



INCREASING PARENTAL ATTENDANCE IN PARENT- TEACHER MEETINGS  
REGARDING PARENTS WITH MINORITY BACKGROUND IN SCHOOLS

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### **ABSTRACT**

This study focuses on the challenges towards increasing minority parents' attendance in teacher-parent meetings in the Norwegian school system. There exists a compelling evidence that parental engagement will positively influence academic achievement of children in school. The benefits are perceived to be experienced across all the social economic classes that exist in the society. These classes, coupled with the growing concerns of the laxity in parental involvement have attracted a need for research and development on the issue. This is because this laxity is negatively influential in effective growth and development among students. Minority parents and students have attracted concerns from the Norwegian education system because there is a reduced parents' participation in school activities. Most schools in Norway are affected and will have to come up with ways to improve parental involvement of minority parents. Mitigating the barriers to minority parent attendance and involvement in teacher-parent meeting in schools will involve all the stakeholders in education. Therefore, this research employs qualitative methods in order to identify the measures that increases parental attendance by employing an analysis of secondary data from case studies previously conducted on the matter. It also utilizes a cultural perspective, which is found important to identify challenges that are involved in ensuring increased minority parent participation. Ultimately, in light of the research several recommendations have been made on alternative ways to address the issue.

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## CHAPTER ONE: INTRODUCTION

**TITLE:**Increasing Parental Attendance in Parent- Teacher Meetings Regarding Parents with Minority Background in Schools

### **Background information**

In all aspects of human life, education is an important venture in the current socioeconomic development. It authenticates the global economic development with the international and national goals for sustainability of the human race such as political wellbeing of future generations. Additionally, education promotes social development and promotes global socioeconomic development. It is the basic attribute of social and economic wellbeing of every society and is directly influenced by globalization and technological transformation. While globalization has influenced the recent development, education is taking place in respective countries with a mixture of cultural attributes and diversity. Therefore, parental involvement in line of education is taking an unprecedented form with difficulties involved in integrating the different cultures that are because of globalization. Most social and economic developments are dependent on effective education; hence, parental involvement is necessary in ensuring that children get the best quality education.

From a cultural perspective, the local culture becomes dominant while the immigrant cultures are viewed as minorities. Involving minority parents in the school curriculum, more so in the parent-teachers school meeting, is a challenge in many places all over the world. According to Lareau (1987, p.77), school counselors bear the responsibility of increasing minority parent attendance to the school meetings. However, Dalen (2001, p.1) observes that other stakeholders such as the teachers, school management, and the society in general have a big role to play in ensuring that the students are positively influenced in terms of discipline and academic performance. According to Dalen (2001, 41), poor children's performance in classes is related to some antisocial activities around the school and at home. This antisocial

behavior is overly dependent on the parental involvement and the engagement of the parents with the academic and social progress of their children. This research will explore the current situation in parental involvement in the schooling system in Norway.

### **1.2 Definitions of Terms**

This section introduces some crucial definitions that are pertinent to the issue discussed here. These definitions are tailored to suit the purpose of this research.

**Globalization:** it as a multidimensional range of communal practices that increase, generate, strengthen and stretch relations and interdependence of cultures worldwide while concurrently snowballing alertness of the influences that are developing between the local and the global settings (Steger, 2013, p. 9-15; Eriksen, 2014, pp. 56). Globalization has transformed the manner in which systems operate globally through synchronized operations (Carnoy & Rhoten 2002, p. 2). This phenomenon is enhanced through sharing of information, increased mobility, and real-time execution of formal affairs across the world.

**Culture:** Thomas Hylland Eriksen in 1993 defined culture as the skills, perceptions and ways people have acquired as members of a society. It was described as an ever-changing sense in the community, which is repeatedly established and modified when people live within a community. Geertz in 1994 in an attempt to understand and define culture reviewed several definitions that have been put across. Among the many definitions include “a total way of life of a people”; “the way of thinking, feeling and believing”; a learned behavior”; “ a storehouse of pooled learning” and so on (Geertz, 1994, p. 213). All these definitions reflect on different issues that will be presented here with regard to the effect of culture on immigrant children education.

**Communication:** is a process where fabrication, repair, care and change of reality is done (Martin & Nakayama, 2013, p. 96). Merriam-Webster (1993) defines communication as the process, or acts of using behavioral cues, signs, sounds, and words to convey information

from one individual to another. Eriksen (2014) defines communication as the exchange of information between individuals, and systems.

**Third culture kids:** refers to the children raised in a culture that is distinct from their parents' culture for a substantial part of their growth period (Pollock & Van Reken, 2010). Based on this definition, for instance, children who are raised by immigrants under the Norwegian culture, yet they belong to different cultures are the third culture kids. According to Cottrel (2005), emanate from all countries and live all parts of the world, formally because their parents work in another country, which means they spend their life in a third culture.

**Demographic groups:** The free dictionary (2003) defines demographic groups these are epidemiological groups of a given population, including ethnicity, gender, educational level, and family stability among many others. According to Hollins (2015, 45), demographic groups are important in characterizing cultural systems in a given society.

**Methodological challenges:** These barriers or conditions prevent researchers from carrying out comprehensive research (Waanders, Mendez, & Downer, 2007, p.620). Methodological challenges are prevalent in every research; however, the researcher always strives to reduce these challenges in order to obtain the most reliable findings (Gerrish, 2011, p. 5).

**Student success:** According to Kuh et al (p34) student success the ability of the students to perform, well in their studies as well as in the extracurricular activities. Success in academics is mostly preferred in most institutions, but success in extracurricular activities is equally transformative to the student. A balanced performance in academics and extracurricular activities is the most important in other aspects of life once the student has completed school (Müller, Geraldi, & Turner 2012, p. 80).

**Methodological challenge management:** Gerrish (2011, p. 5) describes methodological challenge management as the strategies used to support an individual in controlling the level of stress emanating from the various challenges experienced at different stages of life.



