.3.3. Survey

It is the method using an instrument (printed or online), aimed at obtaining answers to the problem under study and that the invested or consulted fills itself. The questionnaire can be applied to groups or individuals or the investigator responsible for collecting the information being presented, or may be mailed to selected recipients in the sample. Because of its administration may be presented problem related to the quantity and quality of data that seeks to study. Some problems associated with sending questionnaires could be: that is not returned; respondents can evade the answer to any question or not give the necessary importance to the answers provided. For this and other factors, the instrument used for data collection should be subject to careful preparation.

Some advantages of the questionnaire are its costs relatively low, its ability to provide information on a larger number of people in a fairly short and easy to obtain, quantify, analyse and interpret data. Within the limitations of this method include: it is flexible grounds, information cannot be changed or deepened if the questionnaire is mailed on runs the risk of not reaching the addressee or survey respondents is obtained; also difficult to obtain a high rate of completion of the questionnaire (Ritchie, et. al. 2013).

There are three possibilities exist for locating an instrument to use: researcher can develop,

locate and modify it, or locate one and use it in its entirety (Creswell, 2011). For the purpose of the context nature, the researcher will use Modify. According to Creswell (2011), modifying instrument "means locating an existing instrument, obtaining permission to change it, and making changes in it to fit your requirements. Typically, authors of the original instrument will ask for a copy of your modified version and the results from your study in exchange for your use of their instrument". Thus, in the quantitative phase, the researcher will conduct survey instrument, which is a paper – based questionnaire adapted from Joyce Epstein. She has studied the concept of parent involvement for years, and she has broken it down into six types in order to truly and fully defines parent involvement. She defined her Six Types of Parental Involvement as: parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community (Epstein et al, 2002). In this study, the researcher will adapt these six dimensions in order to measure the perceptions of teachers with regards to parental involvement.

The **sampling for the survey will be random selection** of parents, teachers and school leaders within the four schools. The surveys were distributed to two hundred teachers and two hundred parents; fifty from each schools. The collected data were systematized and analysed using SPSS, and presented in the form of graphs and diagrams. The researcher delivered teacher and parent surveys to the school administration; school vice principal, to deliver them to all teachers and parents. The researcher placed a box in the vice principal office to collect all returned enveloped. A cover letter was included with the survey explaining the purpose of the study and the importance of completion of the survey. Each survey was placed in an envelope.

Teachers were asked to complete the survey, seal it and return the envelope to the school vice principal within a week. As the study uses the same questionnaire of Epstein, it was not required to pilot it. Both descriptive and inferential statistical analysis were used. The results noticed from the survey data were used to investigate further understanding in the interviews phase. The quantitative data from the surveys was analysed using Statistical Package of the Social Sciences (SPSS) to determine the relationship between various demographic characteristics, and the six types of parental engagement activities. Descriptive statistics was used to calculate the distribution and frequency of the nominal and ordinal data collected from the survey. Means and standard deviations will be calculated to determine the average scores and dispersion of the ordinal and interval/ratio data. The collected data were presented

in graphs and diagrams forms.

3.3.4. Interview

In order to gain in depth understanding of the current parental involvement practices in the four selected public schools and to understand the ideal parental involvement practices for public schools in Abu Dhabi, a semi-structured qualitative interview was conducted. It is estimated that this method is more effective than the questionnaire, as it allows gaining information that is more detailed. Through this, the researcher can explain the purpose of the study and clearly specify the information you need, if there is a misinterpretation of the question allows rinse, ensuring a better response. It is possible to find the same information in different ways at different stages of the interview, thus providing a check on the accuracy of the answers (Ritchie, et. al. 2013). As data collection technique, the interview has many advantages; it is applicable to any person, being very helpful with illiterate, the children or those with limited physical or organic that hinders them to provide a written response. It also lends itself to use in those investigations on psychological or other kind want to pursue the subject areas, according to the original response consulted, allowing to explore or investigate the extent that the investigator deems appropriate (Denzin, & Lincoln, 2009).

The researcher will design interview questions based on the surveys data analysis. Bakker and Denessen (2007) suggest the use more qualitative methods for measuring parent engagement, for example by interviewing parents in depth about their own accounts for their behaviors. This seems also the best guarantee to detect the more hidden features of their engagement in their children's education. To conduct the Semi-structured interviews, purposive techneque will be used to select thirty participants. Interviews have been recommended as powerful qualitative method to gain the lived experience of the subjects studied. For Kvale & Brinkmann (2009) interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data. According to McMillan & MacMillan (1996), sometimes referred to as purposeful, judgment or judgmental sampling the researcher selects particular elements from the population that will be representative or informative about the topic. Reseracher will communicate with school leaders to arrange for the interviews in the schools of their preference, and at a time convenient to them. In each of the four schools, three teachers, three parents will be **selected**

purposefully acording to their active participation in parents involvement acitivities, who will be interviewed independently at their own conveiniet time. As the qualitative data collection instrument 'semi-structured interview questionnaire' was development by the researcher, it was required to validate the instrument. The researcher validated the questionnaire through expert views. The researcher send the draft semi-structured questionnaire to the supervisor, one school leader, one parent and one teacher who have relevant knowledge in the field 'parental engagement', whose suggestions were relevant to improve and finalise the semi-structured interview questionnaire.

As some respondents were hesitant to be recorded, the researcher took notes, which were later transcribed and were send back to each of the respondened to get it checked to meet the member check procedure. The transcripts were read and re-read to look for emerging themes, which were used for futher analysis. Then interviews were analysed by looking through similar and different responses among the respondents. The researcher looked for the similarities and differences within parents, within teachers and within school leaders initially and later the researcher looked for the similarities and differences among the general views of parents, teachers and school leaders. The interview analysis was done following the Kvale's (2009) six steps in analysis: 1. subjects describe their lived world during the interview, 2. subjects themselves discover new relationship during the interview, 3. interviewer during the interview condenses and interprets the meaning, 4. transcribed interview is interpreted by the interviewer (three parts: structuring, clarifying and analyzing, five approaches: condensation – identify central theme, categorization – illustrate main and sub-categories, narrative structuring – analysis in the form of narration, interpretation – researchers perspective, and ad hoc methods – different approaches for meaning generation) 5. re-interview, 6. include action

3.4. Key Methodological Considerations

3.4.1. Ethical Considerations

According to Creswell (2011) "it is important to respect the site in which the research takes place. This respect should be shown by gaining permission before entering a site, by disturbing the site as little as possible during a study, and by viewing oneself as a "guest" at the place of study". DiCicco-Bloom and Crabtree (2006) suggested four ethical issues related

to the interview process: 1) reducing the risk of unanticipated harm; 2) protecting the interviewee's information; 3) effectively informing interviewees about the nature of the study, and 4) reducing the risk of exploitation.

Hence, regards ethical considerations the researcher will ensure that the data collection for this study will be achieved in an ethical manner, the researcher will follow the guidelines of British University and Abu Dhabi Educational Council procedures and policies. All parents and school leaders, who will be participated in the study volunteered to be a part of the study. Confidentiality will be a key factor, and all participants will be assured of the confidentiality of their statements and perceptions. Participants name will not be required. All participants' will provide with a description of the research procedure, its purpose and expected benefits.

3.4.2. Role of the Researcher

The researcher has three different roles, such as a parent, a teacher and a school leader that offers the researcher the ability to understand the views and perspectives of the three key stakeholders in this study namely, the parent, the teacher and the school leader. One of the four schools is where the researcher is working. The researcher was aware of any potential bias or prejudice that are common with the researcher being an insider of the context / site researched. The researcher maintained a researcher's reflection journal that helped the researcher to overcome any such potential bias in the study. However, the researcher acknowledges that removing subjectivity completely in certain studies, particularly using qualitative data is not completely possible.

3.4.3. Reliability of the Quantitative Data

According to Creswell (2014), when using the mixed methods approach, validity can be carried out by using a convergent approach i.e. a strategy from the quantitative method e.g. content validity and another from the qualitative method e.g. triangulation. This study uses different data collection tools for triangulation, which are document analysis, surveys and interviews. He suggests a list of strategies that could be used to increase trustworthiness and reliability some of which are used in this study: piloting the instruments with peer reviewers and triangulation.

3.4.4. Trustworthiness of the Qualitative Data

Trustworthiness ensures validity and means accurately describing the perspectives of the participants (Johnson & Christensen, 2012). In this phase, trustworthiness is established by transcribing the notes taken during the interview, without losing the essence of the meaning. This was achieved by member check procedure, by asking the respondents to re-examine the transcripts and confirm their statements in the transcripts. The researcher also asked the supervisor to review all of the interview transcripts. These helped the researcher to establish the trustworthiness of the qualitative data.

3.4.5. Summary of the Research Method

The following table presents the summary of the research method. This table helps to connect the data collection and analysis method with the context, site, population and samples. In addition, it helps to link the objectives and research questions with the methods of the study.

Table 3.1: Summary of the research method

Objectives	Questions	Context / Site / Samples	Data & analysis technique
To understand the importance of parental engagement practices in schools exploring the literature and previous similar studies	What are the importance and benefits of parental engagement practices as reported in the literature?	General trend in the UAE and in the world Global and local studies	Literature review
To identify best parental enagagement practices in the UAE	What are the best parental engagement practices in the UAE?	UAE (ADEC KHDA)	Document Analysis Review of relative

		Global studies	literature
To map out the current parental engagement practices in the four selected public schools in Abu Dhabi through document analysis	What are the current parental engagement practices in the four selected public schools in Abu Dhabi?	Abu Dhabi Four public school in Abu Dhabi	Document Analysis
To explore the views of parents, teachers and school leaders through survey	What are the views of the school leaders, teachers and parents (from the four selected schools in Abu Dhabi) on Epstein's 6 types of parent involvement (namely: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community)?	Abu Dhabi Four public school in Abu Dhabi 23 School leaders 5.42% 200 teachers 47.17% 201 parents 47.41%	Survey Descriptive and Inferential analysis
To study the perspectives of school leaders, parents and teachers through interview	What are the views of parents, teachers and school leaders on current and prospective parental engagement practices in public schools in Abu Dhabi?	Abu Dhabi Four public school in Abu Dhabi	Interview 8 school leaders 12 teachers 12 parents

CHAPTER 4: RESULTS, ANALYSIS AND DISCUSSIONS

4.1. Overview of the Chapter

This chapter starts with some chapter outline which is followed by the description of the four selected schools is presented. The two document analysis, 1. Reviewing the parental involvement programmes of the four schools, 2. Reviewing the parental involvement guideline from two educational agencies in the UAE such as ADEC and KHDA. Following, both the descriptive and inferential analysis of the survey is presented and finally the thematic analysis of the interview results is presented.

4.2. Document Analysis

The document analysis included the description of the four schools, the current parental involvement practices that are extracted from the four school's handbooks, and the parental involvement guidelines from ADEC (2016) and KHDA (Al Sumaiti, 2012), which helps to benchmark the standards of parental involvement practices in the schools.

Table 4.1: Summary of the document analysis

To identify best parental enagagement practices in the UAE	What are the best parental engagement practices in the UAE?	UAE (ADEC KHDA) Global studies	Document Analysis Review of relative literature
To map out the current parental engagement practices in the four selected public schools in Abu Dhabi through document analysis	What are the current parental engagement practices in the four selected public schools in Abu Dhabi?	Abu Dhabi Four public school in Abu Dhabi	Document Analysis

The following table offers the description of the selected four public schools from Abu Dhabi for the current research.

Table 4.2: Description of the four selected schools for the current study

Information	School 1	School 2	School 3	School 4
Year of establishment of the school	2004	2005	2004	2011
Location – Urban / semi-urban / rural	rural	Rural	rural	rural
School hours – Ex: 8 am to 2 pm?	8:00 to 2:00pm	8:00 am to 2:00 pm	8:00 to 2:00pm	From 8:00 am to 2:00 pm
Curriculum followed in the school – ADEC?	ADEC and Ministry	Ministry and ADEK	ADEC and Ministry	ADEC and Moe
Number of students:	481	827	481	512
UAE :	414	652	414	400
Non UAE	67	154	67	112
Number of teacher	35	52	35	35
UAE nationals / Expats,	15 UAE / 20 Expats	35/17	15 UAE / 20 Expats	12uae 23 Expats
How do children come to school – ex; own transport (30%) / school bus (70%)	381 by school bus, 100 by own transport	80% by bus - 20% own transport	360 b school bus 121 by own transport	90% by bus and 10% own transport
Has the school got any parental engagement programme	Yes (once every terms)	Yes (few times in a year)	Yes (once during each terms)	Yes (a few)
Number of parental engagement activities	3 per year	Around 5 in a year	3 per year	2 per year
For how long the school holds parental engagement programme	since it started	For the past 4 years	since it started	Since it started

The school handbooks of the four schools were analysed on their parental engagement activities practices. The following table offers a summary of the current parental involvement practices of the four selected public schools from Abu Dhabi.

Table 4.3: Current parental involvement practices in the four selected public schools

Epstein's 6 typology	School 1	School 2	School 3	School 4
Parenting	Handbook informs parental role clearly	Parents communication book has good information on parenting	Clear instructions about parents responsibilities	Mother council with parents representatives offer relevant support
Communicating	Handbook, Emails, SMS	Handbook, Emails, SMS	Handbook, Emails, SMS	Handbook, Emails, SMS
Volunteering	Volunteer to teach Arabic and other subjects	Expecting parents to actively cooperate	Parent volunteering policy offers clear instruction	Student leadership development
Learning at home	Homework policy defines time required for homework	Place to send notes in the handbook helps to follow home work	Homework policy meets new school model guidelines	Weekly plan seems helpful. Outdoor reading time sounds helpful.
Decision making	Every first Wednesday the parents council meeting at 9 am	No clear information about it in the handbook	School council has parent representatives	Sharing school improvement plan with parents
Collaborating with community	Field-trip helps children connect to community	Celebration of important cultural events and festivals	Students outdoor activities is community based	Celebration of important cultural events and festivals
Other views	Parental council is open to hear parents views	Daily behaviour log in the diary seems useful to follow kids progress	Grade/subject appropriate information at the handbook	Celebrating student's learning in the assembly with parents

In general, all the four schools have their school handbook that provides most essential information about schooling and parents' involvement and responsibilities. As all the four schools are public schools in Abu Dhabi, they seemingly follow the directions from ADEC on standard schooling procedures that includes the instructions about the parental involvement practices. Epstein's six types of parental involvement is relatively captured in all the four schools handbooks, while addressing parental involvement practices and activities in their school. School 1 and school 4 seem to have more explicit information in their handbooks on their parental involvement practices compared to the other two schools. Exploring global and local standards on parental involvement would offer necessary framework to understand and evaluate the ongoing practices. For this, the research considered using the parental engagement guidelines from two educational agencies from the UAE such as ADEC and KHDA.

Table 4.4: Parental involvement guidelines from selected agencies and countries

Epstein's 6 typology	**ADEC**	**KHDA**
Parenting	Roles and responsibilities of parents in their children's learning is important	Parent school contract. Parents' annual survey. Raise awareness of the role of parents
Communicating	Familiarise parents with eSIS* to communication with school	Encourage healthy and meaningful communications. Access to information about school quality.
Volunteering	Parents are encouraged to support teachers in helping children learn	Encourage schools to increase parents involvement
Learning at home	Parents and teachers have to ensure that children complete their homework	Quality time with children helps learning at home.
Decision making	Emphasize the virtues of cooperation and coordination	Promoting the interests of parents at schools and share information
Collaborating with community	Learners to embody a strong sense of culture and heritage	Sensibility to diversity considering the international community.
Others views	Vision: Education first E-citizen training to parents	Most children have two educations; teachers and parents

	Steady growth to quality education	

*eSIS (ADEK, 2018) eSIS is reliable, flexible, sociable, sustainable and interoperable service that was introduced by ADEC to encourage parents to follow their children's learning. It allows messaging between parents and teachers.

ADEC has been steadily making several reforms on school education in Abu Dhabi. The parental involvement guideline of ADEC and KHDA are very much aligned with Epstein's six types of parental involvement. The guidelines of ADEC and KHDA relatively mirror some of the best practices in other countries as these guidelines are often designed with due consultation with experts and consultants from different nations. There are range of other aspects than Epstein's six types on parental engagement are articulated in the guidelines of ADEC and KHDA that mainly address the embodiment of strong sense of local culture and heritage, while appreciating the diversity considering the growing international community in the UAE.

4.3. Survey Analysis

The quantitative data was collecting for the current research using survey method. The parental involvement questionnaire developed by Epstein based on her 6 types of parental involvement (namely: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community) was used gather the quantitative data (attached at the appendices).

Table 4.5: Summary of the survey method

To explore the views of parents, teachers and school leaders through survey	What are the views of the school leaders, teachers and parents (from the four selected schools in Abu Dhabi) on Epstein's 6 types of parent involvement (namely: parenting, communicating, volunteering, learning at home, decision	Abu Dhabi Four public school in Abu Dhabi 23 School leaders 5.42% 200 teachers 47.17% 201 parents	Survey Descriptive and Inferential analysis

	making, and collaborating with community)?	47.41%	

The objective 'to explore the views of parents, teachers and school leaders' is aimed to be met using the survey method. The survey data is expected to answer the sub-research question, 'what are the views of the school leaders, teachers and parents from the four selected public schools in Abu Dhabi? The survey was conducted among parents, teachers and school leaders from four public schools in Abu Dhabi that were selected for this study. Both descriptive and inferential analysis are made to reach emerging findings from the survey data.

4.3.1 Reliability analysis

Reliability analysis was done on items from each factor. The Cronbach's coefficient of reliability was found to be equal or higher than 0.9 in each case, which indicates that the responses received, are consistent. A summary of reliability scores for all types, which can be considered as factors, is shown in the following table.

Table 4.6: Summary of reliability analysis

Type	1	2	3	4	5	6
Number of items	5	10	6	7	7	7
Cronbach alpha score	0.907	0.963	0.935	0.955	0.952	0.883

The six items in the table above refers to the Epstein's 6 types of parental involvement, such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. The details of the reliability is attached at the appendices.

4.3.2 Demographics and Descriptive Analysis

The survey was completed by 201 parents (47.41%), 200 teachers (47.17%) and 23 school leaders (5.42%) from four public schools in Abu Dhabi that were selected for this study.

ANSWER CHOICES	RESPONSES	
School leader	5.42%	23
A teacher	47.17%	200
A parent	47.41%	201
TOTAL		424

Figure 4.1: Demographics of survey samples

Epstein's Type 1 - Parenting focuses on the basic responsibilities of families. This insists on assisting families with parenting skills and setting home conditions to support children as students, and assist schools to understanding families. The five scales used were; never, rarely, sometimes, often and always.

The following figure highlights the summary of the responses from the samples on the following five activities on type 1 – parenting those five statements. For the statement 1 of type 1, 'sponsors parent education workshops and other courses of training for parents', 73 respondents (17.26%) indicated never, 243 (38.81%) mentioned rarely, 154 (36.41%) informed sometimes, 34 (8.04%) indicated often and 19 (4.49%) mentioned always. This response is clearly highlighting that most respondents have indicated either rarely or sometimes. For the statement 2 of type 1, 'provides families with information on child or adolescent development', 77 respondents (18.20%) indicated never, 139 (32.86%) mentioned rarely, 125 (29.55%) informed sometimes, 47 (11.11%) indicated often and 35 (8.27%) mentioned always. This shows that more than half of the respondents chose either rarely or sometimes.

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Sponsors parent education workshops and other courses of training for parents.	17.26% 73	33.81% 143	36.41% 154	8.04% 34	4.49% 19	423	2.49
Provides families with information on child or adolescent development.	18.20% 77	32.86% 139	29.55% 125	11.11% 47	8.27% 35	423	2.58
Provides families with information on developing home conditions that support learning.	14.89% 63	34.28% 145	30.73% 130	11.82% 50	8.27% 35	423	2.64
Asks families about children's goals, strengths, and talents.	13.71% 58	28.84% 122	32.39% 137	15.60% 66	9.46% 40	423	2.78
Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.	19.39% 82	31.68% 134	32.62% 138	9.69% 41	6.62% 28	423	2.52

Figure 4.2: Summary of type 1 – Parenting

For the statement 3 of type 1, ‘provides families with information on developing home conditions that support learning’, 63 respondents (14.89%) indicated never, 145 (34.28%) mentioned rarely, 130 (30.73%) informed sometimes, 50 (11.82%) indicated often and 35 (8.27%) mentioned always. Again, large number of respondents chose rarely or sometimes. For the statement 4 of type 1, ‘asks families about children’s goals, strengths, and talents’, 58 respondents (13.71%) indicated never, 122 (28.84%) mentioned rarely, 137 (32.39%) informed sometimes, 66 (15.60%) indicated often and 40 (9.46%) mentioned always.

Although most respondents mentioned rarely or sometimes, considerable amount of respondent mentioned often. For the statement 5 of type 1, ‘sponsors home visiting programs or neighbourhood meetings to help families understand schools and to help schools understand families’, 82 respondents (19.39%) indicated never, 134 (31.68%) mentioned rarely, 138 (32.62%) informed sometimes, 41 (9.69%) indicated often and 28 (6.62%) mentioned always. Although most respondents chose rarely or sometimes, however, the number of respondent indicated never seems more for this activity compared to other activities. Generally most respondents for all the five statements of type 1 indicated rarely or sometimes, which indicates that schools need to offer more support on parenting.

Epstein’s Type 2 – Communicating, focuses on basic responsibilities of schools that includes conducting effective communications from school to home and from home to school about school programs and children’s progress and this type includes 9 statements. For statement 1 of type 2, ‘has formal conferences with every parent at least once a year’, 55 respondents (13%) indicated never, 128 (30.26%) mentioned rarely, 88 (20.80%) informed sometimes, 68 (16.08%) indicated often and 84 (19.86%) mentioned always. For statement 2 of type 2, ‘provides language translation to assist families as needed’, 71 respondents (16.78%) indicated never, 120 (28.37%) mentioned rarely, 100 (23.64%) informed sometimes, 60 (14.18%) indicated often and 72 (17.02%) mentioned always. For statement 3 of type 2, ‘provides clear information about progress reports and how grades are earned’, 69 respondents (16.31%) indicated never, 102 (24.11%) mentioned rarely, 87 (20.57%) informed sometimes, 68 (16.08%) indicated often and 97 (22.93%) mentioned always.

