

Parent School Communication and Student Success

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Chapter 1 Introduction

1.1 Introduction

Good and strong communication between the parents and the school staff is of utmost importance for academic success and the child's overall development. This allows the child to perform well in academics and grow socially (Epstein et al., 2019). Studies have highlighted the important role that a strong teacher-student has a positive impact on the learning outcomes of the students as it increases the engagement level of the parents (Stefanski et al., 2016). A strong teacher and parent relationship can also help in the early detection of the problem that a child faces in school and the teachers and parents can devise and work together to overcome the issue in a better way (Kuusimäki et al., 2019). Recent studies have also highlighted the importance of communication practices between teachers and parents in the new digital era. With multiple platforms being easily accessible the teachers and parents can communicate timely and efficiently and resolve the issues concerning the child in appropriate time (See et al., 2020). Even though there are multiple benefits of a healthy and strong relationship between teachers and parents there still is a need to understand the perception of the parents regarding this and to see the effectiveness of this relationship in students' life.

1.2 Research Background

Fostering a supportive learning environment that improves student success depends on effective communication between parents and educators. Strong school-family relationships are built largely by consistent, clear, meaningful communication, as past studies have shown. Nevertheless, research on parents' impressions of the communication techniques used by their schools and how these techniques affect student progress is lacking (Faust-Horn, 2003). Research indicates that parents who feel informed and active are more likely to support their children's learning at home, engage in school events, and keep a good rapport with teachers (VanValkenburgh et al., 2021). On the other hand, if the communication between the parents and the staff is not good enough it might be harmful to the child as it can lead to multiple issues such as misinterpretation and less parental participation in of the parents in academics. This study aims to bridge the gap in the literature by providing data related to the opinion of the parents and utilising that to see the effect on student's performance. Understanding these viewpoints will help schools create and apply more successful communication plans, therefore enhancing the learning results.

1.3 Problem Statement

The topic of school-parent communication has been very significant and well-researched. However, there is still a gap in the literature regarding this topic that needs to be addressed. When it comes to the effectiveness of the school-parent communication there is little or no literature regarding the perception of the parents and how this affects the student's success. Previous studies have shown that if the quality of the parent and school communication is good, and if the communication is more frequent the students tend to achieve more academically and more generally more successful as well (ALi et al., 2023). Better communication quality between parents and teachers has been seen to be positive for the learning outcomes of the child (Bailey, 2017). However there is a need to look at the perception of the parents about this relationship, there is a gap in the literature that this study aims to address. By focusing on kindergarten education within a specific school district, this research will play a role to add more to the body of knowledge regarding the important role that communication plays in the success of the child and how it shapes the perception of the parents.

1.4 Purpose Of The Study

This study aims to explore parents' opinions of the communication techniques applied by educational institutions and their efficiency in facilitating student success statistically. This study specifically intends to:

- A. Evaluate parents' and schools' apparent frequency of communication.
- B. Find the correlation between parents' degree of involvement in their child's education and their opinions about school-parent contact.
- C. Look at how students' general success and academic achievement could be affected by perceived good communication.

1.5 Research Objectives

The research aims to achieve the following:

To evaluate parents' perception of the communication techniques applied in educational settings quantitatively.

To find the correlation between parents' degree of involvement in their children's education and their opinions about school-parent contact.

To investigate how students' academic achievement and general success are affected by their supposed good communication skills.

1.6 Research Questions

The study has devised the following research questions that are to be answered by the end of this research.

How often and with what perceived quality do parents and schools interact?

What relationship exists between parents' degree of involvement in their child's education and their impressions of school-parent communication?

How do students' academic achievement and general success fare with parents' supposed successful communication?

1.7 Research Scope

Parents of students in kindergarten education inside a given school district will be the main focus of this study. It will include parents who actively participate in school-related events and have children registered in these establishments. The study will not include parents whose children are homeschooled or those of students attending private or specialized schools. Furthermore, excluded from the study are opinions about communication among students or school employees since the main emphasis is on parents' opinions and experiences.