Methodological challenge management helps improve the quality of life of an individual by increasing their ability to face social and economic challenges (Waanders, Mendez, & Downer 2007, p.621).

### **1.3 Immigration and parent Involvement in Norwegian schools**

The states across the world have been changing over time from societies that are standardized to more diverse societies in terms of culture and ethnicity. This is an effect of globalization in the society today such as increased trade, migration of people, and increased interaction of people and society. The transformation of countries within Europe is notable with Norway having transformed into a country with people from many nationalities within its populace. This transformation has been encouraged by globalization. Immigrants have settled in Norway and they form a significant minority of her citizen with regions such as Oslo having about 25% of minority population (Ghorashi, Eriksen, & Alghasi 2009, p. 2). Norway has experienced high immigration levels from different parts of the world, which has led to the gradual increase of minority social groups. Education is mandatory for all minors in Norway. Thus, it is necessary children of immigrants have to be introduced to the Norwegian language and education. Language matters in the curriculum set up and it becomes the first thing they have to be taught. Minority groups presents a mixture of cultures; hence, ensuring that parental attendance among minority parents is increased in school meetings is a major challenge. The success of education for the children is dependent on the involvement of the minority parents in the daily academic activities in schools. Povey et al. (2016, 66) acknowledges that parental involvement and engagement in children education is an effective aspect in promoting children education among schools. Based on this aspect, therefore, stakeholders are taking keen measures in ensuring that minority backgrounds in every education institution are well represented. Enhancement of young children's education through the active involvement of parents will promote sustainable education and lead to a

significant socioeconomic growth (Waanders, Mendez, & Downer, 2007). Ensuring that there is an increased number of minority parents in the teacher-parent meetings is viewed to face different methodological challenges, which can be averted (Povey et al. 2016, 67). Povey et al. (2016, 69) conducted a study in the Norwegian school to show the methodological challenges regarding increasing minority parents' attendances to the parent-teacher meetings in schools.

The modern world has evolved to no longer be constrained by borders and has become a global village because of globalization. It has been the instrumental in the increase in diversity and promotes intercultural interactions among different people in different parts of the world. Consequently, it has led to the need for a clear and effective intercultural communication in ensuring success in many organization and institutions all over the world. Intercultural communication may have different meaning but initially it describes how people with different cultures from different places endeavor to communicate with one another (Dahl, 2004). Mobility has become a permanent issue with people moving from different parts, as refugees, students, workers, tourist, or due to family reasons. This influx has introduced new challenges in the education sector owing to increased diversity.

The Norwegian education system is at task to absorb students from diverse ethnicities, which could negatively influence the parental involvement in schools. The adaptation of the new cultures to the host culture may prove difficult thus; institutions and organizations have to look for ways to communicate with the minority cultures for their own success. To improve our understanding of the problem stated herein an analysis of how the sector is coping with the challenges introduced in the context of globalization is necessary. Aspects such as intercultural communication shall be reviewed in order to better our understanding of the issue in question.

Immigrants who have established families in Norway stand at a disadvantage of being the minority social groups. There is a need for parents to plan long-term or short-term interest in developing the education of their children. Norway education system ought to be reviewed to accommodate the various immigrants' backgrounds influence their interaction with schooling systems in Norway (Mautone et al., 2015). Achieving the forums will have to require increased parental attendance of the minority parents to the parent-teacher school meetings. According to Waanders, Mendez, & Downer (2007, p. 34) the Norwegian schools are at the frontline in identifying methods to increase the involvement and engagement of minority parents in the school curriculum which is seen to be a productive approach. In doing so, the schools are required to consider different aspects of parents, including the cultural set up, the language and their education perception from the country of origin. While the idea is to improve the standard of education for the country as well as ensuring that equal opportunities are provided for all, care should be taken in the integration of the local and the migrant cultures. This aspect of integrating various stakeholders into attaining a collective objective of improving the Norwegian education system is called inclusiveness (Howe, 2005, p.44) Inclusiveness is viewed to be a more productive approach in ensuring that minority parent's attendance to the school meetings with the teachers is increased.

Guidance and counselling in school situations is a common phenomenon. It is primarily targeted on addressing issues that students face during their scholarly years. While guidance involves giving advice, suggestions, or directions to the individual facing a particular problem, it entails offering personal assistance to help the individual take charge of their problem. In the context of Norwegian schools, the NOU documents attempts to establish programs designed towards this direction are underway to help the parents, teachers and students to deal with these issues (NOU, 2010). However, they remain largely underdeveloped due to lack of support from the stakeholders such as parents. Guidance and

counselling can otherwise help us establish why minority parents are currently neglecting their parental responsibility to guide and counsel their children. By helping the parents understand the importance of their role, they can in turn help their children take charge of their education effectively eliminating aspects of the current issues.

The relationship between minorities and majorities in terms of culture is therefore important and requires appropriate intercultural communication skills. People's experience as guidance counsellors for minority groups has enabled them to interact with people from different cultural backgrounds apart from the native Norwegians. Recognition of the differences in culture among students in secondary schools is an integral part in forming social interactions that foster inclusivity in schools. From previous research, those working as Minority Guidance Counselors in secondary schools had to deal with different issues pertaining to the inclusivity of minority parents in parent-teacher meetings and their children in the curricula and co-curricular activities (Bæck 2010, p. 325). Schools experience challenges in their attempt to integrate parents from minority backgrounds into the Norwegian education systems since getting many parents from minority backgrounds to attend the parent-teacher meetings schools has been problematic. Despite that, these meetings are aimed to discuss the welfare of their children in Parents and children from minority backgrounds have been failing to participate in major school activities. For instance, Hindu and Muslim parents do not usually allow their daughters to attend a three to four-day school tour that happens in the last year of secondary school. In addition, these minority parents do not permit swimming classes for their daughters even though it is a requirement in the tenth grade in Norway.

