

HELPING MINORITY PARENTS IN EDUCATING THEIR CHILDREN: PERSPECTIVES OF HONG KONG TEACHERS

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ABSTRACT

The purpose of this study is to solicit teachers' perceptions of helping minority parents in educating their children. When teachers have a positive perception of minority parent involvement, they are more willing to take initiative toward helping the minority parents. A quantitative approach was taken in this study with the use of a researcher developed instrument. All the 30 teachers of a minority school in Hong Kong participated in the study. Results of data analysis indicated that teachers perceived minority parents not contributing enough to helping their children's study. Teachers indicated that they were willing to work with minority parents to get them involved in education. However, the teachers admitted that they need to do more on their parts too.

INTRODUCTION

Hong Kong, formerly a British colony, is now a Special Administrative Region of China. It has a current population of 7.5 million consisting mostly of Chinese from the Province of Guangdong. Out of the entire population, 300,000 are Muslims who establish themselves as a unique minority group in Hong Kong. They consist of various nationalities of southeast Asia. About 20,000 of the Muslim families in Hong Kong are 'local boy' families, Muslims of mixed Chinese and South Asian ancestry descended from early Muslim South Asian immigrants. In the new millennium, the largest number of Muslims in the territory are Indonesians in which most of them are female foreign domestic workers. Hong Kong has currently about 30 Islamic schools, scattered around Kowloon and New Territories. The development of these schools has been remarkably fast because of the rapid population growth and the special religious, social and educational needs of the minority students. Some of the affordable minority parents would prefer to send their children to special schools for minority children even though they are qualified for free public schooling.

REVIEW OF LITERATURE

Minority Parent Involvement

Lasky and Karge (2011) found that minority parents placed a high value on education, yet this might not be enough to generate meaningful parental involvement. Chen (2020) claimed that "parents of minority are less likely to be involved in their children's education than parents of non-disadvantaged children. If they receive adequate training and encouragement, however, [they] can be just as effective as other parents in contributing to their children's academic success."

Florida State Department of Education (1988) conducted a study to examine ways for increasing the involvement of minority parents in educating their exceptional children. The report was focused on parents of exceptional children from low socioeconomic families. The parental involvement issues identified involved questions of policy, resources, commitment, and implementation. The department recommended drastic measures to address the needs for more adequate policy and coordinated services, more adequate funding, more effective use of training materials, and greater sensitivity and understanding of culturally diverse families.

In a literature review, Kim (2009) reported findings on the school barriers that prevent minority parents' participation in their children's school in the United States. The school barriers were

identified as: (a) teachers' perception about the efficacy of minority parents, (b) teachers' perception concerning the capacity of minority parents, (c) teachers' beliefs in the effectiveness of parental involvement and developmental philosophy, (d) teachers' self-efficacy in teaching effectiveness, (e) school friendliness and positive communication, (f) diversity of parental involvement programs, (g) school policies, and (h) school leadership. Minority parents may also have long work hours, hold multiple jobs, and have other family responsibilities that conflict with school or meeting hours (Christianakis, 2011; Cooper & Christie, 2005). According to Turney and Kao (2009) the barriers for minority parents to school involvement were the length of time they stay in the United States and their English language ability.

Sattler (2014), referring to the 2012 U.S. National Center for Education survey of parents' involvement in their children's education, reported that black, Latino, Asian/Pacific Islander, and "other, non-Hispanic" students were more likely than white students to do homework outside of school. Black parents are more likely than whites to have a designated space in the home for children doing homework. Seventy-one percent of African-American and 69 percent of Latino families compared to 65 percent of white families checked on their children's homework assignments. White, black, Latino, Asian, and "other, non-Hispanic" parents attended regularly scheduled parent-teacher conferences at comparable rates (77, 76, 73, 72, and 78 percent respectively). However, according to Christianakis (2011), parental involvement in schools that have a large minority student body is lower than it is in predominately White, non-Hispanic, middle-class schools, where parents tend to be more actively engaged in school activities.