1.8 Significance Of Research

This study is within the field of educational psychology, with an eye toward school-parent communication specifically. It tackles parents' opinions on how well communication strategies between parents and schools affect kid's success as well as how effective they are overall. Examining how communication tactics used by schools affect parental involvement and, hence, student accomplishment, the study is set in the larger framework of educational effectiveness and stakeholder engagement.

1.9 Limitation Of Study

Though the research is carefully planned and devised, it has some limitations. The research is focused on examining the role of parent-teacher communication on the parent's perception and then the student's learning outcomes in a specific population. That is the students of kindergarten, this will involve the exclusivity of the population and limit the generalizability. The study will also be based on a specific school in one district and this might also not allow to capture broader perspectives and differences hence limiting the generalizability.

Chapter 2 Literature Review

2.0 Introduction

This chapter will provide in detail a comprehensive review of the literature that is present on school-parent communication, parental involvement, and their impact on student success. The chapter will have further subheadings, there will be specific sections addressing and reviewing literature related to each factor. The chapter will also discuss the relationship that the previous studies have pointed out with parent-teacher communication. This review of literature aims to establish a foundation for the study, to explore the existing research and the key themes they have highlighted to be used in the study to deduce the hypothesis.

2.1 School parent communication

Major (2023) has defined school-parent communication as “an ongoing dialogue between the educators and the families of the student”, the purpose of this dialogue is not to just track the progress of the student but to see the behavioural issues or any other underlying problems that the child faces. School-parent relationships can be in various forms such as face-to-face meetings of the teachers and administrators with the students, it can be on phone calls between teachers and parents, via emails, and even with the help of new digital platforms such as school websites or platforms (Bordalba & Bochaca, 2019). Studies have shown that such communication can positively affect the student’s outcome, it can increase the engagement of the students and allow them to perform better (Ates, 2021).

Previous studies have looked into different factors that might affect the effectiveness of communication between the parents and the school.

Studies have also shown that the communication strategies and the methods or modes used by teachers to communicate are a key factor that affects parent and school communication. Popovska et al. (2021) conducted a study about primary school children and their parents to see what factors play a role in the development of parent-school communication. The result of the study showed that the communication style played a very important role the teachers who had a more open and strategic communication style were able to form a better bond with the parents than the teachers who did not. Another study done by Yang et al. (2020) found that online platforms can play a very significant role when it comes to learning. The rise of digital communication has also eased the communication between parents and schools. Parents can now use online platforms even if the kid is at a distance and become a part of their educational journey. Pointed out that this might lead to an increase in the level of satisfaction of the parents and as well as improve the educational outcomes for the students. Khoo et al. (2024) suggested that by using multiple digital platforms parents can have enhanced and timely communication with the school and evaluate their child’s progress. They can track the child’s

attendance, scores, and progress and then help the child improve. The digital platforms can not only allow them to check and track progress in real time but also help contact teachers and discuss issues.

One of the important factors that the previous studies have highlighted is the socioeconomic status of SES. Azad et al. (2020) have found that SES can be a barrier to effective communication between parents and the school. Pointed to the parents who had lower socioeconomic status and who had lower education backgrounds themselves were more hesitant and reluctant to form good communication relationships with the school they had problems maintaining a meaningful dialogue with the staff or the teachers and this impacted the success of students in a negative way (Azad et al., 2020). Another important factor that the studies have shown is the cultural differences. Research has shown that cultural differences can also play an important role when it comes to the formation of communication between parents and school according to a study by Bullo and Schulz (2022), cultural norms can conversation between Teachers and parents. Different cultural styles or communication patterns cause misinterpretation or form difficulty for the parents to communicate effectively with the school staff. So the schools should prepare the teachers and the staff to adapt to multiple cultural differences and ensure that the bond between the parent and the teacher is strong.