In Norway, schoolchildren participate in ski-days in school. However, children from minority backgrounds find it hard to attend with explanations of not being able to purchase equipment. In such instances, a parent-teacher meeting is necessary to try to find a solution that is acceptable, viable, and manageable to the school, the child, and parent involved. These

sessions are usually open such that parents can share their opinions on why they are resistant to school tours, swimming and ski-days for their daughters. We often resolve these issues by finding a solution that is appropriate and is within the education laws. Integration of students and parents into the education system in Norway is a key factor in enhancing intercultural communications and cultural inclusivity. Therefore, in an education system that serves children from diverse cultures it is important to take a multicultural approach to education. The role of the minority guidance counselor is important in enlightening the parents, and understanding their feelings and perceptions towards the inclusivity approaches by the Norwegian education system

#### **1.4 Barriers to Parental involvement in Parent-teacher Meetings**

Some of the factors that act as barriers to effective minority parent involvement in the student's affairs can be categorized into parent-teacher factors, societal factors, child factors, and individual parent and family factors (Hornby & Lafaele 2011, p. 46). The parent-teacher factors consist of differing goals, attitudes and language used. The societal factors include history as well as the demography of the state, political factors and economic factors. Child factors include age, disabilities, talents, gifts and their conduct. Lastly, the individual parent and family factors include their beliefs about parent involvement, their perceptions regarding parent involvement, present life's situations and the role of class, culture as well as gender.

Hoover-Dempsey et al (2005:106) points out motivational beliefs that accompany the parents on their participation in the meetings. The construction of the parent involvement role from the minority parents' themselves is a pivotal motivating factor to their participation in the parent-teacher meetings. The minority parents' self-efficacy is another key motivation factor in their belief that they are much capable of getting involved and helping their children (Hoover-Dempsey et al., 2005:117). The minority parents may also view racism' negative

school experience and other issues to affect their confidence in deciding on their participation in the school matters.

### **1.5 Background Study**

The Norway OECD report of 2009 focuses on the aspects of migrant educations as a thematic review (OECD 2009, p.58). The study begins with a focus on the social-economic setup of the migrants in different parts of Norway (Ibid. 8-13). The report indicates that the immigrants struggle to access education to enhance their proficiency in the Norwegian language as well as in the cultural context. In addition, according to the NOU report of 2010, besides the economic struggles some immigrant parents are also completely unfamiliar with the school setting in Norway and therefore worsening the situation. According to Hattie (2009) that some parents felt estranged from the school since they did not understand the school language (NOU, 2010). This is because parents who have not been versed with the cultural values or have no good command in the local language tend to avoid parents-teachers meeting. The idea of the minority set up also discourages the social interactions in the lines of placement for the parents and the children. Although the report claims that students from the migrants are given Norwegian language tutorship for a year, this does not improve the parental involvement in schools. The OECD report also focuses on teaching and counseling for minority students (Ibid, 57-62). The recruitment of teachers is not selective and the teaching is taught with an understanding of the multi-lingual capacity that presents itself. The teachers are, however, taught on the multi-lingual understanding and multi-cultural pedagogy as well as multicultural understanding in order to foster the settlement of the migrants in learning the Norwegian language. The leadership of the school is viewed to be a key factor in promoting the education of immigrants. The report indicates that counselling sessions are established in schools as well as assessment sessions that aim to develop the parents into integral members of the school curriculum. Although the report indicates the levels of

enrollment and access of education by the migrants on different aspects, there is failure to illuminate on the ways of increasing parental involvement in education of the immigrants. The willingness and ability to teach among most teachers, therefore, has reduced because of the lack of collaboration and support from parents.

Academic performance is dependent on the parental involvement in schools because children have a biological and psychological connection with their parents. Involving parents in school activities motivates and encourages children to work hard, which ultimately improves their academic performance (Szente, 2006; 43; Wright & Willis, 2004:32). Bowen and Lee (2006:35) assert that parental attendance to school conferences for teacher-parent meetings provides a foundation through which education is established. LaRocque, Kleiman & Darling (2011, p. 118) observe that parental involvement is a core attribute in achieving major developments in the schooling system. The trend on education is indicated in a way that as the minority children continue to increase, the risk factors that are associated with the parental involvement also tend to increase. There is a need for more information in order to understand the factors that influence parental involvement in schools in Norway, just like in the rest of the world. Their participation is a boost to the improvement of education as well as to the living standards among the children.

### **1.6 Statement of the Problem**

Research has revealed that an increase in engagement of parents with minority background in parent- teacher meetings in schools' correlates with an increase in minority student achievement (Cheung, Lam & Ngai 2008, p. 1141). From the research, we can acknowledge that the level of minority parent engagement in their children's education affairs is often low. Additionally, there are indications that many minority parents do not get involved enough in their children's education affairs to positively change their attitudes towards education (Harris & Goodall, 2007, p. 56). Some of the challenges that have been

identified include cultural difficulties and low self-esteem among many others. The outcome of this negligence can be upsetting to a child's future attainment in education and life in general. This disappointment can last for many years after graduating from school until an individual grows old. However, sensitization of parents can change this situation and get the parents involved in the school activities.

Hornby & Lafaele (2011, p. 47) observe that if the parents are not involved or fail to show interest in the education of their children, they tend to incur a feeling of helplessness among teachers and it affects the studies of their children. The contribution of the parents to the education by attending the conference in school is very crucial. Crozier & Davies (2007, p. 297) considers parents to be the first teachers and therefore they are meant to be involved. Despite the increased fight to increase the awareness levels of the benefits of parental involvement in Norway, most parents from minority backgrounds do not understand the importance of active involvement in school activities.

### **1.7 Purpose of the study**

The involvement of the teachers, school management, and the parents has been identified to have a positive impact on children's excellence as well as a cognitive behavior development even as they progress to higher learning. This research investigates on the challenges and measures to increase parental attendance in parent-teacher meetings at school.

