ADA UNIVERSITY

SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION MANAGEMENT

Exploring Types of Parental Involvement at Secondary Public Schools in Baku

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Baku, 2021

Abstract

The purpose of this study was to investigate how parental involvement is perceived by school teachers, parents, and school principals. Additionally, the study aimed to explore the types of parental involvement fostered by teachers and school principals. The research questions were designed around the above-mentioned study purposes: *1. "How is parental involvement defined by teachers, parents, and school principals in Baku secondary public schools?" 2. "What types of parental involvement are fostered by teachers and school principals in Baku secondary public schools?"*

Types of parental involvement were investigated using a qualitative research approach based on Epstein's (2009) theoretical framework of six types of parental involvement. The study was conducted in two public secondary schools of Baku, which were selected through convenience sampling. Accordingly, the data were collected employing qualitative research methodologies with the help of semi-structured individual interviews with teachers, parents, and school principals. Generally, 34 participants were selected through simple random sampling.

The study used two cycles of coding to analyze the data. Initially, open coding was used, and in the second phase, axial coding was employed. The findings of the study showed that the most common type of parental involvement in the sampled schools is communication, which is consistent with Epstein's framework (2009). Also, the study found several practices specific to the types of parental involvement introduced in Epstein's framework. However, the findings show that the participants were vaguely aware of the types of parental involvement.

Keywords: parental involvement, Epstein's framework, parent, types of parental involvement

Acknowledgments

I want to express my deepest gratitude and warmest thanks to my supervisor Professor Samira Hajiyeva, who always assisted me in completing this work. Her continuous support, immense patience, valuable feedback, and advice always motivated me to get through all the stages of conducting this study. I am very grateful to you for everything; without your assistance and support, I would not have been able to complete this research.

I would also like to show my sincere gratitude to Professor Ulviyya Mikailova and Professor Jeyran Aghayeva, my committee members, for their insightful feedback and recommendations, which significantly assisted me in improving my study. Even your questions helped me a lot to understand my mistakes and to make this study better.

I would also like to all my instructors at ADA University, who thought and supported me to improve my knowledge and skills. Also, many thanks to our academic advisor, Natella Tarverdiyeva; she always assisted me whenever I asked for help.

I want to express my sincere appreciation to the school principals, teachers, and parents who agreed to participate in this study. I am thankful to them as they offered their time to participate in this study.

Finally, my most enormous thanks are also to my family for all the support they have shown me through these years of completing my master's degree. I am incredibly grateful to my mother as she always offered me encouragement and support when I was ill, stressed, or frustrated during these years.

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Chapter 1. Introduction

Statement of the Problem

Student achievement boils down to numerous factors, and the extent of parental involvement is one of them (Atchia & Chinapah, 2019). The phenomenon of parental involvement is defined as "a more active form of involvement of parents in the bringing up and education of their child" (Oostdam & Hooge, 2013, p 339). Parental involvement in children's education has been evidenced to foster a variety of positive outcomes for students, including academic achievement and increased attendance (Barr & Saltmarsh, 2013, Dom, 2006; Epstein, 2001; Fan & Chen, 2001; Fantuzzo et al., 2004; Harris & Goodall, 2007; Henderson & Mapp, 2002; Hill &Taylor, 2004; Jeynes, 2007; Patall et al., 2008; Smit et al., 2006; Yan & Lin, 2005). There are several models and frameworks about parental involvement, and Epstein's (2009) "six types model of parental involvement" is one of them. Epstein (2009) has developed a theoretical framework regarding parental involvement in children's education with the components including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the whole community. This model provides practical approaches (i.e., parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community) of how to support their children's academic life, and also, how the educational leaders can develop effective programs for schools promoting partnership between school and family (Epstein, 2009).

Although a range of positive outcomes of parental involvement has been evidenced as a result of empirical studies (Barr & Saltmarsh, 2013, Dom, 2006; Epstein, 2001; Fan & Chen, 2001; Fantuzzo et al., 2004; Harris & Goodall, 2007; Henderson & Mapp, 2002; Hill &Taylor, 2004; Jeynes, 2007; Patall et al., 2008; Smit et al., 2006; Yan & Lin, 2005), however, based on

my experience as an educator, the concept of parental involvement in secondary schools is not explicitly understood. Upon my observations, there might be seen some types of parental involvement (e.g., communicating with teachers, attending teacher-parent conferences, etc.). Yet, teachers and parents are vaguely aware of the types of parental involvement and how it is important in children's academic achievement. In addition to the types of parental involvement, the stakeholders (teachers, parents, and principals) are unintentionally involved in the process of parental involvement. Moreover, the existing literature in the Azerbaijani context on this topic examines the association between parental involvement and students' reading performance or school characteristics (OECD, 2019). However, there is a lack of empirical studies focusing on how parental involvement and its importance on students' academic achievement is perceived, leading to the significance of this study.

Purpose of the Study

Building on the existing problem, this study aimed to find out how parents, teachers, and school principals perceived parental involvement as well as its importance. The study also explored the types of parental involvement fostered by the teachers and school principals in Baku secondary public schools. By employing Epstein's (2009) theoretical framework of six types of parental involvement, it was aimed to get a better understanding of what types are used in public schools in regard to the framework.

Research Questions

To achieve the above-mentioned research objectives, the study was organized around two major questions.

1. How is parental involvement defined by teachers, parents, and school principals in Baku secondary public schools?

2. What types of parental involvement are fostered by teachers and school principals in

Baku secondary public schools?

Definition of Key Terms

The study employs some terms that can guide a reader through the research.

General Secondary School - The grades are between five to nine in Azerbaijani public schools

(Law of the Republic of Azerbaijan on Education, 2009).

Parental Involvement – An active form of parents' involvement in their children's education

and upbringing (Oostdam & Hooge, 2013). "The participation of parents in regular, two-way,

and meaningful communication involving student academic learning and other school activities"

(National Coalition for Parent Involvement in Education, 2004).

A parent – For sure, we know the definition of a parent. However, in this study, we defined

parents as the ones who are actively involved in their children's academic life, not just those who

gave birth to their children or legal guardians.

Significance of the Study

The presence and the extent of parental involvement, as stated above, can improve

students' academic achievement, emotional well-being, and social behavior (Baker, 1986

Sheldon & Epstein, 2009; Sirvani, 2007). By fostering more types of parental involvement,

teachers can learn more about their students' needs to better guide through their achievements

(Blackboard, 2016). Parents can also benefit from better involvement with their children's

education (Herrold & O'Donnel, 2008; Marschall & Shah, 2016). Since they closely work with

teachers to provide the necessary support for their children, such as helping them with their

education-related assistance. Also, just their presence (i.e., both at home and school) can

encourage their children to achieve more.

As previously mentioned, there is a lack of empirical studies lack in the field of parental involvement in the Azerbaijani context. Therefore, this study aims to shed light on the vital importance of parental involvement. The final findings would inform the stakeholders (teachers and school principals) of a variety of parental involvement that they may consider while developing the partnership with the parents. On the other hand, it is hoped that the study may stimulate conducting similar studies to get more findings on the topic of parental involvement.

Chapter 2. Literature Review

The literature review of this study was formed around Dr. Joyce Epstein's conceptual The framework of six types of involvement (2009). Epstein's framework of "six major types of involvement" has been developed as a result of many research studies as well as years of work by educators and families in primary, secondary, and high schools as a part of the National Network of Partnership Schools (Epstein, 1992; Epstein & Connors, 1995; Epstein & Sanders, 2009). Epstein (2009) bases her framework on a model of child development with overlapping spheres of influence, in which school, home, and community share responsibility in the children's development. The framework includes sample practices, challenges, redefinitions, and expected results of the six types of involvement.

The below-mentioned theoretical framework was used to analyze the data to determine what types of parental involvement exist in public schools in Baku. Six types of parental involvement framework were, specifically, used to design the interview questions, which would allow to find out how the parental involvement was understood as well as what types of parental involvement were observed in sample schools. The study purposefully employed the framework to get a better understanding of whether the widely accepted types in the framework were used in Baku public schools (School Hope and Sun) or not.