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Has formal conferences with every parent at least once a year.	13.00% 55	30.26% 128	20.80% 88	16.08% 68	19.86% 84	423	3.00
Provides language translation to assist families as needed.	16.78% 71	28.37% 120	23.64% 100	14.18% 60	17.02% 72	423	2.86
Provides clear information about progress reports and how grades are earned.	16.31% 69	24.11% 102	20.57% 87	16.08% 68	22.93% 97	423	3.05
Provides clear information about programs, and/or activities in this school.	13.95% 59	23.88% 101	27.90% 118	17.97% 76	16.31% 69	423	2.99
Sends home folders of student work weekly or monthly for parent review and comments.	10.87% 46	27.90% 118	28.37% 120	17.02% 72	15.84% 67	423	2.99
Has a staff member send home positive messages about students on a regular basis.	17.26% 73	28.84% 122	28.37% 120	16.08% 68	9.46% 40	423	2.72
Notifies families about student awards and recognition.	12.77% 54	26.24% 111	28.13% 119	18.20% 77	14.66% 62	423	2.96
Contacts the families of students having academic or behavior problems.	12.80% 54	25.36% 107	23.93% 101	16.82% 71	21.09% 89	422	3.08
Provides parents with the telephone numbers and/or e-mail addressed of the school, principal, teachers, and counselors.	10.66% 45	24.64% 104	28.20% 119	14.69% 62	21.80% 92	422	3.12
Conducts an annual survey for families to provide reactions to school programs and share information and concerns about students.	14.66% 62	26.71% 113	32.62% 138	14.18% 60	11.82% 50	423	2.82

Figure 4.3: Summary of type 2 – Communicating

For statement 4 of type 2, ‘provides clear information about programs, and/or activities in this school’, 59 respondents (13.95%) indicated never, 101 (23.88%) mentioned rarely, 116 (27.90%) informed sometimes, 76 (17.97%) indicated often and 69 (16.31%) mentioned always. For statement 5 of type 2, ‘sends home folders of student work weekly or monthly for parent review and comments’, 46 respondents (10.87%) indicated never, 118 (27.90%) mentioned rarely, 120 (28.37%) informed sometimes, 72 (17.02%) indicated often and 67 (15.84%) mentioned always. For statement 6 of type 2, ‘has a staff member send home positive messages about students on a regular basis’, 73 respondents (17.26%) indicated never, 122 (28.84%) mentioned rarely, 120 (28.37%) informed sometimes, 68 (16.08%) indicated often and 40 (9.46%) mentioned always. For statement 7 of type 2, ‘notifies families about student awards and recognition’, 54 respondents (12.77%) indicated never, 111 (26.24%) mentioned rarely, 119 (28.13%) informed sometimes, 77 (18.20%) indicated often and 62 (14.66%) mentioned always. For statement 8 of type 2, ‘contacts the families of students having academic or behaviour problems’, 54 respondents (12.80%) indicated never, 107 (25.36%) mentioned rarely, 101 (23.93%) informed sometimes, 71 (16.62%) indicated often and 89 (21.09%) mentioned always. For statement 9 of type 2, ‘provides parents with the telephone numbers and/or e-mail addressed of the school, principal, teachers, and counsellors’, 45 respondents (10.66%) indicated never, 104 (24.64%) mentioned rarely, 119 (28.20%) informed sometimes, 62 (14.69%) indicated often and 92 (21.80%) mentioned always. For statement 10 of type 2, ‘conducts an annual survey for families to provide reactions to school programs and share information and concerns about students’, 62 respondents (14.66%) indicated never, 113 (26.71%) mentioned rarely, 138 (32.62%) informed sometimes, 60 (14.18%) indicated often and 50 (11.82%) mentioned always. In general, most respondents for most of the statements indicated rarely, sometimes or often.

Epstein’s Type 3 – Volunteering, focuses on engagement at and for the school that aims to organize volunteers and audiences to support the school and students and it has 6 statements. For statement 1 of type 3, ‘conducts an annual survey to identify interests, talents, and availability of volunteers’, 84 respondents (19.86%) indicated never, 143 (33.81%) mentioned rarely, 118 (27.90%) informed sometimes, 48 (11.35%) indicated often and 30 (7.09%) mentioned always. For statement 2 of type 3, ‘has a parent room or family centre for volunteer work, meetings, and resources for families’, 102 respondents (24.11%) indicated never, 125 (29.55%) mentioned rarely, 91 (21.51%) informed sometimes, 55 (13%) indicated often and 56 (11.82%) mentioned always.

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Conducts an annual survey to identify interests, talents, and availability of volunteers.	19.86% 84	33.81% 143	27.90% 118	11.35% 48	7.09% 30	423	2.52
Has a parent room or family center for volunteer work, meetings, and resources for families.	24.11% 102	29.55% 125	21.51% 91	13.00% 55	11.82% 50	423	2.59
Provides ways for families to be involved at home or in the community if they cannot volunteer at school.	23.46% 99	31.28% 132	25.59% 108	12.32% 52	7.35% 31	422	2.49
Has a program to recognize our volunteers.	19.39% 82	29.31% 124	24.82% 105	13.71% 58	12.77% 54	423	2.71
Organizes volunteers to link with all parents.	21.56% 91	30.33% 128	28.91% 122	11.61% 49	7.58% 32	422	2.53
Schedules plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.	18.20% 77	29.55% 125	27.90% 118	12.29% 52	12.06% 51	423	2.70

Figure 4.4: Summary of type 3 – Volunteering

For statement 3 of type 3, 'provides ways for families to be involved at home or in the community if they cannot volunteer at school', 99 respondents (23.46%) indicated never, 132 (31.28%) mentioned rarely, 108 (25.59%) informed sometimes, 52 (12.32%) indicated often and 31 (7.35%) mentioned always. For statement 4 of type 3, 'has a program to recognize our volunteers', 82 respondents (19.39%) indicated never, 124 (29.31%) mentioned rarely, 105 (24.82%) informed sometimes, 58 (13.71%) indicated often and 54 (12.77%) mentioned always. For statement 5 of type 3, 'organizes volunteers to link with all parents', 91 respondents (21.56%) indicated never, 128 (30.33%) mentioned rarely, 122 (28.91%) informed sometimes, 49 (11.61%) indicated often and 32 (7.58%) mentioned always. For statement 6 of type 3, 'schedules plays, concerts, games, and other events at different times of

the day or evening so that all parents can attend some activities, 77 respondents (18.20%) indicated never, 125 (29.55%) mentioned rarely, 118 (27.90%) informed sometimes, 52 (12.29%) indicated often and 51 (12.06%) mentioned always. Generally, most respondents for the six statements in type 3 – 'volunteering', indicated never, rarely or sometimes, which indicates that the general trend in volunteering in these four schools is relatively not encouraging.

Epstein's Type 4 – Learning at home focuses on engagement in academic activities to involve families with their children in homework and other curriculum related activities and decisions and it has seven statements. For statement 1 of type 4, 'provides information to families on required skills in all subjects', 41 respondents (9.69%) indicated never, 166 (39.24%) mentioned rarely, 116 (27.42%) informed sometimes, 55 (13%) indicated often and 45 (10.64%) mentioned always. For statement 2 of type 4, 'provides information to families on how to monitor and discuss schoolwork at home', 78 respondents (18.44%) indicated never, 152 (35.93%) mentioned rarely, 97 (22.93%) informed sometimes, 59 (13.95%) indicated often and 37 (8,75%) mentioned always. For statement 3 of type 4, 'provides information how to assist students with skills that they need to improve', 77 respondents (18.20%) indicated never, 129 (30.50%) mentioned rarely, 110 (26%) informed sometimes, 69 (16.31%) indicated often and 38 (8.98%) mentioned always. For statement 4 of type 4, 'has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member', 77 respondents (18.20%) indicated never, 136 (32.15%) mentioned rarely, 115 (27.19%) informed sometimes, 61 (14.42%) indicated often and 34 (8.04%) mentioned always. For statement 5 of type 4, 'asks parents to listen to their child read or to read aloud with their child', 63 respondents (14.89%) indicated never, 141 (33.33%) mentioned rarely, 124 (29.31%) informed sometimes, 50 (11.82%) indicated often and 45 (10.64%) mentioned always. For statement 6 of type 4, 'provides calendars with daily or weekly activities for families to do at home and in the community', 56 respondents (13.24%) indicated never, 130 (30.73%) mentioned rarely, 129 (30.50%) informed sometimes, 44 (10.40%) indicated often and 64 (15.13%) mentioned always. For statement 6 of type 4, 'provides calendars with daily or weekly activities for families to do at home and in the community', 75 respondents (17.73%) indicated never, 140 (33.10%) mentioned rarely, 139 (32.86%) informed sometimes, 39 (9.22%) indicated often and 30 (7.09%) mentioned always. Unlike the type 3, many respondents indicated often or always for type 4 – volunteering.

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Provides information to families on required skills in all subjects.	9.69% 41	39.24% 166	27.42% 116	13.00% 55	10.64% 45	423	2.76
Provides information to families on how to monitor and discuss schoolwork at home.	18.44% 78	35.93% 152	22.93% 97	13.95% 59	8.75% 37	423	2.59
Provides information how to assist students with skills that they need to improve.	18.20% 77	30.50% 129	26.00% 110	16.31% 69	8.98% 38	423	2.67
Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	18.20% 77	32.15% 136	27.19% 115	14.42% 61	8.04% 34	423	2.62
Asks parents to listen to their child read or to read aloud with their child.	14.89% 63	33.33% 141	29.31% 124	11.82% 50	10.64% 45	423	2.70
Provides calendars with daily or weekly activities for families to do at home and in the community.	13.24% 56	30.73% 130	30.50% 129	10.40% 44	15.13% 64	423	2.83
Helps families help students set academic goals, select courses and programs, and plan for college or work.	17.73% 75	33.10% 140	32.86% 139	9.22% 39	7.09% 30	423	2.55

Figure 4.5: Summary of type 4 – Learning at home

Epstein's Type 5 – Decision making, focuses on participation and learning to include families as participants in school decisions and develop parent leaders and representatives and it has 7 statements. For statement 1 of type 5, 'has an active PTA, PTO, or other parent organization', 167 respondents (39.48%) indicated never, 137 (32.39%) mentioned rarely, 62 (14.66%) informed sometimes, 35 (8.27%) indicated often and 23 (5.20%) mentioned always. For statement 2 of type 5, 'assures that parent representatives are on the school's advisory committees team, or other committees', 183 respondents (43.26%) indicated never, 126 (29.79%) mentioned rarely, 46 (10.84%) informed sometimes, 38 (8.98%) indicated often and 30 (7.09%) mentioned always.

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Has an active PTA, PTO, or other parent organization.	39.48% 167	32.39% 137	14.66% 62	8.27% 35	5.20% 22	423	2.07
Assures that parent representatives are on the school's advisory committees team, or other committees.	43.26% 183	29.79% 126	10.87% 46	8.98% 38	7.09% 30	423	2.07
Assures that parent representatives are on district-level advisory committees.	42.65% 180	30.33% 128	14.69% 62	6.87% 29	5.45% 23	422	2.02
Develops formal networks to link all families with their parent representatives for decision making.	45.86% 194	28.84% 122	11.58% 49	8.75% 37	4.96% 21	423	1.98
Involves all parents to give input and ideas on school policies.	42.08% 178	29.31% 124	15.13% 64	6.15% 26	7.33% 31	423	2.07
Provides information on school elections for school committee representatives.	44.68% 189	27.42% 116	14.89% 63	8.04% 34	4.96% 21	423	2.01
Involves parents in revising school and/or district curricula.	49.41% 209	29.79% 126	13.24% 56	3.78% 16	3.78% 16	423	1.83

Figure 4.6: Summary of type 5 – Decision making

For statement 3 of type 5, ‘assures that parent representatives are on district-level advisory committees’, 180 respondents (42.26%) indicated never, 128 (30.33%) mentioned rarely, 62 (14.69%) informed sometimes, 29 (6.87%) indicated often and 23 (5.45%) mentioned always. For statement 4 of type 5, ‘develops formal networks to link all families with their parent representatives for decision making’, 194 respondents (45.86%) indicated never, 122 (28.84%) mentioned rarely, 49 (11.58%) informed sometimes, 31 (8.75%) indicated often and 21 (4.96%) mentioned always. For statement 5 of type 5, ‘involves all parents to give input and ideas on school policies’, 178 respondents (42.08%) indicated never, 124 (29.31%) mentioned rarely, 64 (15.13%) informed sometimes, 26 (6.15%) indicated often and 31 (7.33%) mentioned always. For statement 6 of type 5, ‘provides information on school elections for school committee representatives’, 189 respondents (44.66%) indicated never, 116 (29.42%) mentioned rarely, 63 (14.89%) informed sometimes, 34 (8.04%) indicated often and 21 (4.96%) mentioned always. For statement 7 of type 5, ‘involves parents in revising school and/or district curricula’, 209 respondents (49.41%) indicated never, 120 (29.79%) mentioned rarely, 56 (13.24%) informed sometimes, 16 (3.78%) indicated often and 16 (3.78%) mentioned always. In general, for most statements from type 5, the respondents selected never or rarely, that indicates lack of parental involvement in decision making in schools.

Epstein’s Type 6 – Collaborating with the community focuses to coordinate resources and services from the community for families, students, and the school, and provide services to the community and it has 6 statements. For statement 1 of type 6, ‘provides a resource directory for parents and students with information on community agencies, programs, and service’, 209 respondents (47.87%) indicated never, 110 (26.07%) mentioned rarely, 58 (13.74%) informed sometimes, 31 (7.35%) indicated often and 21 (4.98%) mentioned always. For statement 2 of type 6, ‘provides information on community activities that link to learning skills and talents, including summer programs for students’, 224 respondents (52.96%) indicated never, 84 (19.86%) mentioned rarely, 45 (10.64%) informed sometimes, 37 (8.75%) indicated often and 33 (9.80%) mentioned always. For statement 3 of type 6, ‘works with local business, industries, and community organizations on programs to enhance student skills’, 218 respondents (51.54%) indicated never, 102 (24.11%) mentioned rarely, 53 (12.53%) informed sometimes, 25 (5.91%) indicated often and 25 (5.91%) mentioned always. For statement 4 of type 6, ‘includes alumni in school programs for students ’, 216 respondents (51.18%) indicated never, 109 (25.36%) mentioned rarely, 59 (13.98%)

informed sometimes, 25 (5.92%) indicated often and 15 (3.55%) mentioned always. For statement 5 of type 6, 'Assures that school building is open for use by the community after school hours', 223 respondents (52.84%) indicated never, 112 (26.54%) mentioned rarely, 43 (10.19%) informed sometimes, 23 (5.45%) indicated often and 21 (4.98%) mentioned always.

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Provides a resource directory for parents and students with information on community agencies, programs, and services.	47.87% 202	26.07% 110	13.74% 58	7.35% 31	4.98% 21	422	1.95
Provides information on community activities that link to learning skills and talents, including summer programs for students.	52.96% 224	19.86% 84	10.64% 45	8.75% 37	7.80% 33	423	1.99
Works with local businesses, industries, and community organizations on programs to enhance student skills.	51.54% 218	24.11% 102	12.53% 53	5.91% 25	5.91% 25	423	1.91
Includes Alumni in school programs for students.	51.18% 216	25.36% 107	13.98% 59	5.92% 25	3.55% 15	422	1.85
Assures that the school building is open for use by the community after school hours.	52.84% 223	26.54% 112	10.19% 43	5.45% 23	4.98% 21	422	1.83
Other Collaborating with the Community activities.	45.02% 190	25.59% 108	12.56% 53	7.82% 33	9.00% 38	422	2.10
إشراك أولياء الأمور في تنقيح المناهج المدرسية و/أو المحلية	56.25% 9	25.00% 4	12.50% 2	6.25% 1	0.00% 0	16	1.69

Figure 4.7: Summary of type 6 – Collaborating with community

For statement 6 of type 6, 'provides information on school elections for school committee representatives', 190 respondents (45.02%) indicated never, 108 (25.59%) mentioned rarely, 53 (12.56%) informed sometimes, 33 (7.82%) indicated often and 38 (9%) mentioned always. In general, most respondents chose never, rarely or sometimes, which indicates lack of collaboration with community in these schools.

4.3.2. Survey – Inferential Analysis

Each factor has different number of items. The mean score of all responses in each factor was calculated, which is representative score for each factor. For each of these factor scores, descriptive statistics was calculated.

Table 4.7: Mean score of all responses in each factors

	School activities - basic responsibilities of parents	Communication	Volunteering	Learning at home	Decision making	Community collaboration
Mean	2.60	2.96	2.59	2.67	2.01	1.94
Median	2.60	2.90	2.50	2.57	1.71	1.67
Std. Deviation	.95	1.11	1.06	1.04	1.03	1.07

As per the chosen scale of measurement, a score higher than 3 indicates that the activity is implemented more frequently. The mean score for the activity Communication is the highest among all activities and it is the least for the activity Community collaboration. It could be interpreted that the participants perceive that the communication is implemented frequently whereas the activity of community collaboration is implemented rarely. Box plots scale is used to understand and interpret the similarities and differences of the views among the respondents. According to Wellbeing at school (2018), box plots are used to show overall patterns of response for a group. They provide a useful way to visualise the range and other characteristics of responses for a large group. In the survey questionnaire, there is only one demographic variable, which is the role of the respondent, as leader, teacher or parent. The

following graphs show comparison of the factor scores according to the demographic variable role.

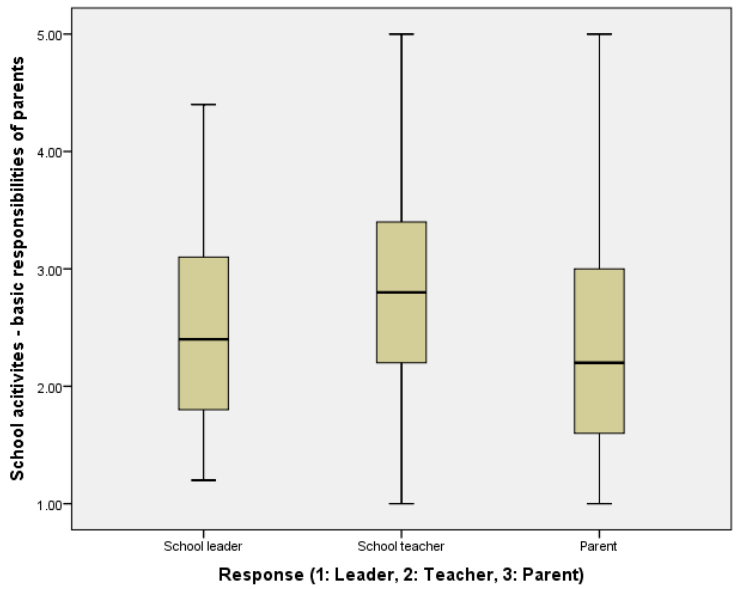

Figure 4.8: Comparison among the demographic variable on type 1

From the above graph, it can be seen that only teachers and parents have given scores for basic responsibility less than the school leaders. There is a little variation in the responses of teachers and parents compared to the responses of leaders. 50% of teachers have given a score approximately 2.8 but 50% of parents have given a score approximately 2.2. This is an indication of difference between perceptions of teachers and parents about implementation of school activities, which foster basic responsibility.

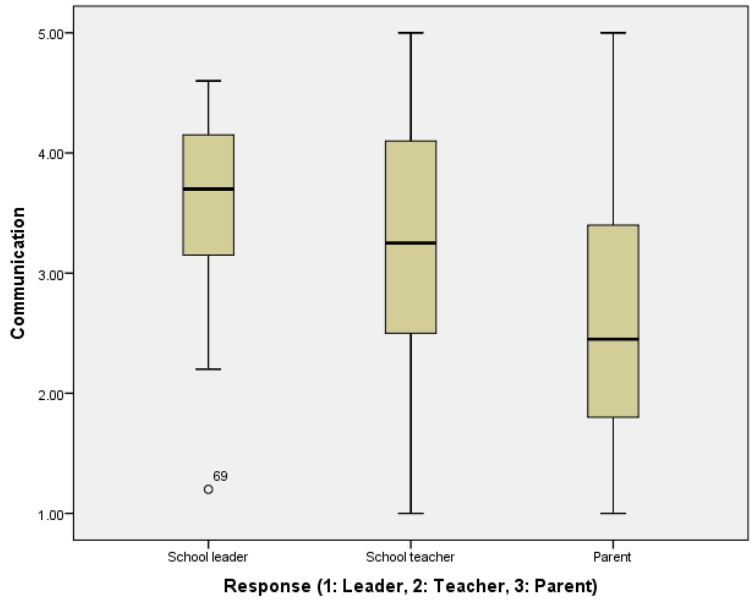

Figure 4.9: Comparison among the demographic variable on type 2

From the above graph, it can be seen that only one school leader has given a low score for communication. There is a lot of variation in the responses of teachers and parents compared to the responses of leaders. 50% of teachers have given a score approximately 3.2 but 50% of parents have given a score approximately 2.5. This is an indication of difference between perceptions of teachers and parents about communication.

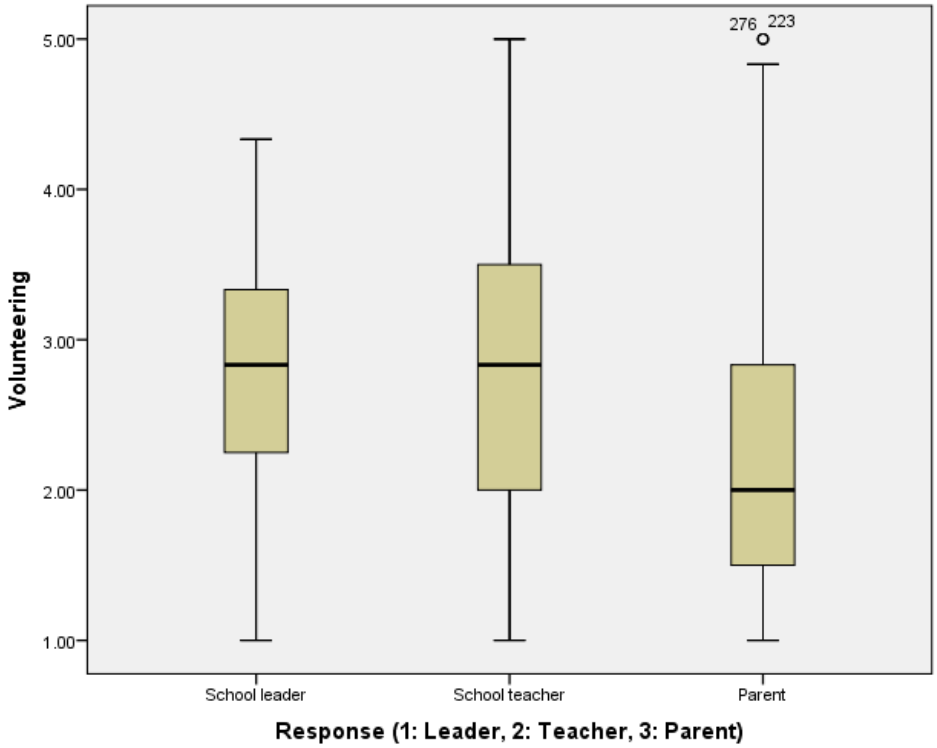

Figure 4.10: Comparison among the demographic variable on type 3

From the above graph, it can be seen that only one school leader has given a low score for communication. There is a lot of variation in the responses of leaders and parents compared. 50% of teachers and leaders have given a score approximately 2.9 but 50% of parents have given a score approximately 2. 50% parents do not think that volunteering is implemented frequently whereas 50% leaders and teachers think that it is implemented more often. This is an indication of difference between perceptions of leaders and parents about volunteering.

