

EPSTEIN'S TYPOLOGY OF PARENTAL INVOLVEMENT AND ITS PRACTICES IN SCHOOL LEVEL OF ADMINISTRATION BASED ON KANDY SCHOOLS IN SRI LANKA

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ABSTRACT

Abstract Parental Involvement is taking a major part on children's educational academic performance for all school Levels. The main objective of this study was to examine the Sri Lanka governmental school's administration and Teachers practices for improving or increasing Parental Involvement in School. This study used a qualitative method to identify the school administrator and teachers' perceptions about PI in school. Data was collected from 15 government schools. Sample of the schools selected in three categories, one girls' schools, boys' schools and mixed schools of teachers and administrator from the primary sections in Kandy district. In these 15 schools 75 teachers and 75 administrators was conducted to collect the data. Data was collected in qualitative in phenomenological research method was used to investigate administrators and teachers experiences to promote Findings, three key themes of the parental Involvement, under the theme of Parents background sub theme was included as low attendance, lack of the communication with teachers and school administrators. Another finding is Strategies of the participation under this sub theme was included Communication and Home Learning Activities. Final finding is Parents' negative thoughts, sub theme included Lack of Reciprocity and contradiction in thoughts and ideas.

Keyword: -Parental Involvement, Teachers, Administrators, Communication

1. INTRODUCTION

Educational researchers are taking more interest in identifying the parental involvement (PI) influence on students' academic achievement. According to Desimone's (1999) study, PI increases students' academic achievement and self-esteem. Children are learning from their environment. Children are learning from their families and teachers. Peers, relatives, and other adults in the community. Therefore, relationships among homeschool and community are very significant. People are changing their daily working routes, and their demographics are changing, as is the great demand on the task of fostering parental involvement. In Sri Lanka, it is mainly observed that family structures are of three types: single-parent, nuclear, and extended families. Basically, the natural parents, with the mother as the housewife and the father as the breadwinner, are now an exception to the rule. Most children come from other types of families: single-parent families, extended families, and families in which both parents work. The family's goal and the school's goal are different from each other's goals. The school's goal was to teach a mandated curriculum to children; the family's goal was to teach their children good behavior and moral standards (Epstein, 1987). There are also different explanations as to why parental involvement is important for student success. One of these is Bronfenbrenner's (1979) ecological approach. According to Bronfenbrenner, there should be two-way interaction, unity of goals, sustainable trust, and a balance of power between the environments or institutions in which the

4.2. Sampling

Data collection from 15 government schools in Sri Lanka. These schools were selected from the Central province. The schools were selected randomly and girls' schools, boys' schools and mixed schools of the central province at the same time. Tamil medium schools were only selected for this data collection and conducted the teachers from primary class teachers and administrators of the schools. Within these 15 schools the teachers were selected from each school five teachers and five administrators. So altogether 75 teachers and 75 administrators.

4.3. Instrument

Two main tools used to collect the data one is semi structured interview and observation

4.4. Data collection

For the data collection from Teachers and administrators semi structured interview was selected. The interview was recorded and transcribed. On the other hand, during the data collection some of the parental involvement incidents came into point as to the observation. One is Teachers parents' interactions meeting and parental involvement on the student's classroom decoration.

4.5. Data analysis

Throughout the data collection process, that analyzed the transcripts for emerging themes and areas for further examination through inductive analysis, which allows for concepts and relationships among ideas to emerge throughout the research process (Glesne, 2006). Once all the data were collected and transcribed, the lead author began the formal coding process. All transcripts were read line by line for general themes in the form of recurring words. Three themes emerged: Parents background, Strategies of the participation, parents' negative thoughts and their understanding. Once initial themes emerged, all of the transcripts were reread to find supporting excerpts, which were placed into Microsoft Word files for each theme (Glesne, 2006). Excerpts were categorized into subthemes for more detailed analysis. Low Attendance and lack of the communication with Teachers emerged as sub themes of parents' background, Communication and Home Learning Activities emerged as sub-themes of strategies of the participation, Lack of Reciprocity and contradiction in thoughts and ideas emerged as subthemes for parents' negative thoughts.

Three key themes and six sub themes emerge as a component of Epstein's typology of Parental involvement and its practices in school level of administration based on rural schools in Sri Lanka. Parents background (in this sub theme included as low attendance, lack of the communication with teachers). Strategies of the participation (sub theme included Communication and Home Learning Activities) parents' negative thoughts sub theme included Lack of Reciprocity and contradiction in thoughts and ideas.

4.6. Parents background

Many schools' teachers and administrators highlighted that parents' backgrounds have a high impact on involvement. For example, some of the students' single mothers divorced parents separated from their spouses. Such personal issues influence the PI of their children's school activities. Moreover, some the parents both are working and they much busy scheduled with their works. So, in this sense, they don't get time to communicate with their children's class teacher, and at the same time, low attendance in school activities works too.

The administration and teachers also personally called parents to remind them and invite them to school events, such as Parent-Teacher Organization meetings and other school activities. Most of the parents have a very busy schedule. In this case, the school children's parents' low attendance and lack of communication with teachers and school administrators are due to their personal issues, as well as the fact that both parents are working for a firm. Some of the parents, especially mothers working as teachers in that sense, can be involved in parental support. According to this data collection, many mothers are doctors, engineers, and some other professional categories. Those mothers are highly engaged with their profession.

