

Parental Engagement in both Public and Private Higher Secondary Schools.



ADA University. School of Education

Master of Arts in Educational Management

Capstone Project Submitted in Partial Fulfillment of The Requirements for the Degree of

Master of Arts in Educational Management

Exploring Parental Engagement: A Comparative Study in Achievement of Public and Private

Higher Secondary Schools

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Baku, Azerbaijan

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Parental Engagement in both Public and Private Higher Secondary Schools.



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Abstract

This study examines the differences in parental engagement practices between Public and Private Higher Secondary schools in Azerbaijan, aiming to identify factors contributing to these variations and explore strategies to foster long-term school-parent relationship. Through qualitative methods, including semi-structured interviews with parents, educators, and administrators, this research seeks to understand how socio-economic factors, institutional policies, and parental engagement strategies differ across school types. The findings highlight that while private schools tend to have more resources and higher levels of parental engagement due to socio-economic status, public schools face challenges such as larger student populations and limited resources, influencing parental participation. This study underscores the need for tailored strategies in both public and private sectors to enhance effective parental involvement, ultimately supporting student achievement and school-community relationships.

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Acknowledgement

We would like to express our huge gratitude to our supervisor Dr. Samira Hajiyeva, who guided and supported us continuously to succeed on this path. Her support and recommendations and kind approach assisted us to compose this project with incredible excitement.

We would also like to thank to all our instructors, Dr. Vafa Yunusova, Dr. Jeyran Aghayeva, dean, Dr. Ulviyya Mikayilova and all faculty members, program director, Saida Nabiyeva who had a role of our path at ADA University, who thought and supported us to improve our knowledge and skills. Also, many thanks to our academic advisor, Natella Tarverdiyeva; she always assisted us promptly.

Additionally, we would like to thank and appreciate private school - Modern Educational Complex Named in Honour of Haydar Aliyev, and public school – N220 School – Lyceum for allowing us to conduct interviews as well as its staff for participating and supporting our project.

Furthermore, we were lucky to have such a supportive and understandable group member, Gumru Shahmaliyeva, Sadig Aghalarov, Laman Gasimova. We together shown hard work through this year of completing the Capstone Project.

Final thanks to our family members who supported us on our hard and honorable path.

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Chapter 1. Introduction

One of the crucial aspects of a child's growth is the relationship between their parents. This is because parents have a notable power and ability to actively influence their children in educational activities, assisting them to grow into motivated, inspired, and tolerant adults. On the other hand, parents who do not actively participate in their children's education are just thought to be being careless and de-motivating them. According to Abdul-Adil and Farmer (2006), parental participation includes parental attitudes, actions, style, and events that occur inside or outside of the school setting to support children's academic or behavioral successes in their current school environments. Additionally, active parental involvement in children's education has a significant and positive impact on their lives, including development, behavior, motivation, and academic performance. According to Kohl, Lengua, and McMahon (2000) research, parents of children who are interested in their children's academic achievements from kindergarten to high school, are attending school meetings more frequently, those students act and perform better in education process.

Likewise, due to its role in determining the academic success of public and private higher secondary students and general development, parental engagement in education has been the topic of much research. Numerous research studies have found a beneficial relationship between parental engagement and student accomplishment (Hill & Tyson, 2009; Fan & Chen, 2001). The engagement is multifaceted, involving activities such as home-based activities, communication with teachers, and active participation in school events (Epstein, 2009).

Problem statement.

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Parents those are actively interested in their child's education demonstrate the value of education and learning procedure (Jeynes, 2012). Since students often imitate their parents' conduct, when parents prioritize education, children are more likely to do the same. Moreover, studies regularly depict that children with involved parents perform better in school. They show better results on tasks, get remarkable grades (Rono, 2013).

Despite the recognized importance of parental involvement in shaping students' academic achievement and overall development, the existing research reveals the perspectives on the impact of parental engagement, particularly in the context of public and private higher secondary schools in Azerbaijan. While numerous studies emphasize the positive influence of active parental participation on students' success, others suggest potential drawbacks and variations in the effectiveness of such involvement based on socioeconomic factors (Boonk et al, 2018).

The problem at hand lies in understanding the dynamics of parental engagement practices in public and private secondary higher schools within Azerbaijan and identifying the factors contributing to the observed differences (Fan & Chen, 2001; Hill & Tyson, 2009). Furthermore, the literature indicates that the relationship between parental engagement and student outcomes can be influenced by socioeconomic variables, adding an additional layer of complexity to the issue (Jeynes, 2012). Addressing these disparities is vital for fostering an inclusive and equitable educational environment that supports the diverse needs of students in both public and private schools. According to our observations as educators, the notion of parental engagement in secondary schools is not well understood. Certain forms of parental participation (e.g., communicating with teachers, attending teacher-parent meetings, etc.) may have been observed based on our observations. Nonetheless, teachers and parents are only barely conscious of the

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various types of parental engagement and their significance in children's academic progress.

Based on our experience as educators, the concept of parental involvement in secondary schools is not explicitly understood. Upon our 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.

The Purpose of the Study

The purpose of this study was to investigate the distinguishes in parental involvement practices between public and private higher secondary schools and to identify the factors that contributed to these disparities. Additionally, the study aimed to explore strategies that were employed by both public and private secondary schools to cultivate and sustain long-term partnerships with parents, fostering a strong and mutually beneficial school-parent relationship.

Significance of the Study

The significance of the study on parental engagement in both public and private secondary higher schools' stems from its ability to develop educational outcomes, strengthen school communities, promote equity, and contribute to the overall quality of education for

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children in a variety of educational settings. (Epstein, 1995). For the education system, politicians, families, and society at large, research on parental involvement in public and private secondary schools in higher education in Azerbaijan is essential. It can assist in creating policies as well as the direction of education in the nation while also offering insightful information about the dynamics of Azerbaijani Education. Parental participation can provide insight into how equally accessible high-quality education is in Azerbaijan (MOES 2023). It can be used to find variation between public and private schools and any repercussions for social and economic inequality that may be related to them. Teachers might gain from the research by having it serve as a guide for their professional growth. The outcomes can be used by them to better perceive the function of parental participation and how to collaborate with parents to enhance students' academic progress (MOES 2023). Since parents are the ones who foot the bill for their children's education, they are viewed as consumers of the school's goods under the market model of parent-private school interaction. Private schools rely on the tuition income of their students' families to fund their studies. Consequently, educators face pressure to accommodate the wants and demands of the parents who provide them with resources and, eventually, a job. This is not applicable for public schools, which are supported financially by the government. Because of this, private schools are under considerably more pressure to fulfill their parents' involvement needs. There may be variations between public and private schools in the ways that they provide parental involvement options outside the dynamics of the parent-teacher relationship. According to national data, there are further differences between public and private schools that could potentially impact the chances that they offer (Alt & Peter, 2002). All private schools incur costs associated with not offering possibilities for involvement, regardless of whether they follow market principles strictly or have a communal perspective toward education. These may include