A similar variation is found in the responses of parents and teachers about implementation of activities which encourage learning at home. Please refer to the following graph.

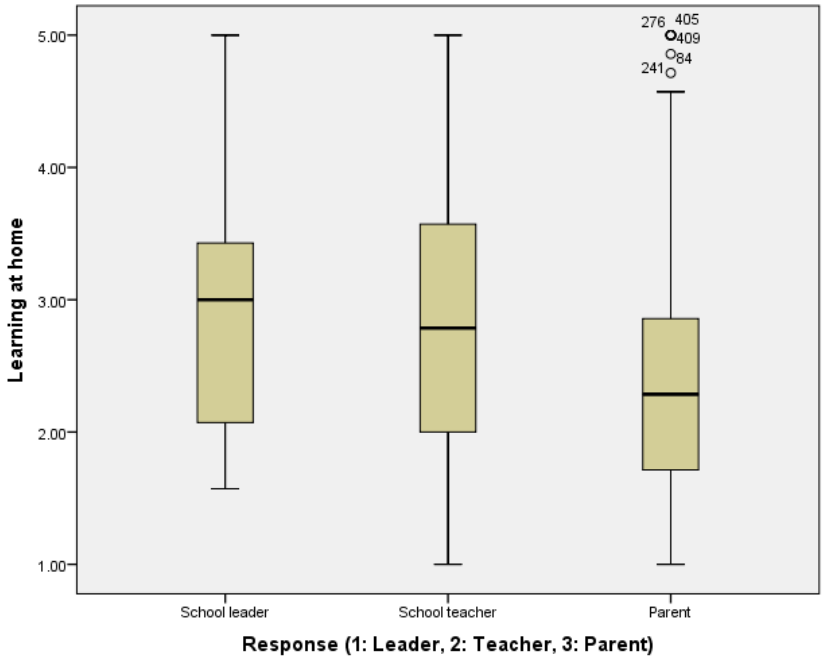

Figure 4.11: Comparison among the demographic variable on type 4

From the graph shown below, it can be seen that 50% school leaders think the decision making is very rarely implemented. There is a lot of variation in the responses of teachers and compared to responses of leaders and parents. This is an indication of difference between perceptions of leaders and parents about decision making.

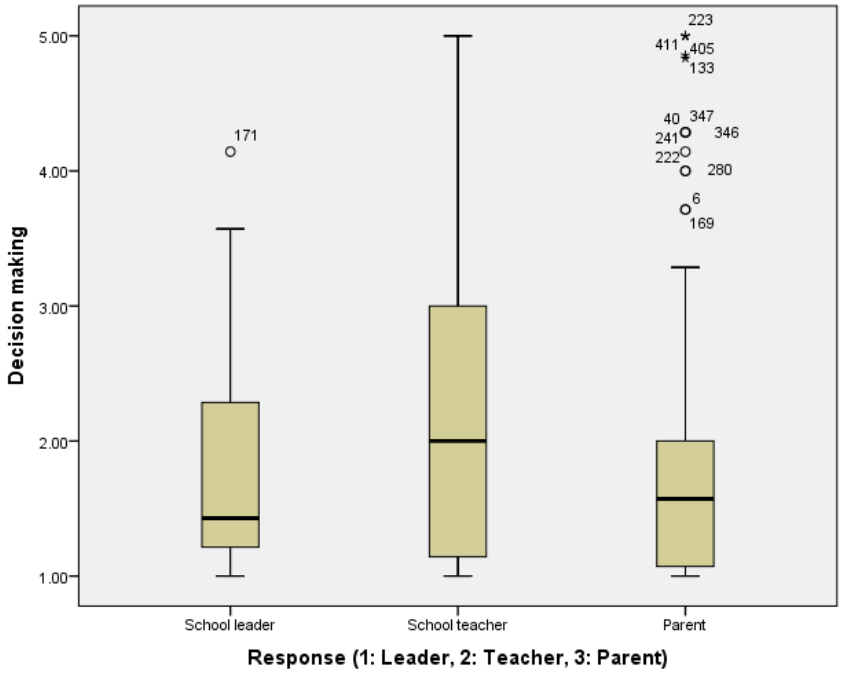

Figure 4.12: Comparison among the demographic variable on type 5

A lot of variation is found in the responses of leaders, teachers and parents about implementation of community collaboration. All school leaders, except two, confess that the community collaboration is not implemented frequently, whereas, 25% teachers responded positively about implementation of community collaboration.

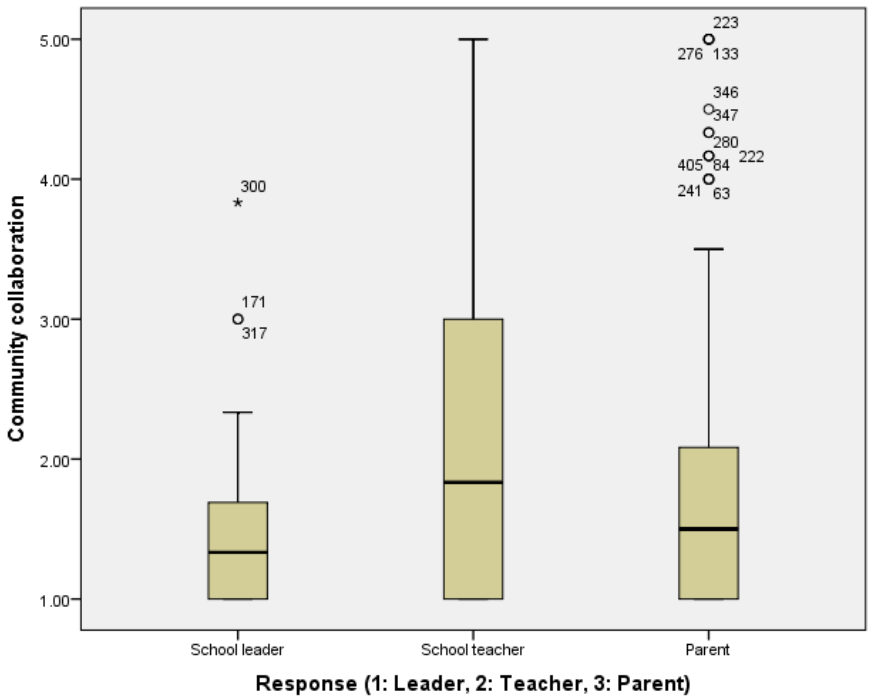

Figure 4.13: Comparison among the demographic variable on type 6

In order to test if the difference is significant, independent samples t-test is applied. It was found by the test of normality, that the variables representing factor scores are not normally distributed, therefore, non-parametric tests are applied. Following null and alternate hypotheses are set to examine if the differences in the perceptions are significant. Six null hypotheses are indicated as $H_{01,}$ H_{02}, .. H_{06} and their corresponding alternate hypotheses are indicated as $H_{A1,}$ H_{A2}, .. H_{A6} .

(1) H_{01}: perceptions about school activities to foster basic responsibilities of parents are similar among school leaders, teachers and parents.

H_{A1}: perceptions about school activities to foster basic responsibilities of parents are not similar among school leaders, teachers and parents.

(2) H_{02}: perceptions about school activities to foster communication are similar among school leaders, teachers and parents.

H_{A2}: perceptions about school activities to foster communication are not similar among school leaders, teachers and parents.

(3) H_{03}: perceptions about school activities to foster volunteering are similar among school leaders, teachers and parents.

H_{A3}: perceptions about school activities to foster volunteering are not similar among school leaders, teachers and parents.

(4) H_{04}: perceptions about school activities to foster learning at home are similar among school leaders, teachers and parents.

H_{A4}: perceptions about school activities to foster learning at home are not similar among school leaders, teachers and parents.

(5) H_{05}: perceptions about school activities to involve parents in decision making are similar among school leaders, teachers and parents.

H_{A5}: perceptions about school activities to involve parents in decision making are not similar among school leaders, teachers and parents.

(6) H_{01}: perceptions about school activities to foster community collaboration are similar among school leaders, teachers and parents.

H_{A1}: perceptions about school activities to foster community collaboration are not similar among school leaders, teachers and parents.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of School acitivites - basic responsibilities of parents is the same across categories of Response (1: Leader, 2: Teacher, 3: Parent).	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Communication is the same across categories of Response (1: Leader, 2: Teacher, 3: Parent).	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
3	The distribution of Volunteering is the same across categories of Response (1: Leader, 2: Teacher, 3: Parent).	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of Learning at home is the same across categories of Response (1: Leader, 2: Teacher, 3: Parent).	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
5	The distribution of Decision making is the same across categories of Response (1: Leader, 2: Teacher, 3: Parent).	Independent-Samples Kruskal-Wallis Test	.002	Reject the null hypothesis.
6	The distribution of Community collaboration is the same across categories of Response (1: Leader, 2: Teacher, 3: Parent).	Independent-Samples Kruskal-Wallis Test	.024	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 4.13: Summary of hypotheses testing

The output shown in the above table indicates that the perceptions are not similar among the three groups. The number of school leaders is 23, which are very small compared to the number of parents and teachers. The difference between perceptions of teachers and parents was examined by applying non-parametric test for two samples. The output shown in the following table indicates that the perceptions are not similar between the two groups (teachers and parents). Refer to the values of asymptotic sig (p-values) shown in the last row of the following table. Each p-value is less than 0.05, which shows an evidence to reject the null hypotheses. The difference in the perceptions of teachers and parents are significant.

Table 4.8: Difference in the perceptions of teachers and parents

	Factor 1-Groups	Factor 2-Groups	Factor 3-Groups	Factor 4-Groups	Factor 5-Groups	Factor 6-Groups
Mann-Whitney U	17300.00	15600.00	15200.00	15700.00	17000.00	17300.00
Wilcoxon W	37400.00	35700.00	35300.00	35800.000	37100.000	37400.000
Z	-2.797	-4.398	-4.994	-4.495	-3.899	-3.387
Asymp. Sig. (2-tailed)	.005	.000	.000	.000	.000	.001
a. Grouping Variable: Response (2: Teacher, 3: Parent)						

Correlation among the perceptions about each type

Nonparametric correlation analysis was performed to check the pairwise correlation between perceptions about different types. The following table shows summary of correlation coefficients between each pair of types.

Table 4.9: Summary of correlation coefficients between each types

	Type 1	Type 2	Type 3	Type 4	Type 5	Type 6
Type 1		0.541**	0.549**	0.447**	0.223**	0.259**
Type 2	0.541**		0.572**	0.340**	0.609**	0.399**
Type 3	0.549**	0.572**		0.627**	0.339**	0.340**
Type 4	0.447**	0.340**	0.627**		0.422**	0.399**
Type 5	0.223**	0.609**	0.339**	0.422**		0.686**
Type 6	0.259**	0.399**	0.340**	0.399**	0.686**	
**. Correlation is significant at the 0.01 level (2-tailed).						

It can be seen that all correlation coefficients are significant. However, the correlations of type 5 and type 6 with other types are weaker than the pairwise correlations of other types. These numbers indicate that the respondents who think that communication from the school is more frequent, they also report that school activities for foster basic responsibilities of parents are more frequent. Similarly, respondents who think that decision making is implemented less frequently also think that community collaboration is implemented rarely.

A detail analysis was done to determine and compare the percentage of schools, which implement six type of parental involvement more often than other schools. Two groups were created for score of each type, the first group is related to less frequent implementation of each task, such as communication, volunteering. In this group, all responses which have factor score less than 3 are included. In the second, group all responses with factor score equal or higher than 3 are included. The following graph shows percentage distribution of responses for each type. It can be seen that the percentage of responses reporting frequent implementation is much lower than those with more frequent implementation, except in communication.

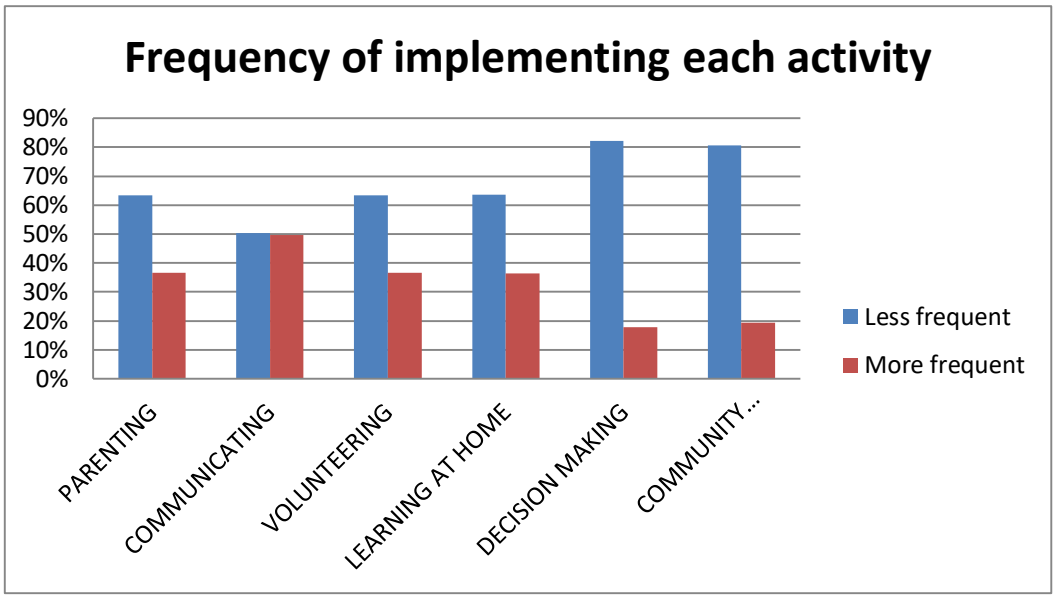

Figure 4.14: Frequency of each activities on the six types of parental involvement

The following graph shows percentage distribution of responses from school leaders for each type. It can be seen that the percentage of responses from school leaders reporting frequent implementation is much higher in communication than those with more frequent implementation, except in communication. Whereas it is much smaller in decision making and community collaboration as reported by school leaders.

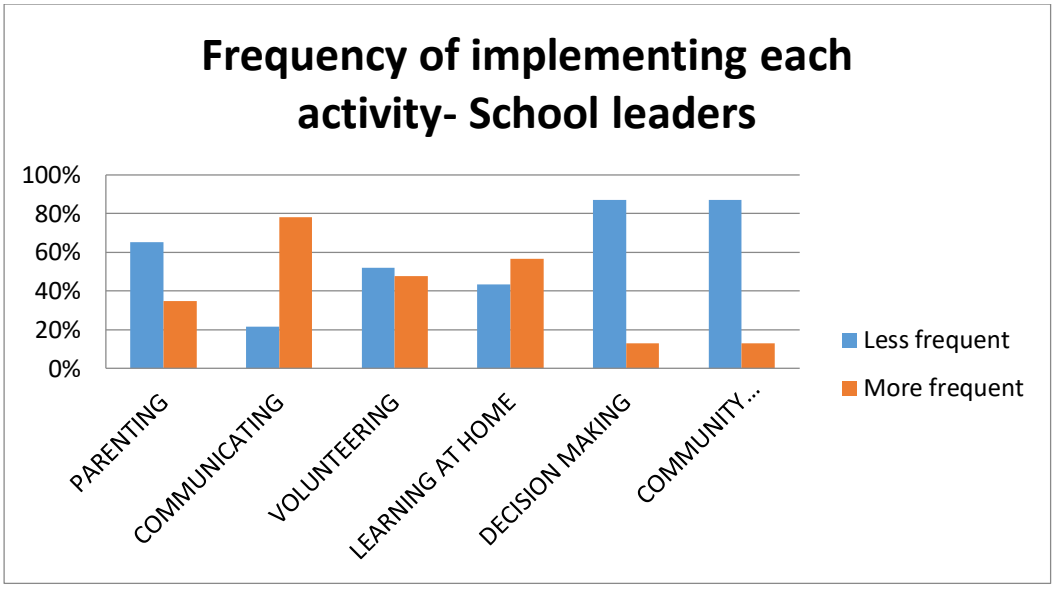

Figure 4.15: Frequency of each activities as of school leaders' views

The following graph shows percentage distribution of responses from school teachers for each type. It can be seen that the percentage of responses from school teachers reporting frequent implementation is much higher in decision making and community collaboration than those with more frequent implementation. Whereas, the percentages are almost equal in volunteering and learning at home, as reported by school teachers.

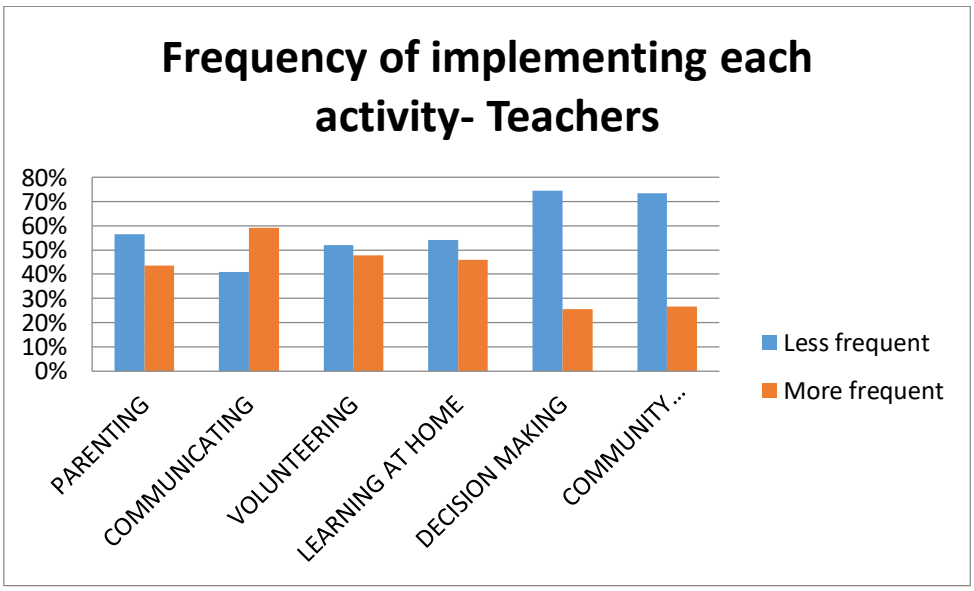

Figure 4.16: Frequency of each activities as of teachers' views

The following graph shows percentage distribution of responses from parents for each type. It can be seen that the percentage of responses from parents reporting less frequent implementation is much higher in all types.

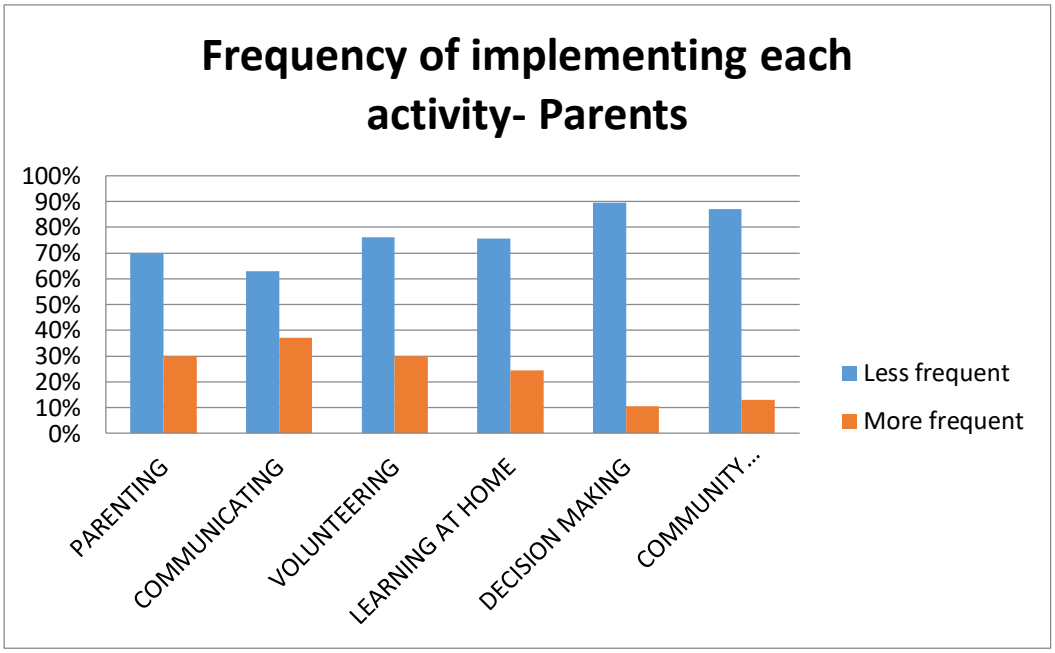

Figure 4.17: Frequency of each activities as of parents' views

4.3.4. Summary of the Survey Findings

From the analysis of survey responses, it was found that the perceptions about implementation of activities to foster six types of parent involvement are different among parents, teachers and school leaders. In addition, the number of schools which, implement these activities more often is much lower than the number of schools which implement them rarely. In general, school leaders seem to have indicated that most of the parental involvement activities are implemented sometimes or often. On the contrary, parents seem to have indicated that most of the parental involvement activities are implemented never, rarely or sometimes. While most teachers indicated that, the most of the parental involvement activities are implemented sometimes or rarely. It is observed that there are significant differences on views of most of the parental involvement activities in all the six types. The research considered understanding these differences in details and the underlying factors through qualitative research.

4.4. Interview Analysis

Semi-structured interview was conducted among 32 respondents from the selected four public schools in Abu Dhabi. Among the 32 respondents 12 are parents, 12 are teachers and 8 are school leaders. Three parents, three teachers and 2 school leaders were selected from each of the four schools. The questionnaire included 15 semi-structured questions at are attached at the appendices.