2.2 Parent's Perception of School-Parent Communication

Parent's perception of the communication or the interaction that they have with the school or the school staff is known as parents' perception of school-parent communication. The perception that the parents have two words the communication is very important as this seems to have a direct influence on the involvement of the academic career of their child. The involvement of the parents is directly and positively associated with the child's academic performance (Erdener & Knoepfel, 2018). Effective communication can help in building positive relationships between the teacher and the parents and this positive relationship can increase the parent's involvement. Parent involvement leads to better performance of children in academics and timely resolution of any issue that they might be facing at school or at home (Park & Holloway, 2018).

A study by Muscoe, (2022) shows said the perception of the parents regarding the school and parent's communication is a very important factor in the success of the child. Parents who think that communication is a positive aspect are more likely to be engaged in the education journey of their child and attend events such as parent-teacher meetings or others more often. This can help them form a dialogue with the teachers and be aware of not only the progress of the child but also any potential issue or harm that the child may be facing. This leads to improved emotional and social development in the student. Have also highlighted the positive role that the parent's perception of communication in the academic and journal success of children. Naite (2021) suggested that when parents are informed about their child's educational progress, they will be more engaged and directly involved. They make efforts to track the progress of the child and help them overcome any issues they might be facing. This works as a boost for the child and helps them perform better.

2.3 Parents degree of involvement in School-Parent Communication

School-parent communication is the way in which the educators and the families or the guardians of the student come together and discuss the progress of the child, this progress is not just limited to academic performance but to overall well-being such as the behaviour of the child, the issues faced or any other aspects related to the child. School-parent relationships can be in various forms such as face-to-face meetings of the teachers and administrators with the students, it can be on phone calls between teachers and parents, via emails, and even with the help of new digital platforms such as school websites or platforms (Bordalba & Bochaca, 2019). This communication is very important as it can have a direct impact on the academic and learning outcomes, it can increase the motivation of the students and enhance the engagement of the parents in the academic pursuit of their child hence having a positive effect on the academic journey of the child (Utami, 2022). School-parent communication can also help to detect early behavioural issues and address them in the child. With the help of the involvement of the parents, a holistic approach can be made to address issues other than academics and reach timely as well as effective solutions for such problems (Ahmed et al., 2024)

A study by Azad et al. (2021) emphasizes that effective communication is very important as it can help to improve and optimise the education process especially when it comes to children with special needs. It can help the parents and the schools to devise a plan fit for the children and to follow it more holistically. This can also help to improve the well-being of the child with special needs as it addresses the multifaced nature of the education process.

Many studies have looked at the role of effective school-parent communication and the positive effect it has on the academic performance of the child. As per Erdem and Kaya (2020), the students whose parents are more involved in their educational process, who take more interest are actively engaged with their teachers and school have better performance in their academics than the students whose parents do not engage or take interest. The researchers have shown that when teachers and parents work together they can help create a better plan for the child and this can directly affect their academic performance. Hannon and O'Donnell (2021) further highlight the importance of school-parent communication in student's academic career. The study has shown that partnerships and clear communication between the school team and the parents can enhance the academic performance of the child. However, this study highlighted a very important aspect that parents who reacted aggressively or defensively caused emotional fraught in the teachers and this led them to not communicate their feelings or the progress of the child (Hannon & O'Donnell, 2021). The study showed that there was stereotypical thinking of the parents regarding the child and educational system in poverty-driven areas and this acted as a barrier between fruitful conversation or communication between teachers and the parents.

Different communication strategies such as newsletters, email, and even face-to-face meetings between the teachers and the parents can make sure that both sides are aware of the updates on the

student's progress. These strategies can increase the interest of the parents in the child's activities and academic progress as well as improve the learning outcomes for the child. These strategies not only keep parents informed but also empower them to contribute to their child's educational journey actively.

2.4 Perceived Good Communication Skills by Parents

Communication skills refer to the ability of the person to convey their message, need, or any other instruction (Shah et al., 2020). Communication skills of the students, teacher, or even the parents can go a long way in helping the students to perform well academically. Kumncho (2018) defined the parents' communication skills as the ability of the parents to convey information, expectations as well as support to not just their children but to the educational institutes. This parental communication plays a positive role in the academic performance of the child as it helps to enhance the engagement of the parents in the student's life and it sets clear expectations.