Chee and Ullah (2020) studied the home-based parental involvement amongst Pakistani families in Hong Kong. Data were drawn from home visits and semi-structured interviews amongst Pakistani parents and children in Hong Kong. Results of the study show that the involvement of these parents only seems less visible because it is largely based at home rather than in schools. The minority parental involvement was influenced by socio-economic and cultural factors separating school from home and setting expectations for children according to the parents' own experiences.

Cooper et al. (2010) claimed that a leadership plan for minority parental involvement must be built around the theory of community practice. This practice comes out of social theories that describe learning as a participatory process of a community in which minority parents, teachers, administrators, and students work together to engage in meaningful actions to create a social environment for learning. Student learning can be enhanced through sharing and communication among the shareholders. Minority parents could play an important role in curriculum development and implementation (Leddy, 2018).

Teachers' Perspectives of Parent Involvement

Ho and Cherny (2018) analyzed data from the U.S. Education Longitudinal Study of 2002. They found that teachers were less likely to perceive minority immigrant parents as involved as native-born White parents after parents' self-reported involvement was accounted for. Also, teachers viewed themselves as the lead and main figures in young minority students' learning process whereas they regarded the parents only as one of the factors that assist the children in learning.

The study of Kalayci and Ergül (2020) was aimed at exploring English language teachers' perceptions about the role of parental involvement in the children's English language learning process. The results of the study showed that the teachers did not use any specific strategy to foster parental involvement even though they were aware of the significance of parental involvement.

Herman and Reinke (2017) declared that, for children with academic and behavioral problems, teacher perceptions of involvement was essential to minimize their negative outcomes. In a group randomized trial, they examined the effects of the Incredible Years Teacher Classroom Management program (IY TCM) on teacher perceptions of contact and comfort with parents. The findings of the study indicated that teacher training could alter teacher perceptions of parent involvement patterns.

Kenner (2018) sought to learn how teachers perceived the influence of parental involvement on the academic success and IEP goal progress for students with disabilities. The survey revealed that special education teachers compared with regular classroom teachers perceived parental involvement to have a greater impact on the special education referral process and academic progress of students with educational disabilities

Gilbert (2017) examined the perceptions of teachers and parents and factors that developed and maintained parental involvement among middle and high school parents. The results of data analysis showed that teachers' perceptions toward parental involvement impacted parents' willingness to be actively involved in school activities. He also found that teacher professional development could improve teachers' sense of self-efficacy regarding appropriate interactions with parents.

Bartolome, Mamat and Masnan (2020) studied the kindergarten teachers' perspectives of parental involvement in Philippines. Results revealed that teachers felt positive about home-school communication, collective in-school engagement, support of structural at-home learning. These results can be used as an input in promoting to encompass the contribution of teachers in planning, developing, and evaluating parental involvement programs.

Lattimore (2013) studied the relationship between parent involvement and teacher attitudes toward such involvement. Results of this study indicated a statistically significant correlation between teachers' perceptions of parental involvement and their teaching practices to encourage and increase parental involvement. This study contributed to positive social change in the area of parent-teacher partnerships. The outcomes have shown that professional development is needed on ways to work efficiently with all parents to increase student academic achievement.

CONCEPTUAL FRAMEWORK

Epstein (2002) identified six types of parental involvement in educating their children: (1) parenting knowledge and skills; (2) communicating between home and school; (3) volunteering at school and in the community; (4) supporting student learning at home; (5) involvement in decision making and advocacy; (6) collaborating with the community. These types of parental involvement have provided schools with a clear path to proceed with the advancement of school and family collaboration. This study is intended to examine teachers' perceptions of minority parental involvement in education. Epstein's six types of parental involvement serve as a framework of the areas in this study that teachers would perceive as minority parental involvement.

RESEARCH QUESTIONS

Major Research Question: How do teachers involve minority parents in educating their children?

Sub-Research Questions:

1. How do teachers define parental involvement at home and in school?
2. How do teachers perceive school support of minority parental involvement?

