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RESEARCH METHODS

Parent to Parent Communication Platform

Contents

CHAPTER 1: INTRODUCTION	3
Introduction	3
Background	4
Research aims and objectives	4
Aims	4
Objectives	5
Research Questions	5
Statement of the problem	5
CHAPTER 2: LITERATURE REVIEW	6
CHAPTER 3: RESEARCH METHODOLOGY	9
Research Design	9
Population and Sample	9
Data Collection	9
Data Analysis	10
Ethical Considerations	10
CHAPTER 5: RESOURCES AND PLANNING	11
References	12

CHAPTER 1: INTRODUCTION

Introduction

Extensive application of digital technologies as teaching devices in learning institutions testifies their importance in teaching as well as student learning processes. Embracing the use of new technologies for faster communication conveniently with parents through such methods as emails, text messaging as well as online platforms like Facebook (Boonk et al., 2018). The adoption of these innovative technologies indicates their capability of strengthening relationships across settings like homes and schools. Despite the anticipated benefits of digital technologies for improved parent-parent communication, some parents are experiencing a minimized trust in taking part in their children's learning process back at home. This document is aimed at probing how social media enhanced and inhibited parent involvement in their pupils' learning.

It details a research study in which two pre-school teachers, learners as well as two hundred parents took part in the inquiry curriculum by making use of social media digital platforms. It stipulates the meaning of parent-school relationship, evaluates appropriate literature as well as outlining research methodologies and methods (Cabus and Ariës, 2017). The structure of this research comprises application of Rogoff's three correlated plans for sociocultural analysis in examining participant communication as well as agency or structural dialects to aid in further conceptualization of the findings. Facilitators as well as inhibitors in the application of social media digital platform in facilitating the involvement of parents in inquiry curriculum process were investigated and adequately discussed within Rogoff's three planes of assessment including personal (apprenticeship), interpersonal (regulated involvement), as well as community

(participatory appropriation). Conclusions, as well as suggestions for future research, were outlined.

Background

Researchers stipulated that parental participation has a considerable effect on student performance as well as academic success in learning institutions. The effect has been of great importance necessitating the adoption of legislation such as Every Student Succeeds Act (2015) that authorized parental participation as well as tied campus funding to the consent of the act, causing the subject of parental participation as well as attainment to be high stakes concern for several schools and districts (Dahie et al., 2018). It was also determined that parental participation minimizes negative student behaviors among learners.

Parents are often seeking to assist their children in receiving a quality education. Parents decide on the best education to offer to their children based on knowledge as well as experiences they have obtained throughout their life. Most surveys demonstrate a consistent partnership between parent, family, and community about the attainment of high academic achievements for children and are primary in tackling school dropouts. Effects of poverty, prolonged political instability as well as high levels of illiteracy among most societies renders effective participation as well as the involvement of families a challenging concern. It is therefore essential to investigate teachers' opinions in establishing parental participation in children's learning as well as identification of potential areas for strengthening and enlarging parent and teacher partnerships to enhance the learning of children (Daniel et al., 2016).

Research aims and objectives

Aims

This thesis aims at exploring the various potential social networks that may be used in attaining effective parent to parent communication in line with children's education. Parental participation would be investigated based on gender to establish the roles played by mothers and fathers in determining their children's learning process.

Objectives

The research objective is to evaluate possible social networks that can be used in achieving effective parent to parent communication and the merit and demerits of the potential social networks that can be used in achieving effective parent to parent communication.

Research Questions

- What are the benefits of parent to parent communication concerning the academic performance of learners?
- How can social networks be used in enhancing parent to parent communication?
- What are the possible social networks that can be used in achieving effective parent to parent communication?
- What are the merits and demerits of the potential social networks that can be used in achieving effective parent to parent communication?

Statement of the problem

A lack of adequate cooperation or communication between parents continues to be persistent even upon research proposing that involvement and engagement of parents in the activities of their children in a collective manner have a role to play in enhancing their academic success directly. Still, there is not yet research carried out among the various educational leaders about

the perceptions of social media alongside its capability of involving parents collectively in communication as well as education. In as much as most of the administrators think that effective communication tends to be of utmost importance, there is continued concern by the various stakeholders that leaders should enhance communication.

