Implementing Parental Communication and Involvement Strategies

ABSTRACT

This qualitative research study examines the effects of implementing parental/family communication and involvement strategies in a secondary classroom. This study was completed at a large urban high school in eastern Pennsylvania with a culturally, socio-economically, and academically diverse group of eleventh grade students.

Methods of data collection included field notes, interviews, questionnaires/surveys, and archival artifacts. The study suggests that although parental communication and involvement are important factors in student success, the need for building relationships and community is just as important. The study also suggests that there are many barriers that hinder communication, most communication between the teacher and the student’s family deal with inappropriate behaviors or failing grades, and parental visibility in the school building is not indicative to how much they value their child’s education.