



RESEARCH ARTICLE

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Epstein Framework of Parental Engagement a Key to Student Success of the Primary School Students: A Case Study of Yiwu Dongzhou, China

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Abstract

This study aims to understand parental participation behaviours and suggest strategies to support parental engagement in children's learning at Yiwu Dongzhou Primary School in Zhejiang, China. The study adopted a mixed method and interviewed six parents at all levels in-depth using a quantitative sample of 216 parents representing 1,600 pupils. WeChat was used to collect the data, which was then analyzed using Excel and SPSSPRO software for content analysis and descriptive statistics? The findings showed that 83% of the sample parents were mothers, 98% lived in two-parent households, and 65% were between 36 and 45. High school (44%) and middle school (27%) had the most parents with a degree. Parental involvement in decision-making and Volunteering was comparatively low. The results led to many recommendations for improving parental involvement at Yiwu Dongzhou Primary School. The scope of activities for parental participation should be expanded, teacher-parent communication channels should be improved, parent workshops or training should be organised to support learning at home, and community networks should be fostered to offer support and resources for families through cooperative educational activities and forums for parents to share experiences.

Keywords: Parental participation, elementary school, student achievement, school-family partnership

INTRODUCTION

Parental participation in education is crucial for primary school children's academic success and social-emotional development. Research consistently shows that involved parents contribute to improved grades, test scores, graduation rates, behaviour, self-esteem, and mental health (Gronick & Slowiaczek, 1994; Wang & Sheikh-Khalil, 2014). Primary schools play a pivotal role in shaping children's attitudes and behaviours, making parental involvement even more critical (Walker et al., 2010). Early involvement is significant as it shapes attitudes and behaviours towards education for future success (Hoover-Dempsey, &



Sandler, 1995). However, barriers such as limited resources, lack of information, and negative experiences hinder parental involvement (Murray et al., 2014).

During the COVID-19 pandemic, parental involvement in education played an important role in maintaining continuity of learning and well-being (Singal et al., 2021). Some studies highlighted strategies such as establishing routines (Knopik et al., 2021), creating conducive learning environments, engaging in online activities (Alharthi, 2023), setting clear expectations, providing emotional support (Roman et al., 2022), and actively participating in virtual classrooms to improve academic achievement and ensure continuity of education (Nhongo, & Siziba, 2022; Poquiz et al., 2023). Understanding and comparing different parental attributes can help identify barriers and develop strategies to promote participation, leading to better academic achievement, social-emotional development, and equitable access to education for all children. Furthermore, exploring how parents were involved in their child's education during the COVID-19 pandemic provides valuable insights into the unique challenges and innovative approaches employed during this period.

During the COVID-19 pandemic, parents played a critical role in supporting their child's education amidst widespread school closures and remote learning. According to Novianti & Garzia (2020), creating routines and developing regulated learning environments at home was the parents' job. Actively participating in online activities, they helped their kids with their virtual courses and homework. Parents gave emotional support to help their children cope with their fears about the epidemic and set clear expectations for their academic development (Singal et al., 2021).

In order to guarantee that their children's educational requirements were satisfied, parents also actively participated in online classrooms by attending parent-teacher conferences and maintaining contact with teachers. They worked together with educators to overcome obstacles, adjust to online learning environments, and put into practice efficient at-home learning methods (Dong et al., 2020). These initiatives demonstrated the parents' resiliency and adaptation during the COVID-19 pandemic, underscoring their dedication to their child's education. Parents played a critical role in preserving continuity in education and fostering their child's academic success and well-being during unprecedented upheaval by actively participating in and supporting their child's learning journey (Sari & Maningtyas, 2020). Therefore, the study aims to investigate the current status of parental attributes and involvement in education and compare parental participation behaviours and suggest the appropriate ways of supporting learning at Yiwu Dongzhou Primary School in Zhejiang, China.



LITERATURE REVIEW

Six Types of Parental Involvements

Epstein & Backtracker (1982) asserted that parental involvement creates a virtuous circle by enhancing parental understanding and supporting school goals. This leads to increased active involvement and ultimately improves overall school effectiveness. Parental involvement also expands educational resources and enriches children's life experiences through the diverse backgrounds of participating parents. Encouraging and supporting parental involvement benefits teachers by facilitating communication, boosting parental recognition, and enhancing self-efficacy. Epstein's Framework of Six Types of Involvement outlines parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community as avenues for parental engagement in their child's education (Epstein, 1991). This framework underscores the importance of parent-teacher communication and collaboration in enhancing student outcomes while emphasising the reciprocal nature of parental involvement in education.

Factors influencing parental participation in school education

Parents' socioeconomic/class status (SES) significantly influences their participation level. (Sirin, 2005) the relationship between socioeconomic status and academic achievement reveals consistent evidence of a significant impact. Children from higher socioeconomic backgrounds tend to perform better academically than their peers from lower socioeconomic backgrounds. The analysis shows that socioeconomic factors such as parental education, income, and occupation are strongly associated with academic outcomes (Farooq et al., 2011).

The findings suggest that socioeconomic disparities contribute to the achievement gap between students from different socioeconomic backgrounds. These findings emphasize the need for targeted interventions and policies to address socioeconomic inequalities and promote equal educational opportunities for all students. The attitude of schools and teachers towards parental involvement also impacts participation. Positive perceptions of parental involvement motivate parents, while negative perceptions discourage engagement. Poor communication between parents and teachers, identified by (Hill et al., 2004), serves as a barrier to involvement. Lack of time or ineffective teacher communication inhibits understanding, hindering parental engagement in school education.