CHAPTER 2: LITERATURE REVIEW

Research demonstrates that the outcomes of students among them school retention, academic achievement, attendance, behavior besides wellbeing tend to enhance when parents have taken part in student learning as well as schools. The proclaimed merits of parent to parent and school engagement for learning as well as the wellbeing of students and improvement of the school continue to be the main driver of public policy initiatives within most of the countries, globally (Dworkin et al., 2016).

Alongside such change in thinking regarding connections between homes and between homes and schools from the conventional parent involvement to parent, engagement has been the surge in online digital technologies mostly within technologically advanced societies (Zenda, 2020).

Such technologies have resulted in transformation: exchange of information, the way of sharing videos as well as pictures, real-time communication as well as communication in face to face.

The out of school experiences of students have at the same time tended to be infused increasingly with the various digital technologies (Erdener and Knoeppel, 2018).

Going by the research carried out by Nansen and Jayemanne (2016), parents have been found to be relatively more passive as opposed to being passive participants when it comes to thinking of

as well as making decisions on when, how, where as well as why their children adopted digital technology.

Most of the learning institutions have long adopted various strategies in enhancing the connection between the school and parents as well as among the parents. A literature review illustrates that digital technologies have risen in range, number, speed, frequency, the richness of connections, efficient with the concomitant expectation that such enhanced connections would allow the productive parent to parent relationships (Fhonna et al., 2019). Improved communication between parents, specifically concerning timeless communication has been established to enhance parent-school relationships. Quan and Dolmage (2006) showed that when there is an initiation of such contacts freely between and among parents, the potential for engagement of parents in student school learning tends to be on the increase.

It was found by Olmstead (2013) that parent engagement was enhanced by positive as well as meaningful parent to parent communication through supporting student learning as well as enhancing self-efficacy for parents for aiding their children to learner (Wong et al., 2018).

Previous studies demonstrated how the creation of home to school links via technology resulted in extended opportunities for student learning for instance laptop programs to enhance homework and enhanced the ability of transfer of student work between various settings (Hampden-Thompson and Galindo, 2017).

Goodall (2016) observed that in as much as the promise of digital technologies as a way of engaging parents, hiccups to worry across settings of home and school included inability of parents to have access to the required tools or even an absence of what can be described as

requisite language or even technological skills to greatly benefit from the produced information by schools (Santhya et al., 2016). Still, limited experience when it comes to the adoption of digital technologies, increased responsibilities, lack of technical support, lack of preparation, the demand for changed pedagogies, as well as the need to cover the curriculum that is based on standards, are among the potential impediments for parents in their adoption of digital technologies (Herman and Reinke, 2017).

Canadian research carried out by Pushor (2001) offered greater insights into the types of school spaces required to allow parents to share in responsibility, knowledge, voice as well as decision making among themselves in the best interest of the academic performance of the students. She thought that without such new spaces, chances were low that parents would make any meaningful contribution to the important aspects of the education of their children in schools for instance in the curriculum, assessment as well as pedagogy (Kraft, 2017).

Pushor (2010) via her earlier as well as more recent studies advocated for a curriculum of parents rather than to a parent curriculum in acknowledging that children are taken care of as well as educated at home and they are taken care of and educated at school (Povey et al., 2016). She outlined the need for engagement of parents rather than involvement in which engagement defined teachers as well as school working sideways with the parents being co-constructors of the curriculum and in which involvement mean(t) a curriculum which does something to or even for the parents.

The continued growth of the available interactive digital, as well as mobile technologies specifically social media alongside their inevitable implementation by teachers as well as

schools, have given the rise in questions regarding how such technologies might or might not promote parent to parent communication and hence parent to school engagement (Lerret et al., 2020). Such questions are specifically pressing in the early years'' settings as most of the literature regarding the use of social media has taken place within the contest of secondary schools as well as tertiary education.