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the loss of pupils and financing in the event that parents choose to send their children to another school after becoming unhappy with the one they attended. In addition, if parents are not involved, school staff might not be able to create a sense of community, which goes against certain schools' core goals. In every situation, school personnel must compare the costs-financial, time, and energy-of offering involvement opportunities against the disadvantages of not offering them. The working environment for school staff is another area where public and private schools diverge. Teachers in private schools are more likely than those in public schools to report that they are in charge of the rules and regulations of the school, that other teachers collaborate well and share the same values about the main goals of the institution, and that parents and administrators support them in their work (Alt & Peter, 2002). It is probable that characteristics of the school environment that pertain to parental engagement-like institutional support for involvement and the degree of authority parents have over day-to-day operations at the school also vary throughout schools in various sectors.

Research Questions

The following questions guide this study:

1. How do parental involvement practices differ between public and private higher secondary schools?
 - a) What are the factors contributing to these differences in parental involvement?
 - b) What strategies are employed by public and private secondary high schools to cultivate and maintain enduring partnerships with parents, nurturing a strong school-parent relationship over time?

Definition of the Terms

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There are some terms that are essential to this research. As a result, the following concepts will be clarified:

Parental engagement: the term "parental engagement" refers to parents' or guardians' active participation, cooperation, and support in their children's educational experiences. This may entail participating in school activities, attending parent-teacher conferences, assisting with homework, and working with teachers to support their child's academic progress. Goodall, J. (2022).

Parent-Teacher Collaboration: In order to support a student's educational journey, educators and parents must collaborate. It includes open communication, group decision-making, and a shared dedication to the child's intellectual and emotional growth. Dodd, A. W., & Konzal, J. L. (2002).

Chapter 2. Literature Review

Introduction

The literature review of this study was to collect ideas and theories that are related to the Importance of Parental Involvement in Students' Academic Achievement as well as to explore parental engagement in both Public and Private schools of Azerbaijan.

According to Henderson (2002) active parental participation improves students' chances of success. It highlights the importance of partnerships between schools, families, and communities for improving students' academic progress.

The Importance of Parental Involvement in Students' Academic Achievement

Gonzalezincreas et al. (2005) stated that parental engagement in their children's schools increases academic motivation and achievement. The interest of students in studying, competence, and understanding of a subject area increases and encourages

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student progress.

Although educators are able to provide guidance, families and other caregivers possess crucial knowledge about their children that educators might be unaware of. Therefore, when both parties contribute their perspectives, the learning experience for the learner is enhanced.

Furthermore, regular communication between parents and teachers fosters student success. (Jeynes, 2007). While looking through to the parental involvement in academic success of students, the following factors are required:

Assistance and Motivation: Parents who are actively involved in their children's education provide crucial emotional and motivational support. This encouragement assists children to feel more confident and capable, which positively influences their academic performance. Karen L. Mapp and Anne T. Henderson. (2002) Similarly, Gonzalez-DeHass et al. (2005) stated that parental engagement in their children's schools increases academic motivation and achievement. The interest of students in studying, competence, and understanding of a subject area increases and encourages student progress.

Higher Academic Output: Empirical evidence consistently demonstrates that students with involved parents tend to achieve higher grades, have better attendance, and display more positive attitudes toward learning procedures. When parents are involved, children are more likely to complete homework, participate in classes regularly, and develop effective study habits. Likewise, based on Epstein's work focuses on the development of effective partnerships between schools, families, and communities, emphasizing the need for collaborative efforts to enhance student learning and

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achievement (Epstein, 2011).

As we delved into the role of parental involvement, it is an essential to explore how these dynamics manifest in both public and private school settings. Understanding the similarities and differences in parental engagement practices can provide valuable insights into creating effective strategies tailored to each educational context.

Parental engagement in Public Schools

Studies reveal variations in the methods of parental involvement between higher secondary public and private institutions. Parental involvement in public schools can be influenced by a number of factors, including inadequate resources, cultural variety, and socioeconomic status. As a result of their variety of students, bigger class sizes, and limited resources, public schools frequently struggle to engage parents (Fan, X., & Chen, M., 2001).

Based on Hill, N. E., & Taylor, L. C. (2004), the strategies acknowledge the difficulties that public schools confront and work to foster a supportive environment that motivates parents to be actively involved, which eventually improves student performance.

Parental engagement attitudes are significantly shaped by socioeconomic variables. Higher socioeconomic parents tend to be more involved in their child's education, according to studies; they volunteer, attend school functions, and keep in touch with teachers on a regular basis (Jeynes, W. H., 2012).

A well-established factor in determining student achievement and school effectiveness is parental involvement in the educational process. Public secondary high schools, which frequently serve varied and larger student populations, confront unique

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problems, even while private schools may have certain advantages in terms of resources and smaller class numbers. The literature has as a recurring topic the value of community involvement and outreach in public education. According to Epstein's (2018) research, schools should make connections with the larger community. Collaborations with local leaders, businesses, and organizations can improve students' overall educational experiences and help them develop a sense of community responsibility. The amount of research emphasizes how crucial it is to include parents in public school decision-making processes. Parental involvement and engagement have been demonstrated to be positively impacted by recognition programs, such as awards and gratitude gatherings (Fan & Chen, 2001).

Definitions of parental engagement in public schools have been attempted before. Conventional definitions confine themselves to school-related activities, and sociologists have distinguished between school-based and home-based activities (for instance, communicating with the school and participating in school-based activities), as well as helping children with their homework and talking about their experiences at home Sui-Chu & Willms, (1996); Deslandes & Bertrand (2004); Walker et al. (2005); Green et al. (2007).

Students in public schools are frequently more economically varied. Different socioeconomic backgrounds may have varying amounts of time availability, finances, and educational aspirations.

Due to socioeconomic differences, parental involvement methods in public schools might vary greatly. Some parents may actively participate in school events, whilst others may face obstacles such as work obligations or insufficient resources.

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Because of higher tuition prices, private schools may attract families with a more homogeneous socioeconomic level. This can lead to a shared set of expectations and a similar capability for participation.

On average, parents in private schools may have more resources, time, and flexibility to participate actively in school-related activities. Compared to public schools, this can result in a higher overall level of parental involvement.