Langenbrunner & Thornburg (1994) and Greenwood & Hickman (1991) divided parental roles into four categories. These models highlight different aspects of parent involvement in education.

Langenbrunner and Thornburg's (1994) "Three categories" include:

1. As a supporter and learner: Parents support their children's learning and engage in parent meetings and consultations.
2. As a voluntary participant in school activities: Parents participate in school events and extracurricular activities.
3. As a participant in school education decision-making: Parents actively contribute to school decision-making and serve on committees.

Gordon and Hickman's (1991) "Four categories" include:

1. As listeners and bystanders: Parents with limited involvement in their child's education.
2. As policymakers: Parents who engage in education policy discussions and participate in school decision-making.
3. As learners: Parents who actively seek opportunities to enhance their understanding of their child's education.
4. As teachers: Parents who take on a teaching role at home.

Both models acknowledge the positive impact of parental involvement on academic achievement. However, Gordon and Hickman's model extends beyond school involvement to include the home environment. Additionally, their model identifies four types of parental involvement compared to Langenbrunner & Thornburg (1994).

Levels and Ways of parental participation in school education

Liu (2008) categorizes parental involvement into three levels: (1) formal involvement, which includes activities controlled by the school, such as parent-teacher meetings and open days; (2) authentic and interactive participation, where parents and teachers exchange information and opinions; and (3) managerial involvement, where parents participate in school decision making. In Hong Kong, Cheng & Chan (1998) proposed a four-level model: off-campus participation (e.g., supervising children's studies), intramural participation (e.g., supporting schools), teaching aide (e.g., library assistant), and participation in school administration decisions (e.g., serving as a school director).



The 4-Level Model of Parental Involvement in Schools" is grounded in social-ecological theory, considering parental involvement at the individual, school, community, and policy levels. Variables at each level encompass parents' actions, school practices, community engagement, and educational policies and regulations.

Social Stratification and parental participation in school education

Using questionnaires, Jiao (2010) examined parental involvement in school education and found a positive correlation between higher family class status and active parental participation. Wang (2015) identified variations in home-school cooperation across different areas, with township areas lagging behind main urban areas. Ye (2012) emphasized the influence of social class status on parental involvement. Liu (2018) analyzed parents' educational concepts and literacy levels regarding home-school cooperation. Ho (2007) found that parents with upper-class social status were more likely to participate and donate to schools. Wu (2009) found no significant difference in parental involvement among different class statuses in Taiwan.

Impact of parental engagement on student success in school education

Parental involvement is crucial to student success, and kids with more involved parents are more likely to succeed in school, develop more potent social-emotional abilities, and live longer. Parents can get involved in their children's education in various ways. They can participate in school activities, volunteer in the classroom, assist with homework, and chat with their kids about school. By being involved, parents may foster a healthy learning environment at home, aid in forming excellent study habits, inspire their kids to work hard and foster a connection between them and the school community. Schools can encourage parental involvement by communicating with parents frequently, allowing them to participate in the classroom, supporting family literacy initiatives, and hosting parent-teacher conferences. Schools and parents can build a solid foundation for student achievement by collaborating (Tan et al., 2020).

RESEARCH METHODOLOGY

Ethical statement

The researchers acquired written approval from the school administration to perform this study at Yiwu Dongzhou Primary School. This acknowledges their consent for the research to be done. In order to confirm their willingness to participate in the study, the participating parents and teachers also verbally consented. All participants' privacy and anonymity were scrupulously protected throughout the research



process. The researchers treated All volunteers with respect, honesty, and fairness as they adhered to ethical standards and principles. The information gathered through the surveys, interviews, and conversations was only used for study and will be presented in an anonymized, aggregated form. Any identifying information that can jeopardize the participants' privacy has been handled and safeguarded with care. The research team made sure that all data was handled confidentially and safely.

Research Design

Focusing on Dongzhou Primary School in Yiwu, Zhejiang Province, the study adopted mix method where a questionnaire was distributed among the parents and parent interviews and teacher interviews were conducted. Interviews focused on specific facets of parental participation; the questionnaire evaluated parental involvement in six categories. The survey data was analyzed using descriptive statistics and content analysis to identify correlations between variables. With the permission of school administrators and teachers, the questionnaires were distributed online to gather data. The teachers of each class distributed them at random to their WeChat groups. One representative from each grade was chosen to participate in the parent interviews based on teacher recommendations.

Population and Sample

The study focused on the parents of students at Yiwu Dongzhou Primary School, comprising 1600 parents who were sent questionnaires, and 216 valid questionnaires were received from the parents of students from Yiwu Dongzhou Primary School selected for the study.

Research Instruments

The study utilized two research instruments: a parent questionnaire and a parent interview form. These instruments were developed based on the six levels of parental participation in school education and underwent validation by experts to ensure their quality and reliability.

The parent questionnaire consisted of several sections, including the current status of parental involvement in education. This section utilized a Likert-scale format, with response options ranging from "Never" to "Always" and scored on a scale from 1 to 5. This approach ensured consistency and validity in measuring parental involvement. Face-to-face parent interviews were conducted based on teacher recommendations. One representative parent was selected from each grade. The interviews followed a structured outline and included a group discussion format. The researcher recorded and subsequently summarized the discussions for analysis.



The combined use of the parent questionnaire and face-to-face interviews provided a comprehensive understanding of parental involvement at Yiwu Dongzhou Primary School. These research instruments, developed and validated specifically for this study, enabled collecting of relevant and reliable data on parental engagement in the school community.