Table 4.10: Summary of the qualitative data analysis

To study the perspectives of school leaders, parents and teachers through interview	What are the views of parents, teachers and school leaders on current and prospective parental engagement practices in public schools in Abu Dhabi?	Abu Dhabi Four public school in Abu Dhabi	Interview 8 school leaders 12 teachers 12 parents

4.4.1. Demographics of the Interviewees

The qualitative data was gathered using semi-structured interviews based on Epstein's six types of parental involvement, which included 15 questions. All these 15 questions address one of the six types of the parental involvement. The following table informs the demographic details of the interviewees, who are from the selected four schools in Abu Dhabi.

Table 4.11: Demographic details of the interviewees

	Gender		Age group				Family status		Level of Education		Nationality
	M	F	<30	31-40	41-50	>50	Single parent	Couple	Under graduation	Post-graduation	

Parent	2	10	4	4	4		3	9	10	2	8 UAE 4 Expats
Teacher	1	11	2	5		6	3	9	7	6	2 UAE 10 Expats
School Leader		8		4	4		1	6	3	5	4 UAE 4 Expats

The study included 12 parents of whom 4 expats and 8 are Emiratis, among the 12 teachers included in the study, 10 are expats and 2 are Emiratis, and among the 8 school leaders in the study, 4 are expats and 4 are Emiratis. The nationalities of the expats are; USA, UK, South African, New Zealander, Canadian, Egyptian and Syrian. Most of the respondents in the interview are female, only 3 were male among 32 respondents. Among the parents, 2 of them are male, 10 of them are female, among the teachers 1 is male and 11 are female and all the school leaders are female. Most of the parents and teachers are in the age group of 31 to 40, while half of the school leaders are in the age group of 31 to 40 and the other half are in the age group of 41-50. Most of the parents, teachers and school leaders are married, while a few of them are single parents. Generally, all the respondents have university degrees, most with under graduation and some with post-graduation degrees.

The study included the views of parents' on Epstein's six types of parental involvement. The study used thematic analysis to analysed the interview data. The researcher used fifteen semi-structured interview questions of which thirteen of them relate to Epstein's 6 types of parental involvement. The last two interview questions attempt to understand any other views relating to parental involvement. The following table links the fifteen interview questions to one of Epstein's 6 types of parental involvement along with the other views.

Table 4.12: Linking interview questions to Epstein's 6 types of parental involvement

Epstein's 6 types	Relating interview questions
Parenting	What does parents' engagement mean to you? What are the benefits of parent engagement?

	What types of parental engagement activities are implemented in your school?
Communicating	How better schools may communicate parents responsibilities of their children's schools? What is preventing the parent engagement in your school?
Volunteering	How can you improve parent engagement in your school? How best could schools involve parents to collaborate with the community to coordinate resources and services?
Learning at home	What are the basic responsibilities of parents in their children's schooling process? What are the ways schools may encourage parental support for learning at home?
Decision making	What are the best ways to engage parents in decisions and support parent leadership? How in your view can school more effectively involve parents?
Collaborating with community	What is the best way to improve parent engagement in Abu Dhabi and in the UAE? How could you (indicating your role as a parent or a teacher or a school leader) support to improve parent engagement in your school?
Other views	Are there some strategies that work better than others in your school? Any other relevant views to this study

4.4.2 Thematic Analysis

The following table presents the view of twelve parents from the four selected public schools in Abu Dhabi. Three parents in each of four schools were selected as respondents. Their views that were recorded in separate transcripts were further analysed, which are presented as categories on each of the 7 themes such as parenting, communicating, volunteering, learning at home, decision making, collaborating with community and other views. The table offers the cumulative views of the parents on the current parental involvement practices in the schools where their children study and they also offer their perspectives on the ideal parental involvement practices that may suit the schools of their children and to the public schools in Abu Dhabi. Most of the parents actively responded and shared their views, while some of

them were not confident about sharing their views, mainly due to less information and awareness about parental involvement and its impacts of students' learning and schooling.

Table 4.13: Parents' views on Epstein's 6 types of parental involvement

	Parenting	Communicating	Volunteering	Learning at home	Decision making	Collaborating with community	Other views
P 1	Active participation Partnering with teachers and school Parents and Teachers united for better support	Through School Websites Language gap	Catalogue of parents connected to various rolls and organizations	Meeting behavioural expectations Providing websites, apps and other educational tools	Parents feel empowered given a voice in critical school wise decisions Creating opportunities for parents to be involved	Wider media campaign, Science & festivals	More planning, preparation & advanced notice
P2	Participation in the Education process Knowing their children's level and follow up Activities along with their children Going out with their	Parents meeting, Signing result sheet	Meetings Advertisement Improving communication levels Increasing frequency of meetings	Attending Meetings School updation Paper work Messages from teachers to parents	Meetings Paper work Messages from teachers to parents Signing exams and follow up	Improving communication levels Increasing frequency of meetings Continuous follow up	Signing exams and follow up More care and attention to their children from parents

	children						
P 3	Contribution in their children's life. Encouraging in their schooling process	Contacting parents No continuous communication and follow up	Cooperation between schools, parents and community to achieve goals Guidance to parents	Guidance from parents in difficulties Continuous meetings, discussions and follow up	Arranging parents' council to share their ideas Active and renewable programs	Volunteering and decision making Support groups for families with special interest and needs Making provisions for staff members to communicate	Inviting parents to share resources Important to build good relation between parents, children, school and our community
P 4	Communicating and participating with school events Aware of student level	Email, class dojo and conference	Involving parents in extracurricular activities Acknowledge their participation	Follow up about student's improvement Weekly letters and communication log	Surveys and parents council Parents spend time along with their children in school	Participating in national activities and events Accepting school invitations and participating in Whatsapp of parent council	Communication through communication log
P 5	Important for student's developm	Whatsapp, Instagram, phone calls, emails and	Involving in national ceremony	Attending school ceremony, meeting and	Parents joining in parent council	Permission from their jobs make them	

	ent Help to meet the outcomes at home More involvement with their child education and events	educational program such as class dojo Having other children at home		celebrations Weekly letters to review and simple homework	Emphasis on the importance of engaging and involving in their child's education	more involved. Adhering their younger child in the activities Volunteering in school activity and honouring them	
P 6	Parents acknowledging and encouraging in academic and behavioural issues	Through great communication ways to engage with everyday activities and updates School lack communication with parents	Parents ready to provide resources when needed Friendly meetings rather than official meetings	Helper and supporter to their schooling needs	Parental competition to achieve engagement Welcoming parents to visit classes	Creating family atmosphere between both parents and teachers	Strategies differ in schools but parental engagement works Parental engagement build better generation
P 7	Support student to develop social and behavioural skills Discover talents, raise their achieveme	Email Weak family relations and low educational level	Participating in activities Engaging in volunteer work	Follow up Visiting library and doing homework with parental assistance Time to	Participation in workshop, activities and school education	Application on phones to update the developments Attendance of official	Text messages on exam dates

	nt and positive attitude Involving in developing awareness plan			listen		events	
P 8	Include parents with school communications Understanding the child's level Sport day and National day	SMS and class DOGO Busy	Sharing and supporting for creative ideas Engaging in School activities	Follow up regarding the curriculum and the semester plan Attending parent's meeting	Survey via email about school decisions Involving in outdoor activity	Communication and follow up Invitation of activities	Satisfied with the school
P 9	Active involvement support and guidance. Instil values, skills and attitudes	Spend quality time, zoo, park and family gatherings. Imbibe religious values, charity work and team work	Monthly psychological talk about behavioural issues	Home links to literature and websites, create grade groups for interaction and support from fellow parents	Weekly School newsletter updated electronically	Local leader to popularize the agenda. Community and service initiatives by the parents fund raises	Parents invited to talk about their special jobs.
P10	Be an active participato	Help children in homework	Lectures and workshops	PTA meetings, social	Parents' Council involve	Parents working in	Understand the difficulti

	r in the child's learning process	, projects and exams.	on Parenting	media tools - Instagram, whatsApp and class dojo	all parents in the decision making process	Government agencies provide support	es of working mothers. Can't take leave at short notice
P11	Follow children's education	Call, email, WhatsApp and Class dojo, School diary	Take part in key school events and activities.	Parents' council in school and open day. Informal social get together	Parents' representative during important discussions	Involve parents in public events and community services	Parents unable to get special permission in offices to attend school events
P12	Monitor child's curriculum, semester plan	SMS message and class dojo	Workshop on childhood and parenting	Explain weekly objectives	Survey email about school decisions	Sports day and national days	Parents can co-operate in outdoor games – Volleyball o football

Most of the parents acknowledged the benefits of parental involvement and indicated parental engagement is very important for them. Parent 1 said 'Parenting means active participation of the parents in their children's education. It means partnering with teachers to ensure their child is performing to their best ability in the school'. For parent 6 the following are the benefits of parental involvement 'it helps the parents to keep up with what their children learn at school and parents can better follow up with home works to achieve better learning'. The views of parent 9 on parenting is worth mentioning 'parent engagement means active involvement in my child's education at school, at home as well as any other place. It means providing my child with support and guidance so that he grows up to be a useful member of

society and he possesses values, skills and attitudes that will enable him to lead a productive life'. Parent 12 indicated that parents benefit a lot through parental involvement programmes. The following as essential benefits of parental involvement for Parent 12; 'it helps parents to follow with their children's education, development, behaviour, relationship with teachers and other students'.

Many parents indicated the use of modern communicating tools as powerful means for 'communication' between the school and the parents. Parent 1 informed that 'School websites are very useful to keep parents up to date with everything that is going on. It would be great if the schools had parent liaisons who could assist with outreach to families who may need additional support'. Language barrier is a serious concern in a good communication between parents and schools. Parent 3 pointed out that 'half of the staff doesn't speak Arabic so that presents challenges and there is no one explicitly available to help bridge that language gap. Many parents have limited or no English and many EMT staff have limited or no Arabic, so it becomes extremely difficult to keep parents informed'. Parent 5 suggested to 'communicating 'using telephone, email, social media, apps such as whatsup, Instagram and using educational programme such as class dojo'. Parent 8 indicated that the school communicates through a special portal in school website that helps them to follow with their children's progress. Parent 12 suggested to use the traditional method of communication 'using the school dairy as a two way communication between the teacher and the parents is in my view a more powerful school communication tool'.

Several parents in the study considers 'volunteering' as essential part of parental involvement in schooling. Parent 1 thinks that 'it is important to have a volunteer catalogue of parents who are connected to various rolls and organizations and can build relationships with these parents to coordinate different events and opportunities with them'. Parent 6 was more optimistic about the parent's involvement and indicated that 'parents are always ready to provide resources when and where needed and school should be more comfortable asking parents'. Parent 8 slightly differ saying that 'in my opinion, it not necessary to involve parents unnecessarily that may hinder the school rhythm, and unnecessary activities are waste of time'. Parent 12 informs that 'there are many parents who have more time who would be more than happy to volunteer in important school activities, schools must have a database with such parents and utilize their expertise and time'.

Many parents value ‘learning at home’ as most important measure to improve learning outcome of their children. Parent 1 recommends to ‘providing parents with websites and apps and other educational tools that can help support their child. Again, I think a school website is useful. If there was a system to streamline communication between parents and teachers regarding grades or online parental access to student grades that could also be helpful’. Parent 8 pointed out that ‘a good parental engagement practices helps parents to follow with their children’s learning – they can better understand the curriculum, semester plan, assessment patterns, grading system, which help them to guide their children towards better learning’. For parent 9 parental support at home learning is vital for children’s learning. According to parent 9 it is important to ‘call parents in to school regularly and show them what types of learning and knowledge is on offer to their children. Let parents become aware of the career options available to their children so that they can begin to encourage learning at home. Send home links to literature and web sites that are easy to read, practical, simple to implement. Create grade groups that allow parents to interact with each other so they have support of fellow parents when they need answers to help improve their child's schooling’.

Regards to ‘decision making’ many parents feel that they are not actively involved in key school decisions. Parent 7 pointed out that ‘schools must be open enough to listen to parents views and involve them in important decision making processes. They may bring better ideas and solutions for certain things that may help schools’. Parent 9 suggests that ‘it is important to inform parents in advance about possible changes and or decisions that are on the table for discussion. Provide them with a wide range of solutions and ideas so they are able to see the benefits to the school and for their child. Show parents models of schools where good decision making has benefited the school and the child. Have a school newsletter that is electronically updated weekly and that reflects activities from all grades on a regular basis’. Parent 11 recommends to have a good parents’ council in every school ‘and keep these parents aware more and helping in advice the other parent’s in the school. Besides, this Parents Council expresses the opinion of all parents in the school and takes part in making all decisions’. Parent 12 insisted ‘to seek the opinions of the representative of the parents in most important school decision and it is important that schools inform important decisions to all parents’.

Several parents indicated that parent’s ability to collaborating with community is restricted for various factors. Parent 3 informed that ‘schools must try different strategies that would fit

to the particular school and local community context in order to effectively engage papers to collaborate with the community'. Parent 6 recommended having a regular monthly events in which parents who are experts in certain areas could be invited to speak to teachers or local community. 'On a regular basis e.g. monthly schools should have speakers present short informative talks to parents e.g. have a psychologist talk about dealing with behavioural issues. Ask a lawyer to talk about the realities of breaking social media rules, have talks about building solid relationships with children so that they grow up to be independent, happy and useful members of society'. Parent 9 insisted to hold regular meetings to engage parents effectively and recommends to 'choose a popular but helpful person from the community to push the agenda of the school. Ask parents for their ideas regarding services and community initiatives as many are often willing to help and at their own cost'.

Most parents shared interesting other views that may be relevant to improve the parental involvement practices in public schools in Abu Dhabi. Parent 1 insisted that 'I think there needs to be a wider media campaign for parents about the importance of school and learning for the future of their children and the UAE as a whole. Also, providing more educational opportunities that parents can attend with their children (some of which we have already like Science Festivals). If the UAE is going to continue with English immersion, there needs to be better support structures in place to help expat teachers learn Arabic and to provide assistance with translating conversations between parents and teachers'. Parent 3 suggested that 'schools need to find ways to make sure that parents are aware of what is happening in the classroom and invite them to play a more active role in the school'. Parent 7 indicated that 'the education authorities need to have a solid education model that is not changing yearly and also have a model for the children of this country as the current education is not designed for 2nd language English speakers'.

For parent 4 parental engagement with child rearing needs to go beyond covering basic needs of children, 'go beyond providing basic necessities like food, clothing and shelter to begin with. To love, nurture and instil values in your child that allows him to be a productive member of society. Encourage structure and a disciplined routine at home so that the child is able to understand the importance of accomplishing tasks independently that contribute towards his development at school. Parents should also spend time with the child at other places besides school, e.g. the zoo, family gatherings, temple. Children learn religious values when they pray as a family and their belief system is enriched because they have the parent as

a role model. Exploring different places with your child as a parent also allows you to teach your child the value of teamwork, patience, tolerance. Doing volunteer and or charity work is also of vital importance. When we allow children to give back to the community we teach them the value of service to mankind and to give without always benefiting'.

Parent 9 recommends that 'Parent forum that fund raises for items that are not usually covered by the school budget, e.g. play gym equipment, water slides for a fun day activity for the children as a treat, extra computers for the classroom to encourage children to work independently on projects. Parent talks by professional speakers. Each class has a parent representative and this person liaises with all parents regarding any issues for that class e.g. fundraising or when parents are unwell then they co-ordinate food care packages or visits to the hospital etc. Parents are invited to give talks and demos of their special skills and jobs e.g. a chef or fireman'. Parent 11 said that 'I am an active mother who participates in the Mothers' Council each year to keep an eye on what is going on in the school. Also, I participate in all the classroom activities for my children and school activities. This enhances the status of my children and encourages them to give'.

The study included the views of teachers' on Epstein's six types of parental involvement. The following table presents the view of twelve teachers from the four selected schools from Abu Dhabi (3 teachers per school).

Table 4.14: Teachers' views on Epstein's 6 types of parental involvement

	Parenting	Communicating	Volunteering	Learning at home	Decision making	Collaborating with community	Other views
T1	Involvement in academic process Support needed for social growth and skill	Open door policy, workshop	School newsletters, Inviting parents and share activities in the classroom	Stimulating home environment, lead the learning process	Parent Teacher Student Association and community meetings	Campaign billboards about the school Bond with parents. Encouraging activities	Creating warm inviting atmosphere

	development					to share and talk with parents	
T 2	Mould, shape and teach their children Children encouraged and supported to reach the potential. To work harder in class. Actively involved grade higher in their subjects	Parent-Teacher conference.	Open teacher and parent forums	Conversation and awareness about their children. Sending them to schools with well-equipped necessities and instilling values Focusing the day example and reading log	Setting up a board with group of parents and school admin Whole school policy for communication	Feedback about their child's strength and weakness. Discussions with other teachers	
T 3	Learners will acquire high academic learning Parent meetings, Whatsapp group and Class dojo	Language barrier	Decision making process, attend classroom and motivate them Inviting parents to attend classes and rewarding	Follow up, receiving a high quality of learning and ensuring that no obstacles a school Reward active students	Meetings and good relationship between teachers and parents By making everything clear	Awareness campaign Communication	Class Dojo Encouraging parents to workshop

			them for communication	and educational workshops			
T4	Participation Clear communication between teacher, student, home and school, instil positive attitude	Open door policy Lack of communication and language barrier	Email, whatsapp or letters Inviting parents to school	Know what child is learning. Provide support and encouragement. Visiting the school Parent-teacher workshop	Giving responsibilities. Acknowledging and rewarding the task. Ensuring the parents inputs	Being honest with the parents is a huge factor Invite parents in with the support from admin	Higher outcome about a workshop or learning program. Support teachers and encourage them to invite parents
T5	Develops a better attitude towards education and creates an interest for learning	Encourage children in quizzes or tests, help English conversation, play English videos	Text messages, emails, hard copy notes. Regular discussion on the child's progress	Reading, develop a two-way communication	Support Monthly meetings and imbibe self-responsibility	Planning committee for community projects. Arrange visit to libraries, talks from local and international authors	Share work schedule to the parents to check on learning objectives
T6	Shapes the upbringing of the child, lower levels of	Monitor child's homework, assignments two-communic	Parental seminar, Teacher conferences on the responsibilities of	Home reading program, training program parents, blogs,	Key roles, inclusive representation, leadership training, school	Chaperone events and field trips, bring food from the local	Invited to watch student presentations, discuss grades and concerns,

	absenteeism, better discipline in the classroom	ation flow to have updation of information	the parent and staff, A3 diary to share notes, positive calls, weekly newsletters	websites, newsletters, emails, monthly calendars	data, develop strategies for time constraints	companies to the canteen	special care for children with disabilities
T7	Parental active involvement creates interest among students	Group effort of the parent, teacher and the child	Gentle guidance from the school management	Open lines of communication thrice a year, PTA meetings	Regular PTA meetings with parents, teachers, community leaders and school administration	Parental participation in social events, short parent meetings	Provide opportunities for PTA throughout the nation
T8	Parental participation makes good and effective citizen	Co-operation between parents and teachers improves	Raise the child in accordance with the rules of the school	Suggest learning methods for weak students.	Parent, teacher-student conferences to help children	Involve families in students' awards and recognition events	Follow up by every parent will bring remarkable changes
T9	Two-way relationship focussing on the progress and success of the learner	Shared responsibility to ensure child's education	Motivation talks from experienced specialist	Set up goals and rewards	Goals and focal points in each term for teachers and parents	Open communication to fellow parents	Parents do not want to be ordered.
T1	Role model,	Develop a strong	Monitor child's	Regular notices, e-	Parental talk on	Involve partnershi	Use apps to communicat

0	spend quality time with the child, assist the child in learning	bond between the parent and the child. Inculcate self-esteem, self-discipline, aspirations.	transitional development, support learning at home.	mails, edmodo, class dojo, classtell, whatsapp, phone calls. Information on School programs, policies, reforms, assessments	their career and skills. Create a parent-teacher group for interaction between parents and school staff.	p responsibilities for addressing the different needs of special students. Tuck shop duty, bus duty, lunch break duty	e. Conduct surveys Responsive school website
T11	Influence students' better academic performance and achievement	Parental engagement lessens behavioural problems	Communicate on a regular basis with the administration and staff	Workshops PTA meetings	Take lead role in Parents' council	Volunteer in school activities, programs, events and festivals	Minimize miscommunication
T12	Working with parents for students' progress and achievement	Build trust, collaborate and opportunities	Accountable, model reading, encourage curiosity	Weekly updates, open classrooms, class dojo	Given open forums	volunteer opportunities	support parental engagement

All the teachers strongly value the benefits of 'parental involvement'. Teacher 1 considers the following as the benefits of parental engagement; 'The benefits of parent engagement allows parents, along with educators, to ensue support for the students' academic development. This support is needed for enrichment, remediation as well as social growth and skill development. It creates a "TEAM" effect for the student. As a teacher, parent engagement also provides support for teachers and parents who need to communicate with and about the student'. Teacher 2 lists the following parental engagement benefits; '1. Children will be pushed,

encouraged and support to reach (exceed) their potential, 2. Work that may be taught at school may be consolidated or retaught at home if the child does not understand, 3. Children who have involved parents recognize the essence and the value of a good education and therefore, will work harder in class, 4. With experience in the classroom – students who have parents who are actively involved generally grade higher in their subjects'. Teacher 6 pointed out that 'students who have parents or family members involved achieve higher grades or test scores, shows lower levels of absenteeism, have better social skills and their behaviour improves'. Teacher 7 suggests the following as the basic responsibilities of parenting, 'The basic responsibilities of parents in their children's schooling process are, to make sure that the child comes to school ready to learn. That means that the child needs to get to sleep at night early enough to get the amount of sleep necessary to grow, thrive and learn. Parents also need to feed their children breakfast so that the child has the fuel necessary to learn and function properly at school. They should also provide a nutritious lunch as well. Parents also need to make sure that their children are clean and healthy'. Teacher 10 insists that parents are the best role models for children.

Teachers had contradicting views about 'communicating' aspect on parental involvement; some recommended frequent and dynamic, while others wanted regulated and restricted communications. Teacher 1 suggested that 'Schools should not be threatening environments for parents. Open door policy for parents will invite parents to participate and welcome their presence into the classrooms at any time. Many parents have talents to provide students, and many parents have needs to increase their academic skills. Schools should also offer assistance and support for parents in the form of parent workshops; to allow parents to relate to their students in a classroom setting, as well to provide a boost to their own confidence where it is needed. Communicate parent's responsibilities by creating a safe environment that encourages parents to model good academic behaviour'. Teacher 6 recommends 'schools to find out the best method of communication that works with the parents. There should be communication between parents and school throughout the year and it should be consistent. It is also suggested to have a diary consisting of spaces for teachers and parents to write notes to communicate with each other'. Teacher 7 suggests the school diary must carry the parental involvement instructions in details that may help parents. Teacher 11 recommends that there must be regular two-way communication between parents and school.