The study purposes to provide recommendations to the challenges of poor parental involvement in Norwegian schools. It is a hope that the research also will help minority counsellors to identify the challenges as they work to improve the participation of minority parents in Norway.

### **1.8 Primary Research Questions**

The research study aims to identify the methodological challenges experienced when engaging minority parents in their children's school affairs through parent-teacher meetings.



Some of the questions that shall be address the thematic concerns of this research are as follows:

*Research Questions*

- **Why is there a significant problem of poor attendance of parents from minority backgrounds in the parents-teacher meetings in the Norwegian schools?**
- **Which challenges exist regarding minority parental attendance in parent-teacher meetings at Norwegian schools?**
- **How does the lack of or poor parent involvement in the Norwegian schools negatively influence the quality of education?**
- **Will improved parental involvement in schools improve the students' academic performance? If so, how?**
- **Which measures could work to increase minority parental attendance in parent-teacher meetings?**

### 1.9 Hypotheses

The main objective of the study is to explore methodological challenges associated with minority parent's involvement in parent-teacher meetings and their effects on the educational outcomes of the minority students. The subsequent hypotheses were tested in the study:

**H<sub>1</sub>: Lack of or poor parental involvement in the Norwegian schools negatively influences the quality of education.**

**H<sub>1</sub>: Improved parental involvement in schools will improve the students' academic performance**

#### 1.9.1 Scope of the case study

The research is predicated on the influences of minority parents' engagement in school affairs relating to parent-teacher meetings and their effects associated with the school success.

It is also aimed at finding the implication of the methodological challenge management on the minority parents and students and their effects related to the school environment. Moreover, this research study shall tend to discover methodological challenge management strategies that can improve minority parent performance in parent-teacher meetings and desirable educational outcomes. In order to do this, the research explores and discusses existing case studies. The case studies involve the following topics; increasing the parental involvement among parents from minority backgrounds in the parent-teacher meetings in schools, Hard to reach parents or hard to reach schools? A discussion of home–school relations, with particular reference to schools as an arena for activating cultural capital, and parental involvement in Norwegian schools. These cases will help me as the researcher, to understand how certain schools have attempted to curb the problem of parental attendance in schools and how similar approaches could be used to address the current problems of parental attendance in the Norwegian schools.

### **1.9.3 Significance of the Study**

This research study aims to assist the various schools in the management of stress caused by cultural as well as social class differences (NOU, 2010). The findings seek to assist the school leadership to understand the differences brought about by diverse cultures among the parents so that they can better establish effective approaches to avert these challenges. Moreover, it aims to contribute to build respect, good relations, and a collaboration spirit that will foster student development in education. As a result, hopefully, parents from diverse backgrounds shall feel inspired and encouraged to ensure they perform their level best to attain the desired educational outcomes within schools.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter gives an account of a literature review on previous studies on the subject or related subjects. The chapter further categorizes these studies based on relevance and with respect to the research questions.

### **2.2 Theoretical Framework**

Stress and parent inefficiency results in harmful effects towards a person's (the child/student) health and their interpersonal relationship that can subsequently affect minority parents' productivity at the school meetings (Waanders, Mendez, & Downer 2007, p. 623). In the process to counter the stress on minority parents emanating from the barriers when engaged in parent-teacher meetings, a stress management framework is applied. An analytical instrument comprises of several disparities and structures that are applied in identifying the backgrounds, applying decisions, and coping up with the various forms of human stress emanating from the barriers. The whole issue of methodological challenges causes a lot of stress to the minority parents. This section, therefore, looks forward to apply the methodological stress management conceptual framework that is embraced by researchers like Fletcher et al. (2012, p 555) to understand the psychological problems influencing children whose parents do not actively take part school activities. It also focus on the impact of various groups involvement on the education of a given student which consists of behaviors, standards, approaches, and events that the stakeholders undertake to improve academic progress, ability to study and the learning outcomes of the learner.

### **2.3 Why Parents fail to attend parents-teacher's meetings**

Waanders, Mendez, & Downer (2007, p. 624) assert that parents may not have the knowledge on how to be involved in the school curriculum in the betterment of their children's education. They may lack the knowledge of the role they are expected to play by

the teacher and this keeps them from attending school meetings. Waanders et al. (2007, p. 625) illustrates several reasons that show low attendance by minority groups in school parent-teacher meetings. He emphasizes that although they lack knowledge on their roles in the meeting, it does not mean they are not involved. This also indicates that the school has not undertaken the role of informing the parents about this opportunity, yet they expect the parents to attend and be actively involved. Some of the parents also misinterpret the attendance to be in the form of helping their children with their homework and thus perceive to have played their stipulated roles in their children education.

#### **2.4 The Essence of Educating Parents**

The education of parents also matters when it comes to their attendance in the school parent-teacher meetings. The minority parent backgrounds present cases where the parents themselves did not receive much of education thus they may be unwilling to attend the meetings (Delgado-Gaitan 2004, p. 123). The teacher themselves may be unaware of the situations and the parents may want to keep the information unknown thus they fail to attend school meetings. Delgado-Gaitan asserts that there are those parents who are educated but feel not qualified with the involvement in schoolwork. The lack of education by the minority parents leads to communication breakdown. The parents may also not understand the messages the school sends to them persisting on their involvement, and thus choose to ignore them. Failure to identify with the information sent by the school keeps them unaware of the school meetings thus the failure to attend. The research does not explore the modern interpretation services that are available through the internet for the parents.

According to Howe (2005), parents from minority groups have different perspectives on education. They may also involve their experience with schools in making decision to attend the parent-teacher school meetings. Additionally, the different cultural backgrounds may also affect it. For instance, some cultures consider education as unimportant and the

perception hinders the parents from attending parent-teacher meetings at school.

Consequently, if parents perceive a neglect in how their child is taught, they are less inclined to engage the teacher, which usually occurs, in parent teachers meetings.