Table 1. Epstein's six major types of involvement framework

Type 1: Parenting	Type 2: Communicating	Type 3: Volunteering	Type 4: Learning at Home	Type 5: Decision Making	Type 6: Collaborating with Community

Help all families establish home environments to support children as students.	Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.	Recruit and organize parent help and support.	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	Include parents in school decisions, developing parent leaders and representatives.	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Type 1: Parenting

The first type of involvement - parenting activities help families to understand their children's growth and development better. These types of activities also help schools increase their understanding of families by promoting information exchange between teachers, parents, and other caregivers about their concerns and expectations for the children. Type 1 involvement can occur successfully when the home environment and family practices support their children as "students" as well as when schools consider their students' family environment. Sample practices of parenting involvement are workshops or training programs on parenting and child-

rearing for each age, parent education classes, family support programs to provide assistance for

families in health, nutrition, and so on (Epstein, 2009). Generally, these practices offer families

opportunities to learn how to support students at home (Bailey, 2006; Kaya & Lundeen, 2010; La

Cour et al., 2013; Laurent & Giasson, 2005; Marshall & Swan, 2010) For instance, Australian

researchers, Marshall and Swan (2010) conducted a study in which parents were participating in

workshops related to Mathematics. Before the workshop sessions, most of the parents were not

confident to help their children with math at home; however, after some workshops,

approximately 80% of parents were confident with their abilities to help their children in math

when they asked for help. Similar to Marshall and Swan, in an experimental study on a family

reading/writing program, Bailey (2006) showed that students whose families attended reading

and writing workshops had an increase in their reading scores. Those students also improved

their writing skills after their families attended the workshops. In short, Bailey's findings also

indicated that specific parent training over a short period of time could have the potential to

improve the academic achievement of the students (Bailey, 2006).

Type 2: Communicating

The second type of involvement is communication. When schools and families design successful

types of school-to-home and home-to-school communications, they engage in Type 2

involvement. The goal of this involvement is to help families to be informed about their

children's progress, as well as to help families to stay involved simply by keeping them informed

about what is happening with their children at school. Sample practices for communication that

can foster home-school partnership are phone calls, e-mails, conferences with parents, sending

student work folders to parents for their review and comments (Epstein, 2009). Several studies

provide evidence that is communicating with students' families (in different ways) results in

positive outcomes in academic achievement (Kraft & Dougherty, 2013; Seitsinger et al., 2008; Sirvani, 2007; Thompson et al., 2015). As a result of a small-scaled experimental study using written reports to parents about their children's in-school activities, Sirvani (2007) found out that sending individualized "monitoring reports" to parents twice a week for twelve weeks increased homework completion and decreased disciplinary referrals among the experimental groups.

Similarly, Seitzinger et al. investigated teacher communication with parents and its impacts on parental involvement and student achievement. The researchers found out that communication, which is a two-way process, is an essential and effective way for parents to be involved in their children's education. Argon and Kiyici (2012) also suggested that conferences and visual-written communication methods can be used to improve parental involvement in the educational process as a result of their study.

Type 3: Volunteering

Volunteering, the third type of involvement in Epstein's (2009) framework, entails recruiting and organizing parent help and support. Volunteering practices include volunteering at school, being involved in family centers for volunteer work, helping the teachers and other parents, and some other similar methods. Families can gain more confidence about their abilities to help their children, as well as they, become more relaxed in the school setting by doing volunteer work at school. As a result of parent volunteering, teachers can also find new ways to involve the families as they get to know them better (Epstein, 2009)

Gonzales and Jackson (2013) employed Epstein's framework to see whether the schools' efforts to involve parents would result in improvement in student achievement. When it came to volunteering, they found out that when the schools made an attempt to encourage families to volunteer, students performed better in reading (Gonzales & Jackson, 2013).

Another study by Christianakis (2011) was conceptualized parental involvement as various kinds of parent help. According to this study findings, teachers perceive parental involvement as their help to teachers and students in school and at home. Christianakis (2011) claims that teachers value parents' help that supports the classroom and curriculum. Her study findings also reveal that students arrive at school prepared; knowing the classroom materials even before it was taught reduces teachers' workload.

Type 4: Learning at Home

The fourth type of involvement is learning at home, which includes giving families information about keeping up learning, homework, and other curriculum-related activities at home. Providing families with the information on how to assist their children on various assignments, providing family science, math, and reading activities at school, and ensuring that parents understand what is sent home are the sample practices for this type of involvement (Epstein, 2009).

Many teachers assign homework with the assumption that parents can assist their children if needed, but only a few teachers design homework that involves parents in order to be assisted and completed (Epstein, 2009). When the homework is designed in a manner that includes parents to complete is called interactive homework. This type of homework can be used to promote positive communication between the parents and child. Numerous research studies have shown that students' academic achievement improves when interactive homework is used (Epstein et al., 1997; Bennet-Conroy, 2012; Voorhis, 2003). Bailey et al. (2004) also found similar results on interactive homework and the importance of training parents on how to work on those tasks.

Bailey (2006) trained the parents on how to do interactive homework and found out that children whose parents were taught how to do interactive homework were better able to generate inferences from the assigned readings. This research demonstrates that simply assigning interactive homework is not sufficient, and families should be trained for it in order to be successful.

Type 5: Decision Making

Decision-making is the fifth type of involvement, and it involves including families in school-level decisions. Here, involving families in committees, parent-teacher associations, and parent organizations are the sample practices that can help families become involved indecision-making activities at the school level (Epstein, 2009).

Epstein (2009) claims that if more parents are being involved in decision-making activities, they will have an impact on the quality of their children's education, as well as teachers will gain a better understanding of families' perspectives and views on the school programs and policies. In contrast, Gonzalez and Jackson (2013) determined that less parental participation in decision-making actually increased student achievement. The researchers came to this conclusion by studying family involvement in school-level decision-making activities (as a result of the data from 586 schools).

Guljan and Duran (2018), in a cross-national study, showed that the importance of involving parents in the school-level decision-making process reveals certain variations based on either the education systems or cultural differences. For instance, Turkish parents attach importance to the teachers in parental involvement in decision-making, while French parents emphasize the importance of parents' experiences in this topic. On the other hand, parents usually engage in decision-making by expressing their views in Germany.

Type 6: Collaborating with Communities

Collaboration with the community, the sixth type of involvement, enables students, teachers, and families to contribute their support to the community. To foster this type of involvement, sample practices are providing information for families and students on community health, social support, cultural, etc., programs, as well as organizing service to the community by students, their families, and school. Epstein (2009) states that if Type 6 activities are well implemented, then families, students, and schools can have a better understanding of community resources and services, which will help students to achieve important goals.

Sheldon and Van Voorhis (2004), in a quantitative study, investigated whether partnership programs increase student achievement in the schools that were a part of the National Network of Partnership Schools. The study found out that parents are more likely to be involved when schools offer high-quality programs. Interestingly, the findings of this study show that the schools had partnerships with higher quality community programs in which more parents volunteered to help the school, more classes were allocated to interactive homework that guides students to share their work with parents at home. More parents served on school decision-making committees (Sheldon & Voorhis, 2004).

Chapter 3. Methodology

As discussed earlier in the introduction chapter, the purpose of this study was to understand how parental involvement is defined by teachers, parents, and school principals at Baku secondary public schools. Also, the study aimed to find out the types used to engage parents to promote their children's academic achievement.

Based on the study purposes, the following questions helped to better understand the earlier defined problem:

1. How is parental involvement defined by teachers, parents, and school principals in Baku secondary public schools?

2. What types of parental involvement are fostered by teachers and school principals in Baku secondary public schools?

To this end, this chapter was organized around the following sections: research design and methods, data collection process, sources of data, target population and sampling, data analysis, the trustworthiness of the study, ethical considerations, and the study's limitations.

Research Design and Methods

As the research questions in this study aimed to explore and understand parental involvement and its types, it is an exploratory study. Because of the exploratory nature of the questions, qualitative methods were employed. Creswell (2014) states that qualitative methods allow to explore the problem as well as to build a comprehensive understanding of the core phenomena. In addition to the exploratory nature of the study, the qualitative research methods also allowed to delve deeper and obtain precious insights about parental involvement. On the other hand, qualitative research methods help pay attention to the details that are not always possible in quantitative research (Creswell, 2014).

Data Collection Process

The data collection process took place in October 2021, as the secondary school classes started late because of the pandemic. At first, invitation letters (Appendix A) were sent to five different schools in August to inform them about the purpose of the study and the importance of the topic. The invitation letters (Appendix A) were written in Azerbaijani since the participants did not know English. However, only two school principals agreed to participate in the study. After getting school principals' consent (school Hope and Sun) to participate in the study, on September 1st, the letters (Appendix E) were sent to "Bakı Şəhəri üzrə Təhsil İdarəsi" in order to get official permission to start the study. After we received official permission on September 20 and started school visits. I had several visits to the school Hope and Sun to get the list of teachers and parents. Then I had conducted individual face-to-face interviews with teachers and the school principals at school. However, the interviews with parents were carried out online via the Teams platform, as the parents' entrance to the school building is prohibited because of the pandemic.

Besides, a consent form (Appendix B) was introduced to every participant. The content of the informed consent represents legal and ethical considerations and information about all the aspects of how the volunteers' data were used. The informed consent form (Appendix B) was written in Azerbaijani for the convenience of the participants.