Many teachers shared several interesting views on the theme 'learning at home'. Teacher 1 thinks that good parenting is indicated when a stimulated learning environment at home is created 'The primary responsibility belongs to the parents to provide a stimulating home environment, conducive to learning, exploring, and creativity. This will, in turn, provide background of experiences by which schooling can further advance and enhance what each student brings to the classroom'. Teacher 2 suggests the two ways to encourage learning at home '1. Sending students a 'focus; for the day example, Alice needs to work on adding 2 digit numbers. Parents to have a 15 minutes session with the child on this. 2. Read with your child every night whereby the student takes a book home to read with their parents daily. The student then returns a signed sheet to school daily to show the reading log to the teacher'. Teacher 5 insists on the following best practices at home to optimise learning of their children, 'to check and refresh their bag every day and make sure they have all their materials ready for school the next day, such as the English File that contains English book/s, Homework sheets/books for Math or Science as well. To support their children with practice guides for quizzes or tests and read with them every day. If possible, also to make English videos or literature available to them and at least for 10 minutes per day, allow only English conversation'. Teacher 6 suggests assigning sufficient homework in a way that encourages parents to be actively involved without taking much of their time. Teacher 9 recommends to encourage parents to set up goals and rewards children for completing home works and learning at home. Teacher 10 suggests if parents read with children at home, it will interest children.

Many teachers were realistic about the engagement of parents in the 'decision making' of schooling process. Teacher 1 thinks that 'Parent Teacher Student Association is a good forum lead by nominated parents, teachers, and student representatives; to act as a board for making decisions and providing community meetings to share information with all stakeholders'. Techer 4 suggests 'to give responsibilities to parents and encourage them – it is always good to start with a small task and acknowledge and reward the tasks they complete – ensure that the parents inputs are valuable and carefully considered'. Teacher 6 suggests that 'parents should play an active role in the schooling process. Parents must be offered key roles in the school decision making process. Representatives of parents must be involved in all decisions in schools'. Teacher 8 indicated that parents teachers association is the best way to engage parents 'The best ways to engage parents in school decisions and support parent leadership is to organize a parent teacher association (PTA). This is a group made up of parents, teachers,

community leaders and school administration. The group should meet on a regular basis to discuss any and everything that deals with students'. Teacher 11 recommends that 'parents must be encouraged to participate in school activities and in all major decisions'.

Several teachers shared common concerns about 'collaborating with community'. Teacher 1 insisted that 'Schools must first know who their parents are, as professionals, and secondly, be aware of what aspects of the community should be highlighted and incorporated into the school program. School newsletters are a way of communicating, guest speakers, local business persons, as well as local farmers, artists, and talents should be inscribed in a database for use as needed'. Teacher 5 suggests the following ways to engage parents to collaborate, 'First a planning committee should be established and then parents can be nominated or self-nominate themselves to be responsible for community projects. These can be discussed or parents can be given an introduction as to what is required. Then at the next meeting they may provide their input. Maybe one committee could be in charge of a reading program whereby they will do research and contact libraries to visit the school or arrange international or local authors to come and read to the students and inspire them. If no parents want to accept responsibility, then the chairperson can delegate in an inspiring way to get all parents on board'. Teachers shared many other views on parental engagement practices that might be relevant for the UAE and Abu Dhabi context. Teacher 1 thinks that 'creating a campaign for parent involvement. Put it in the media, Put images of parents working with students and schools on the billboards around the country; take the stress associated with, the emphasis off, the results of the "Marks" as opposed to encouraging parents and students to learn to enjoy the complete educational journey and use the outcome to guide their next steps. And creating a warm inviting atmosphere for parents who are welcome on any day of the week, as well as creating a teacher/student/parent bond where all stakeholders know they are a valued part of *Team Student*'. Teacher 2 strongly advocates 'to provide a genuine feedback to parents about their child's strength and weakness on a regular basis'. Teacher 12 recommends that parents, teachers, children all must come together to collaborate as one school community.

Teacher 3 says that 'as a teacher, one of my first steps is to introduce myself to my parents and encourage them always to come and see what we are doing in classes. Bond with parents. Invitations to activities seem to work for some, and others, feel their work schedule prevents them for participating, as they would like. I also like to encourage activities that encourage students to share and talk with their parents to illicit their responses as a way to vicariously

have them understand what we are doing in the classroom'. Teacher 4 states that 'once you involve parents and this becomes a norm within the school community then it becomes a lot easier in the future to invite parents. Admin need to always support teachers and encourage them to invite parents without having so many hassles to do/complete'. Teacher 5 recommends the following better ways to engage parents, 'probably to have a monthly meeting where they have the platform to provide input in this regard. (I give incentives to my girls whose parents came to the meetings, and found that this was an encouragement because their girls are precious and anything that enhances them, keeps the parents happy.) After a period of time, incentives might not be needed because parents would feel a self-responsibility towards the school where their children receive the best as a result of their contributions'. Teacher 7 thinks that ''Parent involvement is imperative to the growth and success of not only the child, but the growth of every student at the school. Not only to student growth, but to the growth of the school as a whole. Although every parent won't get involved, for a variety of reasons, the ones that do can make a difference between a school where good and progressive things are happen and a school that just exist'.

Teacher 6 offers range of useful tips to make parental involvement practices more effective. 'Develop and use a home-to-school/ school-to-home communication system, using methods that work best for specific parents and teachers (mail, the phone, email, communication notebooks, and face-to-face meetings). Ensure that parent contact information is up to date so that communication flows. Encourage regular use of school and classroom newsletters, web pages, blogs, and monthly calendar of events. Inform parents about and assist them in using online classrooms such as. Offer materials in other languages for parents of English for Speakers of Other Languages (ESOL) students. Send letters to parents or offer information online but follow up with persona contact to ensure effective communication. Conduct home visits by special educators and administration when necessary. Offer events such as "Cake with the Counsellor," "Coffee with the Principal," or "Parents and Pastries" to encourage communication between parents and their child's school. Have teachers or students write out homework assignments and/or daily progress reports for parents to sign to ensure parents are aware of assignments and are able to monitor their child's learning at home. Deliver weekly reports of progress and suggested home follow-up to parents of students who are receiving speech, physical, or occupational therapy services. Encourage group meetings with therapists, counsellors, teachers, administrators and parents, and frequent contact between case managers and parents. Make contact with parents and families prior to the beginning of the

school year. Create smaller class sizes in order to give teachers more time to communicate with parents. Encourage all school personnel to take an interest in children with disabilities. Inform parents about and invite them to SEN Meetings.

The study included the views of school leaders' on Epstein's six types of parental involvement. The following table presents the view of eight school leaders from the four selected schools from Abu Dhabi (2 leaders per school).

Table 4.15: School leaders' views on Epstein's 6 types of parental involvement

	Parenting	Communicating	Volunteering	Learning at home	Decision making	Collaborating with community	Other
SL1	Initiate Parental care and maintain child's performance academically and behaviourally.	Two-way communication to facilitate better academic performance	Insist the importance of school education.	Parental workshops conference parents' council and skill development	Invite suggestions on School improvement	Home visits and build relationships with parent who do not reach out to school	Create non-threatening opportunities for parental engagement
SL2	More involvement with child's education	Impart the value of education	Assist students with learning materials	Weekly letters, phone calls, sms and emails	Join Parents' council and work	Parents volunteer in all school programs	Parents allowed to bring younger kids to school
SL3	Parental engagement inside and outside school	Influence co-curricular and extra-curricular activities	Create a conducive environment and engage the child at home	Brainstorm strategies for better learning, positive behaviour	Share responsibilities in schools' vision, mission, evaluation and school improvement	Link between business people and government workers and plan community services	Make parents key stakeholders in the decision process

					planning	together	
SL4	Follow child's academic and behavioural performance address issues	Correspond with the teacher and guide the child for future	Provide with good nutrition, inculcate good values and attitudes	Orientation parent workshops, school websites, newsletters school calendar, PTA meeting	Strengthen parents council, active participation in the school administration	Organize community members, and invite community service projects	Lead clubs and cultural events to provide good role models
SL5	Main role in children's learning	Regularize education and methods of learning	Facilitate learning process and create a conducive environment	PTA meetings for specific parents, technology and face-to-face meetings	Encourage parental support in the school improvement and school decisions	Sponsor cultural and sports events	Designate more responsibilities to the parents
SL6	Pro-active involvement in student academic and behavioural expectations	Strong partnerships with staff, student and parent community	Educational awareness, academic support and commitment	Parent meetings, parent forums, open house, updated website, sms messages	Open-school policy, lunch with the child, reading to students	Site based management team with school leaders, teachers, students, community representatives	Parental forums to collaborate ideas, make decisions and plan for the future
SL7	Follow the learning process of the child	Improve school results with parental involvement	Persuade, motivate and engage children	Call, email, and send notes School diary between	Join Parents' council and work for it	Participate in all school events actively	Update children's progress in learning periodically

				the teacher and the parents			
SL8	Improve schooling and student learning outcomes	Motivate and make students understand the importance of education	Attend meetings, meet teachers and discuss about progress	Regular homework compulsory term visits	Involvement in parents council	Chief guests and address to the students	Insist Parental engagement for effective schooling and learning

Most of the school leaders expressed the importance of 'parenting'. School Leader 1 informed that 'parents who are engaged are also able to monitor the progress of their children. An engaged parent conveys to their children the importance of school and learning. Also the school does a better job of serving students when they are aware that their parents are involved in their learning and schooling'. For School Leader 3 'parental engagement influences student engagement, student learning, student progress and student outcomes. Parents who are actively involved in their child's school and show support for school activities and extra-curricular activities positively influence student outcomes'. School Leader 4 has the following as the benefit of parental engagement, 'motivating students & making them more accountable for their performance. Helping parents to understand what happens at school that affects their children's future & in turn guide their children into their best interest. Helping the school & teachers to navigate work more easily. Building good relationships among all stakeholders, which leads to success in running the educational processes. School Leader 5 informs that 'it is important to raise necessary awareness among parents on the importance of parenting and parental engagement as in rural areas many parents don't understand this'. School Leader 6 said that parenting is not one-person task. In most cases, mothers are more actively involving in school activities than fathers are'.

Many school leaders agreed the need to improve better 'communication' with parents. School Leader 1 suggested to 'ensure that the child is prepared and has necessary resources for school. Maintain two-communication with school. Educate self on child's performance and seek ways to facilitate continued growth'. School Leader 3 insist on the following as

important for effective communication between parents and school, 'Share the ways parents can support their child both at school and at home. Run parenting masterclasses for curriculum support. Regularly meet parents to discuss ways to engage their children in learning at home. Regularly engage parents in reading activities with their child. Regularly meet parents whose child has poor attendance to identify strategies to improve attendance'. School Leader 4 considers 'to use school website and newsletter to inform and communicate with parents'. School Leader 5 supports formal communication, often passing necessary information during the regular meetings with parents. School Leader 7 recommends to bring back the traditional method of communication through school diary in which both parents and teachers can write notes to each other – it is more authentic than electronic communication means'.

Several school leaders consider stimulating the 'volunteering' programmes for parents in the school. School Leader 1 insisted that parents needs to take initiative to actively participate in the schooling process. School Leader 3 suggested that 'it is important to meet with every year minimum three times in a year, once at the beginning, 2nd during the middle of the academic year and finally and the end of the academic year – in this way, every parent would have decent update about the schooling and learning of their children – and parents must take initiative to come to school more often'. School Leader 4 recommends the following to increase parental involvement, 'create events or projects that require parent involvement. Organize workshops that inform parents about how to help their children at home. Sending newsletters, weekly planners, test results & student work feedback to parents. Receive parents respectfully, listen to them politely & addressing all their concerns'.

Many school leaders strongly advocated 'learning at home' as instrumental for the developmental of children. School Leader 1 suggested to promoted learning at home in a non-threating way that children like to learn at home'. School Leader 3 considers 'sharing specific strategies that works well each parent and help them create a conducive learning environment and a culture of reading at home – the year of reading in the UAE was remarkable to stimulate this reading culture in many families'. School Leader 4 suggests that 'showing parents what exactly they can do at home to help their children. A workshop for modelling parents' guidance can help'. School Leader 5 believes that 'parents are capable of creating an environment for their children to help their learning process. Knowing what and

how they are learning can help the parents in knowing how to facilitate that process for their children'.

Some of the school leaders were hesitant about engaging parents in school 'decision-making' process as some decisions requires confidentiality. School Leader 1 indicated that engaging parents in certain school decisions is useful as they can bring their parental experiences to complement. For School Leader 3, 'parents must be engaged in all possible school decisions, starting from the formulation of the vision and mission, and during the internal and external evaluation stages of the school and parents must as well offer constructive feedback and support for the continuous improvement of the school'. School Leader 4 suggest to 'organize community events that involve parents participation. Inviting community members to school events and activities. And running community service projects in which parents and children may take active participation'. School Leader 5 recommends, that 'parents need to be given the information about the process of learning and teaching that happens at the school. Once they have the information, now they can be trained by the school on how they can help and take part of the decision making to the school improvement plan and the school decisions'. School Leader 6 said that 'schools are mostly open to involve representatives of parents in major school decisions; however, it is very difficult to get parents to meetings in most situations'.

All the school leaders consider 'collaboration with the community' as essential part of school culture and schooling process. School Leader 1 recommended to create special community club with parent, teacher, student volunteers that will work with issues in the local community'. School Leader 3 suggested that 'it is important to identify the community links within the parent community e.g. parents who run businesses, parents in the police, parents if different industries who can contribute to the learning and development of students'. School Leader 7 recommends 'to be proactive in persuading and motivating parents to actively involve in school and community activities'. School Leader 8 suggest to consult the local community on the need for any specific support that school may offer and in the same way, schools may seek necessary support from the local community.

Most school leaders shared various other views related to effective parental engagement practices that would fit for public schools in Abu Dhabi and the UAE. School Leader 2 suggested to 'continue to share the school vision and mission and the important role parents

play in supporting this. Give parents more leadership roles in schools. Coffee mornings with parents to share and consult parents on key issues. Running subject master classes for parents so that they can support their children at home'. School Leader 3 indicated the following as the key responsibilities of parenting, 'ensuring students come to school ready to learn. Ensuring students respect the values of the school. Ensuring students come to school with the appropriate equipment and resources. Ensuring students come to school on time and attend school regularly. Ensuring students complete homework and prepare adequately for examinations. Providing a home environment that is conducive to learning e.g. quiet space to revise or complete homework. Supporting the school in their drive to raise student achievement. Supporting the school with positive behaviour management strategies. Attending parent conferences and ensuring concerns highlighted are addressed to support student progresses. School Leader 4 considers the following as the key responsibilities of the parenting, 'check their children's homework & make sure they do it. Follow up their study hours & academic level. Provide their children with good nutrition as well as good values & attitude towards learning, school & teachers. Check on their children's behaviour & social life at school. Motivate & encourage their children to do their best. Contact teachers & attend parent meetings'. School Leader 7 suggested having consideration to the local culture, to the life pressure and to various other factors when attempting to encourage effective parental involvement. In general, most school leaders strongly recommend effective parental involvement as a powerful means to achieve better learning outcome.

4.4.3 Key findings from the qualitative data analysis

From parents' perspectives

- Parents although strongly believe parental involvement, due to their professional and personal commitments they are not able to give the best.
- They expect fast and quick communication using technological means, although some like the traditional methods of using school diaries to send notes.
- They like to be invited to school for various special events in schools as guests and as volunteers to help and support in the school community.
- They like to provide support to their children to learn at home but many of them are unable due to time constraints and lack of pedagogical and content knowledge. Moreover, they look forward to psychological counselling and training on parenting.

- In general, parents like to involve in the decision making process at school. Most of them informed to offer support if invited.
- Most parents are eager to participate in relevant activities and events at school and in the local community and they recommend that business, government, schools and community come together for common cause.
- Most other general views of parents indicated the difficulties of working parents to attend activities in schools, and they suggest innovative ways to stay connected without physically visiting schools often.

From teachers' perspectives

- Teachers wants parents to actively involve in the teaching - learning process, in particular they want parents to attend the feedback sessions of their children.
- They initiate a two-way communication for better learning outcomes, discuss the child's progress and ensures parental confidence on child's education.
- Teachers want to share work schedule to have a transparent academic plan. They welcome parent volunteers to help them.
- Teachers highly encourage parental support for children to learn at home, as this has good impact on their learning progress. They believe that parents can create good learning environment at home and be their role model by reading with them.
- Many teachers suggested that schools must listen to parents if they like to serve them better and they strongly recommend involving them in decision-making.
- Several teachers felt that most parents are shy and not interested to involve and collaborate in community activities. They suggest that there must be good recognition for those who are involving.
- In General, most teachers insist on parental engagement for children educational achievement, social skills and emotional adjustment.

From school leaders' perspectives

- School leaders in general strongly advocate effective parental involvement for better schooling and learning outcome.

- Most school Leaders appreciate a two-way communication between the teacher and the parent for better learning outcomes.
- They invite representatives of parents to volunteer in the school planning, implementation, execution and evaluation committee.
- School leaders in general recommend teachers to give easy home works with clear instructions and invite parents to offer necessary supports to their children at home.
- Many school leaders informed that they engage parent representative in school decisions, although certain decision that are confidential may not engage parents.
- School leaders felt that the parents must motivate children on curricular and co-curricular activities. Parents, teachers and students all must actively involve in relevant community activities within school and within local community.
- School leaders in general, indicated the challenges they face in actively engage parents due to cultural and other factors, but some of them are confident that they can persuade, motivate to engage parents effectively.

4.4.4 Comparing the views from the parents, teachers and school leaders

It was observed in the quantitative results that there are significant differences among the views of parents, teachers and school leaders. It is therefore necessary to compare and contrast the perspectives that the parents, teachers and the school leaders shared in the semi-structured interview, in order to draw further insights and explanations to enrich the understanding. This may help the research to find relevant suggestions for best practices on effective parental engagement that may suit public schools in Abu Dhabi and the UAE. The following table offers the similarities and differences on the general views of parents, teachers and school leaders.

Table 4.16: Comparing the views of the parents, teachers and the school leaders

	Parenting	Communicating	Volunteering	Learning at home	Decision making	Collaborating with community	Other views
Parents	Active participation in	Sms, emails, calls,	Psychological talks on	School websit	Collaborate with PTA in school	Link between business	Invite parental talk on

	the students' homework, projects and learning process	weekly letters,	parenting, child development and learning strategies. Take leadership in cultural, sports and national day celebrations	es school diary, class dojo, whatsapp, PTA meetings	discussion, planning, implementation and execution	and government officers and work for community services	special jobs like firemen, postmen. Understand the difficulties of working mothers to attend PTA meetings
Teachers	Role model, spend quality time with the child, assist the child in learning	Develop a strong bond between the parent and the child. Inculcate self-esteem, self-discipline, aspirations.	Inviting parents and share activities in the classroom	Home reading program Suggest learning methods for weak students	Key roles, inclusive representation, leadership training, school data, develop strategies on time constraints	Chaperone events and field trips, Planning committee for community projects. Arrange visit to libraries, talks from local and international authors	Conduct surveys Responsive school website Invited to watch student presentations, discuss grades and concerns, special care for children with disabilities
School Leaders	Parental involvement for better learning outcome	Two-way communication and motivate co-curricular	Persuade, motivate, engage children, provide a conducive	Weekly letters, sms, calls, emails	Open school, share responsibilities in the school	Sponsor school events and programs, a manageme	Consider local culture, Understand parents

	s	and extra-curricular activities	environment		vision, mission and development programs	nt team of school leaders, teachers, parents, students and community representatives	needs and expectations

There are some similarities and some differences among parents, teachers and school leaders on 'parenting' aspect. Parents in general, like to actively participate in their children's homework, projects, and other learning process rather than attending meetings, events and activities in schools. Teachers suggest that parents must spend quality time with their children at home that may help in their learning, and attend feedback sessions to know the progress of their children periodically. Moreover, school leaders strongly believe that parental involvement helps them to achieve effective learning outcome. All the three stakeholders agree on the importance and benefits of parenting, yet they way they want to channel this energy of parenting for the development of their children, and schooling needs to converge.

Although parents largely acknowledge their role in the education of their children, they seek regular but meaningful communication from the school. Some parents favour traditional communication methods, while most parents prefer to use modern, electronic communication means for fast and quick communications. Many teachers value limited but good communication with parents to support the learning of their students. Some teachers consider good communication between parents and teachers help build a strong bond. Some teachers consider too much of communication takes away their energy and time and they cannot focus on their regular work.

In addition, school leaders favour strategic communication between parents and teachers and school to stimulate effective learning outcome, yet they contented to restrict unnecessary communication. Some school leaders good two-way communications that would motivate both parents and teachers for good learning outcome. Many parents suggested that schools must host relevant workshops for parents on child psychology, home learning support

mechanisms and other useful schooling related trainings. Several parents expressed their willingness to offer voluntary services in school and in in school larger community. Teachers expect more initiatives from parents to help in school activities. Some teachers informed that they find it difficult to motivate parents to volunteer. School leaders in general, like to motivate parents and teachers to volunteer for the needs in schools. Some of the school leaders said that would persuade motivate parents to volunteer.

Most of the parents want to help their children to help their children to learn at home. Some parents informed that they do not have much time to commit at home and they lack necessary pedagogical skills to help children to learn at home. Teachers strongly suggested that learning at home is very important. Some teachers indicated that most parents do not sit with their children to read together and help them do their homework. School leaders in general, suggested using simple and clear instructions from teachers often would help parents to support their children to learn at home. However, many school leaders were puzzled to motivate parents in order to spend quality time with their children that may help in their learning.

Several parents indicated that they are not given opportunity to involve in decision-making process in schools. Many teachers as well informed that they are not much involved in decision-making process of the school. School leaders said that although they include the representatives of parents and teachers in most school decisions, it might not be possible to involve everyone. Moreover, due to the nature of certain decisions and for confidentiality, it is important to make the decision within a small team. Some parents suggested creating a link between business, government, school and the local community in order to create a good community collaborating environment. Some parents insisted to take the help of the local community for the needs of the schools. Many teachers recommended using several club activities of the schools to link to need of the local community. School leaders in general, consider local sponsors, philanthropy for the development of the school.

In general, all the three stakeholders shared various other views. Most parents want, schools to offer useful training and seminars to parents. Some parents wish that they were given special permission from their job to attend parental activities in schools. Teachers want parents to mainly attend the feedback sessions together with their children that would help them to better understand the progress and the development of their children. School leaders

largely suggested understanding the local culture while implementing parental engagement programmes.