Studies have pointed out a positive correlation between the communication skills of the parents and the student's academic achievement. A study conducted by Kumncho (2018) in Cameroon found that communication between the parents not with just the child but the teachers and the school staff positively influenced the academic performance of the child. The study found that students who reported having higher levels of communication and updates from their parents had higher levels of self-confidence and even improved attendance than the students whose parents did not communicate well. This study showed that parental-perceived communication skills motivated the students and helped increase their attendance. Harper et al. (2012) conducted a study to examine the relationship between parental contact, that was the frequency of student-parent communication, and parental involvement in the student's personal, social, as well as academic development. The results of the study showed that both of these factors had a significant influence on the student's overall success. However, the relationship between parental perceived communication was observed to be negative.

2.5 Research Framework



Figure 1: Conceptual framework of the study

Source: (Erdem & Kaya, 2020)

2.6 Theoretical Framework

The theoretical framework of any study helps to support the variables and to explain the potential relationship behind the variables. It helps to provide a structure and support to the study. The theory used in this research will be Epstein's framework of six types of involvement. This Framework has

been used in educational research and can help explain the variables of the study as well as their influence on the student's success (Caño et al., 2016)

This framework explains the main types of involvement that can help explain the school family and community partnerships and how all these play a role in the life of the student (Goodall, 2022). These relationships or communication are not only limited to the academic success of the students but play a role in overall well-being and general success. This framework emphasizes the role of effective communication between the school and the parents all while explaining the importance and need for parental involvement in student's academic careers (Bates et al., 2021).

Epstein's framework can help explain the variables of the study. This framework is focused on the importance of communication and recognizes it as one of the most important types of involvement (Bates et al., 2021). Effective communication between parents and the school staff such as educators can make the way easy for the kids. These describe different ways in which the parents can engage in the educational career of their child. This helps to support the link between parent-school communication and its importance. This theory supports the notion that clear and effective communication can not only enhance parental involvement but it also has a positive effect on the academics of the child (Bower & Griffin, 2011). As per this model each type of involvement, most importantly communication can play a very important role in shaping the child's academic career. Effective communication strategies and parents' active communication with the school can not only help to improve the child's career in academics but also increase the desired behavior and over well-being of the child. So this model will justify the use of the current variables and help explain the relationship between them.

2.7 Hypotheses Of The Study

Based on the objectives of the study, and the review of the literature there are three hypotheses that the study aims to check. The hypotheses of the study are:

Hypothesis 1 (H1):

There is a significant relationship between parents' perceptions of the communication techniques applied in educational settings and their degree of involvement in their children's education.

Hypothesis 2 (H2):

Parents' degree of involvement in their children's education is positively correlated with their opinions about school-parent communication.

Hypothesis 3 (H3):

Perceived good communication skills by parents are positively associated with higher levels of student academic achievement and general success.

Chapter 3 Research Methodology

3.1 Introduction

This chapter will cover in detail the methodology of the study. It will explain the design of the research and the justification for choosing that design. It will talk about the research method and the sampling design. Why the specific sampling design was chosen? The study aims to use a convenience sampling design keeping in the time and financial constraints. The chapter will also enlist the sample size and the area of the collection of data. This will help the readers to know the population of the study and the area from which the data was collected. The chapter will also in detail discuss the data collection and data analysis method. The data will be collected in the form of surveys which will be self-developed. The data will be analyzed with the help of statistical software. The tool used for the collection of the data will be self-developed with the help of previous literature presenting the variables. Several different analyses such as correlation and inferential analysis will be used to deduce the results of the study. The ethical considerations will also be discussed.