Before starting the interview process, the questions were piloted with some teachers and parents who were not involved in the study later. The purpose was to get an initial understanding of whether the included questions were clear or if they would help to respond to the study questions. Additionally, to ensure the interview questions (Appendix C) are valid, I got a review from a professional researcher, my supervisor Dr. Samira Hajiyeva. Also, since the interview

questions were first designed in English, to start the interview process, they were needed to be

translated into Azerbaijani (Appendix D). Therefore, to make sure to what extend the translation

was done in a correct way, one of the school principals had volunteered to edit the questions to

make them sound more accurate in Azerbaijani. Piloting the questions and getting feedback for

the translation of the questions helped to make the interview process more effective.
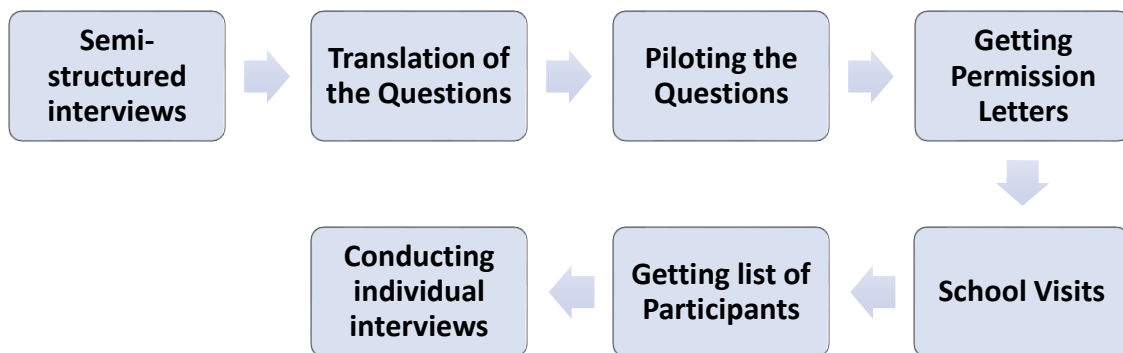
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Figure 1. Data Collection Process

Sources of Data

To answer the research questions, primary data through individual interviews with

teachers, parents, and school principals were collected. The reason why an interview was chosen

as a source of data for this study is that interviews help a researcher better understand

participants' experiences in an in-depth way (Harding, 2013).

Semi-Structured Interviews

For the purposes of this study, semi-structured individual interviews with teachers,

parents, and school principals were used to explore participants' thoughts and beliefs about the

topic. Semi-structured interviews with individuals who have experienced the same phenomenon

are one of the main data collection tools in qualitative research (Creswell, 2013). Individual

semi-structured in-depth interviews were carried out with each participant for approximately 45-60 minutes. The total hour of the individual interviews lasted approximately 20 hours.

Target Population

The target population should be specially defined, as the data will be gathered from the chosen people (Creswell, 2013). As the first question aims to see how teachers and parents understand parental involvement, the targeted population was teachers and parents. To better investigate the types of parental involvement existing at Baku secondary public schools, it was considered to include the school principals' views and ideas regarding the topic. The fact that the school principal has a controlling function and is the first point of contact for teachers and parents in case of difficulties arise (Barr & Saltmarsh, 2014), it was thought to include them in the study.

School Selection

The participants were chosen from two Baku public schools. These schools were selected through convenience sampling. Convenience sampling helped collect the data from the schools that were conveniently available to participate in the study (Creswell, 2013), as the pandemic made it challenging to involve the schools. After, permission letters were sent to those schools, which are called "School Hope and Sun" throughout the study. Both of the schools are public schools located in an urban area of Baku. At both schools, there are parent-teacher associations, however, the parents do not actively participate in the PTAs. School Hope has been operating since 1963. The school has 184 teachers and approximately 2220 students. School Hope won the "Best Secondary School of the Year" and "Development and Innovations in Education" competitions in different years.

School Sun has been operating since 1961. The educational process is carried out by 165 teachers and there are more than 3030 students studying at this school.

Participant Selection

The teachers were selected through simple random sampling, which ensures that there is no researcher bias (Creswell, 2013). To select teachers, the list of teachers from each respective school (School Hope and Sun) was obtained by the school principals, and six teachers (Math, English, Azerbaijani and Literature, Chemistry, History, Russian, and Physics) were randomly chosen from each of them. After the teachers' selection, the list of parents whose children were in 5-9 grades was provided by the participant teachers. Ten parents from each school were purposefully chosen from the list. This type of sampling helped find parents who were actively involved in their children's academic life. Totally, there were two school principals, six teachers, and 20 parents to interview.

Table 2. The Number of Participants Involved in this Study

Participants	The Number of Participants from School Hope	The Number of Participants from School Sun
School principals	1	1
School teachers	6	6
Parents	10	10
Total number of participants	34	

Data Analysis

All the interviews were recorded with prior permission (Appendix B) of the interviewees, and important notes were taken during the interview. All the interviews were transferred into a transcript in order to make the data easy to analyze. To analyze the data, two cycles of coding were considered: open and axial coding. Firstly, the interviews were carefully read, and the main statements, expressions, and quotes were highlighted. Then, relevant phrases or parts of the text were coded by going through the transcript of every interview. The codes were developed by the techniques of open coding. Open coding allowed to get a condensed overview of the main points and common meanings that recur throughout the data (Harding, 2013). Open coding helped to make a pivotal link between data collection and explaining the meaning of the data (Saldana, 2013). In the second phase, axial coding methods were used to synthesize and organize the data into more coherent categories (Saldana, 2013). The open coded data were reassembled into more abstract conceptual categories. The created codes were generated into themes; then, the themes were reviewed several times to make sure that the themes were accurate representations of the data. Finally, the analysis of the data was written down.

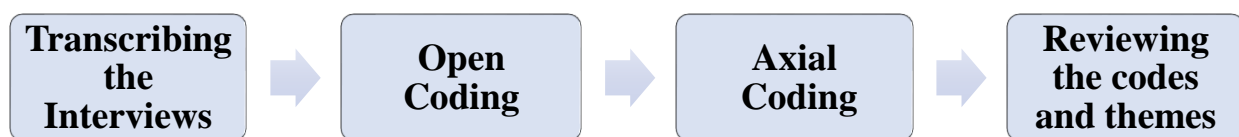| Transcribing the Interviews | ➡ | Open Coding | ➡ | Axial Coding | ➡ | Reviewing the codes and themes |

Figure 2. Data Analysis Process

Study Trustworthiness

To validate the findings, member checking was employed. As previously mentioned, the interviews were recorded at the outset, and later, they were transcribed. The transcribed interviews were sent to the interviewees for checking and adding the information that they found

relevant. Member checking is used as a way of validation, verification, or assessing the

trustworthiness of qualitative results (Birt et al., 2016). According to Birt et al. (2016), this form

of member checking increases data accuracy. All participants in the research verified the

transcribed interviews, and some information (details) was added by one of the participants (the

school principal – School Hope).

Ethical Considerations

The interviewee should be aware of the ethical consideration of the interview. Therefore,

first and foremost, all the participants were provided with the informed consent (Appendix B)

form as previously mentioned. They were given clear information of the study purpose and how

the data could be used, as discussed above. On the other hand, participants were given the option

to pass any question that they would feel uncomfortable answering.

Study Limitations

The following limitations are present in this study:

The first and the most important limitation was the size of the sample population. Only

two public schools were involved in the study due to the time frame. Thus, the findings cannot

be generalized. Also, focusing on two schools means that the findings are limited to certain

school cultures, meaning conducting the study in most of the schools could provide more ideas

on how parents are involved and how the concept is understood by different schools and

communities.

The next limitation of the study could be considered as being gender-biased since only

the female participants (i.e., parents) were involved. As the study defines a "parent" as the one

who is responsible for being closely involved in their children's academic achievement together

with their teachers, it would have been a good idea to get male parents' perceptions of parental

involvement as well. This would have added more value to the importance of parental

involvement in the children's academic life.

Chapter 4. Findings

To answer the research questions, semi-structured interviews were conducted at two Baku secondary public schools with 20 parents, 12 teachers, and two school principals. The teachers and parents of the students from fifth to ninth grades were involved in the study.