3. What are the teachers' self-perceptions of their willingness and effectiveness in working with minority children and parents?
4. How do teachers perceive the minority parents' background and efficacy in educational involvement?
5. What strategies do teachers employ in helping minority students and promoting parental involvement?

SIGNIFICANCE OF THE STUDY

A review of current literature shows that there is an abundant volume of manuscripts and studies on parental involvement in school activities and its impact on children learning. However, studies on minority parental involvement in education especially through teachers' perceptions has not been thoroughly studied. Therefore, this study is intended to call the attention of educators to the challenges these minority children are facing in their learning processes and how teachers could help these minority children learn through involving their parents. Additionally, this study is a needed piece of research to enrich the scarcity of studies on teachers' perception of minority parent involvement.

METHODOLOGY

Research Design

This study is quantitative in nature with a survey design approach. "A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population...." (Creswell, 2009). Information is collected from a group of people in order to describe some aspects or characteristics (such as abilities, opinions, attitudes, beliefs, and/or knowledge) of the population....." (Fraenkel, Wallen & Hyun, 2012). This study took a minority school as a case by surveying all the teachers in the school to solicit their perceptions of minority parental involvement and the education of their children. The survey research design fits the purpose of the study.

Research Setting

The research was conducted in an Islamic primary school in Hong Kong. The school has a student body of approximately 350 from Kindergarten to Grade 6. Ninety percent of the students are minority students from South Asia, 10% are Chinese students. Among the Chinese students, about half of them are local residents from Hong Kong and the other half are cross-border students from Guangdong Province, China. The minority students' families are from Philippines, Thailand, Indonesia, Vietnam, Laos, and India. English is the official language of instruction at school. English language and Chinese language are mandatory courses for students to take. Chinese students speak Cantonese and/or Mandarin at home while minority students speak English, Vietnamese, Laos and other native languages at home. In all the student families, at least one or both parents are English speaking. The school curriculum is classified by academic discipline: English Language, Chinese Language, Mathematics, Sciences, Social Studies, Physical Education, Art and Music. All courses are mandatory. All the 30 teachers are fully certified with bachelor degrees in their respective teaching fields. They are all local Chinese teachers. A few of them have Islamic religion. All the fathers in the families work. Many mothers stay at home as housewives. Some mothers choose to work part-time. Most of the minority families are Islamic by religion. A few of them are Christians. Among the Chinese students, religion in the family varies from Buddhism, Christianity to no religion. About 42.1% of the students reported belonged to single parent families and 20.3% were from low-income

class. Some parents (about 20%) sent their children to attend at least one prep-schools (private tutoring, cram school or school-after-school) in addition to their regular school hours.

Participants

All the thirty teachers of the school agreed to participate in the study by responding to the teacher perception of parental involvement survey. Most of the teachers (73.1%) held a Bachelor Degree. About half of the teachers (50%) had 11-20 years of teaching experiences. Most of them (46.3%) had taught in their current grade level for 6 – 10 years and 57.7% of them had 6 – 10 years of experience in teaching minority students. Their class size ranged from 24 to 27 minority students.

Research Instrument

The instrument in this study was researcher constructed since no existing instrument could collect the data needed to achieve the purpose of the research. The instrument consists of three major parts. Part 1 is intended to solicit participating teachers' demographic information. Part 2 was designed to seek teachers' perceptions on parental involvement issues: teacher efficacy, administrative support, teacher willingness, parent efficacy, family background, and teacher strategies. A five-point Likert scale was used for teachers' responses to 50 items. Part 3 was designed with open-ended questions to solicit additional facts and teacher understanding of parental involvement. The instrument was reviewed by five teachers of minority students in another school to verify its validity. The teachers' comments and recommendations were mostly related to the use of proper language. They were well received and taken to modify the instrument. The 50 Likert scale items were reduced to 43 items as recommended. The modified instrument was pilot tested for reliability with 12 teachers of minority students in another school. Cronbach Alpha was used to test all the 43 Likert scale items for internal consistency. The test yielded an overall Alpha of 0.87 with section alphas of 0.84 (teacher efficacy), 0.89 (administrative support), 0.90 (teacher willingness), 0.86 (parent efficacy), 0.85 (family background) and 0.89 (teacher strategies). Results of the Alpha testing indicate that this revised instrument is reliable and acceptable in collecting data for this study.