3.2 Research Design

This study will use a quantitative research design to compile and examine numerical data on parents' opinions on school-parent communication and how well it supports student performance. Since the study aims to capture the numerical value of the variables and their relationships used in the study the best and justifiable design for the study is quantitative. Quantitative research designs are a systematic way of quantifying the relationship between behaviours with the help of the survey and analysis of numerical data (Barroga & Matanguihan, 2022). It uses multiple ways such as surveys and statistical analyses to not only gather data but to test hypotheses and make generalizations based on the results. Some of the benefits of using this approach are objective measurement, statistical analysis, large sample size, and statistical analysis. The quantitative approach allows the objective measurement of the variables and this leads to more reliable and valid results (Borgstede & Scholz, 2021). The data collected in the quantitative approach can be analyzed using statistical analysis, which helps to identify the relationships and look at multiple statistical relationships at the same time.

Statistical Analysis: Data collected is analyzed using statistical techniques to determine relationships, differences, or trends within the data. This research design allows a large number of samples to be analyzed easily and is valid and this also allows the testing of hypotheses (Borgstede & Scholz, 2021).

Since the study aims to focus on finding the numerical relationship of the variable used, the quantitative design is the suitable one. It will also allow more objective data collection and give room to test the hypotheses of the study. It will allow a large number of data to be collected and analyzed while providing reliable results.

3.3 Research Method

The research method for the study is the quantitative survey method. The Quantitative method will allow the data to be collected and analyzed statistically. Survey will aid in the collection of data both physically and online. The data collected in the quantitative approach can be analyzed using statistical analysis, which helps to identify the relationships and look at multiple statistical relationships at the same time. This study will use SPSS to analyze and process data.

3.4 Population

The population of the study is the target respondents. The target respondents of the current study are the parents of kindergarten students. Parents of students registered in kindergarten school namely "Little inventor Pre-school" will be the primary participants for this study. The respondents of the study will be confined to the parents of one school. Using convenience sampling the parents of the kindergarten students in one specific school will be approached and made a part of this study. The questionnaire will be sent out in the form of a survey or as a Google document in the online form.

3.4.1 Sampling technique:

The study will employ a convenience sampling method, focusing on collecting data from parents of students at one school within a specific district. Convenience sampling is a type of non-probability sampling. In this type of sampling the participants included in the study are based on the ease, availability, accessibility, and willingness to participate in the study. It includes selecting the participants that are easily available (Andrade, 2020). This makes this method not only quick but more cost-effective as well.

Convenience sampling is one of the most accessible and practical methods of the collection of data. It allows the researcher to reach the participants that are easily accessible. For the current study, the population will be restricted to parents of one school in a particular district. Thus making convenience sampling the probable approach. Convenience sampling allows resource efficiency as well. Since the participants are mostly within the reach of the researcher it is mostly cost-effective to approach them and make them participate in the research. Considering the limited time and resources available for the research, the most cost-effective way to gather data is convenience sampling. By keeping the location limited to a single school the cost-related issues will be cut down.

Convenience sampling also allows quicker collection of the data since participants are mostly readily available. This allows the researcher to cut down the usual long time for the collection of the data. As this research is a requirement of the degree and the time is limited convenience sampling helps in cutting down the extra time required.

3.4.2 Sampling size:

The kindergarten that was mentioned (Little Invention Preschool) contains a total of 80 children, and thus all the parents of the 80 children would be expected to be targeted in this study. The survey will be sent out to all parents to ensure that the response rate does not drop much and the sample will not be very limited. The higher the sample size the more generalizable the results are. So the aim is to include as many parents as possible in the study. There are approximately 80 children in the stated kindergarten. This sample size will give a strong foundation for deducing the general opinions of the public. The sample population seems to be good enough for the results of the study to be accurate and generalizable. The results can provide one basic foundation for the generalization of the results among the other population.

3.5 Research Instruments And Tools

This study will use the survey to collect data. A research tool is an instrument, scale, or any other method to collect data. For the study, a questionnaire will be developed, with the help of; a literature review and previously used scales. A structured questionnaire to gauge parents' impressions of school-parent contact will be the main tool for data gathering. The questionnaire will be comprised of:

Demographic inquiries are meant to compile respondent background data.