As mentioned in the previous chapters, this qualitative study focused on finding out how parental involvement is perceived by teachers, parents, and school directors and what are the types of parental involvement that used in secondary public schools of Baku. Based on the study purposes, the findings from the interviews will help to answer the research questions:

1. How is parental involvement defined in Baku secondary public schools?

2. What types of parental involvement are fostered in Baku secondary public schools?

In this chapter, the findings from the interviews are presented in 6 sections as follows: participants' understanding of parental involvement, types of parental involvement, parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Participants' Understanding of Parental Involvement

The first research question asks: *"How is parental involvement defined in Baku secondary public schools?"* To answer this question, the participants were asked these questions in the interview: *"What is your definition of parental involvement? How do you define parental involvement?"*

The most common definition of parental involvement described by the three main actors of schools (teachers, parents, and school principals) was "parents' and teachers' collaborative work for students' academic achievement." The expressions used to explain the definition of parental involvement by the participants are described in the table below:

Table 3. Participants' Definitions for Parental Involvement

Valideynlərin övladlarının təhsili, gündəlik dərsləri və məktəbdəki davranışları ilə maraqlanmağı	Parents' getting interested in their children's education, daily lessons, and school behavior
Valideynlərin övladlarının təhsilində, məktəb tədbirlərində, müəllim-valideyn iclaslarında mütəmadi iştirakı	Parents' regular participation in their children's school activities/events and teacher-parent conferences
Valideynlərin övladı ilə evdə onun məktəbi və dərsləri haqqında söhbət etmələri	Talking with their children at home about their school life and lessons
Valideynlərin övladlarına dərslərində kömək etməsi	Parents' help their children with their studies
Valideynlərin müəllimlərlə şagirdlərin təhsili üçün birlikdə müəyyən işlər görməsi,	Parents' and teachers' collaborative work for students' education/ academic achievement
Valideynlərin övladlarına yaxşı təhsil alması və inkişafı üçün dəstək olmaları	Parents' support to their children for getting better education and their improvement

The following interview question also helped to understand how the participants define parental involvement and what they do to realize it: *"What do you do to promote parental involvement in students' education? Can you describe the strategies you use to encourage parental involvement at school?"* and *"What do you do as a parent to get better involved in your child's education?"*

Most teachers explained that if parents want to be closely involved in their children's education, first and foremost, they always need to work with their children's teachers. Only in this case they can effectively help their children to improve their knowledge and skills. For example, one teacher from school, Sun, stated that a strong connection between the teachers and parents is vital to maintain parental involvement. Therefore, parents should constantly talk with their children's teachers to get information about their studies, achievements, school activities, etc.

Additionally, according to the teachers, parental involvement happens in the circumstances when parents have enough time for their children and are interested in their children's school life, education, and classroom behavior. One of the teachers mentioned: "*If a student feels that his/her parents are interested in their school activities and studies, this student will become more responsible to their lessons. Therefore, parents should not only have contact with their children's teachers but also should have friendly talks with their children at home.*" Another teacher also emphasized the importance of discussions between students and parents as a part of parental involvement: "*Parental involvement is possible even just by discussing daily talks with their children at home about their school activities, lessons, grades or examinations.*"

Likewise, most of the parents also think that parental involvement happens when they are interested in their children's school life and lessons. One of the parents (from school Hope), whose child is in eighth grade, explains her understanding of parental involvement as: *"Every evening my husband and me ask my son about his lessons, what he did at school today, what happened at school, what grades he got today, how well he prepared for tomorrow's lesson, and so on. If we don't get engaged in his lessons, he would never study so well. I want to say that last year I had some problems so we could not have a chance to engage with his lessons for a while.*

Can you imagine how negatively that interval affected his lessons? After that time, I realized that

parental involvement is crucial for our children's education."

Having regular contact between parents and teachers and daily talks with children are the

most common examples of parental involvement given by the school principals as well. The

school principals described the cases when parental involvement happens as attending teacher-

parent conferences, meeting with their children's teachers, and discussing their children's

studies, achievements, and failures.

As an example, the principal of "School Hope" defined parental involvement as

following: "*Parental involvement is the main angle of the teacher-parent-student triangle; if*

there is a well-established connection between parents and teachers, there will be progress,

discipline, effective teaching, and good student results."

Types of Parental Involvement

All the remaining interview questions (Appendix C) were conducted to determine the

types of parental involvement used in the School Hope and Sun. Firstly, the participants were

generally asked to describe the types of parental involvement that are fostered in these schools

(*Can you give some examples of the ways that parents are involved? Can you describe some*

specific types of parental involvement in your class?). The study found out different types of

parental involvement happen in these two Baku secondary public schools. Types of parental

involvement School Hope and Sun use are introduced in the following sections: parenting,

communicating, volunteering, learning at home, decision making, and collaborating with the

community.

Parenting

Building Trust

Based on the data, most of the interviewed teachers reported that they use different strategies to help parents get better involved in their children's education and school life. Almost all teachers noted that firstly, they try to work on establishing trust with parents in order to encourage them to get involved. They believe that when there is trust between teachers and parents, it is easier to build relationships with them. One of the teachers explained the importance of building trust as: *"When I met with the parents of my class, firstly, I spent some time with them to get to know their characteristics a little. As we get to know each other, I build trust among us. This helps me a lot. In this case, they follow my advice, and we get better results with the children."*

All these data attest that teachers at both schools (Hope and Sun) encourage parents to be actively involved in their children's education through building trust. One homeroom teacher from school Hope described the ways she uses to build trust as follows:

"I always ask parents not to hesitate to express their concerns or suggestions about the school-related topics. I get interested in parents' concerns about all subjects, and I try to build an environment where they can easily talk about the issues they concern."

Teacher-parent Conferences

Based on the interviews, conducting teacher-parent conferences is the most common way to boost parental involvement in both schools. Both school principals and teachers note that teacher-parent meetings are crucial to help parents get more information about their children's learning outcomes, behavior, and social development.

Parents and teachers emphasized the importance of teacher-parent conferences; in addition, they shared how often they have these conferences. According to most parents' answers, teacher-parent conferences are usually held five or six times a year. At teacher-parent conferences, different topics are discussed: students' results of summative and formative exams, their learning process, lessons, achievements and challenges, future goals, classroom behavior, and students' relationship with their peers.

One homeroom teacher whose students are in seventh grade talked about how they conduct teacher-parent conferences: *"I try to conduct teacher-parent conferences at least once a month, and I invite all the parents by announcing the time in our parents' group on WhatsApp. In the teacher-parent conferences, firstly, all the main subject teachers talk about the general condition of the class. Then parents ask their questions after every teacher talks. I, as well as other teachers, can have individual discussions with parents when needed."*

However, some teachers and parents admitted that teacher-parent conferences are mainly held only to discuss students' problems with their peers or teachers or when the exam results of the class are not satisfactory. One of the interviewed parents explained this situation as following: *"We only have teacher-parent conferences when an unexpected problem happens. We don't meet all the subject teachers; we only see the homeroom teacher; we meet the subject teachers when a problem arises in their class. Even there are some subject teachers I haven't seen ever. I would like to have more conferences and meet all the teachers at the conferences."*

Home Visits and Informal Environment to Meet with Parents

Only a few teachers claimed that they arrange home visits or meet with parents outside the school. According to the teachers, when they visit students' homes or when they meet with the parents somewhere outside of school (such as in the parks nearby the school), they better

understand their students' family background, social and economic conditions, and they get aware about their problems. One teacher stated: *"Sometimes there are some students I can see that they have some problems at home. I always meet such students' parents outside of the school, or I even visit their homes. I can see how better the parents feel when they see such support from my side. We discuss how to motivate and support the student when there is a problem at home, between parents, or in the students' school life. Believe me, after such meetings; the student can get better concentrated on their lessons again."* As it can also be seen from the teacher's report, home visits are rare and occur when the teachers notice a problem in the student's school life.

Another reason why teachers and parents meet outside of school is that during the lockdown, parents were not allowed to enter the school. One of the parents from school Hope mentioned: *"Since we (parents) cannot enter the schoolyard because of the lockdown, we still do not have teacher-parent conferences. We meet with teachers in the park near the school. I am really very thankful to my daughter's teacher as she makes it possible to have face-to-face meetings outside of school during this time."*

Communicating

The data from the interviews suggest that the most common communication forms between teachers and parents are phone calls and messaging. Also, most teachers also started to arrange online meetings with parents. Sometimes teachers send notes or written reports to the parents to give information about the students' lessons or behavior at class.

Phone Calls and Messages

The findings of this study indicate that the primary means of communication that parents and teachers use to communicate with each other are making phone calls and sending messages.

Parents with hectic work schedules can be unable to attend teacher-parent conferences or visit school. Therefore, it is easier to contact these parents via phone calls or messages. Almost all the interviewed parents tend to communicate with their children's teachers via messages. Most parents mentioned that they had created a "parents' group" on some social platforms where they can discuss school-related topics with the homeroom teacher.

Alongside the positive sides of communicating with parents via phone calls or messages, there are also negative sides. Most teachers claimed that messages on the groups can be bothering, and it consumes teachers' time. About this issue, one teacher said: *"I really do not have time to read all the messages on the groups. I just announce the meetings or activities and give information about general issues."* Another teacher also talked about the negative sides of messaging with parents as a means of communication: *"I prefer face to face meetings, I always manage time to speak with parents about my students. Only when parents cannot come to school, I choose calling or writing a message. But some parents write messages or calls me at very inappropriate hours, for example, even at eleven or twelve o'clock at night just to ask how their child's lessons are going. To tell the truth, I don't reply to such late messages."*

In short, teachers think that messaging should not be the main communication form, but almost all the parents prefer messaging with teachers to get information about their children.