Several facets of parental engagement in schooling were explored in the interview questions. These might have covered questions about parents' perceptions of their involvement, experiences with school communication, extracurricular activities, and difficulties when trying to be involved in their children's education. Based on the available data, relevant interview questions should be given.

The information from the interviews was examined systematically. The verbatim transcription of the taped interviews came first. Afterwards, the researcher carefully reviewed the transcripts to look for important themes and patterns. The data were categorized and organized using coding to make spotting recurring themes and trends easier. As a result, a thorough understanding of parental engagement at Yiwu Dongzhou Primary School was provided by combining the findings from the questionnaire data with the findings from the interviews.

Data Analysis

The collected data was organized and analyzed using SPSSPRO software to ensure the validity and reliability of the study. The data was initially entered into Excel software for organization and then transferred to SPSSPRO for further analysis. The analysis included descriptive statistics to summarize the data and content analysis to examine the qualitative information obtained from the survey responses and interviews. The study's results were presented using data, charts, and visuals to understand the current parental involvement situation clearly. These findings served as the basis for suggesting strategies to support the Yiwu Dongzhou Primary School students, considering the level of parental participation.

The survey responses and interview findings were carefully summarized to provide valuable insights into parental involvement and to propose recommendations for enhancing parental engagement in education. By employing appropriate data analysis techniques and drawing on both quantitative and qualitative information, this study aimed to provide a comprehensive understanding of parental engagement at Yiwu Dongzhou Primary School and offer practical suggestions for improving parental involvement in their children's education.

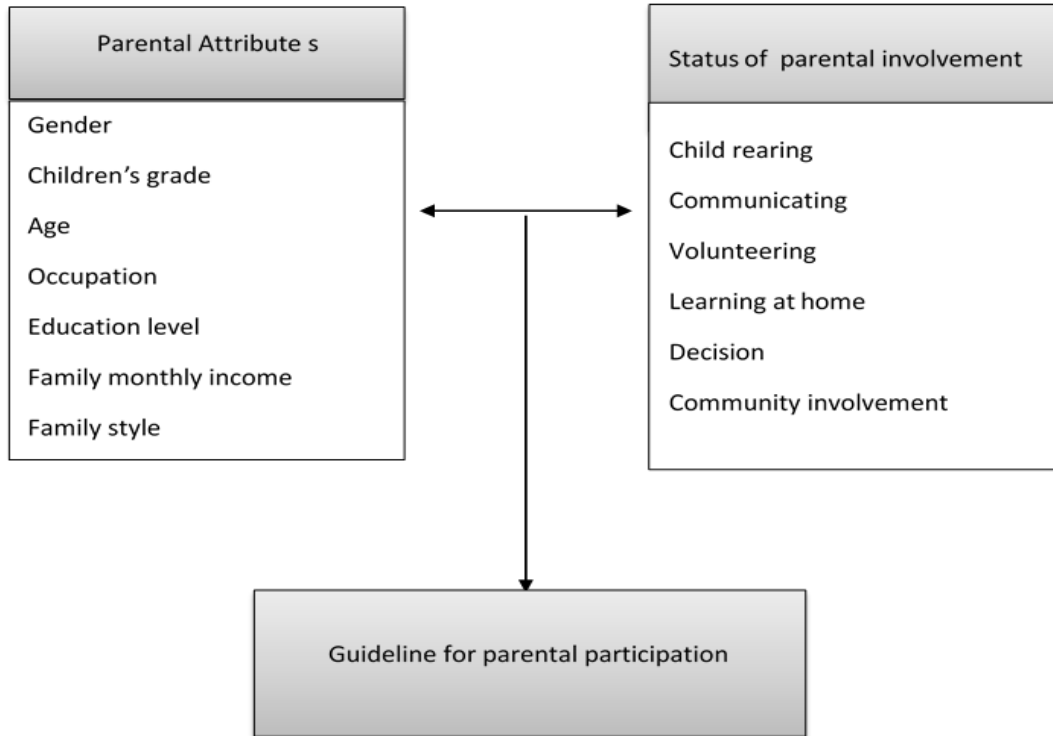


Figure 1: The research framework

RESULT AND DISCUSSION

Descriptive Analysis

The first part includes the respondents' basic information, and the Parental Attributes are statistically analyzed. The results shown in Figure 2 indicated that the majority of respondents were (Female) mothers (83.33%), while (male) fathers accounted for a smaller portion (16.66%)