Likert-scale tools to evaluate school-parent communication's frequency, quality, and potency.

Online distribution of the questionnaire will help to ease access and improve response rates.

The questionnaire will be divided into five parts, the first aims to measure the demographic variables, and the next four will aim to measure the variables of the study one dependent variable, student success, and the three independent variables. The questionnaire will use a Likert scale to ensure that items have a standard response system and that the responses are enough for the participants to express their views and opinions. The items will be adapted for the study. The table below will represent the details of the scales and the items used in the study.

Variable Type	Variable Name	Author(s)	Scale Name	Original items	Sample Items (Adapted for Parents)

Dependent Variable (DV)	Students' Academic Achievement	(Daro et al., 2007)	NAEP Mathematics Assessment	"I can solve problems involving addition and subtraction." "I understand basic multiplication." "I can interpret data from charts and graphs." "I can explain my reasoning when solving math problems." "I can apply math concepts to real-world situations."	"My child can solve problems in the class." "My child understands basic concepts in different subjects." "My child can interpret data from charts and graphs." 4. "My child can explain their reasoning when solving problems." 5. "My child can apply concepts to real-world situations."
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Independent Variable (IV)	Parents' Opinions of Communication Techniques	(Kiyama et al., 2015)	Parent-Teacher Communication Scale	"I feel comfortable discussing my child's progress with teachers." "The school provides me with useful information about my child's education." "I receive timely updates from the school regarding my child's performance." "Teachers are approachable when I have questions." "I believe the communication methods used by the school are effective."	"I feel comfortable discussing my child's progress with teachers." "The school provides me with useful information about my child's education." "I receive timely updates from the school regarding my child's performance." "Teachers are approachable when I have questions." "I believe the communication methods used by the school are effective."
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Independent Variable (IV)	Parents' Degree of Involvement	(Hill & Tyson, 2009)	Parental Involvement Scale	"I help my child with homework." "I attend school meetings and events." "I discuss my child's school day with them." "I volunteer at my child's school." "I encourage my child to read at home."	"I help my child with homework." "I attend school meetings and events." "I discuss my child's school day with them." "I volunteer at my child's school." "I encourage my child to read at home."
Independent Variable (IV)	Perceived Good Communication Skills	Kumncho (2018)	Communication Skills Scale	"The school communicates effectively with parents." "I feel that my opinions are valued by the school." "The school provides clear information about academic expectations." "I receive feedback on my child's progress regularly." "The school's communication is timely and relevant."	"The school communicates effectively with parents." "I feel that my opinions are valued by the school." "The school provides clear information about academic expectations." "I receive feedback on my child's progress regularly." "The school's communication is timely and relevant."

The details of the scales used and the original items that have been picked from the scale are:

3.5.1 NAEP Mathematics Assessment

The NAEP Mathematics Assessment will be used in the study to see the academic success of the child. This scale was developed by (Daro et al., 2007) and was used to see the academic success of the child specifically in mathematics. The scale uses a Likert-based scoring of five options, ranging from strongly agree to strongly disagree allowing the participants to express their opinions with broad categories. The original items stated below have been adapted for the use of this study in general academic success and in the perception of the parents. The used scale has high reliability and validity.

3.5.2 Parent-Teacher Communication Scale

Kiyama and Harper (2015) developed the Parent-Teacher Communication Scale. This scale was aimed to see the perception of the parents regarding the communication and the communication techniques used by the schools. Yet again this scale uses based scoring of five options, ranging from strongly agree to strongly disagree allowing the participants to express their opinions with broad categories. The items have been adapted for the use of the current study but the original items that were adapted will be listed below. The scale has shown high reliability and validity making it a reliable tool to use. The studies have shown Cronbach's alpha coefficients typically above 0.80, indicating high internal consistency.