Data Collection and Analysis

After the research proposal with the modified research instrument was approved by the Institutional Review Board of the researcher's university, the research instrument and the research participation consent form were distributed with the help of the school principal to each of the 30 teachers of the school requesting them for participation in the study. All 30 teachers agreed to participate in the study and returned the completed instrument in two weeks. All the quantitative data were input into SPSS Version 27 program for statistical analysis. Descriptive statistics of means, standard deviations and percentages were used for data analysis by section of the research instrument. Qualitative data as answers to the open-ended questions were compiled, coded and examined for emerging themes.

FINDINGS

The findings of this study are reported in the order of the research sub-questions in the following:

How do teachers define parental involvement at home and in school?

The teachers perceived that when parents were involved in their children's learning at home and in school, they were engaged in the following activities:

- Provide books and materials for children to go to school (agreed by 19 teachers).

- Send children to school on time (agreed by 19 teachers).
- Teach moral values and family values (agreed by 20 teachers).
- Help their children with homework (agreed by 21 teachers).
- Communicate with teachers about problems/achievement of their children (agreed by 20 teachers).

How do teachers perceive school support of minority parental involvement?

All the teachers’ responses of the survey items in the Administrator Support section of the survey were analyzed with descriptive statistics. In a 5-point Likert Scale, an overall mean of 3.859 was calculated. The items receiving the highest rating were “Administrators are fair with minority students and families” (M=4.039), “School provides culturally diverse materials for learning.” (M=4.00), and “Administrators care about minority students and families.” (M=4.00). The item receiving the lowest rating was “School provides teacher training opportunities to work with minority students and their families.” (M=3.50). All the items in this section received above average ratings indicating that the teachers perceived strong administrative support of minority parental involvement. (See Table 1.)

Table 1: Descriptive Statistics – Teacher Perception of Administrative Support

	N	Min.	Max.	Mean	SD
I can talk to administrators about minority student Issues.	30	3.00	5.00	3.769	.652
Administrators are trying hard to involve minority parents in school activities.	30	2.00	5.00	3.846	.785
School provides teacher training opportunities to work with minority students and their families.	30	2.00	5.00	3.500	.648
School provides culturally diverse materials for learning.	30	3.00	5.00	4.000	.632
Administrators are fair with minority students and families.	30	3.00	5.00	4.039	.528
Administrators care about minority students and families	30	3.00	5.00	4.000	.490
Overall Average	30			3.859	

What are the teachers’ self-perceptions of their willingness and effectiveness in working with minority children and parents?

All the teachers’ responses of the survey items in the Teacher Willingness and Teacher Efficacy sections of the survey were analyzed with descriptive statistics. In a 5-point Likert Scale, an overall mean of 3.952 was calculated in the Teacher Willingness section. The items receiving the highest rating were “I treat minority students equally.” (M=4.423), “I learn to get to know minority cultures.” (M=4.077), “I encourage my students to share their culture and background in class.” (M=4.077), and “I am willing to help minority children to improve their grades.” (M=4.192). The item receiving the lowest rating was “I feel minority parents are interested in knowing me.” (M=3.50). All the items in the Teacher Willingness section received above average ratings indicating that the teachers perceived themselves to be very willing in working with minority children and their parents. (See Table 2.)

All the teachers' responses of the survey items in the Teacher Efficacy section of the survey were analyzed with descriptive statistics. In a 5-point Likert Scale, an overall mean of 3.764 was calculated in the Teacher Efficacy section. The items receiving the highest rating were "Parent involvement can help minority students achieve." (M=4.231), "I am motivated to meet the needs of minority students." (M=4.115), and "I plan my lessons so minority students can understand." (M=4.115). The item receiving the lowest rating was "I can help disadvantaged minority students." (M=3.50). All the items in the Teacher Efficacy section received above average ratings indicating that the teachers perceived themselves to be very confident in working with minority children and their parents. (See Table 3.)