Parental Involvement in Private Schools

Private schools often have a reputation for enrolling students from families with higher socioeconomic status. This is partly because private education can come with a significant financial cost, and families with higher incomes may find it more accessible (Smith, 2008). Socioeconomic status significantly affects the relationship between parental involvement and adolescent performance (Stevenson and Baker, 1987; Byun et al., 2012). Compared to Parents with low SES typically practice low levels of academic socialization with their children (Carolan and Wasserman, 2015). Conger and Donnellan (2007) found that parents with high SES had better communication with their children. In an expansion study on children's communicative-pragmatic ability, with a sample of 390 Italian-speaking children (Bosco et al., 2013) found that family SES has small yet significant positive effect on children's pragmatic ability, and the effect was still existed during the middle part of their childhood. In addition, other studies suggested that SES is linked with the academic achievement of adolescents (Hill and Tyson, 2009; Byun et al., 2012). Adolescents from families with high SES tend to display good academic achievement (Sirin, 2005; Reardon, 2011). Higher SES families may be more aware of and able to access additional educational opportunities outside the school setting, such as

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tutoring, enrichment programs, and cultural experiences. This can complement and reinforce the school's efforts, creating a more comprehensive educational environment. Parents with higher socioeconomic status often have larger social networks. These networks can contribute to the formation of a supportive community within the school, encouraging parental involvement and collaboration.

According to the theory of cultural reproduction, a high SES family provides more educational resources to their offspring, and promotes adolescents' educational achievement (Bourdieu, 1973; Bourdieu and Passeron, 1990). Coleman (1988) considered that a family with high SES can provide a better living environment and more educational resources for their child or children. For example, with longitudinal data of 2744 adolescents, Morris et al. (2018) found that children from low SES families tended to live in low SES neighborhoods, causing a higher tendency for them to take up smoking. According to the cultural mobility model, Dimaggio (1982) argued that a low SES environment acted as an incentive for parents to invest in their children to make up for other factors that disadvantaged them. Parental involvement acts as a support mechanism for children, whereas adolescents in high SES families had better living conditions and more educational resources. This meant that the effect of parental involvement was greatly reduced. Thus, parental involvement is more effective for adolescents in low SES families than for adolescents in high SES families.

Summary

In conclusion, the review of literature highlights the crucial importance of parental participation in higher secondary students' academic progress, emphasizing its complex impact on motivation, emotional support, and overall success. The investigation of

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public schools reveals issues influenced by resource restrictions and cultural diversity, necessitating the creation of supportive environments to encourage parental involvement. Additionally, socioeconomic factors strongly influence parental involvement views, with higher socioeconomic parents participating more. Public secondary schools present particular challenges in servicing different populations, and community involvement emerges as critical for improving educational experiences. Higher socioeconomic level has a favorable impact on parental involvement and fosters a supportive environment inside schools in private schools.

Gaps in The Literature

The existing body of literature reveals a notable gap in the exploration of effective interventions specifically tailored for enhancing parental engagement in both public and private schools. While some studies acknowledge the importance of parental engagement, there is insufficient exploration of the specific approaches that yield positive outcomes, hindering the development of evidence-based practices.

Furthermore, a critical gap existed in the literature concerning direct comparisons of parental engagement practices between public and private schools within the local context. While studies acknowledge the potential influence of socioeconomic factors, there is a need for research that systematically explores the differences in parental involvement strategies and outcomes between these two types of educational institutions in the specific context under investigation. Addressing this gap was essential for developing contextually relevant and effective strategies for both public and private schools.

Chapter 3. Methodology

This study aimed to determine how parents, teachers, and school administrators at higher secondary public and private schools define parental engagement, as was previously covered in the introductory chapter. Another study goal was to find out the practices which differ parental engagement in both higher secondary public and private schools. The following questions served to clarify the previously identified difficulty in light of the study's objectives:

2. How do parental involvement practices differ between public and private higher secondary schools?
 - a) What are the factors contributing to these differences in parental involvement?
 - b) What strategies are employed by public and private secondary high schools to cultivate and maintain enduring partnerships with parents, nurturing a strong school-parent relationship over time?

The chapter was structured based on 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

The study adopted qualitative methods due to its aim of exploring and comprehending parental involvement and its various forms, indicating its exploratory nature. Creswell (2014) highlights that qualitative methods facilitate exploring issues thoroughly and constructing a comprehensive grasp of fundamental phenomena. Beyond the study's exploratory intent, employing qualitative research methods enabled a deeper examination, yielding valuable insights into parental involvement. Furthermore, qualitative approaches offer a focus on nuanced details often unattainable in quantitative research (Creswell, 2014).

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Data Collection and Analysis

Merriam and Tisdell (2016) claim that the process of gathering data and analyzing it is dynamic and recursive. Understanding the data and deriving practical conclusions from it is the primary goal of the data analysis process.

In order to acquire a thorough understanding of parental engagement practices in both public and private higher secondary schools, this research used an organized method to data gathering, with a particular emphasis on the impact of socioeconomic position. Semi-structured interviews were the main technique used to obtain data. The entire process approximately took forty to fifty minutes, with between ten and fifteen open-ended questions for each teacher, principal, and parent. Following the interviews, we reviewed the data to identify recurring themes in the information categories and codes found in the transcripts of the interviews. Consequently, the codes were categorized into relevant groups. In order to find recurrent themes, sub-themes, and patterns in transcripts, thematic analysis was systematically coded the transcripts.

Source of Data

In-depth interviews with parents, educators, and administrators from public and private higher secondary schools served as the main source of data. Observations made during school visits were the crucial parts of gathering data. Direct observations suggested contextual information about the physical environment, and the general ambiance of the schools, even though they were not the primary source. With the participants' permission, as an essential source for precise transcription and analysis, all the interview processes recorded. By combining these data sources, we gained a comprehensive picture of the parental engagement in higher secondary public and private schools in Azerbaijan.

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Target Population

According to (Creswell & Guetterman, 2021), a target population is an organization of individuals who has similar defining characteristics that the researcher can identify and examine. Determining this population is crucial to the study's progress (Creswell & Guetterman, 2021). We identified our target population as: *parents, teachers, administrators* associated with public and private higher secondary schools in Azerbaijan. The study seeks to gather a wide range of experiences and opinions from distinguished groups in order to provide a thorough knowledge of parental participation practices.

Study Trustworthiness

Merriam and Tisdell (2016) argue that every research, regardless of methodology, needs to be trustworthy and ethically acceptable. The data assembled during the research process should be treated carefully since it is crucial for researchers to provide authentic, trustworthy, and reliable research data. According to Guba & Lincoln (1985); Merriam & Tisdell (2016), the phrases "trustworthiness" and "rigor" related to the objectivity, internal and external reliability, and validity of research results. It is the researcher's duty to guarantee these qualities. We will use member check to guarantee the reliability of our research and research findings in an effort to persuade our audience.