### **2.5 School Engagement and studentslearning**

In their study of parental involvement, Barr & Saltmarsh (2014, p. 493) focus on the leadership role that is played by the school owners and principals. Their study is conducted on the setup of emerging forums in the Australian schools concerning the involvement of parents in school activities and learning. The research by Harris & Goodall (2007, p. 78) portrays the views of parents who participated in the study on the involvement and engagement with the schools with a consideration of the leadership context. The study depicts the increasing revolutionized role played by the principals in their leadership in promoting parental engagement in the New South Wale state in Australia. The research, which conducted interviews with parents, is more suited in that the parents are able to express their views on the leadership of the school and their levels of engagement. The research depicts the need to create a welcoming culture in the schools by the leadership of the principal in increasing the levels of parental inclusivity and engagement in the school. The parents are able to show their attitude towards their inclusiveness in their children learning by the schools. Most of them indicate that it all comes down to the part the principal plays in engaging them and advocating for teachers to do so. The research pinpoints on the diversity experienced when it comes to the leadership offered by the principal in the school. The idea that is promoted is improving parental engagement by leadership exhibited by the principal. The research is good, but it fails to identify with the minority parents, which makes data collection difficult.

### **2.6 Aspects of Minority Parent involvement in their Child Education**

Parent involvement in the student's affairs consists of behaviors, standards, approaches, and events that the parents undertake to improve their children's academic

progress, ability to study and the learning outcomes (Povey et al. 2016, p. 25). When minority parents engage in their children's learning activities such as helping them at home to read as well as play mathematics games with them, they get motivated and work hard. Minority parents can also get involved in their children's learning through embracing communication of high educational expectations and talking to them about their school activities as well as their interests (Ibid, 2016, 33). The participation of minority parents in their children's schooling affairs has tremendously benefited them in their social as well as emotional development. It has also helped in improving children attendance and institution retention among minority school going children. When minority parents engage in their children's learning affairs at home, there are several benefits such as; they have a greater satisfaction as compared to those from the control group (Paulsen 2012, p. 39). The parents also exhibit engagement through collaborating with their children's institutions. To illustrate this is from Ironore town, UK where Pakistani minority parents had an interest in education and wanted their children to do well and secure good living conditions in the future.

Past research has indicated that there is a correlation between minority parent's engagement in learning affairs and their adolescents' understanding of their school learning background. This has increased their education outcomes. Research on Norwegian schools concur with similar previous studies in other institutions across the globe, highlighted in international journals, suggest that there is a positive impact that accompanies minority parent engagement in the learning affairs of their children. According to Hujala et al., (2009, 58) the quality of education in developing countries has been adversely affected by poor cooperation between teachers and parents from minority backgrounds. Schools have an obligation to establish a plan to encourage more minority parent involvement in student learning affairs if good results are to be realized at the end of it all (Paulsen 2012, p. 40). Based on former

research on Norwegian minority parents, the parents are very careful when it comes to attending parent forums and teacher seminars.

Paulsen et al. (2012, p.41) emphasizes that more mothers were attending the seminars and meetings as compared to fathers. Those parents with higher formal education were seen to attend the meetings more than those with lower or no educational qualifications. Those parents whose families remained intact were observed to participate in the meetings more than those from broken families where the parents live separately. The minority parent wellbeing is also a factor that influences meeting attendance. Moreover, minority students from most high-class settings perform well in schools. The parents that have high levels of wellbeing and self-esteem attend parent-teacher meetings more frequently than those with lower levels of wellbeing and self-esteem Ibid, 42. The research also shows that those parents from typical intermediate class and socioeconomic settings report fewer meeting attendance as compared to those from high class Ibid, 43. Consequently, students from well-up families are more likely to perform better given such expositions.

Student education progress cannot be left to the schools alone, but must be embraced in collaboration with all the stakeholders in the school and home. The school does assist the children in their progress through thoroughly understanding and collaborating with their homes. It is the responsibility of the school leadership to involve the minority parents in the improvement of their children's educational background in the school vicinity and the entire local community Ibid, 44. The education legislation and numerous research studies have pinpointed the significance of minority parental participation in their children's educational affairs, and their readiness to become engaged (Povey et al. 2016, p. 26). However, according to the NOU (2010) there are many, particularly teachers, who still maintain the opinion that minority parents do not have an intention to attend parent-teacher meetings in schools or they "do not care" for such school activities. Danbolt et al. (2010) survey also supports this opinion

indicating that teachers expressed their concern over the failure of the parents to cooperate. This reason makes this task on collaboration between school leadership and minority parents a more imperative, highly pertinent and perplexing exercise. If there is a good collaboration among parents and teachers, the minority parents will most likely know what the teachers' expectations are and work towards satisfying them Ibid, 38.

### **2.7 Minority Parents' Engagement and Family-School Partnerships**

Families and schools are institutions that have been dynamic over the past centuries. As they shift, the relationship between them also shifts. In the recent past, there has been an increase in the minority parent involvement in the schooling activities. For instance, in certain rural areas in Norway, parents provided teachers with shelter and food in an attempt to improve their convenience while teaching. According Ghorashi, Eriksen, & Alghasi (2009), parents have come together to build house for the teachers in schools that are in areas that teachers find it hard to access their homes. Additionally, they provide the teachers with food in schools that do not have enough resources for feeding programs. The family life and student affairs are intertwined; this is evident from the political and economic support that parents provide during the assortment and conservation of school sites (Lareau 1987, p. 75). The children have been found to perform excellent in schools when the fundamental educators including the minority parents and teachers establish respectful and cooperative partnerships with each other aiming at working towards common goals and agendas (Povey et al. 2016, p.27). According to Povey et al. (2016), Goodall and Montgomery's model of minority and majority parent engagement in their children's learning affairs hypothesizes the need for child education as a belonging to the particular group of parents supported by the school's leadership. Povey et al. (2016, p. 28) acknowledges that minority parent involvement in the school affairs of their children within the institutions acts as a pioneer to good and effective practices within a given home. The leadership of the various schools acknowledges that the



minority parents should engage in their children's learning process at home. Those children helped by their parents at home will perform well compared to those lacking parental support. They will have an upper hand in performing well in exams as well as other learning activities.