3.5.3 Parental Involvement Scale

The third scale that the study will use is to measure the degree of involvement of the parents in the education of their children. This scale was developed by Hill and Tyson (2019) to see how much were the parents involved in their child's education. The scale used a Likert-based scoring of five options, ranging from strongly agree to strongly disagree allowing the participants to express their opinions with broad categories. Like the previous scales used this scale too has high reliability and validity. It has Cronbach's alpha coefficients typically ranging from 0.85 to 0.90,

3.5.4 Communication Skills Scale

Lastly, the last variable of the study was the perceived communication skills. Measure the perceived communication skills the scale developed by Kumacho (2018) will be used. This scale was to see the communicative skills of the parents. The scale like the previous ones adopted uses a Likert-based scoring of five options, ranging from strongly agree to strongly disagree allowing the participants to express their opinions with broad categories. The original items that the study later adopted to be used in the study will be listed below.

3.6 Data Collection And Procedure

In the study, the data was collected in a systematic way to ensure that the data collected was not only reliable but comprehensive and most importantly representative of the target population. The main method used for the collection of the data was through the self-developed questionnaires. The survey was given to the parents of the kindergarten students at the selected schools.

3.6.1 Preparation and Pilot Testing

The first step in the data collection process was the preparation and pilot testing of the questionnaires. Even though the scales used in the study were reliable and had strong psychometric properties, the items of the different scales were adopted to be fit for use in the current study. This meant that questionnaires needed to be checked for reliability to ensure the validity and reliability of the items.

Before the distribution of the questionnaires to all the participants of the study it will be checked and tested on a smaller population. The tested participants will not be part of the main sample, the parents of some other school kindergarten students will be used for the pilot testing. Pilot testing has multiple benefits such as it allows the researchers to verify that items they have adopted or used are easily understood by the population, secondly it ensures that options are appropriate enough, and captures the views and ideas of the participants in a satisfactory manner. It also accesses the overall flow and the time taken by participants to fill out the form. The feedback from the pilot testing is very important, it can not help to check the reliability and validity but it plays a crucial role in the improvement of the questionnaire.

3.6.2 Distribution of the Questionnaire

After the pilot study and the finalisation of the questionnaire, the next step in the collection of the data is the distribution of the survey. The survey will be distributed in two main ways. These are with the help of emails and by meeting them face-to-face. The method the selected parents chose more easily will be opted. Email will allow more reach and online collection of the data, this will be done to enhance the efficiency and increase the widespread. The school correspondence systems can be used as well. After obtaining permission from the appropriate authorities the school systems such as any application or platform they have can be used as well. This will allow more reach and better transparency in the recording of responses.

3.6.3 Reminders and Follow-up

In order to make sure that the parents fill up the forms and the response rate remains high the next step in the collection of the data would be sending reminders of the follow-up to the parents.

This will remind them to fill out the survey they had been sent and to complete it within the time frame. The messages will be sent through the same channels that the survey was sent them too. The reminders will be sent at some time intervals keeping in mind to not sound forced and just sound like reminders. They should not overwhelm the parents or force them to participate in the study. It will work as a gentle reminder for interested parents to share their opinions and views.

3.7 Data Processing And Analysis

Data analysis and processing play a very important and crucial role in transforming the raw data that has been collected into meaningful ones. It helps to answer and address the questions that the study had aimed at and to prove the hypotheses right or wrong. There are multiple means to analyse and process data such as with the help of software, thematic analysis, content analysis, and more. All these methods allow the researchers to meaningfully process the raw data and draw conclusions. Since the design of the research was quantitative the method used for data processing is with the help of SPSS (Statistical Package for the Social Sciences). The data collected from the questionnaires will be systematically analysed with this software. It will help to identify the underlying patterns and relationships.

3.7.1 Descriptive Statistics

The very first analysis done would be descriptive statistics. This will be the first stage of the data analysis process. Descriptive analysis is employed to summarise the descriptive data and present it in table form (Cooksey, 2020). This allows the researcher to have a clear and concise idea about the demographic variables such as age, salary, etc. of the participants. It helps to understand the influences of these variables, if any on the main variables of the study. Descriptive statistics play an important role in understanding the characteristics of the data set as well.