Ethical Considerations

Every participant was asked for a consent form, which will emphasize that participation was entirely voluntary and that they were free to revoke their consent at any time. Confidentiality ensured by protecting participant identities using data anonymization. After their involvement, participants obtained a debriefing that explained the goal of the study and its possible

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implications. During the interview procedures, participants' feelings and any discomfort with particular questions were taken into consideration, and suitable support systems were set up.

Limitations

This study involves the following limitations:

The size of the sample population is the most significant limitation. By focusing on two schools, the findings are limited to certain school environments, leading to fewer insights into the factors contributing to differences in parental involvement. Additionally, the small sample size restricts the ability to gather comprehensive data on the strategies employed by public and private secondary high schools to cultivate and maintain enduring partnerships with parents, nurturing a strong school-parent relationship over time.

Chapter IV: Findings

The purpose of this study was to investigate the differences in parental involvement practices between public and private higher secondary schools and to identify the factors that contributed to these disparities. Additionally, the study aimed to explore strategies that were employed by both public and private secondary schools to cultivate and sustain long-term partnerships with parents, fostering a strong and mutually beneficial school-parent relationship. The research was initiated by posing the following set of research questions:

1. How do parental involvement practices differ between public and private higher secondary schools?
 - a) What are the factors contributing to these differences in parental involvement?
 - b) What strategies are employed by public and private secondary high schools to cultivate and maintain enduring partnerships with parents, nurturing a strong school-parent relationship over time?

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To answer the research questions above, semi-structured interviews were conducted at one public and one private school with the following participants:

Table 1. Research Sites and Participants

Research Sites and Participants	Public School	Private School
School principal	1	1
Teachers	3	3
Parents	3	3

After reviewing the membership and cross-referencing the data collected from interviews, the findings are categorized into three major themes:

Table 2. Major Findings

Themes	Sub-themes
Theme 1: Factors contributing to parental engagement	<ul style="list-style-type: none">• Socioeconomic• Student achievement
Theme 2: Strategies involving the parents	<ul style="list-style-type: none">• Appreciation and support• Parental engagement practices
Theme 3: Challenges hindering parental involvement	<ul style="list-style-type: none">• Inadequate resources• Cultural variety• Bigger class size• Lack of time to be involved

Theme 1. Factors Contributing to Parental Engagement

Sub-theme 1: Socioeconomic Status emerged as a significant factor of parental involvement in both public and private schools. As public-school principal stated:

"Socioeconomic status has an impact on parental involvement in our school community. We have observed that parents from more affluent backgrounds tend to be highly engaged, often volunteering for school events and actively participating in parent-teacher meetings. Their support is very important in enriching the educational experience for all students. On the other hand, parents facing economic challenges often find it difficult to allocate time for school-related activities due to work commitments or financial constraints". When it comes to the Teacher 1 of the public school: "Mənim təcrübəmə əsasən, sosial-iqtisadi amillər valideynlərin dərs prosesində iştirakının formalaşmasında mühüm rol oynayır. Maddi cəhətdən sabit olan valideynlər tez-tez vaxt və resurslar baxımından daha çox aktivdirlər. Bu da onlara övladının təhsili ilə daha fəal məşğul olmağa imkan verir. Onlar valideyn iclasında iştirak edirlər, məktəbdənkənar fəaliyyətlərdə könüllü ola və ya hətta məktəb təşəbbüslərinə maliyyə yardımı edə bilirlər. Əksinə, maddi cəhətdən çətinlik çəkən valideynlər iş və ya digər məsuliyyətləri məktəbə cəlb etməkdən üstün tuta bilirlər" [In my experience, socioeconomic factors play a significant role in shaping parental involvement. Parents who are financially stable often have more flexibility in terms of time and resources, allowing them to be more actively engaged in their child's schooling. They may attend parent-teacher conferences, volunteer for extracurricular activities, or even contribute financially to school initiatives. Conversely, parents who are struggling financially may prioritize work or other responsibilities over school involvement].

"Bir valideyn kimi mən sosial-iqtisadi vəziyyətin övladımın məktəb fəaliyyətinə necə təsir edə biləcəyini gördüm. Maddi vəziyyətim daha yaxşı olanda məktəb tədbirlərində iştirak etmək, pul yığımlarında könüllü olmaq və valideyn-müəllim görüşlərində iştirak etmək üçün daha çox

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vaxtım olurdu. Bununla belə, iqtisadi çətinliklərlə üzləşdiyim zaman işi və ailəmi təmin etmək üçün üstünlük verməli oldum, bu da mənə məktəblə məşğul olmaq üçün daha az vaxt və enerji buraxdı. Bu o deyil ki, mən iştirak etmək istəmirəm; sadəcə bizdən aslı olmayan səbəblərə görə” [As a parent, I have noticed how socioeconomic status can impact my ability to be involved in my child's school. When I was in a better financial situation, I had more time to attend school events, volunteer for fundraisers, and participate in parent-teacher meetings. However, when I faced economic challenges, I had to prioritize work and provide my family financially, which left me with less time and energy to engage with the school. It's not that I do not want to be involved; it is just that sometimes life gets in the way] stated one of the parents of public school.

Compared to public school, Teacher 1 of the private school mentioned: “Impact of socioeconomic status on parental involvement in our private school setting is less pronounced. While parents from more affluent backgrounds may still exhibit higher levels of engagement, we have observed a diversity in the extent of parental involvement across all socioeconomic strata. This is due to the smaller class sizes and tighter-knit communities often found in private schools, meaning less parents to engage, making a more individualized approach that facilitate a better communication between the triangle of teachers, students, and parents.

The finding illustrates the relationship between socioeconomic status and parental involvement in both public and private high schools. In public schools, socioeconomic factors significantly influence parental engagement, with parents from more affluent backgrounds demonstrating higher levels of involvement due to greater flexibility in time and resources. Conversely, parents of public schools facing economic challenges often prioritize work and family obligations over school-related activities. However, their desire to participate remains evident, despite limitations.