It is the duty of the school to train the minority parents regarding the school curriculum. The institutions should come up with strategies helping them to hold monthly seminars where the parents will obtain their counselling skills. According to Povey et al. (2016, p. 29), the process of training parents regarding their literacy skills is very crucial. It will help them to tutor their children thus enabling them to improve their reading ability. It is the duty of the schools to promote the profits of minority parent engagement in school affairs and enhance the joint sharing of information regarding the children's wellbeing and learning progress (Povey et al. 2016, p. 30). This is because most minority parents fear to be sidelined in the process. Minority parents' engagements can help them build strong social networks and positive relations with the staff members. It will also help them to have a clear understanding of the school norms, vision and mission (Mautone et al. 2015, p. 200). This will help them to overcome the risk of facing barriers when establishing partnerships with the school leadership and engaging in their children's education progress in general (Povey et al. 2016, p. 31).

The levels of minority parents' involvement in the affairs of their children in schools have been noticed to decline as the children progress to secondary schools. Parents' involvement at this stage comprise of their ability to counsel their children regarding their decisions and plans. They embrace academic socialization where they socialize their children around the objectives and benefits of education (Povey et al. 2016, p. 33). According to Povey et al. (2016, p. 24), academic socialization is acknowledged to have a stronger and working relationship with teenagers' academic success compared to minority parent involvement in institutions. However, their engagement based on voluntary attendance of the school events still has a reasonable and affirmative relationship with teenage learning outcomes (Povey et

al., 2016, p. 25). According to Povey et al. (2016, p. 26), minority parents' school participation has a substantial and indirect link with the youngsters' educational and psychological health outcomes, arbitrated by the youngster's social and emotional commitment regarding their schooling. Therefore, minority parent involvement in the affairs of their children is vital as they move from primary to secondary. The children will have an estimate of the life that is ahead of them since they are changing lifestyles. Therefore, the school leadership should find ways to identify the aspects that will foster a successful collaboration between the two parties that will improve the learning outcomes of the minority students.

### **2.8 Minority Parents Engagement' and the School Climate**

Based on previous research, successful partnership between minority parents, school leadership and minority guidance counselors in schools can only take place if there is an encouraging environment within the schools. School climate refers to the quality and atmosphere of the school life. It is reflected in the norms, objectives, morals, associations, institutional structure, and approaches of educating the children within the school (Paulsen 2012, p. 30). It should allow the different stakeholders to work together without fear or favor. For instance, when minority students in Norway were faced with the problem of forced marriages, the stakeholders had to work together to avert it. Based on the experience from institutions and the process of assisting adolescents who required help with regard to the vice of forced marriage, the minority counsellors expressed an interest to work with the minority parents that subjected their children to stress through forced marriage. It is a good idea to use the school climate as a convention place for minority parents since they have an urge to assist their adolescents in the social and academic tasks by embracing good school-home collaboration (Bæck 2005, p. 221). The minority parents should be allowed to have an

experience of the school environment through their participation in the school's student affairs.

In 2013, Norway came up with a new action plan aiming at preventing austere restrictions on teenage freedom, forced marriages, and genital mutilation in the society (Vestel, 2009, p. 186; Povey et al. 2016, p. 28). The government was rallying behind the collaboration between school leadership and minority parents both at school and at home. Moreover, higher levels of minority parent engagement in school children's learning affairs have been related to a general school climate that is observed by parents as harmless, reliable, respectful, welcoming, all-encompassing and collaborative (Povey et al. 2016, p. 27). A school's climate is established through the associations and communications among all stakeholders of a school community such as school children, teachers, parents and counseling officers. Nevertheless, those in governance positions within the school community, that is the school Principal and chairman of the school's parent teacher association, may predominantly influence the shaping of the school's climate regarding parent commitment to the children's learning affairs (Povey et al. 2016, p. 28). The best school climate should give all stakeholders a chance to influence the student's learning exercise. For instance, the law and the state's education curriculum should be the basis for collaboration, and that the minority parents ought to be allowed to inspire their own children's learning activities, both informally and intellectually.

A negative school climate is among the barriers to a successful meeting attendance by the minority parents. They have argued out that becoming more engaged with the school and the school social environment determines getting involved in their children's learning progress. A good school climate can motivate them to attend meetings regularly, but worse school climates will scare them away (Povey et al. 2016, p. 29). Many parents opting to miss parent-teacher meetings may have experienced bad school climates during their schooling

time. They may have faced hard life, which contributed to their negative thought about the present situation. They may believe there is nothing they can contribute to their children's academic affairs (Bæck 2005, p.223). They may not assist their children in advancing their knowledge since their low self-esteem bars them. According to Bæck (2005, 223), these kinds of parents will always seem nervous when they participate in the meetings regarding school prosperity; they never open their mouth to utter any word. They believe they are failures. When it comes to working class minority parents, they might fear the professional authority of the teachers. They might not attempt to teach their children anything for fear of imparting unnecessary knowledge upon their children. During the parent-teacher meetings, they lack confidence to address educational issues. These minority parents might be of the opinion that educational matters should be left to the teachers alone (Bæck 2005, p. 224). Unlike the low and middle class minority parents, the elite group of parents always try so much to influence the school affairs ideally as well as financially. They monitor the progress of the students and to some extent opt to question the teachers when their children fail terribly (Bæck 2005, p. 221). Good parent-teacher relationship will always give all stakeholders the opportunity to ask questions and raise views on how the minority students should be trained (Mautone et al., 2015, p. 201). However, when the school climate is not conducive, the two parties will fear each other leading to failure in leading the children's academic affairs in the right way.