Sending Notes to Home

Based on the findings, it can be considered that only a few teachers stated that they send notes or reports about students' lessons, the results of summative assessment, and classroom behavior to home with the help of the students. Some teachers claimed that sending notes is an effective tool to keep in touch with parents of primary school students. However, it is not as effective for secondary school students. Because sometimes, the students forget to deliver the

notes, or they intentionally hide the notes from their parents, especially when there is a problematic issue. One teacher from school Sun shared her experience: *"I just send the summative results to home with the student, but I also give information to parents in parents' group beforehand. Because before, I did not use to inform teachers when I send the results to home and some students who got lower results hid their exam papers."*

Online Meetings

When the schools were closed during the lockdown and schools started online teaching, after a while, teachers began to meet with the parents through online platforms (such as Google Teams). All the teachers admitted that they had never had online meetings with parents before the pandemic. However, the flexibility of location and time and online teacher-parent meetings were beneficial for both teachers and parents. Most teachers also stated that they hold one-to-one online meetings with parents, while some prefer having an online meeting for all parents at the same time.

Parents also claimed that virtual meetings with teachers are very beneficial and helpful. They can have a better understanding of what their child is learning and if their child is having difficulties. One parent stated: *"Most useful side of the online meetings is his father and me can be involved in our child's education at the same time together. When there are in-person meetings at school, only I (mother) attend. But, when online meetings happen, the father is also involved in his child's achievements, and my son feels responsible accordingly."* Another parent also claimed that their child feels more responsible when they see their parents and teachers having online meetings: *"When my child sees we have regular meetings with the teachers, she tries to do her best in her lessons because she knows that her teacher will tell me about it. When*

there is good communication between the child's parent and teachers, the child's efforts to learn

increases."

Volunteering

Moreover, the data revealed that the parents and teachers of both schools (School Hope and Sun) got surprised when they heard the word "volunteering" we can say that volunteering is not a widespread experience to help parents be involved. All the participants had some time to think about the question and recall if the school made an opportunity for parents to volunteer or if the parents had volunteering experience at their child's school before. Most teachers and parents reported that doing volunteer work at school is not widely used in secondary school. However, parents reported that they volunteer at school in the following ways: providing some needed equipment for the classroom such as maps, globes, or other teaching tools; helping teachers to prepare the classroom posters or design the bulletin board and helping teachers to organize some events at school (i.e., literature nights). Some parents also mentioned that they support the teachers in organizing excursions and visits to museums or historical places. They believe that these visits help students to develop their knowledge and social skills.

Only a few teachers emphasized the benefits of parents' volunteering for the students' learning. For example, one homeroom teacher said: *"Before I have organized an event for our class. It was about professions. I asked all the parents to come and attend this event, talk about their professions; of course, it was voluntary. Most parents attended. This activity was very motivational for our students. I think parents' help is very important."*

Both school principals said that there are no special programs or invitations for parents to do volunteering at school. Also, sometimes some parents offer to do some volunteer work or donations for school themselves. For example, one school principal (school Sun) mentioned: *"*

Once, a father of a student approached me and told me that he is a computer engineer and he is ready to help us by working as a computer engineer volunteer in his free time for our school. He said he can help with technological issues when there is a need." Some parents also offer donations according to the answer of the principal *"Once, a parent talked with me about her daughter's enthusiasm for music... That parent asked me for permission to bring a piano from their home to school and place it in the music class. Of course, I agreed."*

Learning at Home

Moreover, the data revealed another type of parental involvement: parents' help to their children at home. The analysis shows that parents support their children in various ways to achieve academically. For example, one teacher stated: "*Sometimes parents ask me to explain to them how to help their children with their learning at home. I recommend some internet resources or books that parents can benefit from to help their children. Actually, I have a blog on Facebook, and I recommend parents to follow it because there, I share useful information for parents, also I answer parents' questions. Sometimes I find online exam forms with answers and send them to the parents. Parents give time to their child to do the exam, and after they can check the results themselves."*

However, some teachers think that helping students at home is not a good idea since students cannot be autonomous learners. Instead, they offer parents to tell their children to consult with their teachers in case they have difficulties. One English teacher from school "Hope" expressed her concerns about the adverse effects of parents' help to students: *"There are some parents who want to explain something to their children or help them to do their homework at home. But there are some cases that parents' help mislead students. For example, sometimes*

students bring correctly done the homework, but when I ask them to explain how they did it, they

cannot answer. Then it becomes clear that their parents helped at home."

Most of the parents think that helping their children do their homework is the main part

of parental involvement. Parents also claim that their involvement in their children's learning,

especially monitoring or helping their children do their homework boosts their motivation and

performance at school. However, some parents who do not have enough time to help their

children with their lessons, they believe that providing their children with private tutoring is

better than parent help.

Moreover, both school principals (School Hope and Sun) believe parents should support

student learning by helping them to learn at home. The principal of "school Hope" claimed that

the students whose parents support their learning at home and help them do homework get better

results in the state examinations: *"I can surely say that the students whose parents support their*

learning, control their lessons, provide private tutoring for their child's learning, these students

get better results at state exams of ninth grade."

Decision Making

The study findings also show parents are involved in some decisions, such as organizing

educational events or holidays for their children. A parent from "school B" described how they

make decisions about educational activities: *"For example, last time we – a group of parents*

took our children to the book exhibition. We thought that by taking them to these types of

exhibitions or libraries, we can encourage them reading books."

Moreover, during the interviews, some parents shared that they are the main decision-

makers in choosing a career path for their children. For example, one parent (from "school

Hope") shared their experience of choosing a future career path for their son: *"Since last year,*

my son wants to be a musician. When his father learned about it for the first time, he did not

support his decision. But after when he realized that he really has talent, we thought and decided

to help him to go to a music school in France. Then we sent him to the French language classes

as well. Of course, our agreement and decision are important."

School principals believe that parents help their children with the decision-making

process about their education at home. Still, they cannot be involved in the school's decision-

making process about students' education. Because there are some certain policies, programs,

and rules given by the Ministry of Education, and they cannot be intervened. For instance,

parents are not encouraged to make decisions about school curriculum or teaching methodology.

Generally, parents are mostly involved in decision-making about their children's future career

development goals and designing social activities for them.

Collaborating with Community

Data results indicate that the schools (Hope and Sun) do not closely collaborate with the

community. To be specific, the schools are not much interested in community-related

collaboration, such as using community resources or services. However, the principal of the

school Sun stated that they are thinking of community collaboration, which can be beneficial for

students' development.

Sometimes, parents and students are given information about some community resources,

activities, and services at both schools. However, according to both school principals' answers,

there are neither any special programs for collecting information about community resources nor

any organizations that the schools collaborate with. Therefore, in rare cases, parents or students

are provided with such information or helped to collaborate with the community. Interestingly, at

both schools (A and B), some of the parents said they are given information about community

resources a few times a year, while some parents claimed they have never heard about community collaboration. The ones who have used community resources or services with the help of the school gave these examples: free conversation clubs for school students (in English); free chess/ football/ music classes; etiquette lessons for school students, and free checkup of eyesight for school students.

Teachers reported that they give information about community resources when they get this information from the school or they get it from elsewhere. One teacher said: *"Once I saw an announcement on the Internet, it was about reading classes for the families with visual disabilities. I told my students about it and shared their contacts, but I think no one used this service."*

Chapter 5. Discussion

The purpose of this research study was to explore the understanding of parental involvement from the perspective of secondary school teachers and parents, as well as the school principals. The study also purposed to determine what types of parental involvement take places at Baku secondary public schools. Based on the study's purposes, a qualitative research approach based on Epstein's (2009) theoretical framework of six types of parental involvement was used to explore parental involvement practices in Baku secondary public schools. In this chapter, the main findings of this study will be discussed in a correlation with the results of the previously reviewed literature.

Parenting

The first type of parental involvement, according to Epstein (2009), is parenting, which comprises "assisting all families in establishing a home environment that supports children as students" (p. 339). Some interview questions (Appendix C) focused on exploring how parents support the children for their learning t home and how the schools (School Hope and Sun) assist families in maintaining the students' learning process at home. The results of the findings show that teachers believe that meeting and communicating with parents are the most effective ways for demonstrating their support to parents. In terms of supporting parenting practices, parents also think teacher-parent conferences and meetings are the essential means to communicate with teachers about their children's school life. Epstein (2009) also suggested that information exchange between teachers and parents is a way of offering support for parenting activities. However, the other leading practices described in Epstein's framework were not found in the sampled schools (School Hope and Sun). Epstein's (2009) theoretical framework suggests that workshops and training for families are the most effective parenting activities. With the help of

these practices, parents can increase their understanding of different topics or subjects and learn

more about how to help their children at home for their development (Bailey, 2006; Kaya &

Lundeen, 2010; La Cour et al., 2013; Laurent & Giasson, 2005; Marshall & Swan, 2010).