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Sub-theme 2: Student Achievement has a profound influence on parental involvement across both public and private high schools. As the private school principal stated: “In our private school, we have observed a strong correlation between student achievement and parental involvement. Parents tend to be highly engaged when their child demonstrates academic success, often participating actively in school events, attending parent-teacher meetings, and providing additional support at home. However, we also recognize that parental disengagement can occur when parents perceive their child to be struggling academically. A similar answer was provided by Teacher 2 of the public school: “Biz məktəbimizdə müşahidə edirik ki, şagirdlər yaxşı oxuyanda valideynlər daha aktiv cəlb olunurlar bu prosesə. Onlar görüşlərdə iştirak edir, fəaliyyətlərə qoşulur və övladlarının uğurlarına sevinirlər. Amma zəif nəticə göstərən şagirdlər olan zaman bu aktivlik azalmağa başlayır. Valideynlər narahat olmağa başlayırlar və ya məyus olurlar. Buna görə də biz həm şagirdlərimizə, həm də valideynlərimizə dəstək olmaq üçün əlavə dəstək və seminarlar kimi yardımlar təklif edirik” [In our public school, we have noticed that when students do well, parents get more involved. They attend meetings, join activities, and cheer on their child's success. But when students struggle, sometimes parents’ step back. They might worry or feel frustrated. That is why we offer help like tutoring and workshops to support both students and families].

Table 3. Summary of Similarities and Differences in Socioeconomic Status and Student Achievement Impact on Parental Involvement

Aspect	Public School	Private School	Similarities	Differences
Socioeconomic Status	- Affluent parents: Higher engagement due to time and resources	-Affluent parents: Engagement, but impact less pronounced	Both schools observe: Affluent parents are more engaged due to resources.	Public Schools: Impact of socioeconomic status on involvement is more pronounced.

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Aspect	Public School	Private School	Similarities	Differences
	- Economically challenged parents: Limited involvement due to time and financial constraints	- Diversity in involvement across socioeconomic strata		Private Schools: A more diverse range of involvement across socioeconomic strata.
Student Achievement	- Successful students: Increased parental involvement - Struggling students: Decreased parental engagement	- Successful students: High parental involvement - Struggling students: Potential for parental disengagement	Both schools observe: Successful students prompt higher parental involvement.	Private Schools: Potential for more parental disengagement with struggling students.

Theme 2: Strategies Involving Parents

Sub-theme 1: Appreciation and Support

The data demonstrates a concerted effort by both private and public schools to appreciate and support parental involvement. In a private school setting, the principal emphasized their school's commitment to providing flexible opportunities for parental engagement, ensuring inclusivity regardless of socioeconomic background. This approach fosters a strong sense of partnership and collaboration, with activities like parent-teacher picnics serving as avenues for informal interaction and relationship-building. Additionally, open lines of communication through messages, emails, and phone calls are maintained to keep parents informed about school events and academic progress. The private school principal noted: “Our school is committed to providing flexible opportunities for parental engagement, ensuring inclusivity regardless of socioeconomic background. We aim to foster a strong sense of partnership and collaboration,

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offering activities like parent-teacher picnics as avenues for informal interaction and relationship-building.”

Similarly, in a public-school context, efforts are directed towards appreciating and supporting parental engagement through volunteer activities. Despite the challenges posed by a larger student population and greater diversity, the school utilizes diverse communication channels such as emails, parent-teacher conferences, and social media platforms to facilitate engagement. Moreover, the establishment of a parental club enhances opportunities for involvement, bringing together parents from different grade levels to contribute to school initiatives. The public-school principal shared: “We prioritize volunteer opportunities and structured communication to effectively engage parents in our school community. Through initiatives like parent volunteer activities and our parental club, we encourage active participation and strive to keep parents informed about school activities and developments.”

Sub-theme 2: Parental Engagement Practices

Private school principal emphasizes flexibility and individualized communication to encourage parental engagement. By accommodating varying schedules and commitments, they mitigate socioeconomic disparities in involvement, fostering a collaborative partnership with all families. Informal interactions, such as parent-teacher picnics, are utilized to strengthen relationships, while consistent communication channels ensure parents remain well-informed about school activities and academic updates.

Conversely, public schools prioritize volunteer opportunities and structured communication to engage parents effectively. Through initiatives like parent volunteer activities and parental clubs, they encourage active participation in school events and initiatives. Diverse communication channels are utilized to ensure parents are kept abreast of school activities and

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developments, despite the challenges posed by a larger and more diverse student population. The public school principal shared: “Our public school places a strong emphasis on volunteer opportunities to engage parents actively. Initiatives such as parent volunteer activities and our parental clubs serve as vital avenues for fostering involvement in school events and initiatives.”

Table 4. Comparison of Strategies Involving Parents

Strategies	Public School	Private School
Appreciation and Support	Prioritize volunteer opportunities and structured communication	Flexible opportunities for engagement, parent-teacher picnics
Parental Engagement Practices	Parent volunteer activities, parental club	Individualized communication, parent-teacher picnics

Theme 3. Challenges Hindering Parental Involvement

The findings also demonstrated some challenges involving the parents. In public school, the methods of parental involvement are influenced by various factors such as inadequate resources, cultural diversity, and socioeconomic status. As a public-school principal stated: “Due to limited fundings for volunteering activities aimed at parental access, we face difficulties engaging the parents. Additionally, parents facing financial difficulties, limited time, and resources to participate in school activities, leads to less engagement.” “Bir müəllim olaraq, biz müşahidə edirik ki, bir çox valideynlər, təhsil prosesində valideyn rolunun əhəmiyyətindən xəbərsizdirlər və bu onların cəlb edilmə prosesində müxtəlif maneələr törədir” highlighted by one of the teachers at public school.” [As a teacher, we observe that many parents are not aware of the importance of the role of parents in the educational process, and this creates various obstacles in the process of their involvement" highlighted by a teacher at public school].

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The data illustrates that in private schools, challenges hindering parental involvement also exist, although they may differ in nature. According to a teacher at a private school, "While private schools often have more resources compared to public schools, challenges still arise in engaging parents effectively. One common challenge is the busy schedules of parents, who may have demanding work commitments or other obligations that limit their availability for school-related activities." Additionally, the principal notes, "Cultural diversity within private school communities can also present challenges, as families come from various backgrounds with differing expectations and levels of involvement." These challenges can impact the ability of private schools to foster strong partnerships between parents and educators.

Overall, from the gathered data, both public and private schools encounter challenges in engaging parents effectively, with some distinctions. Public schools often face obstacles such as inadequate resources for volunteering activities and parental access, as well as socioeconomic factors like financial difficulties limiting parental involvement. On the other hand, private schools, despite potentially having more resources, struggle with challenges such as busy parent schedules and navigating cultural diversity within their communities. Despite these challenges, both sectors share a common goal of fostering strong partnerships between parents and educators to support student success.