4.5 Triangulating the views from document analysis, survey and interview

In general, there are significant differences on the views of parents, teachers and school leaders both in the survey and interview data. The following table offers the triangulation of the views from document analysis, survey and interview results.

Table 4.17: Triangulating the views from document analysis, survey and interview

	Parenting	Communicating	Volunteering	Learning at home	Decision making	Collaborating with community	Other views
Document Analysis	Parental roles are defined and benefits are indicated	Information on communication aspect is basic and not in detail	Some information is found in all the documents reviewed	All documents reviewed address learning at home	Some documents inform the role of parents in decision making	Some basic information are included about collaboration with community	Each document had some unique views included
Survey	Less differences among the views of parents, teachers, and school leaders about parenting	Moderate differences among the views of parents, teachers, and school leaders about communication	Moderate differences among the views of parents, teachers, and school leaders about volunteer	Less differences among the views of parents, teachers, and school leaders about	More differences among the views of parents, teachers, and school leaders	More differences among the views of parents, teachers, and school leaders about collaborat	Did not collect

			ing	learning at home	about decisio n making	ion with communit y	
Intervi ew	Generally, all the stakeholder s, parents, teachers and school leaders value the importance of parental roles and responsibili ties. They all agree that parents are second teachers	In general, most parents like innovative communica tion means to be used. teacher want limited and meaningful communica tion, while school leaders suggest strategic communica tion	Generall y, parents like to volunteer if asked and are available. Teachers appreciat e relevant parental support in classroo m, school leaders like to utilize parents if there is need and expertise	Generall y, all the stakehol ders support learning at home. Parents want clear instructi ons and limited homewo rk. Teachers believe that learning at home doubles learning. School leaders inform regular support at home is needed	In general, parents and teachers indicate that they are not engage in decisio n making, while school leaders like to engage them in decisio n making, they caution about privacy	Generally all the stakehold ers informed that there lack of collaborat ion with the communit y and this needs lots of commitm ent and support from parents, teachers and school leaders and the communit y	Range of other views were shared by all the three stakehol ders that are vital to successf ul parental engagem ent practices in public schools in Abu Dhabi

The document analysis do indicate difference in the way parental involvement activities are carried out in the four public schools, although they all are managed by ADEC, which indicates lack of consistency among schools to follow the guidelines from ADEC on parental involvement. The survey results indicated significant differences on the views from the parents, teachers and school leaders for all the six types, although the differences were less

for type 1 and 4, moderate for type 2 and 3 and high for type 5 and 6. The main reason for the semi-structured interview is to further understand the under lying factors for the difference in the views of the parents, teachers and school leaders. The interview results did as well confirm the differences among the views for all the six types and the interview results offered range of perspectives that explained these differences. In general, the findings relatively confirm the findings in many similar studies. However, as parental involvement practices are relatively new in public schools in Abu Dhabi, the activities and practices may not be comparable with some of the established systems. Nevertheless, the public schools in Abu Dhabi are actively coping with the emerging demands and are steadily embracing global best practices and standards.

CHAPTER 5: CONCLUSION

5.1. Summary of the Study

Many previous researches confirms that effective parental engagement leads to better learning and development of children. This study aims to explore the perspectives of teachers, parents and school leaders on the parental engagement programme and practices in four public schools in Abu Dhabi. The study grounds mainly on Epstein's six types of parent involvement, namely; parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. Quantitative data were collected using Epstein's parental involvement survey instrument; qualitative data were collected using a semi-structured interview questionnaire developed for this study. In addition, document analysis were made to understand the status of parental involvement programme in the selected four schools, which were compared with global and local standards. Both descriptive and inferential statistical analysis were made on quantitative data using SPSS and the qualitative data were analysed using thematic analysis. The results from the quantitative data indicated that there is significant differences on the perspectives among the teachers, parents and school leaders on the six types of parent involvement. The analysis of the qualitative data further unpacks these differences on the perspectives of teachers, parents and school leaders on parental involvement. The study found that there is a gap between the parental involvement plans of the schools to their practices.

Although all the three key stakeholders (teachers, parents, and school leaders) ideally want to actively, involve in parental engagement programmes, in reality there is seemingly lack of commitment to their intention. Parents mainly indicate unsuitable timings of parental engagement activities and meetings as key reason for missing them and they insist on innovative ways and technological tools to engage them effectively. Teachers largely consider too many parental engagement activities as exhaustive and seek meaningful integration of parental engagement in teaching and learning practices. While school leaders appreciate everyone's active involvement and favour strategic approaches to parental involvement programmes. The study concludes that in general, parental engagement practices in the four public schools in Abu Dhabi are reasonably well established and steadily

improving. However, it is very important for them to benchmark their programmes and practices periodically with the national and global standards.

5.2. Key Findings of the Study

The following are the **key findings from the quantitative data** analysis, which mainly address the research question

(1) H_{01}: perceptions about school activities to foster basic responsibilities of parents are similar among school leaders, teachers and parents.

H_{A1}: perceptions about school activities to foster basic responsibilities of parents are not similar among school leaders, teachers and parents.

(2) H_{02}: perceptions about school activities to foster communication are similar among school leaders, teachers and parents.

H_{A2}: perceptions about school activities to foster communication are not similar among school leaders, teachers and parents.

(3) H_{03}: perceptions about school activities to foster volunteering are similar among school leaders, teachers and parents.

H_{A3}: perceptions about school activities to foster volunteering are not similar among school leaders, teachers and parents.

(4) H_{04}: perceptions about school activities to foster learning at home are similar among school leaders, teachers and parents.

H_{A4}: perceptions about school activities to foster learning at home are not similar among school leaders, teachers and parents.

(5) H_{05}: perceptions about school activities to involve parents in decision-making are similar among school leaders, teachers and parents.

H_{A5}: perceptions about school activities to involve parents in decision-making are not similar among school leaders, teachers and parents.

(6) H_{01}: perceptions about school activities to foster community collaboration are similar among school leaders, teachers and parents.

H_{A1}: perceptions about school activities to foster community collaboration are not similar among school leaders, teachers and parents.

From the analysis of survey responses, it was found that the perceptions about implementation of activities to foster six types of parent involvement are different among parents, teachers and school leaders. In addition, the number of schools which, implement these activities more often is much lower than the number of schools, which implement them rarely. In general, school leaders seem to have indicated that most of the parental involvement activities are implemented sometimes or often. On the contrary, parents seem to have indicated that most of the parental involvement activities are implemented never, rarely or sometimes. While most teachers indicated that the most of the parental involvement activities are implemented sometimes or rarely. It is observed that there are significant differences on views of most of the parental involvement activities in all the six types. The research considered understanding these differences in details and the underlying factors through qualitative research.

The following are the **key findings from the qualitative data** analysis, which mainly address the research question

From parents' perspectives

- Parents although strongly believe parental involvement, due to their professional and personal commitments they are not able to give the best.
- They expect fast and quick communication using technological means, although some like the traditional methods of using school diaries to send notes.
- They like to be invited to school for various special events in schools as guests and as volunteers to help and support in the school community.
- They like to provide support to their children to learn at home but many of them are unable due to time constraints and lack of pedagogical and content knowledge. Moreover, they look forward to psychological counselling and training on parenting.
- In general, parents like to involve in the decision making process at school. Most of them informed to offer support if invited.
- Most parents are eager to participate in relevant activities and events at school and in the local community and they recommend that business, government, schools and community come together for common cause.

- Most other general views of parents indicated the difficulties of working parents to attend activities in schools, and they suggest innovative ways to stay connected without physically visiting schools often.

From teachers' perspectives

- Teachers wants parents to actively involve in the teaching - learning process, in particular they want parents to attend the feedback sessions of their children.
- They initiate a two-way communication for better learning outcomes, discuss the child's progress and ensures parental confidence on child's education.
- Teachers want to share work schedule to have a transparent academic plan. They welcome parent volunteers to help them.
- Teachers highly encourage parental support for children to learn at home, as this has good impact on their learning progress. They believe that parents can create good learning environment at home and be their role model by reading with them.
- Many teachers suggested that schools must listen to parents if they like to serve them better and they strongly recommend involving them in decision-making.
- Several teachers felt that most parents are shy and not interested to involve and collaborate in community activities. They suggest that there must be good recognition for those who are involving.
- In General, most teachers insist on parental engagement for children educational achievement, social skills and emotional adjustment.

From school leaders' perspectives

- School leaders in general strongly advocate effective parental involvement for better schooling and learning outcome.
- Most school Leaders appreciate a two-way communication between the teacher and the parent for better learning outcomes.
- They invite representatives of parents to volunteer in the school planning, implementation, execution and evaluation committee.

- School leaders in general recommend teachers to give easy home works with clear instructions and invite parents to offer necessary supports to their children at home.
- Many school leaders informed that they engage parent representative in school decisions, although certain decision that are confidential may not engage parents.
- School leaders felt that the parents must motivate children on curricular and co-curricular activities. Parents, teachers and students all must actively involve in relevant community activities within school and within local community.
- School leaders in general, indicated the challenges they face in actively engage parents due to cultural and other factors, but some of them are confident that they can persuade, motivate to engage parents effectively.

5.3. Implications of the Study

The current study aims to understand the perspectives of parents, teachers and school leaders about the current parental involvement practices in public schools in Abu Dhabi and their views on the ideal parental involvement practices that suits public schools in Abu Dhabi.

Implications for Parents: The most important implication of this study is that the study underpins the importance of parenting, responsibilities of parents in their children's schooling and development. This and many similar studies have indicated that parents are 2nd teachers and their involvement have strong impacts on the development of their children. Most parents in the public schools in Abu Dhabi are well informed about the importance of parental involvement practices and they are reasonably participating well. However, families in which both parents are employed or occupied other ways have challenges to participate actively. Many parents indicated communication and language barriers as potential challenges for their lack of participation in parental involvement activities. Strong implementation of eSIS and similar approaches would strongly support effective parental involvement practices in the public schools in Abu Dhabi. Most parents who participated in this study have recognized that the schools and ADEC is increasingly encouraging the involvement of parents. It is important to recognize and appreciate that over the time parents or guardians have been central figures in the maintenance of schools, who are mainly have endeavoured to collaborate with their work, economic inputs or in kind, to the School facilities are better and their children can more easily receive educational services offered by primary schools.

Currently it is not enough that parents or guardians participate only supports schools financially, more than that their participation in school and classrooms with teachers to ensure that the learning process of their children. Such participation have wider impact in schooling and learning of children. Traditionally, social duty to educate had been assigned to school. Today the emphasis has shifted. Every day is postulated to stronger that family and school are the actors together that are responsible for the education of children and adolescents. Several reasons affecting the family and school to perform collaborative work: the complex world that requires having a comprehensive training and throughout life to develop as a person and integrate into society, and the development of psychological and social sciences have demonstrated the importance Approach and coordinated work between home and educational institution for the development of children. The involvement of parents and mothers in the education of their children is associated with a positive attitude and behaviour toward school, greater achievements in reading tasks better and better academic performance in general. Increased parental involvement also brings benefits to families, increasing their self-confidence, access to information about school performance and enables a more positive view of teachers and the school in general. This study in particular is a reminder for parents to reinforce the thought about their active involvement. Many parents in the study consider the relevant use of modern communication methods; they want schools to ask for their support. They like that teachers and schools need to be closely connected to the local community, culture and heritage that might be most ideal parental involvement approaches that would fit public schools in Abu Dhabi.

Implications for Teachers: In the current study, many parents indicated how many teachers are showing interests in engaging. However, some parents indicated the challenges to communicate with expat teachers, as most expat teachers do not speak Arabic, while many teachers expressed that it is difficult to communicate with some parents, as they do not understand English. Some schools have effective strategies to tackle language constraints. It was felt by parents that teachers should use effective communication strategies to improve parents' involvement. Effective communication needs a two-way stream of information. Teachers could use latest technology to improve communication via e-mail messages and interactive phone systems. Teachers can arrange workshops so ensure presence and involvement of more and more parents (Gaunt, & Scott, 2014). Many teachers recommended that meaningful and limited parental involvement as ideal parental involvement practices for public schools in Abu Dhabi as this does not hinder their focus in teaching and regular works.

Implications for School Leaders: Many school leaders indicated that like to involve parents in all aspects of schooling; however, to involve parents successfully in decisions that affect their school requires a lot of work, but worth the long-term. Many school leaders indicated that there are lack of interest among parents to actively involve. For them the ideal parental involvement practices that would fit public schools in Abu Dhabi could be achieved by having a strong links with community leaders, followed by engagements, developing trust and establishing good relations. It requires a better understanding about the barriers that could affect the good intentions of educators and the inclusion of this cultural awareness in their efforts to involve parents and community members. Does this mean that educators now have to be cultural experts? Well, somehow ... yes. Schools that involve parents and community members successfully is because they know the differences of cultures and how these differences affect the perspective of the community in matters of education. Educators could seek help from a "cultural expert" either a local minister or counsellor social service, for example, knows the community or communities of the school (McMahon, Blythe, Gimenez, & Price, 2011). School leaders may see different types of parental involvement not currently practiced in their schools. In addition, when implemented, these factors may increase students' satisfaction and success in the school setting. This case study contributes to the enhancement of educational leader's practices in schools to implement the beset practice of parents' engagement.

Implications for Schools: It is necessary for modern schools to modify and restructure so that it can remain effective and efficient on a mission that exceeds widely about the only function for which it was created: to educate and inform. The different ideological approaches and social, political and religious interests that pressure from within and from outside the Teaching, in most cases do not consider the child and the child as an individual whose right and need is a comprehensive training where instruments will facilitate maximum for a critical analysis of the democratic world around you. The demands that society asks the school has not always been the same; but have evolved (Mersky, 2015). A new school management involves both at school and in the classroom, parents and guardians, as key figures assume a greater role in supporting and monitoring the education of their children, responsibly and in collaboration with those directly responsible for this training, i.e. teachers and school leaders. It is also essential that the school community support the participation of parents and guardians, so that together generate the necessary to support training and

educational achievement of all students. The schools implementing new management, is a new way to build relationships and develop their practice, demonstrate the openness needed for parents and guardians involved, co-responsibility and participate in decision-making to promote the school and courtly environment where their children develop. For increasing parental awareness and involvement in primary school girls in Abu Dhabi through the use of structured parent training workshops, here are some strategies and programs that school can be implemented in Abu Dhabi. The current study indicates that schools must attempt to balance by embracing modernity while upholding the heritage and the culture of the local community. Schools must find innovative ways to engage parents, apart from regular feedback meetings.

Implication for Regulatory agencies: ADEC has been strongly advocating effective parental engagement as important part of successful schooling. ADEC has offered good guidelines for schools to embrace effective parental involvement practices. For ADEC engaging parents should go beyond narrow definitions of parents' involvement. The council strongly supports the idea that student achievement is a mutual interest of both school and family, and encourages schools to imagine parents as associates in the learning process. In particular, the eSIS that ADEC has introduced for better connection between parents and school and ADEC is a remarkable tool, if used to its fullest benefits. However, scholars such as Borden, et, al (2010) recommended that ADEC could use various strategies that must be tailored to the school's population. If families do not have any internet connection in their homes, email processes of teachers and schools will not work out. If parents do not understand English properly, a call to them in English will be useless. ADEC recommends that the bottom line for schools should be to communicate with parents by using strategies that express what is significant in a way that can be heard by parents and families and through which they feel comfortable to respond.

Other Implications: The study in general, may benefit any schools seeking to enhance parental involvement, in particular any public schools in Abu Dhabi and in the UAE. Consequently, the recommendations will be made to arrive at realistic roles and responsibilities for parent engagement, and for applying a model of mutual responsive practices supported by ADEC, and internationally applied. Furthermore, it has been examined that promoting the participation of parents and mothers in the education of their children is a strategy to promote changes in the education system because it acts as a mechanism that: a)

pressure on schools to deliver quality education; b) demand information about the performance of their students; c) facing discrimination and abuse; d) implements accountability mechanisms and defend their rights in relation to services that are granted; e) poses demands of those rights. Reaffirming the above ideas, it has also been analysed that successful schools are those where there is effective interaction family-school-community. Also, emphasize the central role of the school in promoting these interactions, which should occur in either direction. Quality education, they say, is only possible if effective interaction between different education stakeholders (school-family-community) is established.

5.4. Limitations of the Study and Scope for Future Studies

As it is most common for any study to have certain limitations, this current study do as well have some limitations. The first limitation is the current scope of the study; the study has considered only one Emirate in the UAE as the context for the study – for the reason to be more focused – however if future studies consider the study to include other emirates, developing a nationwide understanding would be possible. The study in particular considered four public schools for the reason to have in-depth understanding about the parental involvement practices in specific school contexts. The future studies may consider both public and private schools that may help understand diverse practices.

The other key limitation is the methodological limitation. The current study included document analysis, survey and interview as means to gather data. The number of samples although are justifiable against the population studied, considering other methods such as observation may bring different understandings, however the research considered observation was not much relevant for the current study. The participation of the samples in the survey was relatively easy compared to the participation of the samples in the interview. Many parents found it difficult to comprehend the interview discussion and often needed good prompting. While the teachers and school leaders were very cautious in their responses. These are although common challenges of any interview, this was considered as a limitation to gain more in-depth understanding and the rich description from the respondents. Future research may consider relevant strategies to overcome such challenges to gain optimum benefits from interviews.

5.5. Concluding Note

In conclusion, it is important to reflect, if the objectives were met and if the research questions were answered. In general, all the objectives were met and all the research were answered. The following table informs the outcomes of the study.

Table 5.1: The outcomes of the study

Objectives	Questions	Outcomes
To understand the importance of parental engagement practices in schools exploring the literature and previous similar studies	What are the importance and benefits of parental engagement practices as reported in the literature?	This objective is met and this research question is answered through literature review.
To identify best parental enagagement practices in the UAE	What are the best parental engagement practices in the UAE?	Answered through document analysis of ADEC and KHDA's parent involvement guidelines.
To map out the current parental engagement practices in the four selected public schools in Abu Dhabi through document analysis	What are the current parental engagement practices in the four selected public schools in Abu Dhabi?	Achieved through document analysis. Reviewing parent involvement practices in school hands book.
To explore the views of parents, teachers and school leaders through survey	What are the views of the school leaders, teachers and parents (from the four selected schools in Abu Dhabi) on Epstein's 6 types of parent involvement (namely: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community)?	Explored through survey using both descriptive and inferential analysis.
To study the perspectives of school leaders, parents	What are the views of parents, teachers and school leaders on	Gained in-depth understanding through the

and teachers through interview	current and prospective parental engagement practices in public schools in Abu Dhabi?	analysis of the interview transcripts using thematic analysis

Epstein's typology of parental involvement has although been very influential in parental engagement studies, some found her work as rather relevant to specific established contexts and specific class, given the nature of the sophistication of the typology, as not all parents in all context would have the luxury to follow these requirements, although they are important. Furthermore, as Epstein's typology does not have the flexibility to accommodate parents with different needs and context with specific consideration, which limits the typology favourable to certain established contexts and parents. Some argue that to some extend too much parental engagement might be dangerous to the self-development and independence of students and for the withdrawal of the responsibilities of the school. The typology although fits to the context and to the nature of parents in the UAE, some of the aspects that are unique to the UAE and the Emirati parents needed to be considered beyond Epstein's framework.

Most researches indicated the importance of parental involvement, which the current research confirms, in particular with the views from the parents, teachers and the school leaders who participated in the survey and interview. Parental involvement practices plan of the four-selected public school from Abu Dhabi and the parental involvement guidelines from ADEC and KHDA clearly indicate the value these institutions uphold on parental involvement. As Baker, Arnold & Meagher (2011) pointed out that, when parents are involved in the education of their children, the children usually do better in school, are better behaved and have more positive attitudes toward school and grow up to be more successful in life.

Schools must encourage, motivate, persuade parents to take responsibility in the children learning and actively involve in all parental engagement actives. Schools must utilize the best communication means to connect with parents. Parents must not shy to volunteer and offer suggestions and supports for school improvement. Teachers must find suitable approaches that work well in making learning at home, doing homework an enjoyable experience. Parents needs to realize that they are the second teacher and create conducive learning environment at home and spend quality time with their children. School leaders must embrace the standards and guidelines of the ministry and regulatory agencies and make

school well connected with parents and local community. With this reflection, the study concludes that in general, parental engagement practices in the four public schools in Abu Dhabi are reasonably well established and steadily improving. However, it is very important for them to benchmark their programmes and practices periodically with the national and global standards.

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Appendices

Appendix A: BUiD Ethical Approval

Research Research Ethics Form (Low Risk Research)

To be completed by the researcher and submitted to the Dean's nominated faculty representative on the Research Ethics Committee

i. **Applicants/Researcher's information:**

Name of Researcher /student	Nabeeha Aljunaibi
Contact telephone No.	0506030000
Email address	2014121022@student.buid.ac.ae
Date	03-04-2017

ii. **Summary of Proposed Research:** Developing a Strategic Framework to Enhance Parental Engagement Practices in Public Schools in Abu Dhabi

BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):	This is a mixed method research that uses both quantitative and qualitative data to answer the research question: What strategic framework of parental engagement practices would enhance parental engagement in public schools in Abu Dhabi? The research will use social constructivist approach, which will support the researcher to develop a suitable parental involvement model that better suits the public schools in Abu Dhabi.
MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc...):	The sample population will be; parents, teachers and schools leaders from four public schools in Abu Dhabi. The study plans to gather quantitative data through survey questionnaire and qualitative data through interview. Also, document analysis will be used to reach the hedin information that might help the researcher undercover the issue of the lack of parent engagement.

	The study will engage only parents, teachers and school leaders, will volunteers to participate in the study (no one will be forced – an informed consent form will be signed before the samples are engaged in the study). Confidentiality will be a key factor, and all participants will be assured of the confidentiality of their statements and perceptions. Participants name will not be required for the study. All participants' will be provided with a description of the research procedure, its purpose and expected benefits. The nature of the study does not have any high ethical risks.
DURATION OF PROPOSED PROJECT (please provide dates as month/year):	The duration of the proposed research project is in the work plan attached at the end of this form.
Date you wish to start Data Collection:	May 15th, 2017
Date for issue of consent forms:	April 25th, 2017

iii. Declaration by the Researcher:

I have read the University's policies for Research and the information contained herein, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Research Policy (9.3 Policies and Procedures Manual), as well as any other condition laid down by the BUiD Ethics Committee. I am fully aware of the timelines and content for participant's information and consent.