Unfortunately, none of the sampled schools (School Hope and Sun) organize workshops,

sessions, or training for the parents to support parenting activities at home. However, some

teachers at both schools arrange home visits and meet with parents in informal environments in

order to understand their cases and help them to do better parenting activities at home. These

results are in accordance with the existing evidence of the first type of parental involvement

practices described by Epstein (2009). In her framework, Epstein (2009) also defined home visits

and neighborhood meetings as effective sample practices to help parents understand schools, as

well as to help teachers understand the parents.

This study also found that the interviewed teachers believe building trust between parents

and them is a very effective strategy to encourage and assist parents in their children's

development. Similarly, Karakush and Savash (2012) claim that trust between school and family

causes parents to be more involved and increases collaboration between parents and teachers.

Communicating

According to several studies, communicating with students' families by different

methods is critical to improving students' academic achievement through parental involvement

(Kraft & Dougherty, 2013; Seitsinger et al., 2008; Thompson et al., 2015). In fact, the theme of

communication in the study findings was noticed in all six types of parental involvement. Parents

believe they can help their children and get successful results if they communicate more with

teachers. Similarly, teachers also think they support and assist families, solve problems, and

make the parents more involved by communicating with them. The study found that the most

common practices are face-to-face meetings, teacher-parent conferences, phone calls, messages, and virtual meetings within the area of communicating. The mentioned findings comply with the practices of the second type of parenting involvement described in Epstein's (2009) theoretical framework.

In his experimental study, Sirvani (2007) found out that sending individualized "monitoring reports" is one of the ways leading to teacher-parent communication. Based on his study findings, they were sending reports twice a week increased homework completion and reduced disciplinary referrals among the experimental groups. However, findings of the current study show that teachers do not send notes or written reports to parents as they think it is not an effective communication tool. Because based on the teachers' experiences, the students were not handing the notes to their parents. Instead, they prefer informing the parents by phone calls or face-to-face meetings with them.

Volunteering

Another finding from this research shows that school teachers were encouraging parents to be involved in volunteering by fundraising and attending school trips, excursions, or school events. These findings are similar to Christianakis's (2011) study findings. In her qualitative study, Christianakis (2011) found volunteering as a way to involve parents. Based on her findings, "help labor" was defined as parental volunteering both at school and at home. Christianakis's (2011) study shows parental volunteering through school help in the following ways: participating in classroom activities, projects, organizing class materials, which are consistent with the findings of the current study.

On the other hand, some practices of "home help" described by Christianakis (2011) also comply with the findings of this study, for instance, taking and supervising the children on

outings to the library or museums and fundraising, which were noticed in the volunteering practices of the parents at Baku secondary schools.

However, the findings of the current study are not consistent with Epstein's (2009) framework of type 3 parental involvement, volunteering. In her research, Epstein (2009) describes parental volunteering in a way to recruit the parents to support school and classroom volunteer programs to help teachers, administration, students, and other parents. For example, the author depicted parents as being patrols to aid the safety of school programs, which was not found in the current study as a way of parental volunteering. Hence, based on parents' responses, they are willing to support the school in different initiations.

Learning at Home

While leaning at home is one of the important parental involvement types claimed by Epstein (2009), which is involving parents to support students at home (i.e., monitoring and discussing schoolwork at home, or assisting students in improving skills in various classes and school assessments). However, the current study findings show that many interviewed teachers do not want the parents to assist the students at home since they believe this kind of help can prevent the students from being autonomous learners. Also, Epstein's (2009) framework suggests learning at home as a way to encourage, listen, monitor, and discuss with the children the class activities rather than direct help.

In addition, Epstein's (2009) study findings show that just a few teachers design homework that promotes parents to be involved, and this type of homework is called interactive homework (Epstein, 2009). The findings of this study indicate that only one interviewed teacher planned interactive homework or tasks that support parental involvement in the students'

learning. Some other teachers shared that they involve parents to provide direct help for their children.

Decision Making

Decision-making is another type of parental involvement described in Epstein's (2009) framework, which was defined as a collaborative process involving shared perspectives toward common goals. The type depicts parental organizations such as PTA/PTO (parent-teacher association/organization) being involved in lobbying for school reforms and improvements. Also, Epstein's (2009) framework describes decision-making as a way to involve parents in providing their inputs to the school policies that affect children's education. Including parents from all backgrounds in school decisions and fostering parent representatives and leaders are the main elements of involving parents in the school's decision-making process (Epstein, 2009).

Another study by Smith et al. (2011) shows the importance of involving parents in decision-making. Hence, the parents need to be well-trained to confidently participate in the decisions made by the school administrators and teachers (Smith et al., 2011).

The findings of the current study are not consistent with the above-mentioned studies, meaning that parental involvement in the school's decision-making process is lacking at Baku secondary schools. That being said, the current research indicates that parents are not involved in making important decisions such as school reforms and improvements. The lack of parental involvement in the decision-making process basis on the general education law of Azerbaijan. In the Profile commissioned by NEPC for the Global Education Monitoring Report, it is stated that the parents' role as decision makers is not explicitly defined on educational policy documents. There is no legal or policy regulation that explicitly defines the function of those governing or self-governing bodies in school governance, or how they can exercise their rights (Kazimzade &

Mikailova, 2021). The only areas parents get engaged in decision-making are organizing

educational events and choosing career paths for their children.

Collaborating with Community

Collaborating with the community is the last of Epstein's (2009) six types of parental

involvement model, and it entails identifying and integrating sources and services from the

community to strengthen school programs, family involvement, and students' learning and

development (Epstein, 2009). Nevertheless, in the sampled Baku public schools, many

participants did not have any idea of what collaboration with the community means or if the

school informs them about community resources.

However, it can be rarely found in this study that parents use community resources or

services such as training sessions, educative courses, or workshops, promoting their children's

academic achievements offered by the schools. This kind of support is provided by the

community representatives or teachers. However, the study findings indicate that the school

administration is not much interested in involving community resources to support students since

this kind of support and its importance for students' development are not widely perceived by

them.

Conclusion

This study employed Epstein's (2009) theoretical framework of six types of parental involvement as a foundation. The study was organized around two research questions: *"How is parental involvement defined by teachers, parents, and school principals in Baku secondary public schools?" and "What types of parental involvement are fostered by teachers and school principals in Baku secondary public schools?"*

The study was conducted at two secondary public schools in Baku. The participants were school teachers, parents, and school principals. The study used qualitative methodologies for data collection. The data was collected with the help of semi-structured interviews. The data were analyzed in two cycles: first, open coding was used to analyze the data, and then, axial coding helped categorize the open coded data.

The following conclusions can be drawn as a result of the study findings:

The study found the common definition of parental involvement in the following way: To actively collaborate (i.e., getting interested in their children's lessons, behaviors, supporting at home) with teachers to support children's academic life. Nevertheless, the findings show that the importance of parental involvement is not well communicated with parents as well as the schools do not intentionally organize special programs to promote parental involvement.

Also, the study found various types of parental involvement presented in Epstein's (framework. For example, parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. However, not all the practices are found within each type of parental involvement. For example, in the first type of involvement (parenting), Epstein (2009) suggests school administration provide parents with workshops, parent education,

or training sessions that support student learning. The sampled schools (school Hope and Sun) do not employ such practices to support parenting practices.

Although communicating is the most commonly used type of involvement, there are also some practices described by Epstein that are not observed in this study findings, for example, the framework suggests that school teachers should inform parents on all school programs, reforms and policies.

In volunteering, the framework offers to recruit parents to help school goals and provide training for parents for the volunteer work; however, we could not find such practices in the sampled schools.

Additionally, some practices of learning at home type of involvement presented in Epstein's (2009) framework could not be found in the findings of this study. As an example, in our findings these practices are not observed: providing family training programs (on math, science, or reading) for families or summer learning activities that could help students improve their skills; informing parents on required skills for students; informed parents on how to monitor their children's tasks at home.

 As well as in the sampled schools, parents are not encouraged to participate in the school's decision-making activities. However, Epstein's (2009) framework explains decision-making as a process of partnership, suggesting different practices to include parents in the school decisions.

In the last type of involvement, Epstein states schools should identify and integrate community resources and services that could help to strengthen student learning. The sample practices are information for students and parents on different community resources, activities, and services that were not observed in this study findings.