4.7. Strategies of the participation

The strategies of parental involvement used by many Sri Lankan government schools. Basically, the teachers frequently communicate with parents through phone calls, WhatsApp, or some other means of sending a note. On the other hand, in many schools, teachers are giving some homework activities to children to do with parental support. In this sense, working parents' children are missing some activities. Furthermore, focusing efforts on empowering parents to be educational partners within the home shifted the school's efforts away from traditional forms of parental involvement and towards practices that may have a more significant effect on academic achievement, such as meaningful homework, home learning activities, However, overall, parents still demonstrated

low involvement, especially in returning forms, attending conferences, or participating in school events, causing frustration for the school staff.

4.8. Parents' negative thoughts and their understanding.

Teachers and school administrator staff also getting much upset to involving the parent into the school activities program.

Some of the parents questioning the teacher as like this,

I know that when I send things home the parents

write back and say what is this. Why are they doing this? Why aren't they doing it? the

way I was taught? And I try to explain that's not how we teach them anymore; they have to learn

it this way.

This disconnects between parents' own experiences in school and their children's experiences created a space for contention between teachers and families. Further parents are not willing to engaged in any informal school program.

However, the many schools they don't have a full-time school counselor so they don't have a proper network to short out such issues or contradiction occurs in between teachers' administrators and parents.

5. DISCUSSION

However, these results of the study answer indirectly of the research question of What are the strategies followed by School administrator and Teacher to ensure the Parental Involvement in central rural schools in Kandy? Many rural schools in Kandy trying to increase the parental involvement level in rural areas in such ways. teachers trying to communicate with parents through sending the note of their children's behaviors and activities in the class room. Sometimes some parents are misunderstanding the teacher and blaming to them. Most of the parents get some awareness about the importance of the parental involvement how its influence their children academic performance. Some of the strategies using towards that inviting parents to school-based activities, or helping parents become more involved with academics. Some are interestingly participated and many of them are not.

Another result of this study is the parents interestingly connecting with the school activities and school development works as well their children academic works too. Unfortunately, the parents don't have a plenty of awareness about the parental involvement at the same time contradicting in many ideas and decisions. While those things the teachers and administrators spend much time to explain them.

Further this study assert that the Epstein Model may not fully capture how parents are or want to be involved in their children's education, indicating that new ways of working with parents. Elementary may need to explore parental involvement in conjunction with the families to find out their needs and what works for them. Parental involvement is not an easy practice, and it takes time and a lot of investment on behalf of schools and school staff in order to build effective, collaborative relationships with their families. shows that teachers are trying to engage parents. Teachers and administrators should realize that social status differences and individual misunderstandings of the Sri Lanka governmental school education systems and other busy schedules of the parent's professionals can occur between teachers and parents and among parents themselves can impact the parental involvement practices. For some schools, this may mean redefining parent involvement from purely academic roles toward more collaborative roles with other parents, such as parent support groups, parent teams for school events, or presenters in classroom enrichment activities. These networks could impact academic achievement not only by helping parents engage more directly with the school but also by

empowering parents to serve as supports for each other. Implementing some of these activities in rural areas schools in Sri Lanka. This kind of the activities highlighted in boys' schools of the Kandy district.

This study was conducted in Sri Lanka Governmental Schools in Kandy. All the Kandy schools were not taking part of this study, therefore, as with the randomly about the parental involvement practices through schools cannot be generalized to other urban schools. Further in Sri Lanka, governmental schools can define in Tamil Medium and Sinhala Medium schools according to this study focus only the Tamil medium schools. Even though it's not included all the Tamil medium schools in Kandy district. Similar studies conducted at other schools could certainly support or contradict these findings. Furthermore, the lead author conducted all of the data collected and analyze it. Although every attempt was made to improve validity, additional studies conducted by multiple researchers would increase the validity of these results.

Another limitation is the lack of teachers' and administrators' responses. Because parent involvement is very fragile in Sri Lanka governmental schools.

6. SUGGESTIONS FOR FUTURE RESEARCH

In this study the Epstein's typology of Parental involvement and its practices in school level of administration it's a more important and influence factor of the children's academic performance and school development too. However, the themes presented here could be utilized as a framework for further study in other schools. Do other school's experience similar successes with home learning activities? Do other schools struggle to create parental engagement and networks? Do other schools faced any other issues of communicating the parents? Do other schools has enough of the resources to conduct the parents according to the Epstein's typology? based on Kandy schools in Sri Lanka. Furthermore, the schools are struggling to communicate with Mother ethnic groups of the schools? What kind of the issues are face by the Sinhala medium schools? both medium schools in Sri Lanka faced different issues of the Epstein's typology of the parental involvement.

The understand the procedure described in this article may be challenging to carry out in a substantive educational study. It's very critical to define the parental involvement of their children's school activities; further, there has no any measurement scale to measure the level of the parental involvement in school level, however this research trying to find out the what are the mechanism can be taken from school level to increase the parental involvement in schools.

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