Print name: Nabeeha Aljunaibi

Signature: nabeel Date: 03.04.2017

*If the research is confirmed as not medium or high risk, it is endorsed HERE by the Faculty's Research Ethics Committee member (following discussion and clarification of any issues or concerns)** John M. Kenny 9/4/17 *and forwarded to the Research Office to be recorded.*

I confirm that this project fits within the University's Research Policy (9.3 Policies and Procedures Manual) and I approve the proposal on behalf of BUiD's Research Ethics Committee.

Name and signature of nominated Faculty Representative: Professor Kelly H. Pinnington

Signature: _____ Date: 9th April 2017

iv. If the Faculty's Research Ethics Committee member or the Vice Chancellor considers the research of medium or high risk, it is forwarded to the Research Ethics Officer to follow the higher-level procedures.

**** If the Faculty representative is the DoS, the form needs the approval of the Chair of the Research Ethics Committee.***

Work Plan

Stage	Time Frame
Stage 1	
Proposal Submission	November 2016
Proposal Defense	November 2016
Addressing any recommendations after the defense	December 2016 – February 2017
Updating Literature Review	March –April 2017
Stage 2	
Submission for approval to access Site and Participants	April 2107
Get the approval from ADEC	May 2017
Stage 3	
Piloting the Instruments	March 2017
Quantitative Data Collection	May-June 2017
Quantitative Data Analysis	May – June 2017
Qualitative Data Collection	May- June 2017
Stage 4	
Writing the first draft	July-September 2017
Finalizing the thesis	October-December 2017

Appendix B: ADEC Permission

Date:26/04/2017

To:Public Schools Principals

Subject:Letter Of Permission

Dear Principals,

The Abu Dhabi Education Council would like to express its gratitude for your generous efforts and sincere cooperation in serving our dear students

You are kindly requested to allow the researrcher /**Nabeeha Aljunaibi**, to complete his research on:

Developing a strategic Framework to Enhance Parental Engagement Practices in Public Schools in Abu Dhabi

Please indicate your approval of this permission by facilitating her meetings with the sample groups at your resoected schools.

For Futher information : please conta **Helmy Seada** on 02/6150140

Thank you four ur cooperation.
Sincerely yours,

التاريخ : 26/04/2017

السادة / مديري المدارس الحكومية المحترمين

الموضوع : تسهيل مهمة باحثين

تحية طيبة وبعد

يطيب لمجلس ابو ظبي للتعليم ان يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة و التعاون الصادق لخدمة ابنائنا الطلبة

و نود اعلامكم بموافقة مجلس ابو ظبي للتعليم علي موضوع الدراسة التي سيجريها بعنوان Nabeeha Aljunaibi

Developing a strategic Framework to Enhance Parental Engagement Practices in Public Schools in Abu Dhabi

لذا يرجي التكرم بتسهيل مهام الباحث و مساعدتة علي إجراء الدراسة المشار إليها

للاستفسار : يرجي الاتصال **بالسيد / حلمي سعدة** علي هاتف 02/6150140

شاكرين لكم حسن تعاونكم
وتفضلوا بقبول خالص الاحترام و التقدير

Appendix C: Consent Form

Dear Participant,

I am conducting research with a focus on School leaders' , Teachers' and Parents' views on parental engagement activities in education.

The survey questions are designed to learn about the types of activities and needs of parents, teachers, and administrators. You will also receive a copy of the results of this research study. Survey information will be anonymous and no one individual will be identified. Of course, your participation is voluntary and you may leave any questions unanswered. The survey will take approximately 20-30 minutes or less to complete.

If you have additional questions, or would like further information regarding this research study, please feel free to contact me at 2014121022@student.buid.ac.ae

Thank you very much for your help!

Sincerely,

Nabeeha Al Junaibi

Doctor of Education Programme

Date: ----------

Signature: ----------

Appendix D: School leaders' Teachers' and Parents' Survey

Directions: Carefully examine the scoring rubric below before rating your school on the six types of engagement. As you review each item, please circle the response that comes closest to describing your school. A score of 4 or 5 indicates that the activity or approach is strong and prominent. A score of 1,2, or 3 indicates that the activity is not yet part of the school's program, or needs improvement. The results provide information on the strength of current practices of partnership, and insights about possible future directions or needed improvements in your school's partnership program.

Scoring Rubric

1 – Not Occurring: Strategy does not happen at our school.

2 – Rarely: Occurs in only one or two classes. Receives isolated use or little time. Clearly not emphasized in this school's parental engagement plan.

3 – Occasionally: Occurs in some classes. Receives minimal or modest time or emphasis across grades. Not a prevalent component of this school's parental engagement plan.

4 – Frequently: Occurs in many but not all classes/grade levels. Receives substantive time and emphasis. A prevalent component of this school's parental engagement plan.

5 – Extensively: Occurs in most or all classes/grade levels. Receives substantive time and emphasis A highly prevalent component of this school's parental engagement plan.

Type 1 – PARENTING: BASIC REPSONSIBILITIES OF FAMILIES

Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understanding families.

Type 1 Activities	**The school:**	**Never**	**Rarely**	**Sometimes**	**Often**
Sponsors parent education workshops and other courses of training for parents.		1	2	3	4
Provides families with information on child or adolescent development.		1	2	3	4
Provides families with information on developing home conditions that support learning.		1	2	3	4
Asks families about children's goals, strengths, and talents.		1	2	3	4
Sponsors home visiting programs or neighbourhood meetings to help families understand schools and to help schools understand families.		1	2	3	4

Type 2 - COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS

Conduct effective communications from school to home and from home to school about school programs and children's progress.

Type 2 Activities	**The school:**	**Never**	**Rarely**	**Sometimes**	**Often**
Has formal conferences with every parent at least once a year.		1	2	3	4
Provides language translation to assist families as needed.		1	2	3	4
Provides clear information about progress reports and how grades are earned.		1	2	3	4
Provides clear information about programs, and/or activities in this school.		1	2	3	4
Sends home folders of student work weekly or		1	2	3	4

monthly for parent review and comments.				
Has a staff member send home positive messages about students on a regular basis.	1	2	3	4
Notifies families about student awards and recognition.	1	2	3	4
Contacts the families of students having academic or behaviour problems.	1	2	3	4
Provides parents with the telephone numbers and/or e-mail addressed of the school, principal, teachers, and counsellors.	1	2	3	4
Conducts an annual survey for families to provide reactions to school programs and share information and concerns about students.	1	2	3	4

Type 3 – VOLUNTEERING: ENGAGEMENT AT AND FOR THE SCHOOL Organize volunteers and audiences to support the school and students.

Type 3 Activities	**The school:**	**Never**	**Rarely**	**Sometimes**	**Often**
Conducts an annual survey to identify interests, talents, and availability of volunteers.		1	2	3	4
Has a parent room or family centre for volunteer work, meetings, and resources for families.		1	2	3	4
Provides ways for families to be involved at home or in the community if they cannot volunteer at school.		1	2	3	4
Has a program to recognize our volunteers.		1	2	3	4
Organizes volunteers to link with all parents.		1	2	3	4
Schedules plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.		1	2	3	4

Type 4 – LEARNING AT HOME: ENGAGEMENT IN ACADEMIC ACTIVITIES

Involve families with their children in homework and other curriculum related activities and decisions.

Type 4 Activities	**The school:**	**Never**	**Rarely**	**Sometimes**	**Often**
Provides information to families on required skills in all subjects.		1	2	3	4
Provides information to families on how to monitor and discuss schoolwork at home.		1	2	3	4
Provides information how to assist students with skills that they need to improve.		1	2	3	4
Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.		1	2	3	4
Asks parents to listen to their child read or to read aloud with their child.		1	2	3	4
Provides calendars with daily or weekly activities for families to do at home and in the community.		1	2	3	4
Helps families help students set academic goals, select courses and programs, and plan for college or work.		1	2	3	4

Type 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP

Include families as participants in school decisions and develop parent leaders and representatives.

Type 5 Activities	**The school:**	**Never**	**Rarely**	**Sometimes**	**Often**
Has an active PTA, PTO, or other parent organization.		1	2	3	4
Assures that parent representatives are on the school's advisory committees team, or other committees.		1	2	3	4

Assures that parent representatives are on district-level advisory committees.	1	2	3	4
Develops formal networks to link all families with their parent representatives for decision making.	1	2	3	4
Involves all parents to give input and ideas on school policies.	1	2	3	4
Provides information on school elections for school committee representatives.	1	2	3	4
Involves parents in revising school and/or district curricula.	1	2	3	4

Type 6 – COLLABORATING WITH THE COMMUNITY

Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

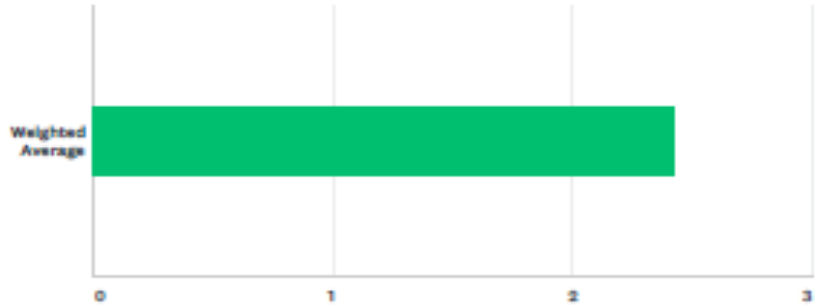
Type 6 Activities	**The school:**	**Never**	**Rarely**	**Sometimes**	**Often**
Provides a resource directory for parents and students with information on community agencies, programs, and service.		1	2	3	4
Provides information on community activities that link to learning skills and talents, including summer programs for students.		1	2	3	4
Works with local business, industries, and community organizations on programs to enhance student skills.		1	2	3	4
Includes alumni in school programs for students.		1	2	3	4
Assures that school building is open for use by the community after school hours.		1	2	3	4
Other collaborating with the community activities.		1	2	3	4
		1	2	3	4

Thank you for participating in the survey

Appendix E: Summary of the Survey Analysis

Q1 Are you?

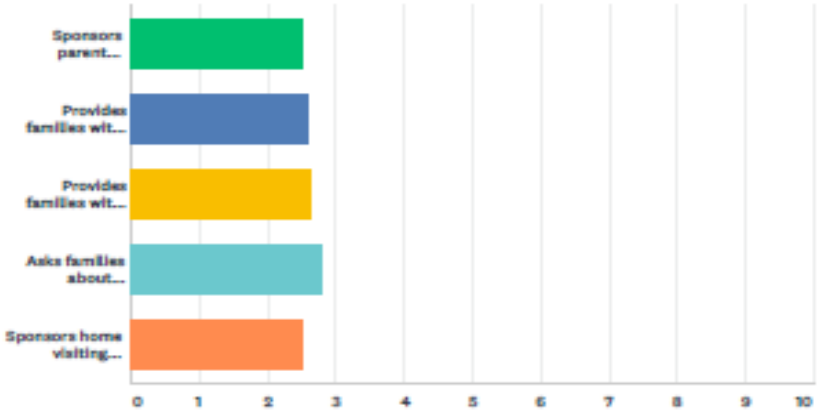
Answered: 424 Skipped: 0



ANSWER CHOICES	RESPONSES	
School leader	5.42%	23
A teacher	47.17%	200
A parent	47.41%	201
TOTAL		424

Q2 Type 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understanding families.

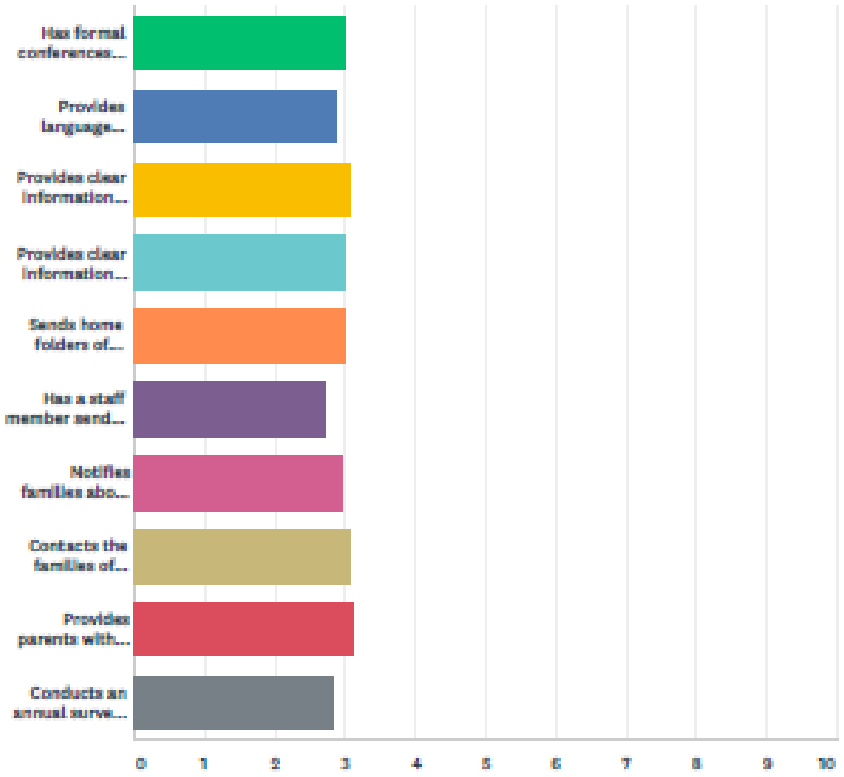
Answered: 423 Skipped: 1



	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Sponsors parent education workshops and other courses of training for parents.	17.26% 73	33.81% 143	36.41% 154	8.04% 34	4.49% 19	423	2.49
Provides families with information on child or adolescent development.	18.20% 77	32.86% 139	29.55% 125	11.11% 47	8.27% 35	423	2.58
Provides families with information on developing home conditions that support learning.	14.89% 63	34.28% 145	30.73% 130	11.82% 50	8.27% 35	423	2.64
Asks families about children's goals, strengths, and talents.	13.71% 58	28.84% 122	32.39% 137	15.60% 66	9.46% 40	423	2.78
Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.	19.39% 82	31.68% 134	32.62% 138	9.69% 41	6.62% 28	423	2.52

Q3 Type 2 - COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS Conduct effective communications from school to home and from home to school about school programs and children's progress.

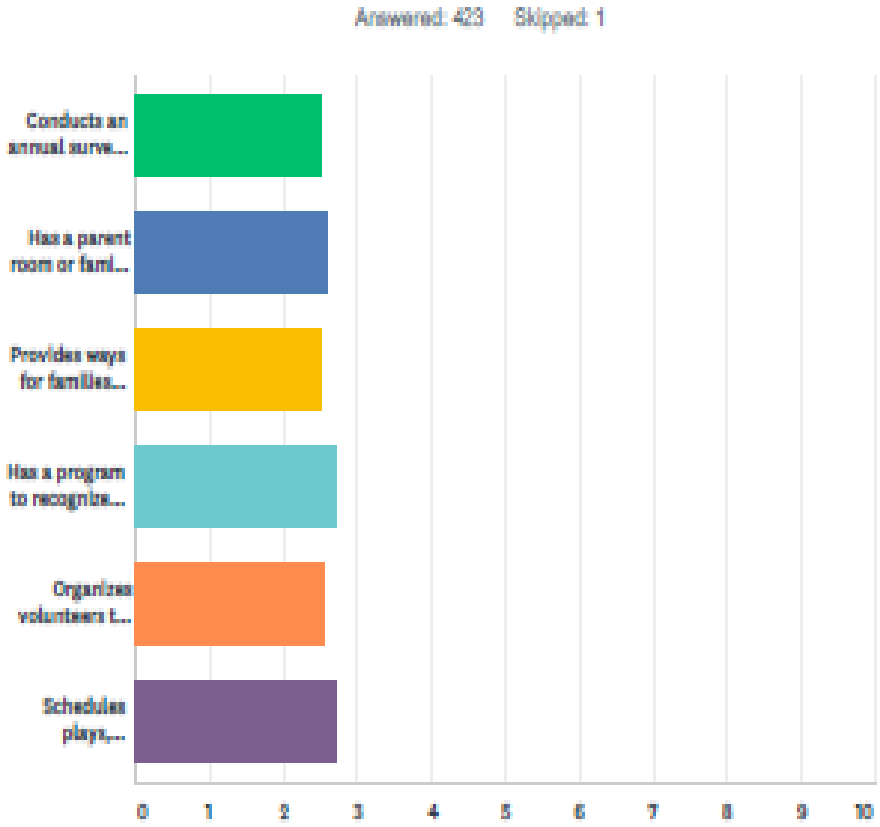
Answered: 423 Skipped: 1



	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Has formal conferences with every parent at least once a year.	13.00% 55	30.26% 128	20.80% 88	16.08% 68	19.86% 84	423	3.00
Provides language translation to assist families as needed.	16.78% 71	28.37% 120	23.64% 100	14.18% 60	17.02% 72	423	2.86
Provides clear information about progress reports and how grades are earned.	16.31% 69	24.11% 102	20.57% 87	16.08% 68	22.93% 97	423	3.05
Provides clear information about programs, and/or activities in this school.	13.95% 59	23.88% 101	27.90% 118	17.97% 76	16.31% 69	423	2.99
Sends home folders of student work weekly or monthly for parent review and comments.	10.87% 46	27.90% 118	28.37% 120	17.02% 72	15.84% 67	423	2.99
Has a staff member send home positive messages about students on a regular basis.	17.26% 73	28.84% 122	28.37% 120	16.08% 68	9.46% 40	423	2.72
Notifies families about student awards and recognition.	12.77% 54	26.24% 111	28.13% 119	18.20% 77	14.66% 62	423	2.96
Contacts the families of students having academic or behavior problems.	12.80% 54	25.36% 107	23.93% 101	16.82% 71	21.09% 89	422	3.08
Provides parents with the telephone numbers and/or e-mail addresses of the school, principal, teachers, and counselors.	10.66% 45	24.64% 104	28.20% 119	14.69% 62	21.80% 92	422	3.12
Conducts an annual survey for families to provide reactions to school programs and share information and concerns about students.	14.66% 62	26.71% 113	32.62% 138	14.18% 60	11.82% 50	423	2.82

Q4: Type 3 – VOLUNTEERING: ENGAGEMENT AT AND FOR THE SCHOOL

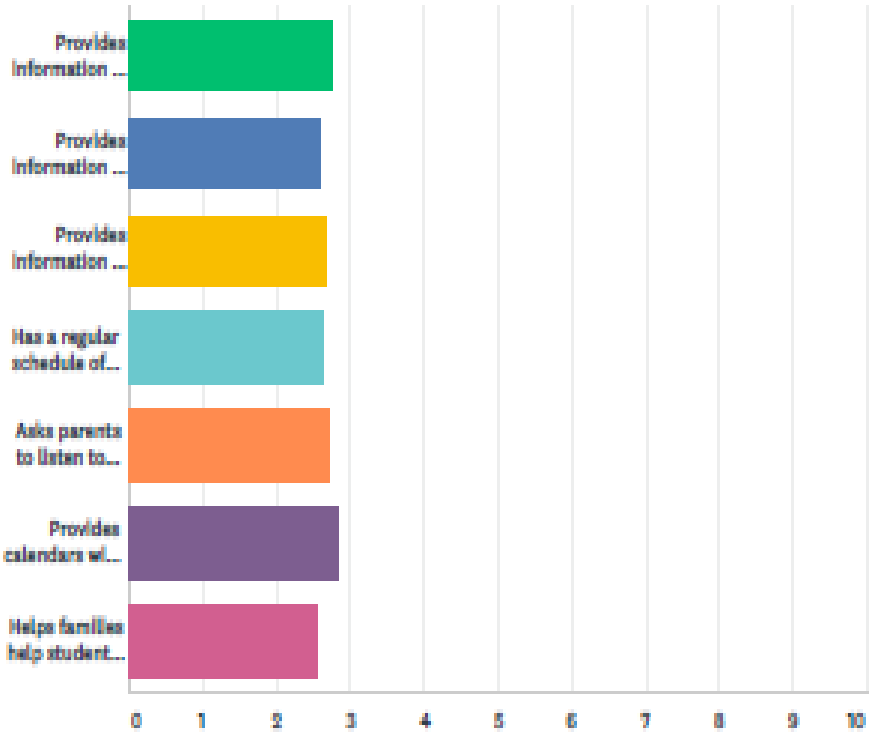
Organize volunteers and audiences to support the school and students.



	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Conducts an annual survey to identify interests, talents, and availability of volunteers.	19.86% 84	33.81% 143	27.90% 118	11.35% 48	7.09% 30	423	2.52
Has a parent room or family center for volunteer work, meetings, and resources for families.	24.11% 102	29.55% 125	21.51% 91	13.00% 55	11.82% 50	423	2.59
Provides ways for families to be involved at home or in the community if they cannot volunteer at school.	23.46% 99	31.28% 132	25.59% 108	12.32% 52	7.35% 31	422	2.49
Has a program to recognize our volunteers.	19.39% 82	29.31% 124	24.82% 105	13.71% 58	12.77% 54	423	2.71
Organizes volunteers to link with all parents.	21.56% 91	30.33% 128	28.91% 122	11.61% 49	7.58% 32	422	2.53
Schedules plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.	18.20% 77	29.55% 125	27.90% 118	12.29% 52	12.06% 51	423	2.70

Q5 Type 4 – LEARNING AT HOME: ENGAGEMENT IN ACADEMIC ACTIVITIES Involve families with their children in homework and other curriculum related activities and decisions.