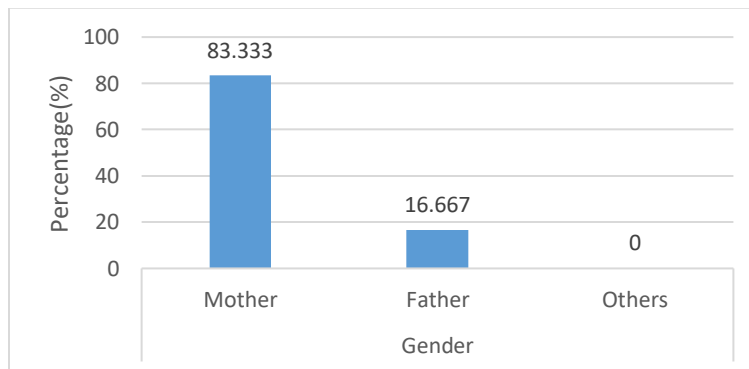


Figure 2: Gender of parents involved in education

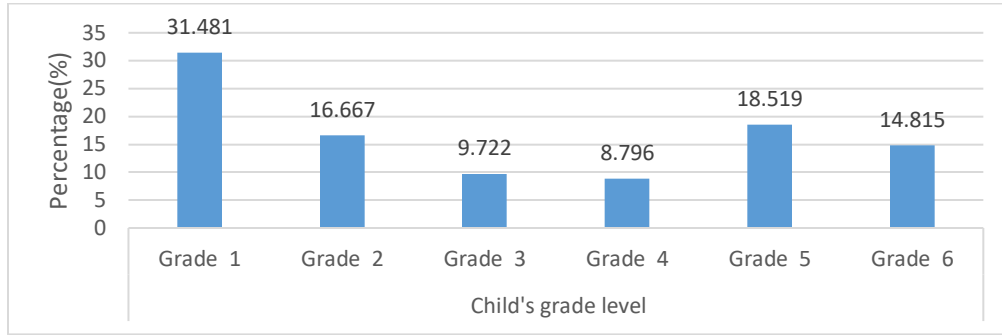


Figure 3: Grade distribution of the children

Figure 3 shows the child's grade level indicating that the distribution of children across grade levels was as follows: Grade 1 (31.48%), Grade 5 (18.51%), Grade 2 (16.66%), Grade 6 (14.81%), Grade 3 (9.72%), and Grade 4 (8.79%).

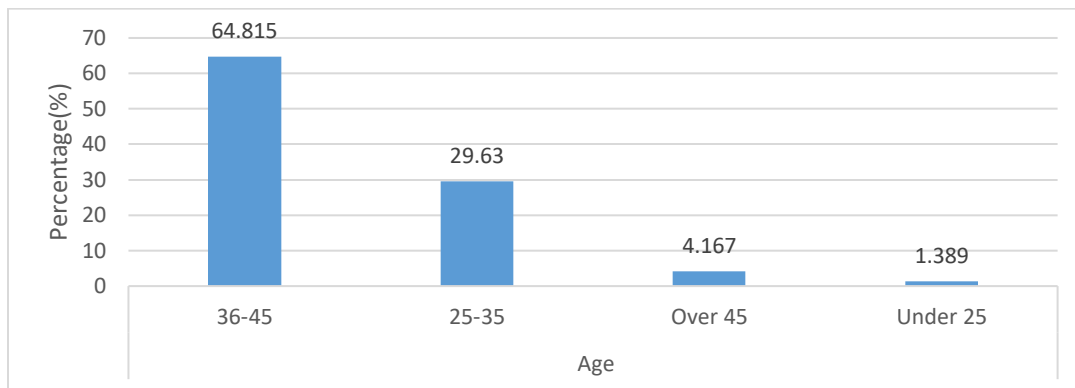


Figure 4: Respondents' age

Figure 4 shows the age of the respondents and indicates that the largest age group was 36-45 (64.81%), followed by 25-35 (29.63%), Over 45 (4.167%), and Under 25 (1.389%). Figure 5 shows parents' education level as indicated that the highest proportion of respondents had a High School education (43.981%), followed by Middle School (26.852%), Undergraduate (25%), and Junior high school and below (4.167%).

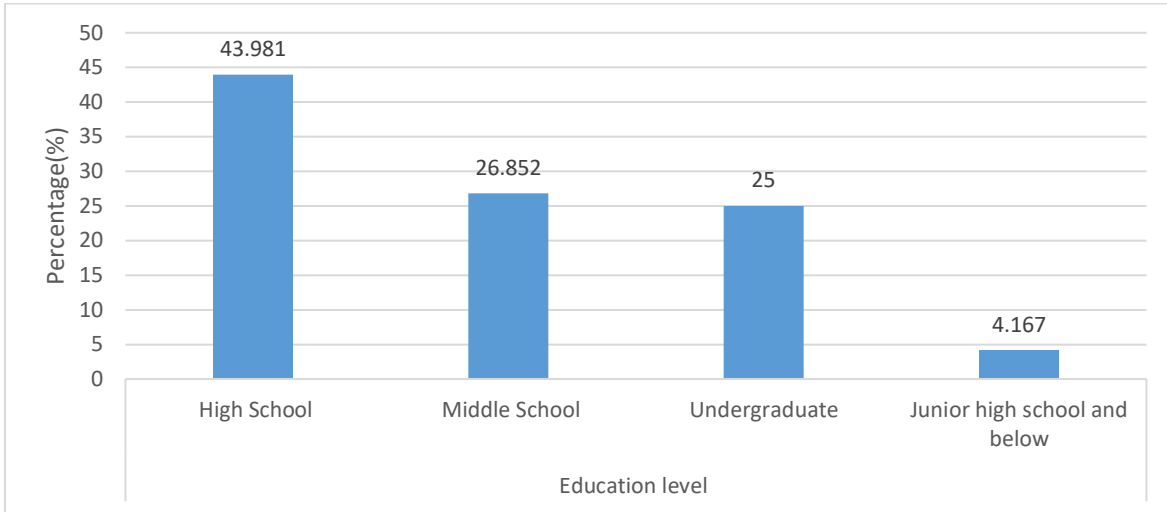


Figure 5: Level of education of the participants

Figure 6 shows that the most common occupation was Individual Businesses (68.056%), followed by Private sector personnel (15.278%), Other Employees (4.63%), Skilled workers, service industry personnel (4.167%), General workers, farmers (3.241%), State organs, party organizations, institutions (1.852%), Unemployed (1.389%), and State (central) enterprises, foreign enterprise personnel (1.389%).