3.7.2 Inferential Statistics

After the descriptive analysis, the next stage of the data processing will include inferential statistics. Inferential statistics help to explore and statistically establish the relationship, if present, between the variables under study. These test the hypothesis of the study, they nullify or validate them. Inferential statistics also allow the generalization to be made from the sample population to the broader one. Hence this is a crucial step in the process to understand the potential effects and correlations between the variables.

In this study, inferential statistics will be used to examine the relationship between parents' opinions of communication techniques, their degree of involvement in their children's education, and the effectiveness of these factors in supporting student success. To explore these relationships, the following statistical methods will be used:

Correlation Analysis: Correlation analysis helps in the identification of the strength and the direction of the relationship between two or more different variables (Miot, 2018). Correlation analysis helps the researcher to know if there is a correlation between the two variables positive or negative. The correlation value is measured through Pearson correlation and it ranges from -1 to 1. The positive 1 shows a positive relationship and the value of r higher than 0.7 shows a strong positive relationship (Miot, 2018). On the other hand, if the value of r is -0.7 it is strongly negatively correlated. Hence correlation analysis will be done to see the relationship of all the variables with students' success.

Regression Analysis: regression analysis helps to identify and quantify the effects of the independent variables in this case parents' opinions of communication techniques, parent's perception of communication skills, and their involvement in the dependent variable (student success). This analysis helps in the identification of the predictive power (Ali & Younas, 2021).

3.7.3 Presentation of Results

Lastly, the end step in the data processing and analysis is the presentation of the results. The data is intended to be presented in the form of tables, graphs, and charts, utilising visual tools. The use of these visual tools allows the easier understanding and presentation of complex results as well. They make the data more understandable and more accessible. Tables will be used to summarise and present the numerical data such as descriptive analysis and correlational analysis while graphs will be used to show trends. The visual aids not only enhance the clarity of data but also make it more presentable.

3.8 Ethical Issues

Ethical considerations are very important in any research as they ensure the safety and priority of the participants included in the study (Drolet et al., 2022). This research adhered strictly to all the ethical considerations to ensure that all the participants, their safety, and comfort were prioritised and upheld during all times.

3.8.1 Informed Consent

The very first and one of the most important ethical considerations that the research will uphold is that of informed consent. Informed consent is the process of obtaining permission from the participants to add them to the research and briefing them about the objectives and the purpose of the study. This will involve giving clear and comprehensive information about the study to the participants and debriefing them about not only the objectives but methods, the benefits, and even the potential risks of participation. They will be made clear that participation is completely voluntary and they have the right to withdraw at any point they feel to do so.

3.8.2 Anonymity and Confidentiality

The second ethical consideration that the study has been designed to include is the maintenance of anonymity and confidentiality of the participants. The maintenance of anonymity is crucial for the protection of sensitive data. The questionnaire will be designed in a way that they would not ask for sensitive information from the participants such as their name or any other information that can make them identifiable. The data collected will be secured safely and the access to the data stored will be limited to only the researchers, even if the data is stored digitally the access will not be given to anyone else. This will maintain the widespread misuse of the data. The data collected will only be used for this study. This data will not be used for any other purpose than to deduce the findings of the current study.

3.8.3 Transparency and Participant Awareness

The research will uphold the highest level of transparency. The transparency will be maintained and upheld by clear communication. The participants and any other researchers, if required will be clearly made aware of the purpose, significance, and outcomes of the study. The participants will be given a detailed explanation of how they are contributing to the research objectives and how the data will be analysed.

3.8.4 Minimizing Harm and Ensuring Fairness

The study will be conducted to ensure that there is no harm and if there is it is minimised to extreme extents. There should be no potential harm or even discomfort made to the participants. This includes designing the questions in a way that they do not cause anxiety or discomfort to the parents and that it ensures fairness to all the parents included in the study.

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