Table 5. Challenges Hindering Parental Involvement

Challenges	Public School	Private School
Inadequate resources	Limited fundings for volunteering activities	Resource availability not always translating to engagement
Cultural variety	Cultural diversity, varying levels of involvement	Diverse backgrounds, differing expectations

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Challenges	Public School	Private School
Bigger class sizes	In larger classes, teachers have more students to manage, which can limit the availability to communicate with parents	Busy parent schedules, demanding work commitments
Lack of time to be involved	Limited time and resources for participation	Cultural diversity, varying levels of involvement

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APPENDICES

APPENDIX A

Interview Questions/ Müsahibə Sualları

Introductory questions:/Giriş sualları:

For Teachers:/ Müəllimlər üçün:

1. **Interviewer:** Could you please introduce yourself? /Özünüzü təqdim edə bilərsinizmi?
2. **Interviewer:** How long have you been teaching at this school? /Neçə vaxtdır bu məktəbdə dərs deyirsiniz?
3. **Interviewer:** What do you like most about teaching? /Can you provide some specific examples of what you like most? /Müəllimlikdə ən çox nəyi bəyənirsiniz? Ən çox bəyəndiyiniz bəzi konkret nümunələr verə bilərsinizmi?
4. **Interviewer:** Do you still have some connections with the students? /Şagirdlərlə hələ də əlaqəniz varmı?

Main questions: /Əsas suallar:

5. **Interviewer:** How often do you meet with parents? /Valideynlərlə hansı tezlikdə görüşürsünüz?
6. **Interviewer:** Do they support their children in the learning process? Do they understand the importance of their involvement? How do they demonstrate their role in their children's achievement? Can you provide some specific examples? /Valideynlər övladlarına təlim prosesində dəstək olurlarmı? Onlar iştiraklarının vacibliyini başa

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düşürlərmi? Uşaqlarının nailiyyətlərində öz rollarını necə nümayiş etdirirlər? Konkret misallar verə bilərsinizmi?

7. **Interviewer:** Can you share specific examples of parental engagement activities in your school? Məktəbinizdə valideyn cəlb etmə fəaliyyətlərinə dair konkret nümunələri bölüşə bilərsinizmi?
8. **Interviewer:** From your experience, what role do socio-economic factors play in influencing parental engagement in a student's education? Təcrübənizə əsasən, valideynin şagirdin təhsilində iştirakına təsir edən sosial-iqtisadi amillər hansı rolu oynayır?
9. **Interviewer:** Are there cultural or community-specific elements that you believe impact parental involvement differently across public and private secondary high schools? Please provide some specific examples. Sizcə, dövlət və özəl orta məktəblərdə valideynlərin iştirakına fərqli təsir göstərən mədəni və ya icmaya xas elementlər varmı? Zəhmət olmasa bir neçə konkret misal göstərin.
10. **Interviewer:** How do school policies and communication strategies influence the level of parental engagement in your opinion? /Sizin fikrinizcə, məktəb siyasətləri və ünsiyyət strategiyaları valideynlərin iştirak səviyyəsinə necə təsir edir?
11. **Interviewer:** Do you experience any challenges involving parents? Can you provide some specific examples of your challenges? /Valideynlərlə bağlı hər hansı problemlə qarşılaşırsınızmi? Çətinliklərinizlə bağlı konkret nümunələr verə bilərsinizmi?
12. **Interviewer:** From your perspective, how does your school address potential challenges or barriers in maintaining a strong and enduring connection with parents over time? /Sizin nöqteyi-nəzərinizə görə, məktəbiniz zamanla valideynlərlə güclü və davamlı əlaqə saxlamaq üçün potensial çətinlikləri və ya maneələri necə həll edir?

13. **Interviewer:** What strategies have you observed or implemented to foster enduring partnerships with parents? / Valideynlərlə davamlı tərəfdaşlığı inkişaf etdirmək üçün hansı strategiyaları müşahidə etmişiniz və ya həyata keçirmişiniz?
14. **Interviewer:** Can you provide examples of successful initiatives or programs that have positively affected parental involvement at your school at a secondary level? / Məktəbinizdə orta məktəbdə valideynlərin iştirakına müsbət təsir göstərən uğurlu təşəbbüslər və ya proqramlardan nümunələr göstərə bilərsinizmi?
15. **Interviewer:** Can you speak to the importance of effective communication channels between schools and parents in developing a positive school-parent relationship? / Müsbət məktəb-valideyn münasibətlərinin inkişafında məktəblər və valideynlər arasında effektiv ünsiyyət kanallarının əhəmiyyətindən danışa bilərsinizmi?

For Parents: / Valideynlər üçün:

Introductory questions: /Giriş sualları:

1. **Interviewer:** Can you please introduce yourself? Özünüzü təqdim edə bilərsinizmi?

Main questions: Əsas suallar:

2. **Interviewer:** How do you actively participate in your child's education? In what ways are you involved in your child's education? / Uşağınızın təhsilində necə fəal iştirak edirsiniz? Uşağınızın təhsilində hansı formada iştirak edirsiniz?
3. **Interviewer:** Can you share your perspective on the factors that influence your level of involvement in your child's secondary high school education? / Uşağınızın orta məktəb təhsilində iştirak səviyyəsinə təsir edən amillərlə bağlı öz perspektivinizi bölüşə bilərsinizmi?

4. **Interviewer:** How do you believe socio-economic factors play a role in your ability to engage with the school and support your child's learning? Can you provide some specific examples? /Sosial-iqtisadi amillərin sizin məktəblə əlaqə saxlamaq və uşağınızın öyrənməsinə dəstək olmağınızda necə rol oynadığına inanırsınız? Konkret misallar verə bilərsinizmi?
5. **Interviewer:** From your experience, do you think there are cultural or community-specific elements that impact parental involvement in secondary high school? /Təcrübənizə əsasən, sizcə, orta məktəbdə valideynlərin iştirakına təsir edən mədəni və ya icmaya xas elementlər varmı?
6. **Interviewer:** How do you perceive the influence of school policies and communication strategies on your willingness and ability to be involved in your child's education? /Məktəb siyasətlərinin və ünsiyyət strategiyalarının uşağınızın təhsilində iştirak etmək istəyinizə və bacarığınıza təsirini necə qəbul edirsiniz?
7. **Interviewer:** Can you provide examples of initiatives or programs that you find effective in encouraging and facilitating parental involvement in your child's school? /Valideynlərin övladınızın məktəbinə cəlb edilməsini həvəsləndirmək və asanlaşdırmaqda təsirli hesab etdiyiniz təşəbbüslər və ya proqramlardan nümunələr göstərə bilərsinizmi?
8. **Interviewer:** In your experience, what specific efforts or initiatives has the school implemented to build and maintain a strong relationship with parents? /Sizin təcrübənizdə məktəb valideynlərlə möhkəm əlaqələr qurmaq və saxlamaq üçün hansı xüsusi səylər və ya təşəbbüslər həyata keçirmişdir?
9. **Interviewer:** How important do you consider effective communication channels between the school and parents for developing a positive school-parent relationship?