Table 2: Descriptive Statistics – Teacher Willingness

	N	Min.	Max.	Mean	SD
I learn to get to know minority cultures.	30	2.00	5.00	4.077	.744
I encourage my students to share their culture and background in class.	30	3.00	5.00	4.077	.628
I treat minority students equally.	30	3.00	5.00	4.423	.578
I am willing to help minority students to improve their grades.	30	3.00	5.00	4.192	.634
I feel comfortable talking with minority parents about their children.	30	2.00	5.00	3.883	.711
I feel minority parents are interested in knowing me.	30	1.00	5.00	3.500	.860
I ask minority parents about their children.	30	3.00	5.00	4.000	.693
I explain written documents to minority parents.	30	1.00	5.00	3.462	.905
Overall Average	30			3.952	

Table 3: Descriptive Statistics – Teacher Efficacy

	N	Min.	Max.	Mean	SD
I am motivated to meet the needs of minority students.	30	3.00	5.00	4.115	.431
I have adequate skills to meet the needs of minority students.	30	3.00	5.00	3.731	.604
I can work with minority parents on parenting and child rearing practices.	30	2.00	5.00	3.539	.706
I can effectively impact minority student achievement.	30	3.00	5.00	3.654	.629
I plan my lessons so minority students can understand.	30	3.00	5.00	4.115	.588
I can help disadvantaged minority students.	30	3.00	4.00	3.500	.510
I provide opportunities for parents to help their children's homework.	30	1.00	5.00	3.231	.863
Parent involvement can help minority students achieve.	30	3.00	5.00	4.231	.815
Overall Average	30			3.764	

How do teachers perceive the minority parents’ background and efficacy in educational involvement?

All the teachers’ responses of the survey items in the Parent Background section of the survey were analyzed with descriptive statistics. In a 5-point Likert Scale, an overall mean of 3.169 was calculated in the Parent Background section. The items receiving the highest rating was “The amount a student can learn is primarily related to family background” (M=3.731). The item receiving the lowest rating was “Minority parents and I share the same educational goals of the children.” (M=2.882). All the items in the Parent Background section received only average ratings indicating that the teachers perceived that the minority parents did not substantially contribute to their children’s learning. (See Table 4.)

Table 4: Descriptive Statistics – Teacher Perception of Parent Background

	N	Min.	Max.	Mean	SD
Minority parents value their children’s education.	30	1.00	5.00	3.115	.993
Minority parents are involved in their children’s home education.	30	1.00	5.00	2.923	.796
The amount a student can learn is primarily related to the family background.	30	1.00	5.00	3.731	.962
Minority parents and I share the same educational goals of the children.	30	2.00	4.00	2.885	.711
Families of minority students support teachers’ efforts.	30	1.00	5.00	3.192	.849
Overall Average	30			3.169	

All the teachers’ responses of the survey items in the Parent Efficacy section of the survey were analyzed with descriptive statistics. In a 5-point Likert Scale, an overall mean of 3.385 was calculated in the Parent Efficacy section. The items receiving the highest rating were “Most minority parents cannot effectively teach their children.” (M=3.808) and “Minority parents do not have time to work with their children on homework assignments.” (M=3.423). The item receiving the lowest rating was “Minority parents want more information about the school curriculum.” (M=2.923). All the items in the Parent Efficacy section received from average to above average ratings indicating that the teachers perceived that most minority parents were not prepared or did not have time to help their children learn. However, they were ready to work with teachers in helping their children. (See Table 5.)

What strategies do teachers employ in helping minority students and promoting parental involvement?

All the teachers’ responses of the survey items in the Teacher Strategies section of the survey were analyzed with descriptive statistics. In a 5-point Likert Scale, an overall mean of 3.427 was calculated in the Teacher Strategies section. The item receiving the highest rating was “I contact minority parents to inform them of students’ behavior problems.” (M=3.923). The item receiving the lowest rating was “I use minority parents as school volunteers/classroom helpers” (M=2.651). Most of the items in the Teacher Strategies section received above average ratings indicating that the teachers perceived that they were enthusiastic in laying out different strategies in helping minority children and their parents. (See Table 6.)