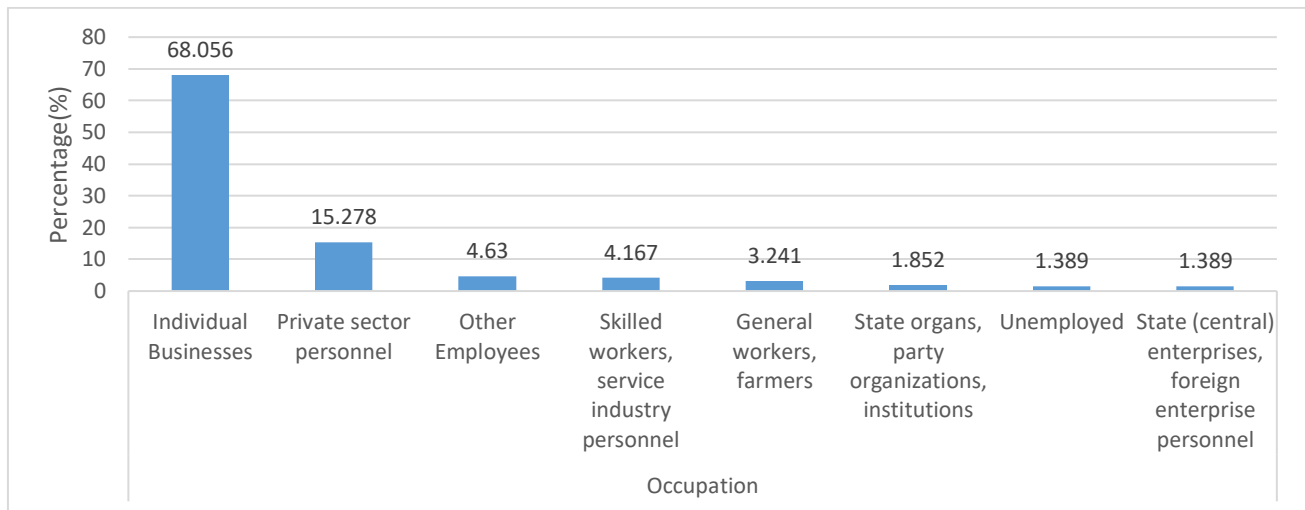


Figure 6: Participant Occupation



Figure 7: Average monthly income of participants

Figure 7 shows that parents' monthly largest income group was 3001-10000RMB (54.167%), followed by 10001-50000RMB (35.648%), Over 50000 RMB (5.093%), Under 3000 RMB (4.63%), and a small number of missing values (0.463%).

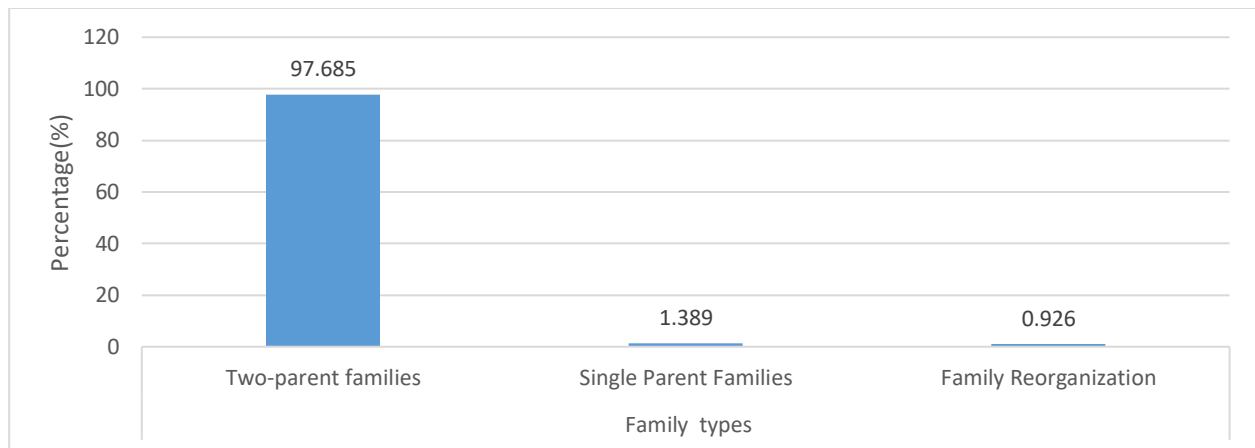


Figure 8: Family type of participants

Figure 8 shows that the majority of children lived in Two-parent families (97.685%), while Single Parent Families accounted for a small portion (1.389%), and Family Reorganization represented a tiny percentage (0.926%).

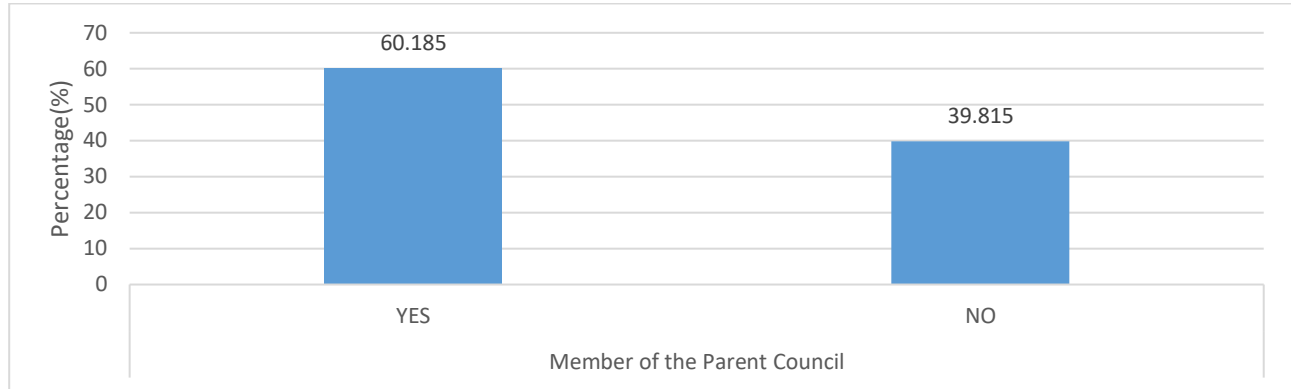


Figure 9: Parent Council Membership

Figure 9 shows the parent council membership. Approximately 60.18% of respondents were members of the Parent Council, while 39.815% were not.