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/Müsbət məktəb-valideyn münasibətlərinin inkişafı üçün məktəb və valideynlər arasında effektiv ünsiyyət kanallarını nə dərəcədə vacib hesab edirsiniz?

10. **Interviewer:** Have you encountered any challenges or barriers in maintaining a strong connection with the school, and how do you think these can be addressed? /Məktəblə güclü əlaqə saxlamaqda hər hansı problem və ya maneələrlə qarşılaşmısınız və sizcə, bunları necə həll etmək olar?
11. **Interviewer:** Can you share your thoughts on specific programs or activities that you find particularly successful in involving parents and fostering a collaborative environment in the school community? /Valideynləri cəlb etməkdə və məktəb icmasında əməkdaşlıq mühitini inkişaf etdirməkdə xüsusilə uğurlu hesab etdiyiniz xüsusi proqramlar və ya fəaliyyətlər haqqında fikirlərinizi bölüşə bilərsinizmi?
12. **Interviewer:** Can you describe any challenges you face in being involved in your child's school activities? / . Uşağınızın məktəb fəaliyyətlərinə cəlb olunarkən qarşılaşdığınız hər hansı çətinlikləri təsvir edə bilərsinizmi?
13. **Interviewer:** In your experience, what differences have you noticed in parental involvement in your schools? / Təcrübənizdə valideynlərin məktəblərinizdə iştirakında hansı fərqləri müşahidə etmişiniz?
14. **Interviewer:** How important do you think parental involvement is for a child's academic success and overall well-being? / Sizcə, valideynin iştirakı uşağın akademik uğuru və ümumi rifahı üçün nə dərəcədə vacibdir?
15. **Interviewer:** Are there any strategies employed by your child's school that you find particularly effective in promoting parental engagement? / Uşağınızın məktəbi tərəfindən

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istifadə olunan, xüsusilə də valideyn iştirakını təşviq etmək üçün təsirli hesab etdiyiniz hər hansı strategiya varmı?

For Administrator:

Interview questions tailored for school administrators based on the research queries provided:

Parental Involvement Practices:

1. **Interviewer:** Hello, could you please introduce yourself? / Salam, özünüzü təqdim edə bilərsinizmi?
2. **Interviewer:** How long have you been working in this school? / Nə qədər müddətdir bu məktəbdə çalışırsınız?
3. **Interviewer:** Could you describe the typical parental involvement practices observed in your school? / Məktəbinizdə müşahidə olunan tipik valideyn cəlb edilməsinin təcrübələrini bizimlə bölüşə bilərsinizmi?
4. **Interviewer:** From your experience, what factors do you believe contribute to variances in parental involvement in your schools? / Təcrübənizə əsaslanaraq məktəbinizdə valideynlərin iştirakındakı fərqliliklərə hansı amillər kömək edir?

Factors Influencing Parental Involvement:

5. **Interviewer:** What do you think are the main factors that influence parental involvement in your school? / Sizcə, valideynləri cəlb etməyə hansı faktorlar təsir edir?

6. **Interviewer:** Are there any specific challenges or barriers that affect parental engagement in private and public schools? / Valideynlərin özəl və dövlət məktəblərdə iştirakına təsir edən hər hansı xüsusi problem və ya maneələr varmı?

7. **Interviewer:** How does the school community and its culture impact parental involvement? / Məktəb icması və onun mədəniyyəti valideynlərin iştirakına necə təsir edir?

Strategies for Cultivating Partnerships:

8. **Interviewer:** What strategies does your school employ to encourage parental participation and engagement? / Valideynləri cəlb etmək üçün hansı strategiyalardan istifadə edirsiniz?

8. **Interviewer:** Can you provide examples of successful initiatives or programs that have fostered enduring partnerships with parents over time? / Zamanla valideynlərlə davamlı tərəfdaşlığı müəyyən edən uğurlu təşəbbüslər və ya proqramlardan nümunələr deyə bilərsinizmi?

Maintaining Strong School-Parent Relationships:

9. **Interviewer:** How does your school actively maintain and nurture strong relationships with parents? / Məktəbiniz valideynlərlə güclü əlaqələri necə fəal şəkildə qoruyur və inkişaf etdirir?

10. **Interviewer:** What role do communication channels play in facilitating ongoing dialogue between the school and parents? / Məktəb və valideynlər arasında davamlı dialoqun aparılmasında kommunikasiya vasitələri hansı rol oynayır?

11.Interviewer: In your opinion, what are the key elements necessary for sustaining a positive school-parent relationship over the long term? / Sizcə, uzun müddət ərzində müsbət məktəb-valideyn münasibətlərinin davam etdirilməsi üçün zəruri olan əsas elementlər hansılardır?

APPENDIX B

İcazə Məktubu

Biz, Qumru Şahmalıyeva, Ləman Qasımova və Sadiq Ağalarov ADA Universitetində Təhsilin İdarə edilməsi üzrə Magistratura proqramının tələbələriyik. Hal-hazırda " Dövlət və özəl məktəblərdə yuxarı sinif şagirdlərinin nəaliyyətlərində valideynlərin rolunun əhəmiyyəti" adlı tədqiqat üzərində işləyirik. 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 ənənəvi qaydada aparılacaq. Yuxarı siniflərdə tədris edən 6 müəllimi və eləcə də, həmin siniflərdə oxuyan şagirdlərin valideynlərini (6 valideyn) müsahibə etməkdə icazə verməyinizi xahiş edirik. Eləcə də məktəb direktoru olaraq, sizi də müsahibədə iştirak etməyə dəvət edirik. Düşünürük ki, bir məktəb rəhbəri olaraq sizin təcrübəniz, həmçinin, müəllimlərin və valideynlərin təcrübələri " Dövlət və özəl məktəblərdə yuxarı sinif şagirdlərinin nəaliyyətlərində valideynlərin rolunun əhəmiyyəti" mövzusunda tədqiqat suallarını cavablandırmaqda kömək edəcəkdir.

APPENDIX C

Tədqiqat iştirakçısı üçün Məlumat və Razılıq Forması

TƏDQIQATIN İZAHİ:

Sizdən " Dövlət və özəl məktəblərdə yuxarı sinif şagirdlərinin nəaliyyətlərində valideynlərin rolunun əhəmiyyəti" adlı araşdırmada iştirak etməyiniz xahiş olunur. Bu tədqiqatın məqsədi yuxarı sinif şagirdlərinin nəaliyyətlərində valideynlərin rolunun əhəmiyyətini öyrənməkdir.