### **2.9 Minority Parents' Involvement and the Principal Leadership**

All school Principals play a crucial role in influencing the school climate. They also have a huge responsibility to facilitate minority parent involvement in student learning affairs through their management style, communication, approaches and prospects (Povey et al. 2016, p. 26). The school leadership is the connection between the minority parents and the school's staff. They will have a huge support from the minority families if they consider the minority parents in the decisions of the school. Based on previous research, the principals

have a direct influence on the environment of the school. They will make it either worse or better through their leadership styles (Mleczko, Kington, & Alison, 2013, p.140). The arrogant principals will face great opposition from the parents, but those with a heart of listening to the views of the minority parents as well as students will be supported highly in every project they undertake. Good principals embrace good leadership styles like transformational leadership style where the views of all stakeholders are taken into consideration (Muller, Geraldi, & Turner 2012, p. 79). The well-known scholars, Mleczko and Kington have highlighted the most crucial part of school leadership. They have argued that the levels of minority parent engagement in school affairs does upsurge when the school leadership, more so the Principals, together with the other staff members constitutes a school vision and mission that focusses on the values that give minority parents a role to play in their children's learning activities (Mleczko & Kington 2013, p. 139).

Mleczko & Kington (2013, pp. 129) argues that school principals who embrace transformational leadership by distributing the school management among the minority as well as majority parents and teachers will always attain the school's objectives successfully. A research conducted on two schools in the UK in which both schools have a relatively high proportion of minority students and embraced transformational leadership produced a better performance compared to other schools (Mleczko & Kington 2013, pp. 129). The successful schools had principals who engaged in a two-way communication approach where they gave every stakeholder an opportunity to raise views and opinions regarding the future success of the schools. They incorporated the ideas of other teaching staff members, parents and other school workers creating a sense of inclusion (Povey et al. 2016, p. 23). A good climate within the school can also be influenced by the school principals through determining the extent of minority parent involvement in school affairs by assisting or restricting the parents' access to teaching staff (Mleczko & Kington 2013, p. 132). The school principals who embrace parent

involvement in the school affairs do offer training opportunities to the teaching staff on how they need to relate to the parents while working together. There is a great need for the teachers to build knowledge and skills that will enable them to have an easy time during the teacher-parent meetings to avoid commotions with the teachers (Povey et al. 2016, p.18).

There is a lot that need to be learned regarding the way principals ought to foster minority parent and teacher associations. The knowledge will help most of them to become successful in delivering their duty requirements on time. It will also determine the success of the individual school regarding how teachers as well as other students from the majority group handle the minority students.

### **2.9.1 Minority Parents' Involvement and the Role of Parent Organizations**

Yet another influential force will guarantee safe and adequate minority parent engagement in school affairs. The influence will come from a person who is in a position to ensure collaborative partnerships hold between the minority parents, teachers and the school principal. The person suitable for this position is the president of the school's parent teacher association (Mautone et al. 2015, p 205). The major role of the parent-teacher organizations in schools globally is to deliver a well-recognized and structured approach that defines how the parents engage in their children's school affairs. Therefore, it is advisable that minority parents are directly involved in the parent-teacher organizations to cater for the minority students 'needs. This has been a substantial measure that has given the minority families an opportunity to raise their voices regarding the success of their children in terms of education (Povey et al., 2016, p 31). The parent-teacher organizations provide a prospective communication channels for principals, teachers and the parents to consult one another regarding the school matters. The organizations have a major sway on the school's climate. They also determine the extent to which minority and majority parents feel contented with the school's affairs. However, the parent-teacher organizations to some extent may foster

disunion and exclusivity among the stakeholders (Cheung, Lam, & Ngai, 2008, p. 1139).

Nonetheless, the work of the parent-teacher organizations would indeed have significant impact on the changing the current trend on the education of immigrant students.

Research regarding minority parent involvement in school affairs in Norway has been scarce. The previous research has focused mainly on the role of parent-teacher organizations using qualitative approaches (Povey et al. 2016, p. 31). The assessments of the parent-teacher organizations in the past years in most parts of the country have showed that the organizations have had a vital influence in the schools' affairs through the establishment of firm connections with the Norwegian community. These connections at that moment permitted the community members to support the schools aiming at providing a safe and healthy environment for minority students' prosperity in education (Povey et al. 2016, p. 32). Therefore, it is the role of the parent-teacher organizations to build family-school partnerships in the various schools that are aimed at fostering a strong bond amidst the various stakeholders. However, further research studies need to be conducted to highlight the conditions under which this scenario should occur. Most parent-teacher organizations in Norway are established under the Education Act. They are represented by all-encompassing top education bodies that have been constituted with an aim of promoting a closer collaboration amongst the school principals, the teaching staff, students and parents from both aspects of life including the marginal groups. The education bodies work closely with the stakeholders in all areas of learning affecting the marginal as well as privileged parents, schools and the entire Norwegian community. For instance, if we compare the parent -teacher organizations in Australia to the ones in Norway we realize that the Membership of P & C organizations in Australia are open to all concerned people. They should always be at least eighteen years and over including the parents of the present students, members of the public,

the students above the age of 18 years as well as the staff members of the various schools (Povey et al. 2016, p. 32).

Just like Australia, Norway's parent-teacher organizations include the executive that is composed of the president, the Vice-president, the secretary and the treasurer. The organizations' president plays a major role in providing group leadership, promoting good communication approaches between the organization, school and the larger community. Consequently, he/she takes part in encouraging the participation of all stakeholders in decision making regarding the prosperity of the students. The baseline school level data presented in the discussion above illustrates the role of the management such as school Principals as well as the Parent-teacher associations in determining the school climate and facilitating minority parent commitment in their children learning cycles in the Norwegian education system setting (Povey et al. 2016, p. 33).