Statistical analysis of the status of parental involvement

The second part of the questionnaire, which is mainly based on the parental involvement framework proposed by EPSTEIN (1983 and 1991) and combined with the preliminary interviews with parents and guidance from experts in related fields, is divided into six dimensions is shown in Figure 10 as Child rearing, Communication, Volunteering, Learning at home, Decision and Community involvement, with 22 questions in total. According to the Likert scale, the questions were set into five levels and scored 1, 2, 3, 4 and 5, respectively; higher scores indicated more active parent involvement. A descriptive analysis of the "6 dimensions" of parental involvement in education and the results are shown in Figure 10.

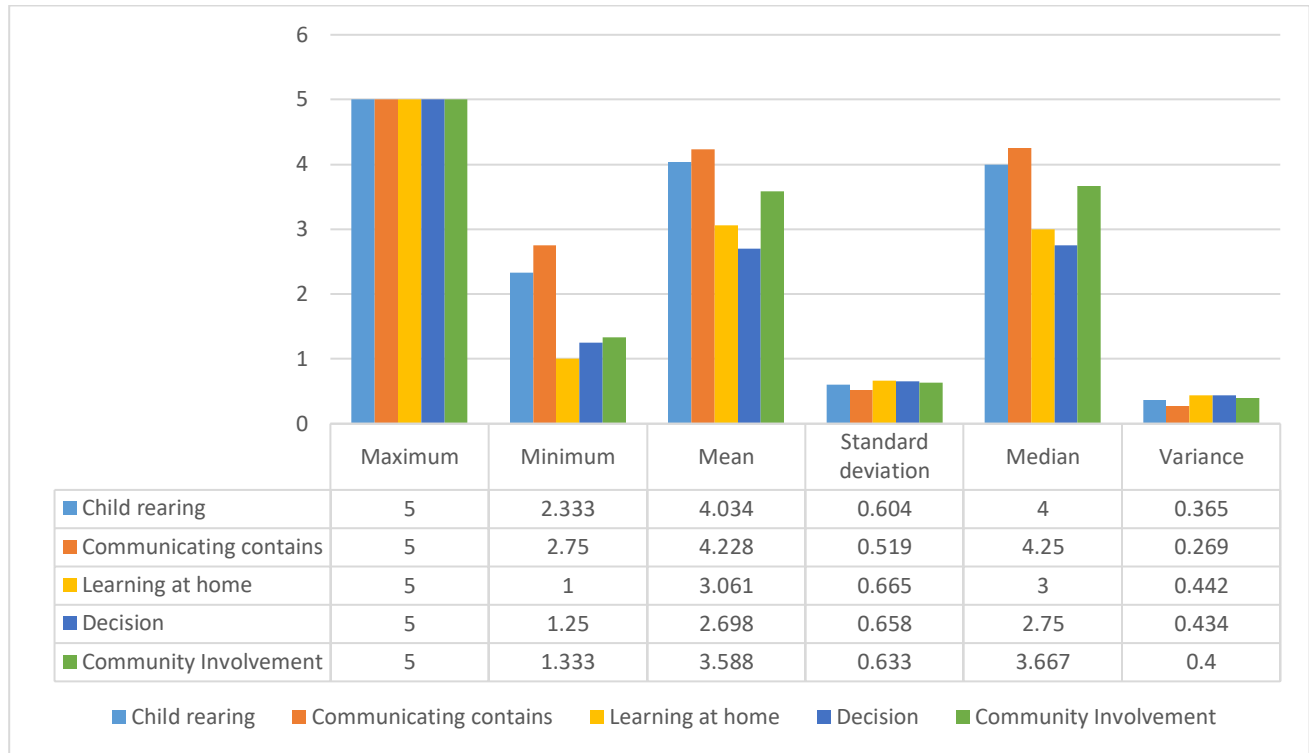


Figure 10: Parental involvement in the "6 dimensions" of education

The study's findings indicate that parents are actively involved in child-rearing, communication with teachers, and supporting learning at home. They show moderate levels of engagement in volunteering and decision-making processes. However, there is room for improvement in community involvement and active participation in decision-making. Overall, parents express satisfaction with their involvement in educational activities. The study suggests the need for enhancing community engagement and encouraging parents' active participation in decision-making to support their children's education further.

Content Analysis of parental interviews

To further investigate the authenticity of the parental involvement in education questionnaire in Yiwu Dongzhou Primary School and to understand the current situation and problems of parental involvement in education, team interviews were conducted with six parents from six levels; each parent was questioned separately. Table 1 shows the interviewee/respondents' demographic profile. The main findings of the interviews are as follows;



Table 1: Demographic information

	Gender	Age	Marital status	Education
R1	Female	38	Married	Degree
R2	Female	31	Separated	Diploma
R3	Male	40	Married	Master
R4	Female	28	Married	Degree
R5	Female	33	Married	Master
R6	Male	35	Married	PhD Scholar

Question 1: What are your usual channels of communication with teachers? How effective are they?