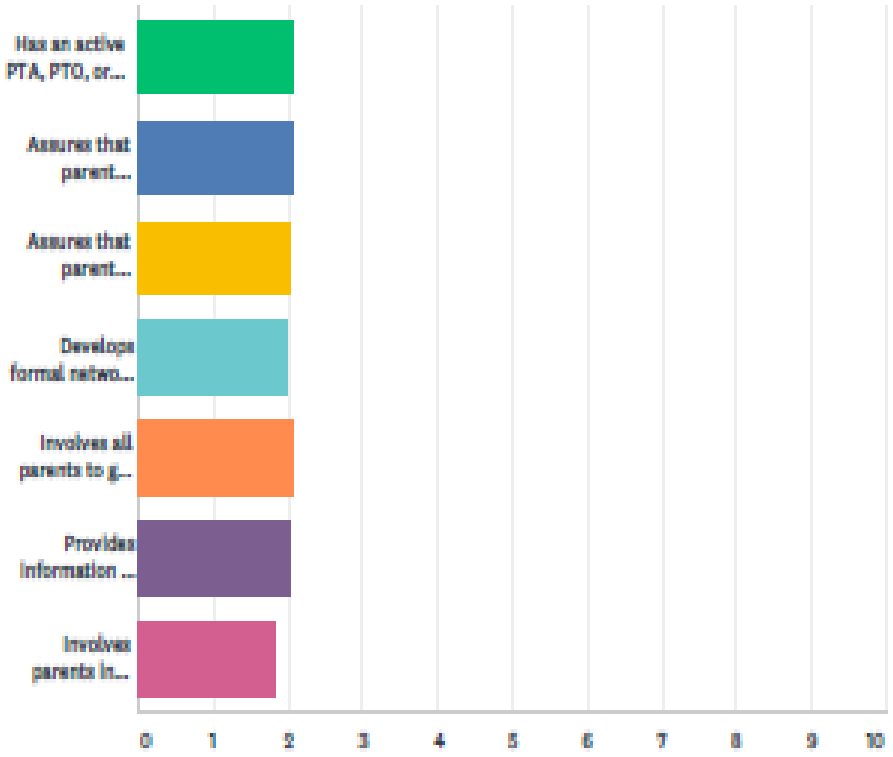
Answered: 423 Skipped: 1



	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Provides information to families on required skills in all subjects.	9.69% 41	39.24% 166	27.42% 116	13.00% 55	10.64% 45	423	2.76
Provides information to families on how to monitor and discuss schoolwork at home.	18.44% 78	35.93% 152	22.93% 97	13.95% 59	8.75% 37	423	2.59
Provides information how to assist students with skills that they need to improve.	18.20% 77	30.50% 129	26.00% 110	16.31% 69	8.98% 38	423	2.67
Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	18.20% 77	32.15% 136	27.19% 115	14.42% 61	8.04% 34	423	2.62
Asks parents to listen to their child read or to read aloud with their child.	14.89% 63	33.33% 141	29.31% 124	11.82% 50	10.64% 45	423	2.70
Provides calendars with daily or weekly activities for families to do at home and in the community.	13.24% 56	30.73% 130	30.50% 129	10.40% 44	15.13% 64	423	2.83
Helps families help students set academic goals, select courses and programs, and plan for college or work.	17.73% 75	33.10% 140	32.86% 139	9.22% 39	7.09% 30	423	2.55

Q6 Type 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP Include families as participants in school decisions and develop parent leaders and representatives.

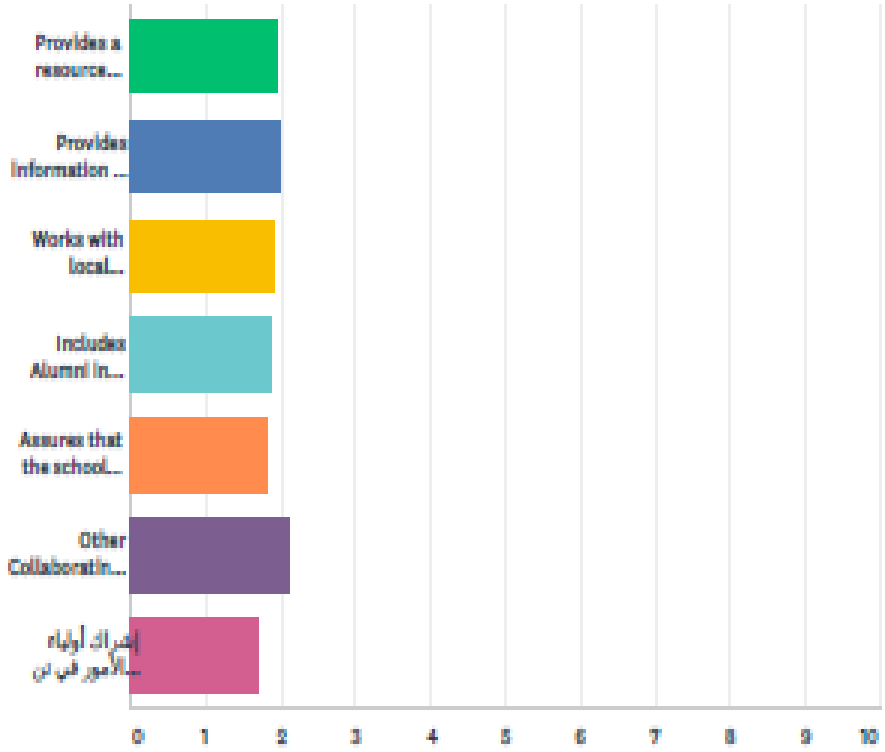
Answered: 423 Skipped: 1



	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Has an active PTA, PTO, or other parent organization.	39.48% 167	32.39% 137	14.66% 62	8.27% 35	5.20% 22	423	2.07
Assures that parent representatives are on the school's advisory committees team, or other committees.	43.26% 183	29.79% 126	10.87% 46	8.98% 38	7.09% 30	423	2.07
Assures that parent representatives are on district-level advisory committees.	42.65% 180	30.33% 128	14.69% 62	6.87% 29	5.45% 23	422	2.02
Develops formal networks to link all families with their parent representatives for decision making.	45.86% 194	28.84% 122	11.58% 49	8.75% 37	4.96% 21	423	1.98
Involves all parents to give input and ideas on school policies.	42.08% 178	29.31% 124	15.13% 64	6.15% 26	7.33% 31	423	2.07
Provides information on school elections for school committee representatives.	44.68% 189	27.42% 116	14.89% 63	8.04% 34	4.96% 21	423	2.01
Involves parents in revising school and/or district curricula.	49.41% 209	29.79% 126	13.24% 56	3.78% 16	3.78% 16	423	1.83

Q7 Type 6 – COLLABORATING WITH THE COMMUNITYCoordinate resources and services from the community for families, students, and the school, and provide services to the community.

Answered: 423 Skipped: 1



	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	TOTAL	WEIGHTED AVERAGE
Provides a resource directory for parents and students with information on community agencies, programs, and services.	47.87% 202	26.07% 110	13.74% 58	7.35% 31	4.98% 21	422	1.95
Provides information on community activities that link to learning skills and talents, including summer programs for students.	52.96% 224	19.86% 84	10.64% 45	8.75% 37	7.80% 33	423	1.99
Works with local businesses, industries, and community organizations on programs to enhance student skills.	51.54% 218	24.11% 102	12.53% 53	5.91% 25	5.91% 25	423	1.91
Includes Alumni in school programs for students.	51.18% 216	25.36% 107	13.98% 59	5.92% 25	3.55% 15	422	1.85
Assures that the school building is open for use by the community after school hours.	52.84% 223	26.54% 112	10.19% 43	5.45% 23	4.98% 21	422	1.83
Other Collaborating with the Community activities.	45.02% 190	25.59% 108	12.56% 53	7.82% 33	9.00% 38	422	2.10
إشراك أولياء الأمور في تفعيل المناهج المدرسية وأثر المحلية	56.25% 9	25.00% 4	12.50% 2	6.25% 1	0.00% 0	16	1.69

Appendix F: Reliability Tests

Reliability (Factor 1: Parenting)

Reliability Statistics

Cronbach's Alpha	N of Items
.907	5

Reliability (Factor 2: Communicating)

Reliability Statistics

Cronbach's Alpha	N of Items
.963	10

Reliability (Factor 3: Volunteering)

Reliability Statistics

Cronbach's Alpha	N of Items
.935	6

Reliability (Factor 4: Learning at home)

Reliability Statistics

Cronbach's Alpha	N of Items
.955	7

Reliability (Factor 5: Decision making)

Reliability Statistics

Cronbach's Alpha	N of Items
.952	7

Reliability (Factor 6: Community collaboration)

Reliability Statistics

Cronbach's Alpha	N of Items
.883	7

Appendix G: Semi-structured Interview Questionnaire on Parental Engagement

Dear Sir/Madam

I am currently pursuing my doctoral research on education at the British University in Dubai. My research aims to explore the current parental engagement practices in public schools in Abu Dubai. Please be informed that all the information gathered will be treated anonymously, confidentially and will be used only for research purposes. May I seek your valuable views on the following questions? Please keen your views brief and directly related to the questions.

Thank you very much for your participation in this study.

Nabeeha Al Junaibi

Demographic Questions

Gender		
	☐	Male
	☐	Female
Age Group		
	☐	Below 30
	☐	31-40
	☐	41-50
	☐	Above 50
Marital Status		
	☐	Single
	☐	Married
Level of Education		
	☐	High school

	☐	Vocational school
	☐	University
	☐	Graduate school (masters and above)
Professional Status		
	☐	Parent
	☐	Teacher
	☐	School leader
Nationality		

What does parent engagement mean to you?

What are the benefits of parent engagement?

What are the basic responsibilities of parents in their children's schooling process?

How better schools may communicate parents responsibilities of their children's schooling?

What are the ways schools may encourage parental support for learning at home?

What are the best ways to engage parents in school decisions and support parent leadership?

How best could schools involve parents to collaborate with the community to coordinate resources and services?

What types of parent engagement activities are implemented in your school?

What is preventing the parent engagement in you school?

How can you improve parent engagement in your school?

What is the best way to improve parent engagement in Abu Dhabi and in the UAE?

Are there some strategies that work better than others in your school?

How in your view can school more effectively involve parents?

How could you (indicating your role as a parent or a teacher or a school leader) support to improve parent engagement in your school?

Any other relevant views to this study

Name:

Signature:

Appendix H: Sample School Leader Interview Transcript

Demographic Questions

Gender		
	☐	Male
	✓	Female
Age Group		
	☐	Below 30
	☐	31-40
	✓	41-50
	☐	Above 50
Marital Status		
	☐	Single
	✓	Married
Level of Education		
	☐	High school
	☐	Vocational school
	☐	University
	✓	Graduate school (masters and above)
Professional Status		
	☐	Parent
	☐	Teacher
	✓	School leader
Nationality		
		British

What does parent engagement mean to you?

- Parental engagement means the extent of parents' involvement in their child's learning both in school and outside of school.

What are the benefits of parent engagement?

- Parental engagement influences student engagement, student learning, student progress and student outcomes. Parents who are actively involved in their child's school and show support for school activities and extra-curricular activities positively influence student outcomes.

What are the basic responsibilities of parents in their children's schooling process?

- Ensuring students come to school ready to learn
- Ensuring students respect the values of the school
- Ensuring students come to school with the appropriate equipment and resources
- Ensuring students come to school on time and attend school regularly
- Ensuring students complete homework and prepare adequately for examinations
- Providing a home environment that is conducive to learning e.g. quiet space to revise or complete homework
- Supporting the school in their drive to raise student achievement
- Supporting the school with positive behaviour management strategies
- Attending parent conferences and ensuring concerns highlighted are addressed to support student progress

How may schools better communicate parents responsibilities of their children's schooling?

- Share the ways parents can support their child both at school and at home
- Run parenting masterclasses for curriculum support
- Regularly meet parents to discuss ways to engage their children in learning at home
- Regularly engage parents in reading activities with their child

- Regularly meet parents whose child has poor attendance to identify strategies to improve attendance

What are the ways schools may encourage parental support for learning at home?

- Sharing specific strategies that parents can adopt at home to create an environment conducive to learning

What are the best ways to engage parents in school decisions and support parent leadership?

- Involvement in developing schools' vision and mission
- Involvement in the self-evaluation process
- Involvement in the school improvement planning process

How could schools best involve parents to collaborate with the community to coordinate resources and services?

- Identify the community links within the parent community e.g. parents who run businesses, parents in the police, parents if different industries who can contribute to the learning and development of students

What types of parent engagement activities are implemented in your school?

- Meetings with parents at the beginning of the year
- Invitations to school events
- Invitations to celebratory events
- Parent-teacher conferences
- Parents can visit the school and speak to teachers on a one-to-one basis at break times
- Letters to parents informing them of school events, examinations etc

What is preventing the parent engagement in you school?

- EMTs are unable to directly contact parents and share their immediate concerns due to language barriers.
- Not All parents attend parent-teacher conferences.

How can you improve parent engagement in your school?

- Continue to share the school vision and mission and the important role parents play in supporting this
- Give parents more leadership roles in schools
- Coffee mornings with parents to share and consult parents on key issues
- Running subject master classes for parents so that they can support their children at home

What is the best way to improve parent engagement in Abu Dhabi and in the UAE?

- Sharing the demands of the curriculum to parents
- Legislation to ensure that students attend school regularly
- Highlighting the importance of monitoring and ensuring homework is completed as a necessary part of learning
- Regular press coverage on the importance of parental engagement
-

Are there some strategies that work better than others in your school?

- No

How in your view, can schools more effectively involve parents?

- Listen to rather than talking at parents by making them key stakeholders in the decision-making process.

How could you (indicating your role as a parent or a teacher or a **school leader**) support or improve parent engagement in your school?

- Continue to share the school vision and mission and the important role parents play in supporting this
- Give parents more leadership roles in schools
- Coffee mornings with parents to share and consult parents on key issues
- Running subject master classes for parents so that they can support their children at home

Any other relevant views to this study

Appendix I: Sample Teacher Interview Transcript

Demographic Questions

Gender		
	☐	Male
	☐	Female
Age Group		
	☐	Below 30
	☐	31-40
	☐	41-50
	☐	Above 50
Marital Status		
	☐	Single
	☐	Married
Level of Education		
	☐	High school
	☐	Vocational school
	☐	University
	☐	Graduate school (masters and above)
Professional Status		
	☐	Parent
	☐	Teacher
	☐	School leader
Nationality		
		South Africa

What does parent engagement mean to you?

Parent engagement is very important and shapes the upbringing of a child. It has a significant positive effect on children's achievement and adjustment.

What are the benefits of parent engagement?

- Students who have parents or family members involved achieve higher grades or test scores, shows lower levels of absenteeism, have better social skills and their behaviour improves.
- Parent or family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education.
- Parent engagement help teachers with better discipline in the classrooms.

What are the basic responsibilities of parents in their children's schooling process?

- Parents should play an active role in the education of their children.
- They should be committed to communication with the teacher through teacher conferences.
- They should understand the needs of their children and play an active role in helping schools to interpret responses from the public.
- Show an active interest in their children's schooling.
- Co-operate with the school and other parents in the interests of their children's education.
- Be supportive of agreed school policies.
- Provide opinions and suggestions for school improvement.

How better schools may communicate parents responsibilities of their children's schooling?

First, it is important for the school to find out what method of communication would work best with the parents. There should be communication between parents and school personnel throughout the year and it should be consistent. Some ideas on how to communicate consistently and effectively:

- Hold a parent seminar in the beginning of the year explaining the responsibilities of the parent, teachers and staff members. Get information like:
    - What are parents hoping to get from the school or service?
    - What are the child's interests, strengths, likes and dislikes?
    - How would parents like to be kept informed about their child and day-to-day happenings?
    - What kind of information might parents like to support them?
    - In what ways do parents think they might like to be involved?
- Make or create an A3 school diary consisting of spaces for teachers to write notes; parents to share ideas and students to write their homework. In the case of a student losing the diary, inform a parent immediately to purchase a new one.
- Notes home and positive calls.

- Weekly classroom newsletter informing parents of what will be happening and what responsibility is.
- Set up regular informal meetings for parents and teachers.

What are the ways schools may encourage parental support for learning at home?

- Make or create an A3 school diary consisting of spaces for teachers to write notes; parents to share ideas and students to write their homework. In the case of a student losing the diary, inform a parent immediately to purchase a new one.
- Weekly classroom newsletter informing parents of what will be happening and what their responsibility is.
- Home reading programs aligned with curriculum standards and in class instruction.
- Parent education focused on home reading and study habits.
- Offer a training session for parents on how to help their child with homework.
- Open school computer labs or libraries in the evenings so parents may access blogs, teacher web sites, and other resources and tools on the Internet
- Recommend that parents encourage their child to read to them daily.
- Assign homework in a way that encourages parents to be actively involved with their child's homework and study time.

What are the best ways to engage parents in school decisions and support parent leadership?

- Key roles: Offering parents key roles in the school decision making process
- Inclusive representation: Assembling a representative group of all parents
- Leadership training: Offering parents training on how to serve effectively as leaders and parent representatives
- Time constraints: Developing strategies for overcoming parent and staff time constraints that interfere with arranging meetings
- School data: Making school data understandable and available to teachers and parents so that they can make informed decisions.

How best could schools involve parents to collaborate with the community to coordinate resources and services?

- Involve parents in field trips to aid as substitution.
- Involve local companies to work with parents in distributing snacks and food to bring and sell in the canteen.
- Have parents suggest places to take students to for field trips which aligns with the curriculum.

What types of parent engagement activities are implemented in your school?

- Mothers committee
- Parents invited to functions organized by teachers and social workers.
- Parents invited by teachers to watch student presentations.
- Parent evenings to discuss grades & concerns.
- Letters from teachers to parents regarding student behaviour and grades.

- Social worker communication regarding student behaviour.

What is preventing the parent engagement in you school?

- Parents are working and cannot always attend the organized functions.
- Language barriers – especially regarding reading any form of written communication between parent and teacher.

How can you improve parent engagement in your school?

- Assistance of a translating staff member during parent evenings.
- Send out a weekly newsletter to communicate what is happening in the subject areas. Have the IT teacher type out a template which each teacher fills in weekly, assign a translating teacher to translate the weekly newsletter.

What is the best way to improve parent engagement in Abu Dhabi and in the UAE?

- Implement an ADEK communication app that parents, teachers and students can download on their phones to communicate. Parents and teachers can use google translate app to translate Arabic to English and English to Arabic to communicate effectively.
- Mrs Nabeeha, please communicate this and see if it can be implemented. If it does, I want to be involved – (lol)

Are there some strategies that work better than others in your school?

- Social workers communicating with parents and arranging parent meetings is working the best.
- Social workers sitting in the meetings to translate is a big help.

How in your view can school more effectively involve parents?

- Except for the suggested ADEK app, I do not see any other way the school can involve parents more than it currently does.

How could you (indicating your role as a parent or a teacher or a school leader) support to improve parent engagement in your school?

Encourage parents to get involved with volunteering in their child's school by inviting them to:

- Read to classes. Help with testing and classroom monitoring needs.
- Be guest speakers. Chaperone events and field trips.
- Work with students to help plan events for fundraisers, field days, and curriculum-related events.

Any other relevant views to this study

Here are more ideas to involve parents:

1. Develop and use a home-to-school/ school-to-home communication system, using methods that work best for specific parents and teachers (mail, the phone, email, communication notebooks, face-to-face meetings).

2. Ensure that parent contact information is up to date so that communication flows.

3. Encourage regular use of school and classroom newsletters, web pages, blogs,

monthly calendar of events.

4. Inform parents about and assist them in using online classrooms such as and

5. Offer materials in other languages for parents of English for Speakers of Other

Languages (ESOL) students.

6. Send letters to parents or offer information online but follow up with persona contact to ensure effective communication.

7. Conduct home visits by special educators and administration when necessary.

8. Offer events such as "Cake with the

Counsellor," "Coffee with the Principal," or "Parents and Pastries" to encourage communication between parents and their child's school.

9. Have teachers or students write out homework assignments and/or daily

progress reports for parents to sign to ensure parents are aware of assignments and are able to monitor their child's learning at home.

10. Deliver weekly reports of progress and suggested home follow-up to parents

of students who are receiving speech, physical, or occupational therapy services.

11. Encourage group meetings with therapists, counsellors, teachers, administrators and parents, and frequent contact between case managers and parents.

12. Make contact with parents and families prior to the beginning of the school year.

13. Create smaller class sizes in order to give teachers more time to communicate with parents.

14. Encourage all school personnel to take an interest in children with disabilities.

15. Inform parents about and invite them to SEN Meetings.

Appendix J: Sample Parent Interview Transcript

Demographic Questions

Gender		
	☐	Male
	☐	**Female**
Age Group		
	☐	**Below 30**
	☐	31-40
	☐	41-50
	☐	Above 50
Marital Status		
	☐	Single
	☐	**Married**
Level of Education		
	☐	High school
	☐	Vocational school
	☐	**University**
	☐	Graduate school (masters and above)
Professional Status		
	☐	**Parent**
	☐	Teacher
	☐	School leader
Nationality		
		UAE

What does parent engagement mean to you?

It's very important that parents participate with their child in learning because it keeps the parent aware about their child educational level and focus on the areas that need to improve. Also, it keeps the child happy because their parents are besides them and become more comfortable.

What are the benefits of parent engagement?

It have a lot of benefits for both of the parent and their children's. For parents as I mention before that they know their children educational level and fox on their weakness. Besides, for children's develop their personality and self-confidence.

For example, when i participate in any events or projects for my children's they become very happy and i notice that they are proud of me as well as me.

What are the basic responsibilities of parents in their children's schooling process?

The basic responsibilities are to help them doing their homework, projects, and studying for the exams.

How better schools may communicate parents responsibilities of their children's schooling?

Using social media tools such as Instagram, WhatsApp and class dojo that most of schools used it already.

What are the ways schools may encourage parental support for learning at home?

To make more parents meeting and aware them about the importance of parental support. Also, by conducting workshops for them.

What are the best ways to engage parents in school decisions and support parent leadership?

To have a Parents Council for each school and keep these parents aware more and helping in advice the other parent's in the school. Besides, this Parents Council expresses the opinion of all parents in the school and takes part in making all decisions.

How best could schools involve parents to collaborate with the community to coordinate resources and services?

Through the cooperation of the school with various government agencies that serve the family and allow the people to participate in this cooperation and benefit from their services

What is preventing the parent engagement in you school?

Frequent requests of different materials in the same period. Also, many events in the same period constitutes a pressure that prevents the people from participating.

What types of parent engagement activities are implemented in your school?

Participate in classroom activities and participate in events

How can you improve parent engagement in your school?

Through lectures and workshops from time to time and increase awareness of the importance of their effective role.

What is the best way to improve parent engagement in Abu Dhabi and in the UAE?

For example by allowing them to attend class for their children, thus enhancing the children's self-confidence and encouraging them to raise their level.

Also by making the parents participate with their children to do the projects required in the classroom, which encourages the student to be more creative.

Are there some strategies that work better than others in your school?

Not because they do not allow parents to enter school and classes for security reasons.

Even if I need to ask about my child's level, I need to take a coordinated appointment with the teacher and each teacher on a special day. This is difficult for the working mother to go out daily.

How in your view can school more effectively involve parents?

Through lectures and workshops from time to time and increase awareness of the importance of their effective role.

How could you (indicating your role as a parent or a teacher or a school leader) support to improve parent engagement in your school?

I am an active mother who participates in the Mothers' Council each year to keep an eye on what is going on in the school. Also, I participate in all the classroom activities for my children and school activities. This enhances the status of my children and encourages them to give.

Any other relevant views to this study

No, thank you.

Best of luck in this useful study and if you need any help I’m ready!