Araşdırma üçün məlumatlar sizinlə müsahibə apararaq toplanacaq. Müsahibələr 45-60 dəqiqə olmaqla ənənəvi qaydada aparılacaq. 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 müəyyənədicə məlumat verməyin. Aşağıdakılar daxil olmaqla məxfiliyinizi qorumaq üçün hər cür səy göstəriləcəkdir:.

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- 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.

Dr. Samira Hacıyeva – shajiyeva@ada.edu.az

Gumru Shahmaliyeva – gshahmaliyeva13258@ada.edu.az

Sadig Aghalarov – saghalarov14889@ada.edu.az

Laman Gasimova – lgasimova16631@ada.edu.az

MƏLUMAT VƏ RAZILIQ FORMASININ SƏNƏDLƏŞDİRİLMƏSİ

Verilmiş məlumatları oxudum və sual vermək imkanım oldu. 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

No _____

“_12_”_02_2024-cü il

Bakı şəhəri üzrə Təhsil İdarəsinin
müdiri Mehriban xanım Vəliyevaya

Hörmətli Mehriban xanım,

Nəzərinizə çatdırmaq istərdik ki, ADA Universitetinin MAEM2024 “Təhsilin İdarəedilməsi” ixtisası üzrə magistr proqramı ikinci kurs tələbələri Qumru Şahmalıyeva, Ləman Qasımova və Sadiq Ağalarov apardığı yekun tədqiqat işi üçün (“Parental Engagement in both Public and Private Higher secondary school”, “Dövlət və özəl məktəblərdə yuxarı sinif şagirdlərinin nəaliyyətlərində valideynlərin rolunun əhəmiyyəti”) Nizami rayonu 220 nömrəli məktəbin direktoru, müəllim heyəti və valideynlər arasında müsahibə keçirilməsi tələb olunur. Müsahibənin məqsədi dövlət və özəl orta təhsil məktəblərində valideyn iştirakı tərzindəki fərqləri araşdırmaq və bu fərqlərin səbəblərini müəyyənləşdirmək məqsədini daşıyır. Həmçinin, bu tədqiqat, dövlət və özəl orta

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məktəblərin valideynlərlə güclü və müstəqil bir məktəb-valideyn əlaqəsi inkişaf etdirmək və saxlamaq üçün istifadə etdikləri strategiyaları tapmaq məqsədini daşıyır.

Bu məqsədlə tədqiqatın aparılması üçün şəraitin yaradılmasını Sizdən xahiş edirik.

Əməkdaşlığa görə təşəkkürümüzü bildiririk.

Hörmətlə,

Ülviyyə Mikayılova,

Dekan

APPENDIX C

№ _____

February 12th, 2024

№220 School-lyceum

Principal,

Ms. Latifa Azimova

Dear Ms. Latifa Azimova

A group of master's students from ADA School of Education are doing an assignment for the course Capstone II, where they have to conduct data collection process on the topic of "Exploring Parental Engagement in Public and Private Higher Secondary Education". This study aims to explore the differences between parental involvement practices in public and private

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higher secondary schools and to identify the factors contributing to these disparities.

Additionally, the study aims to find out strategies that are employed by both public and private secondary schools to cultivate and sustain long-term partnerships with parents, fostering a strong and mutually beneficial school-parent relationship.

We will be happy if you agree to participate in this study and help our students. The extent of participation would include an interview no longer than 40 minutes, with parents, school administrators and teachers.

Please, note that this data *will not be published, presented, or circulated in any way outside of the classroom.*

The students' assignment will require some information related to the importance of parental engagement in students' academic life taken from the mentioned stakeholders.

The list of students is given below:

Sadig Aghalarov. Laman Gasimova. Gumru Shahmaliyeva

We appreciate your consideration and willingness to help.

Sincerely,

Ulviyya Mikayilova

Dean

Parental Engagement in both Public and Private Higher Secondary Schools.

Appendix D

Workshop

Final Product

Based on our findings, we decided to create a workshop in both Public and Private Schools in Azerbaijan.

This workshop aims to address the critical insights derived from a comprehensive study on parental engagement in public and private higher secondary schools in Azerbaijan. The study emphasized significant disparities in engagement practices linked to socio-economic factors and institutional policies, underscoring the need for tailored involvement strategies that address these variances effectively.

The Purpose

The purpose of this workshop is to disseminate the findings of the recent study on parental engagement and to equip instructors, directors, and policymakers with practical strategies to enhance parental involvement across different school settings, thereby fostering stronger school-community relationships and enhancing student achievement.

Objectives

The objectives of this workshop are to understand the factors contributing to the variations in parental engagement between public and private schools. Additionally, to explore effective strategies that can be employed to boost parental involvement and to develop a practical action plan for schools to implement these strategies effectively play a crucial role.

The Audience

We have invited instructors and parents from different backgrounds, who participated and provided us good feedback and supportive environment.

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Time: May 20/21. 14:00/ 15:00

Venue:

Private School/ Public School

Workshop Outline

1) Ice-Breaker Activity.

We decided to start our workshop with small and interactive “ice-breaker” activity. Upon arrival, participants were asked to share major challenges and strategies related to parental engagement in the school (in both Public and Private schools).



2) Sharing Research Findings and Core Challenges.

The second activity was presentation of the major findings from the study, focusing on the disparities in parental engagement between public and private schools and the impact of socio-economic factors. We explored fundamental problems with the help of visual aids, like graphs and pie charts (in Private school), and verbally discussions in Public school.

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3) Strategy Session 1: Techniques for Effective Parental Engagement.

Participants were engaged in group discussions to share and critique various engagement techniques identified in the research, like event planning, and parental feedback systems.

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Facilitators guided each team to discuss the applicability and potential adjustments needed for their specific contexts.

4) Strategy Session 2: Action Planning

Each team developed an action plan based on the strategies discussed, considering their specific school environment. The plans addressed short-term goals for immediate implementation and long-term goals for sustainable engagement.

5) Team-work and Feedback

Two main pieces of reflection papers were given to the participants. In the first segment, they were asked to rank the mentioned solutions according to their potential impact and application on a scale of 1 (least effective) to 5 (most effective). Participants were asked to list the tactics they planned to use in their schools in the second section. This promoted a deeper comprehension and commitment to putting what they had learned into practice by enabling participants to assess the knowledge and tactics' applicability and usefulness for themselves.



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