R1: *“I communicate with teachers through emails, phone calls and face-to-face meetings during parent-teacher conferences. These channels are effective as they allow for a quick exchange of information, direct dialogue and in-depth discussions about my child's progress and any concerns I may have. Regular communication with the teacher helps me to stay informed and engaged (38 year old female respondent)”.*

R4: *“My usual communication channels with teachers are email and parent-teacher conferences. They are generally effective in addressing concerns and receiving updates about my child's progress (28 year old female respondent)”.*

R5: *“I prefer face-to-face meetings with teachers during parent-teacher conferences. This allows for in-depth discussions about my child's performance and provides an opportunity to establish a personal connection. Overall, they are highly effective in understanding my child's progress.”*

Weaknesses: “There can be potential challenges in ensuring effective communication for all parents, especially those with limited access to technology or language barriers (33 year old female respondent)”.

R6: *“I rely on phone calls as my main communication channel with teachers. While they are generally effective, reaching the teacher can sometimes be challenging due to busy schedules or missed calls (35 year old male respondent)”.*

Question 2: In your experience, what learning opportunities, information and platforms have been most effective in promoting successful home-school collaboration?

R1: *“In my experience, regular parent-teacher meetings have been the most effective in promoting successful home-school collaboration (38 year old female respondent)”.*

R2: *“The classroom WeChat groups and websites provided by the school was valuable in informing me of important school events, curriculum updates and resources to support my child's learning at home. However, there is room for improvement in providing topic-specific workshops or training sessions for*



parents. Additional learning opportunities would strengthen the home-school partnership and equip parents with the necessary skills (31 year old female respondent)".

R4: "Utilizing a comprehensive online learning platform has proven highly effective in promoting successful home-school collaboration (28 year old female respondent)".

R5: "Parent education workshops have been instrumental in promoting successful home-school collaboration (33 year old female respondent)".

Weaknesses: Lack of offline, face-to-face communication channels or training opportunities.

Question 3: In what ways does volunteering help to provide support and enhance the overall educational experience for students?

R3: "Volunteering is important in providing support and enhancing the educational experience. It enables parents and community members to be actively involved, creating a sense of belonging and unity. Volunteers can assist with various school activities, reducing teachers' workload and exposing students to different perspectives and experiences (40 year old male respondent)".

R5: "Volunteering provides personalised support and attention to students, helping them overcome challenges, improve academic performance, and build confidence. Volunteering could be enriched so that more parents can get involved (33 year old female respondent)".

Question 4: Involve parents in decision-making, such as a parent council, can positively impact students' overall educational experience.

R4: "Involving parents in decision-making ensures that their views are heard and taken on board, creating a sense of ownership and partnership. This collaboration leads to improved educational outcomes and a supportive learning environment. However, the current limited involvement of parent councils in management and decision-making hinders the full potential of parental involvement (28 year old female respondent)".

R1: "Yes, involving parents in the decision-making process, such as through a parent council, can have a positive impact on the overall educational experience of students. Additional suggestions on how schools can enhance the involvement and influence of parent councils (38 year old female respondent)".

Question 5: How important do you think family education training is for improving parents' skills? Can you share specific experiences and highlight their benefits?

R3: "Family education training is essential to improve parental skills: Family education training is essential to equip parents with knowledge and strategies for effective parenting. It helps to improve discipline, communication and foster a positive home environment. Specific examples of how training can



positively impact parenting and child development can further highlight its benefits (40 year old male respondent) ”.

R4 *“Family education training is essential for improving parents' skills. It can help parents learn about child development, effective parenting practices, and how to better communicate with their children (28 year old female respondent)”.*

R6 *“Family education training is crucial for improving parents' skills. It gives them valuable knowledge and strategies to support their child's learning. Through training, parents enhance communication, establish positive discipline, and create a nurturing home environment, positively impacting their children's education (35 year old male respondent)”.*

Disadvantages: Family education is concentrated mainly online, and evaluating the effectiveness of their learning is impossible.

Question 6: In your opinion, what are some practical ways for communities to provide support and care for families through community education activities? Can you suggest specific programmes or activities?

R6: *“The community can provide support through parent-child activities, informative workshops, and community programmes such as summer and winter camps. Parent support groups or networks can also foster a sense of community. However, more specific examples and suggestions are needed to promote community support and positive parent-child relationships. Relatively poor community building and need for more resources for youth education and supplementary schooling (35 year old male respondent) ”.*

DISCUSSION

The analysis of the questionnaire data reveals several essential characteristics of parents who are involved in school education. First, mother involvement surpasses father involvement in parental engagement. This discrepancy suggests that mothers exhibit a higher participation and engagement level than fathers. Possible reasons for this difference include traditional gender roles, societal expectations, and variations in availability due to work or other responsibilities. Second, the data indicates that parents with higher levels of education are more likely to be involved in school education. Respondents with a high school education or above demonstrate a higher participation percentage than those with lower education levels. This finding suggests that education level significantly influences parents' motivation and ability to engage in their child's education.

Furthermore, the analysis reveals exciting patterns related to occupation. Parents who work in individual businesses exhibit the highest level of involvement in school education. This trend may be



attributed to the flexibility and autonomy of running one's own business, which allows parents to allocate time and resources towards their child's educational activities. In contrast, parents employed in state (central) enterprises or foreign companies display lower levels of participation, possibly due to demanding work schedules or limited availability. These findings have practical implications for promoting parental engagement in school education. Schools and educational institutions can design targeted interventions and initiatives to encourage fathers' active participation, such as father-child events, workshops, and support groups. Additionally, providing accessible and relevant resources for parents with lower levels of education can help bridge the gap and empower them to be more involved in their child's education.