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APPENDICES

APPENDIX A

İcazə Məktubu

Mən Tinatin Mönsümova, ADA Universitetində Təhsilin İdarə edilməsi üzrə Magistratura proqramının tələbəsiyəm. Hal-hazırda "Bakının orta ümumtəhsil məktəblərində şagirdlərin təlim-tədris prosesində valideynlərin iştirakı" adlı tezis üzərində işləyirəm. Tədqiqatın məqsədi valideynlərin, müəllimlərin və məktəb direktorlarının Bakının ümumimtəhsil məktəblərində valideynlərin şagirdlərin təlim və tədris prosesində iştirakını necə anladıqlarını öyrənməkdir. Eyni zamanda, məktəblərdə valideynlərin iştirak formaları haqda öyrənmək istəyirəm. Tədqiqatın məqsədindən irəli gələrək, Bakı Şəhər Təhsil İdarəsinin icazəsi ilə sizi müsahibədə iştirak etməyə dəvət edirəm.

Müsahibələri aparmaq üçün bütün iştirakçılara məlumatlı razılıq forması veriləcək. Müsahibələr 45-60 dəqiqə olmaqla, Zoom onlayn platformasında baş tutacaqdır. Əgər mümkün olarsa, müsahibələr real şəraitdə keçiriləcəkdir. 5-9-cu siniflərdə tədris edən 6 müəllimi və eləcə də, həmin siniflərdə oxuyan şagirdlərin valideynlərini (10 valideyn) müsahibə etməkdə icazə verməyinizi xahiş edirəm. Eləcə də məktəb direktoru olaraq, sizi də müsahibədə iştirak etməyə dəvət edirəm. Düşünürəm ki, bir məktəb rəhbəri olaraq sizin təcrübəniz, həmçinin, müəllimlərin və valideynlərin təcrübələri "Şagirdlərin Təlim və Tərbiyə Prosesində Valideynlərin İştirakı" mövzusunda tədqiat suallarını cavablandırmaqda kömək edəcəkdir.

APPENDIX B

Tədqiqat İştirakçısı üçün Məlumat və Razılıq Forması

TƏDQİQATIN İZAHI:

Sizdən "*Bakıdakı Ümumtəhsil Məktəblərində Şagirdlərin Təlim və Tədris Prosesində Valideynlərin İştirakı*" adlı araşdırmada iştirak etməyiniz xahiş olunur. Bu tədqiqatın məqsədi valideynlərin şagirdlərin təlim və tədris prosesində iştirakını valideynlərin və müəllimlərin necə anladıqlarını öyrənmək, həmçinin Bakının orta ümumtəhsil məktəblərində keçirilən müxtəlif növ valideyn iştirakını araşdırmaqdır.

Araşdırma üçün məlumatlar sizinlə müsahibə apararaq toplanacaq. Müsahibələr Zoom onlayn platformasında keçiriləcək. Hər müsahibə 45-60 dəqiqə çəkəcək.

Bu araşdırmada iştirakınıza qərar verməzdən əvvəl, araşdırmanın niyə aparıldığını və nə edəcəyinizi başa düşməyiniz vacibdir. Zəhmət olmasa aşağıdakı məlumatları diqqətlə oxuyun. Hər hansı bir sualınız varsa və ya əlavə məlumata ehtiyacınız varsa mənə bildirməyinizi xahiş edirəm.

SİZİN HAQLARINIZ: CAVAB VERMƏMƏK VƏ YA GERİ ÇƏKİLMƏK

Bu araşdırmada iştirakınız könüllüdür. Hər hansı bir suala cavab verməkdən imtina edə bilərsiniz və istədiyiniz zaman iştirakdan imtina edə bilərsiniz. İntervyuda iştirakın və ya iştirakdan imtinanın iş prosesinizə heç bir təsiri olmayacaq. Bu araşdırmada iştirak etmək qərarına gəlsəniz, bu razılıq formasını imzalamağınız xahiş olunacaq. Razılıq formasını imzaladıqdan sonra istənilən vaxt heç bir səbəb göstərmədən geri çəkilməkdə sərbəstsiniz. Məlumat toplama bitməmiş iştirakdan imtina etsəniz, məlumatlarınız sizə qaytarılacaq və ya tam silinəcəkdir.

GİZLİLİK

Bu müsahibəyə cavablarınız anonim olacaqdır. Zəhmət olmasa cavablarınız haqqında heç bir müəyyənedici məlumat verməyin. Aşağıdakılar daxil olmaqla məxfiliyinizi qorumaq üçün hər cür səy göstəriləcəkdir:.

• Bütün tədqiqat qeydlərində və sənədlərdə kod adlarından istifadə olunacaqdır.

• Adınız (və ya istənilən bir şəxsi məlumatlarınız) və səs qeydiniz ikinci şəxslə paylaşılmayacaq.

POTENSİAL FAYDALAR və ya İŞTİRAK RİSKLƏRİ

Bu işdə iştirak etməyinizin sizə birbaşa faydası olmayacaq. Ancaq, ümid edirik ki, bu araşdırmadan əldə edilən məlumatlar bəzi məktəblərdə valideynlərin müxtəlif növ iştirakını təşviq edə bilər. Müsahibə prosesində iştirak etmək üçün heç bir fiziki, hüquqi, məşğulluq, psixoloji, sosial, maddi və ya nüfuz riski gözlənilmir. Müsahibə sualları həssas deyil, heç bir çətinliyə və ya narahatlığa səbəb olma ehtimalı yoxdur.

ƏLAQƏ MƏLUMATLARI

Bu araşdırma ilə əlaqədar hər hansı bir sualınız varsa və ya bu araşdırmaya qatılaraq mənfi təsirlərə məruz qalsanız, mənimlə və ya elmi rəhbərimlə əlaqə saxlaya bilərsiniz.

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MƏLUMAT VƏ RAZILIQ FORMASININ SƏNƏDLƏŞDİRİLMƏSİ

Verilmiş məlumatları oxudum və sual vermək imkanım oldum. İştirakımın könüllü olduğunu və istənilən vaxt, heç bir səbəb göstərmədən iştirakdan imtina etməkdə sərbəst olduğumu anlayıram. Bu razılıq formasının bir nüsxəsinin də mənə (iştirakçıya) veriləcəyindən xəbərdaram. Könüllü olaraq bu tədqiqatda iştirak etməyə razıyam.

İştirakçının

imzası:_____Tarix:_____

Səsyazma üçün

icazə_____

APPENDIX C

Interview Questions

Questions for Teachers:

1. What is your definition of parental involvement? How do you define parental involvement?

2. Can you give some examples of the ways that parents are involved? Can you describe some specific types of parental involvement in your class?

3. What do you (teachers) do to promote parental involvement in students' education? Can you describe the strategies you use to encourage parental involvement at school?

4. Do you arrange any meetings or activities to help parents to become involved in their children's school activities? If yes, what kind of activities?

5. What strategies do you use to communicate with the parents?

6. Do you use any strategies or practices to encourage parental involvement at home? Can you provide examples of the strategies you use?

7. Do you try to get parents involved in volunteering activities? What kinds of volunteering activities do the parents attend?

8. Do you involve parents by providing information about the community resources and services, which would help students to strengthen their learning and development? If yes, please share some examples.

Questions for school Principals:

1. What is your definition of parental involvement? How do you define parental involvement?

2. What strategies do you use to promote parental involvement in this school? What is your role as a school principal to help parents to become more involved in the students' education?

3. Do you think your teachers actively encourage parental involvement? If yes, in what ways?

4. Have the parents ever been encouraged to work as a volunteer in your school? If yes, could you please describe it?

5. Do you organize any volunteer programs for parents? If yes, what kind of programs?

6. What are the benefits of the volunteer programs for schools, parents, and teachers?

7. In what ways does your school provide information or ideas for parents on how to help student learning at home?

8. Does your school involve parents in the decision-making process about students' education in your school? Could you please provide some examples of how do you involve?

9. Does your school involve parents by providing information about the community resources and services, which would help students to strengthen their learning and development? If yes, please share some examples.

Questions for Parents:

1. What is your definition of parental involvement? How do you define parental involvement?

2. What do you do as a parent to get better involved in your child's education?

3. On average, how many times do you attend your child's school activities in a year?

4. What kind of school activities do you usually attend?

5. How does your child benefit from your involvement in their education?

6. What can the school do to help you have better involvement in your child's education? What do you think how you would be better involved in your child's education? Could you please suggest some activities?

7. Do you think you can make a difference in your child's education as you get involved? If yes, what difference can you make?

8. In what ways does the school help you to become involved in your child's education?

9. Is there anything you would like to do to help your child with their schooling, but you don't know how to help? If yes, please describe.

10. In what ways do the teachers provide you with information such as school activities, school programs, assessment tools, etc.? Generally, in what ways do the teachers communicate with you?

11. Have you ever been involved in any volunteer experience at your child's school?

12. Do you get involved in the decision-making process about your child's education at school? If yes, in what ways?

13. Does your child's school provide you with the information about the community resources and services, which would help students to strengthen their learning and development? If yes, please share some examples.