Table 5: Descriptive Statistics – Teacher Perception of Parent Efficacy

	N	Min.	Max.	Mean	SD
I encourage parents to work with their children in their native languages.	30	1.00	5.00	3.269	.962
Most minority parents cannot effectively teach their children.	30	2.00	5.00	3.808	.895
Minority parents do not have time to work with their children on homework assignments.	30	1.00	5.00	3.423	.987
Parents want more information about the school curriculum.	30	1.00	5.00	2.923	.977
I help minority parents decide on the educational goals for their children.	30	2.00	5.00	3.500	.648
Minority parents do not interrupt my instructions to their children.	30	1.00	5.00	3.385	.852
Overall Average	30			3.385	

Table 6: Descriptive Statistics – Teacher Strategies

	N	Min.	Max.	Mean	SD
I can train minority parents to serve as representatives in decision-making bodies.	30	1.00	5.00	3.154	.925
I contact minority parents to know about student accomplishments.	30	3.00	5.00	3.615	.571
I contact minority parents to inform them of students' academic performance throughout school year.	30	2.00	5.00	3.500	.707
I contact minority parents to inform them of their children's behavioral problems.	30	3.00	5.00	3.923	.628
I provide minority parents with information on the grade program requirements.	30	1.00	5.00	3.577	.857
I provide make-up work for minority students returning from absences.	30	1.00	5.00	3.615	.804
I provide students with homework they can do with their families.	30	2.00	5.00	3.539	.811
I provide information parents can use to talk to students about the importance of schooling.	30	1.00	5.00	3.423	.945
I use minority parents as school volunteers/classroom helpers.	30	1.00	5.00	2.654	.892
I inform minority parents of health and social service programs at school and/or in communities.	30	1.00	5.00	3.270	.827
Overall Average	30			3.427	

Results of data analysis also indicate that the teachers believed in the benefits of home visits to minority families in understanding the family culture, background and expectation of their children. However, only about half of the participating teachers admitted that they were only able to make one to five home visits last year and the other half of the teachers did not make any home visit last year at all.

Additional Findings from Open-ended Questions

Teachers' responses to the open-ended questions were analyzed by foci and themes. Results of the data analysis yielded major significant themes in the following:

Teachers' perceptions of home visits

All the teachers perceived teacher home visits to families of minority students were beneficial to teacher-parent relationship. They agreed on the benefits of home visits as

- understanding children's background,
- understanding children's family culture,
- understanding how much the families value their children's education,
- understanding what the families want from teachers and school, and
- understanding what the families expect of their children.

Teachers' perception of parental responses to school activities

The teachers indicated that almost all the minority parents attended scheduled parent-teacher conferences and about 50% of them volunteered themselves to help with school committees and school events. Additionally, in every class, there was an average of 5 to 10 parents who were ready to help teachers in class activities. The teachers reported that approximately ten parents in each class were capable of helping their children with homework, but only three to four of them actually did it.

DISCUSSION

The findings of this study are significant. In addition to confirming some of the results of previous studies, this study has explored interesting new grounds worthy of special attention. These findings could serve as the basis for planning of strategies to get minority parents involved in their children's education.

The teachers in this study perceived that what the minority students learn was related to their family background. The finding suggests that minority students with a disadvantaged background and limited resources are negatively affected in their academic learning. The study by Chee and Ullah (2020) also reflected that minority parental involvement was influenced by family socio-economic and cultural factors separating school from home and setting expectations for children according to the parents' own experiences.

Results of this study show that most of the minority parents were perceived by the teachers to be either not knowledgeable or not have the time to work with their children on homework assignments. The findings of Kim's study (2009) also reflect similar points. Kim reported on the school barriers that prevent minority parents' participation in their children's school in the United States. These barriers include teachers' perception about the efficacy of minority parents and teachers' perception concerning the capacity of minority parents.