In addition, schools can work with businesses and organisations to develop flexible work schedules or offer assistance to parents who work demanding jobs so they can participate in their children's educational activities. In general, developing policies and programmes that encourage meaningful and inclusive parental engagement in school education can be influenced by knowing the factors impacting parental involvement, such as gender, educational attainment, and occupation.

The data also highlights the role of Parent Council membership; notably, a significant percentage of respondents are not members of the Parent Council. This indicates that being a council member does not guarantee higher parental involvement in school education. It is crucial to recognise that involvement can take various forms, and parents can contribute to their child's education in different ways, not solely through formal membership in the Parent Council.

In conclusion, the analysis emphasises the importance of considering multiple factors when examining parental involvement in school education. Gender, education level, occupation, and formal roles within the school community all influence the extent and nature of parental participation. Understanding these characteristics can inform the development of targeted strategies and interventions to promote and enhance parental involvement, ultimately fostering a more inclusive and collaborative educational environment.

CONCLUSION AND RECOMMENDATIONS

Several key conclusions can be drawn based on the analysis of basic information about the respondents and the results of the questionnaire on parental involvement in education. Firstly, most respondents were mothers, indicating that mothers play an important role in parental involvement in education. However, it is essential to ensure that fathers are actively involved in their children's education. Secondly, the distribution of children across grades was relatively even, with a slightly higher proportion in grade one.



This suggests that parental involvement is higher in the lower grades, decreases as the child ages, and rises again in the upper grades, possibly due to increased pressure and preparation for entrance exams. Thirdly, the age distribution of parents involved in education shows that the largest age group falls between 36 and 45 years old. This suggests that parents in their 30s and 40s actively participate in their children's education, which aligns with the typical age range of parents with school-aged children. Fourthly, the participants' educational background indicates that a significant proportion of parents have a high school education, followed by middle school and bachelor's degrees. This highlights the need for additional education and support to enhance their parenting skills. Furthermore, the occupational and income distribution of participants reflects the diverse socioeconomic backgrounds of the families. This underscores the importance of inclusive strategies and initiatives that cater to the varying circumstances and resources available to families.

Regarding the '6 dimensions' analysis of parental involvement in education, parents demonstrated active participation in aspects such as raising their children, communicating with teachers, and supporting family learning. However, there is room for improvement in community involvement and participation in decision-making processes. There are also clear areas for improvement in parental involvement in school management and decision-making. Overall, this study highlights the active involvement of parents in all aspects of their children's education while also identifying areas for further attention and improvement. By continuously strengthening parental involvement and addressing families' specific needs and challenges, we can foster a supportive and enriching educational environment for all students.

PRACTICAL IMPLICATIONS, LIMITATIONS AND FUTURE WORK

To ensure effective communication with all parents, schools should consider providing multiple communication channels that cater to different preferences and circumstances. Alongside emails and phone calls, alternative methods like printed newsletters or bulletin boards can be utilized to reach parents with limited access to technology. Additionally, language barriers can be addressed by providing translation services or multilingual staff. While digital platforms like WeChat can be valuable, schools should incorporate offline channels and training opportunities. Hosting topic-specific workshops or training sessions for parents can empower them with the necessary skills to support their child's learning at home. This blend of online and offline resources will enhance home-school collaboration. Schools can actively promote and diversify volunteering opportunities to encourage more parents to get involved. By expanding the range of activities where parents can contribute, such as assisting in extracurricular events or organizing educational workshops, schools can create a stronger sense of community and enrich the overall educational experience for students.



To maximize the impact of parent councils, schools should provide them with greater involvement in decision-making processes. This can be achieved by seeking their input on critical decisions, involving them in policy discussions, and granting them the authority to contribute meaningfully to school management. Strengthening the role and influence of parent councils will foster a more collaborative and inclusive educational environment.

Schools and communities should prioritize family education training by offering comprehensive and accessible programs. These programs should focus on improving parenting skills, enhancing family communication, and fostering a positive home environment. Evaluating the effectiveness of these training programs and adapting them to meet the specific needs of parents will further contribute to their success.

Communities can provide support and care for families through various educational activities. Parent-child activities, informative workshops, and community programs like summer and winter camps can create opportunities for families to engage with each other and the community. Additionally, establishing parent support groups or networks can promote a sense of belonging and provide a platform for parents to share experiences and resources.

The study on parental involvement was mainly limited to the Yiwu Dongzhou Primary School, focusing on the Epstein Framework of Parental Engagement. Cultural and societal factors that influence parental involvement in Yiwu Dongzhou Primary School also caused the limitation of the study, and the result cannot be generalized. Furthermore, understanding the barriers and facilitators of implementing suggested strategies is crucial.

Author contribution: Chen Wei : Writing- Original draft preparation, Data curation; Sarayut Khan : Conceptualization, Methodology, Validation; Kanokkan Kanjanarat and Nuttamon Puchatree : Writing- Reviewing and Editing

Data availability: The data that support the findings of this study are available from the corresponding author upon reasonable request.

Ethical statement: This study received written consent of ethical approval from the principal and parent committee of Dongzhou Primary School in Yiwu City, Zhejiang Province, China. All participants were formally informed, and their consent was taken, which is confidential

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