APPENDIX D

Müsahibə Sualları

Müəllimlərə verilən suallar:

1. Bakı şəhərində yerləşən orta ümumtəhsil məktəblərində valideynlərin şagirdlərin təlim və tədris prosesində iştirakı necə anlaşılır?

2. Bakı şəhərində yerləşən orta ümumtəhsil məktəblərində valideyn iştirakının hansı formaları təşviq olunur?

Müəllimlərə verilən suallar:

1.Valideynlərin şagirdlərin təlim-tərbiyə prosesində iştirakını necə anlayırsınız? Şagirdlərin təlim-tərbiyə prosesində valideynlərin iştirakını necə müəyyən edirsiniz?

2. Valideynlərin necə iştirak etdiyinə dair bir neçə nümunə deyə bilərsinizmi? Öz təcrübənizdə valideynlərin iştirakının xüsusi növünü göstərən bir neçə nümunəni bizimlə paylaşa bilərsinizmi?

3. Valideynləri şagirdlərin təlim-tərbiyə prosesində iştirakını necə təşviq edirsiniz?
Məktəbinizdə valideyn iştirakini təşviq etmək ücün istifadə etdiyiniz strategiyalari təsvir edə bilərsinizmi?

4. Valideynləri övladlarının məktəblə bağlı fəalliyyətlərdə iştirak etmələri üçün görüşlər keçirirsinizmi? Əgər keçirirsinzə, valideynləri hansı növ fəallıqlara cəlb edirsiniz?

5. Valideynlərlə necə əlaqə saxlayırsınız? Valideynlərlə əlaqə saxlamaq üçün istifadə etdiyiniz üsulları təsvir edə bilərsinizmi?

6. Valideynlərə şagirdlərin ev tapşırıqlarında kömək etməsi üçün hər hansı bir üsuldan istifadə edərək valideyn iştirakını təşviq edirsinizmi? İstifadə etdiyiniz üsulların bir neçə nümunəni bizimlə bölüşə bilərsinizmi?

7. Valideynləri məktəblə bağlı könüllü işlərə cəlb edirsinizmi? Valideynlər hansı könüllü işlərdə iştirak edirlər?

8. Məktəbiniz şagirdlərə öyrənmə və inkişaflarını gücləndirməyə kömək edəcək sosial dəstək və ya mədəni proqramlar kimi ictimai resursları və xidmətləri haqqında məlumat verirmi?

Direktorlara verilən suallar:

1. Valideynlərin şagirdlərin təlim-tərbiyə prosesində iştirakını necə anlayırsınız? Valideynlərin təlim-tərbiyə prosesində iştirakını necə müəyyən edirsiniz?

2. Məktəbdə valideynlərin təlim-tərbiyə prosesində iştirakını dəstəkləmək üçün hansı üsullardan istifadə edirsiniz? Məktəbdə valideynlərin daha fəal istirakını necə təşviq edirsiniz? Siz valideynləri məktəblə bağlı işlərə necə cəlb edirsiniz? Bizimlə bir neçə nümunə paylaşa bilərsinizmi?

3. Sizcə, müəllimlər valideyn iştirakını fəal təşviq edirlərmi? Əgər edirlərsə, hansı üsullardan istifadə edirlər?

4. Valideynlər məktəblə bağlı könüllü işlərə cəlb olunublarmı? Əgər olunurlarsa, zəhmət olmasa, həmin könüllü işləri təsvir edə bilərsiniz?

5. Valideynlər məktəb tədbirlərində könüllü iştirak edirlərmi? Əgər edirsinizsə, valideynlərin iştirak etdiyi tədbirlərdən bir neçə nümunə göstərə bilərsinizmi?

6. Könüllülük proqramlarının məktəb, valideynlər və müəllimlər üçün faydaları nələrdir**?**

7. Şagirdlərin ev tapşırıqlarında kömək etməsi üçün hər hansı bir üsuldan istifadə edərək valideyn iştirakını təşviq edirsinizmi? İstifadə etdiyiniz üsullardan bir neçə nümunəni bizimlə bölüşə bilərsinizmi?

8. Valideynləri övladlarının təhsili ilə bağlı qərarlara cəlb edirsinizmi? Əgər edirsinzsə, zəhmət olmasa, bizimlə bir neçə nümunə paylaşa bilərsinizmi?

9. Şagirdlərin təhsilini artırmaq üçün valideynlər məktəbdənkənar fəallıqlara cəlb edilirmi? Əgər valideynləri məktəbdənkənar fəalliyyərə cəlb edirsinizsə, buna dair bir neçə nümunəni bizimlə paylaşa bilərsinizmi?

Valideynlərə verilən suallar:

1. Valideynlərin şagirdlərin təlim və tədris prosesində iştirakını necə anlayırsınız? Şagirdlərin təlim və tədris prosesində valideynlərin iştirakını necə müəyyən edirsiniz?

2. Bir valideyn olaraq övladınızın təhsilinə daha yaxından cəlb olunmaq üçün nə edirsiniz?

3. Orta hesabla bir ildə neçə dəfə öz övladınızın məktəb tədbirlərində iştirak edirsiniz?

4. Ümumiyyətlə, hansı növ məktəb tədbirlərində iştirak edirsiniz?

5. Təlim-tərbiyə prosesində sizin iştirakınızın övladınız üçün faydası nədir?

6. Məktəb övladınızın təlim-tərbiyə prosesində sizin yaxından iştirakınız üçün nələr edir? Siz, özvladınızın təlim-tərbiyə prosesində iştirakı üçün nələr edərdiniz? Zəhmət olmasa, bir neçə nümunə təklif edə bilərsinizmi?

7. Övladınızın təlim-tərbiyəsində iştirak etməklə onun təhsilində müəyyən bir dəyişiklik edə biləcəyinizi düşünürsünüzmü? Əgər hər hansı bir dəyişiklik edə biləcəyinizi düşünürsünüzsə, sizcə, nə kimi fərq yarada bilərsiniz?

8. Məktəb övladınızın təhsilinə cəlb olunmağınıza sizə hansı yollarla kömək edir?

9. Elə bir nümunə göstərə bilərsinizmi ki, siz övladınızın təhsilində iştirak etmək istəmisiniz, lakin, necə kömək edəcəyinizi bilməmisiniz? Əgər, bu hal baş veribsə zəhmət olmasa, bir neçə nümunəni bizimlə bölüşə bilərsiniz?

10. Müəllimlər sizə övladınızın məktəb fəaliyyətləri, məktəb proqramları, qiymətləndirmə vasitələri və s. kimi məlumatları hansı yollarla verirlər? Ümumiyyətlə, müəllimlər sizinlə necə əlaqə saxlayırlar?

11. Övladınızın məktəbində könüllülük təcrübəniz olubmu? Əgər olubsa, zəhmət olmasa, bir neçə nümunə paylaşa bilərinizmi?

12. Məktəb sizi bir valideyn olaraq övladınızın təhsili ilə bağlı hər hansı bir qərarvermə prosesinə cəlb edirmi? Əgər edirsə, nə kimi qərarlarda sizin iştirakınız olub?

13. Məktəb sizi bir valideyn olaraq övladınızın təhsilini artırmaq üçün məktəbdənkənar fəallıqlara cəlb edirmi? Əgər edirlərsə, məktəbdənkənar fəallıqlara dair bir neçə nümunəni bizimlə paylaşa bilərsinizmi?

APPENDIX E

No_____   "___"_____2021-ci il

Bakı Şəhər Təhsil İdarəsinin müdiri

Mehriban Vəliyeva

Hörmətli Mehriban Vəliyeva,

Nəzərinizə çatdırmaq istərdik ki, ADA Universitetinin MAEM 2021 "Təhsilin İdarəedilməsi" ixtisası üzrə magistr proqramı ikinci kurs tələbəsi Tinatin Mönsümovanın apardığı yekun tədqiqat işi üçün ("Types of Parental Involvement at Secondary Public Schools in Baku", "Bakı Şəhər Orta Ümumtəhsil Məktəblərində Şagirdlərin Təlim-tərbiyə Prosesində Valideynlərin İştirakı") X nömrəli tam orta məktəbin direktoru, müəllimləri və valideynlər arasında müsahibə keçirilməsi tələb olunur. Müsahibənin məqsədi valideynlərin, müəllimlərin və məktəb direktorlarının Bakının ümumimtəhsil məktəblərində şagirdlərin təlim və tədris prosesində valideyn iştirakını necə anladıqlarını eləcə də, məktəblərdə valideynlərin iştirak formaları haqda öyrənməkdir.

Bu məqsədlə tədqiqatın aparılması üçün şəraitin yaradılmasını Sizdən xahiş edirik.

Əməkdaşlığa görə təşəkkürmüzü bildiririk.

Hörmətlə,

Saidə Nəbiyeva
Program direktoru