Data analysis of this study indicates that teachers perceived many minority parents to be very helpful in participating in school activities. Most of them attended parent-teacher meetings to discuss their children's learning and behavior in school and at home. Sattler's study (2014) in the United States also claimed that minority parents were as active as White parents in getting involved with school functions. However, the finding of this study is contrary to that of Chen's study (2020) and Ho and Cherng's study (2018) which disclosed that parents of minority were less likely to be involved in their children's education than parents of non-disadvantaged children.

Teachers perceived that getting the minority parents involved in their children's education would certainly help their children's learning (Bartolome, Mamat & Masnan, 2020; Ho & Cherny, 2018; Kalayci & Ergül, 2020;). However, the teachers in these studies did not use any specific strategy to foster parental involvement even though they were aware of the significance of parental involvement. Data analysis of this study has certainly yielded similar results. Teachers in this study perceived themselves to be very positive in minority parents participating in school activities but they also admitted that they did not do enough to promote minority parent involvement including home visits. Gilbert (2017), Herman and Reinke (2017) and Lattimore (2013) also found that teacher training workshops offered by the school or the school district could help teachers change their attitudes and behaviors toward minority parent involvement. The findings of this study yielded similar results.

RECOMMENDATIONS FOR FIELD PRACTICES

With reference to the findings of this study, recommendations are made for practitioners to act at both the school and district levels. Teachers recognize the significance of minority parent involvement but did not actively participate in getting minority parents involved. It is probably because they do not know enough of the minority culture to properly work with the minority parents. It is recommended that training sessions be conducted to prepare teachers to learn the minority cultures and to initiate strategies to work with minority parents. At the same time, workshops need to be organized for parents to attend so that they can learn the significance of involvement in their children's study. The parents need to acknowledge their role as heads of their families to encourage and support their children to learn. Additionally, special class sessions need to be planned and delivered to students with the purpose of helping them understand how they can work with their parents at home in completing their learning assignments. While school administrators and teachers need to learn the minority cultures to help the minority children learn, minority parents also need to learn the culture of the society they are living in for the children's development in the future. Cooper et al. (2010) claimed that a leadership plan for minority parental involvement must be built around the theory of community practice. This makes sense. This practice describes learning as a participatory process of a community in which minority parents, teachers, administrators, and students work together to engage in meaningful actions to create a social environment for student learning.

RECOMMENDATIONS FOR FURTHER RESEARCH

Much has been written about the significance of parental involvement in the education of their children. Some studies have been focused on parental involvement in minority families with confirmation of positive impact on student learning. Future studies need to be focused on how teachers could help minority parents to learn how to help their children learn. Emphasis needs to be placed on the strategies parents could employ in helping with their children and how they could work with teachers for the academic improvement of their children.

In the employment of methodology, future studies on minority parental involvement need to be broadened in the data collection from participants to cover wider geographical areas and different school levels. Additionally, an examination of the parents' perspective is important in understanding what they feel about participation in school activities.

CONCLUSION

Research has continuously claimed that minority parental involvement with education would help the minority children learn. Teachers' perception studies have also documented that teachers recognized the importance of involving minority parents who could help their children to complete their home assignments. However, teachers did openly confess that they did not do enough to promote the minority parent involvement. Teachers have expressed their willingness to work with minority parents to get involved in education. They need to be supported with all the resources and strategies through workshops conducted by the school or the district office so that they can perceive themselves confidently to be capable of initiating the call for minority parent involvement.

IMPLICATIONS FOR EDUCATIONAL PLANNING

The findings of this study have indicated that teachers perceived the minority parents' value on education of their children. This is an important mindset of the teachers in planning to help minority parents and their children. Educational planners could also learn from the findings of this study that the involvement of minority parents does not only cover participation in school activities. Helping minority parents how to help their children in the completion of their home assignments is also important in the children's learning process.

Another aspect of the findings of this study that relates to educational planning is the recognition of community effort in helping the children. Schools need to consider planning for a student learning community to include the stakeholders: teachers, school administrators, school curriculum planners, students and parents. Together we can plan for the best that benefits the minority children.

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