CHAPTER 3: RESEARCH METHODOLOGY

Research Design

Both qualitative, as well as quantitative research methods, will be adopted in this study to enable an analysis of the various potential social networks that can be used in achieving parent to parent communication platforms (Mahuro and Hungi, 2016). The instrumental adopted for collection of data for this study will be a set of interview questions whose design will be aimed at eliciting open as well as truthful responses from those who will participate. The interview questions will be specifically designed for gaining insights into various potential social networks that can be used in achieving parent to parent communication platforms.

Population and Sample

The population will be inclusive of a field of 200 parents, 120 guardians. A purposive sampling method will be used in the collection of participants from remote areas. The selected sample for the study will be made of a cumulative of 250 individuals. In most cases, feasibility to use the

whole population will tend to be limited in which case a sample of a population is adopted hence purposive sampling methods will be adopted.

Data Collection

First, approval will be obtained from the University before contact of any of the possible participants. The next stage will involve the participants within the study being contacted through electronic communication or even telephone about the study. Every participant will be given an informed consent form besides a copy of the interview questions via electronic communication upon receipt of confirmation of interest in taking part in the study.

With the authority from the participants, the interview data will be audio-recorded to ascertain accurate documentation of the responses. The recorded interviews will then be transcribed by the researcher into the Microsoft Word document. All electronic documents will be stored and secured with the aid of a password-protected computer. The transcripts will be randomly checked by the researcher against the recorded interviews to ascertain the accuracy of the data.

Data Analysis

The data will be analyzed upon completion of the interviews. The findings that will be discussed in the main thesis will be compared as well as contrasted with the recorded literature findings.

The interpretive qualitative method will be used in the summary of each of the interviews where the researcher concentrated on how individuals apply their personal experiences to the topic under study.

The analysis of data will be carried out as per the constant comparative method of data analysis which incorporates three kinds of data encoding including open, selective as well as axial in gaining insights into the responses provided by the participants. The data will be collected by the

researcher, categorizing information as well as reducing the data into relatively smaller themes besides dividing the data into sections to establish categories alongside themes.

Ethical Considerations

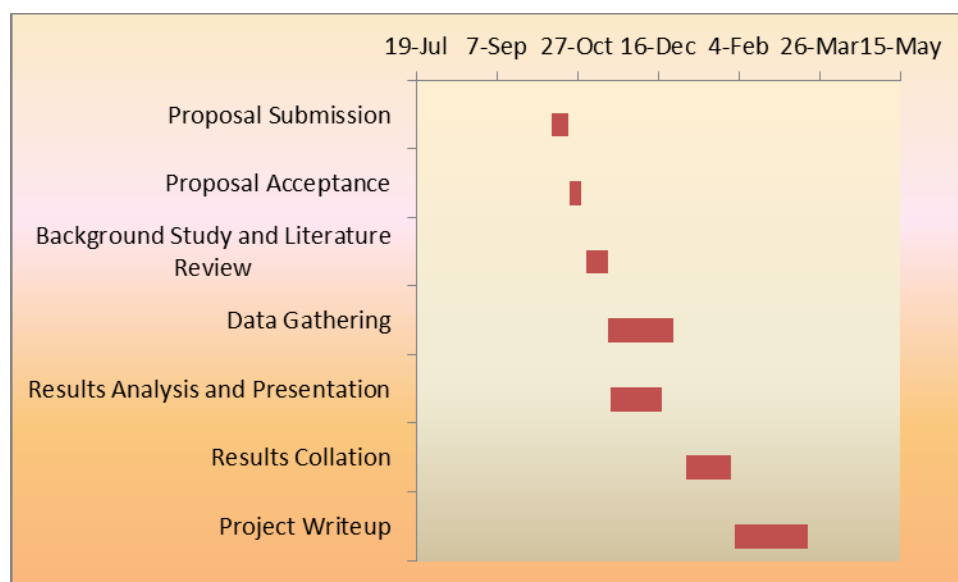
Upon the approval of the University, consideration will be undertaken to ascertain the confidentiality of the participants. Storage of the data as well as the interview will be done electronically with the aid of password-protected personal computers which will be under the researcher's supervision.

CHAPTER 5: RESOURCES AND PLANNING

The resources needed for this study will include:

- Computer
- Smartphones
- Ms. Word computer packages

The Gantt chart below illustrates the project timelines as well as major milestones that will be used in establishing the project progress.



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