### **2.9.2 Globalization**

Globalization has brought about cultural diversity in many parts of the country in Norway. Immigration of people from non-European countries into Norway has created a more diverse population in terms of ethnicity and race (Ghorashi, Eriksen, & Alghasi, 2009, p. 1). Communities, homes, and schools are composed of people with different religion, ethnicity, nationality, and race. Enrollment of minority students in schools has risen in recent years. As these demographics, change- especially in schools- there is a need for cultural inclusivity and intercultural communication. This is mainly because of the cultural diversity in terms of language and symbolic meaning. Developing relationships between different cultures needs to be done in a way that is minimizes conflict and tension (Martin & Nakayama 2013, p. 6-8).

Globalization is a multifaceted phenomenon that has no specific definition that can sufficiently elaborates its broad concepts. However, the meaning of globalization can be sourced from Steger (2010) who defines it as a multidimensional array of social practices that



multiply, create, intensify and stretch exchanges and interdependence of societies across the world while simultaneously increasing awareness of connections that are deepening between the local and the international (Carnoy & Rhoten 2002, p. 2). Globalization is not uniform and it affects different people in different ways because it is a complex phenomenon that has many varied sides. Technology as a factor has been key in fostering interconnections of people across the world ensuring easy movement of people from one nation to another and communication across national borders. There are other aspects of globalization like economics, political, ideological, cultural, religious, and environmental to mention but a few (Steger, 2013, pp. 9-15). The interconnection of people has triggered waves of migration from one locality to another within the same country and from nation to nation. The result has been a clash of cultures, religions and beliefs with intensified social interactions. Cultural globalization is an integral part of globalization that refers to the expansion and integration of the flow of culture globally. This phenomenon of cultural globalization has led to a fusion of different cultures in one or many places that has raised the question of whether globalization has led to sameness or difference. With different cultures at the same place, there are differences in the dissemination, construction and articulation of meaning (Steger, 2013, p. 74).

Eriksen (2014, p.2) notes that globalization includes the benefactors and the victims (pg. 6). The implication here is that the victims are the minority. Eriksen notes that globalization influences political, economic, social, environmental and cultural fronts. It is clear to note that transition processes due to globalization do not move with the same pace or with the same speed. The point here is that different aspects of globalization unequally affect the societies out there. As a matter of concern, Eriksen raises the question of how globalization affects the relationship of the rich and the poor specifically in Western Europe (pg. 34). The locals become aware of the competition brought by migrants and the migrant

who are the minority are subjected to classification hence failure of involvement. Eriksen notes that globalization results to homogenization and harmonization. He identifies that individualism seems to exist due to the transnational movement, which is accompanied by language barriers in Europe (pg.40). The whole concept brings a change in the school system as the need arises to accommodate the foreigners since the world grows to become a global village.

The work of Eriksen is echoed by Scholte (2005, p. 334) who identifies that globalization has affected the societal structure in knowledge and identity (pg.17). Desforges & Abouchaar, (2003) also observes that globalization has transformation the sociocultural development through advanced sharing of social values between different ethnicities. The arguments brought forward here are very normative in the idea of whether globalization suppresses social equality. The focus here being on the minority parents in the Norwegian schools, it is clear how the phenomena of globalization continues to affect the minority parent involvement in the school curriculum and parent-teacher meetings. The depiction of the minority in the society to be considered poor or may be foreign coupled with a communication barrier seems to hinder the involvement of minority parents in the school. Though the studies do not give a clear image of how the minority parents are supposed to be handled in the meetings, it is clear that the research establishes the changes that accompany the education system in Western Europe due to the idea of globalization.

Walzer (1994: pg. 34) extends his argument in the areas of national identity, criticism, and social justice. He focuses on the argument of local and universal when it comes to globalization. With specific examples, he notes that moral arguments are culturally intertwined and that it plays a great role when it comes to globalization. He notes that the minority parents are subjected to minimal morality thus they connect themselves in determining their views and the perceptions of the locals (pg.28). Walzer goes on to establish

that the thin arguments people get involved in defining the domestic justice and project views and ideas of the local arrangements. It is with some thin opinions that Walzer specifies that they shape the views of foreigners to justice in a foreign land and with the international society. In the settings introduced, it is worth noting that the minorities being the foreigners, their thick and thin arguments about the morality of the local Norwegians sets them in deciding whether to be involved or not. The study provides a good theory review on the topic of research but fails to establish a clear topic depicting the parent-teacher problem.

### **2.9.3 Hybridity**

Hybridization is an aspect that has resulted with the emergence of globalization in the world. It entails the formation of a different culture from existing cultures through the combination of diverse practices into a new formation. Following the youths in a multicultural area in Oslo, Vestel attempted to study the process of hybridization (Vestel, 2009, p. 181). His study included participants of varied backgrounds including Norwegians, youths from Iraq, Pakistan, Turkey, Morocco, Eritrea, Vietnam, Chile, Botswana, Spain, South Africa, Gambia, Somalia, and Honduras. In his findings, Vestel uses self-identification as 'mixed' as an indicator of hybridization. This was an identification of one as feeling to have more than one nationality. Shared social experiences despite of difference in culture resulted in the hybridization of these youth (Vestel, 2009, p. 186).

The world has overseen great improvement in technology, which has resulted to improved infrastructure, borders are now opened as people can travel to any part of the world they would like to. The travels result to global migration patterns which patterns, which have continued to increase with globalization (Scholte 2005, p. 334). The consequence of these migrations is that the local people continue to become more heterogeneous due to their contact with different cultures from all over the globe. They become immersed to the cultural practices of other community groups but they do not forget their cultural backgrounds. The

fostering of the ethnic migration leads to a cultural identification or ethnic identification. Many cultures then become less restricted to borders in a single state and they transfer with them the national identity from their local country to their country of destination. The aiding factor that results to the formation of new identities is the information and technology development in the globe. The availability of electronic media ensures the outreach of individuals from all corners of the world. The local communities where the migrants come from tend to offer little help when it comes to their hybridity thus they tend to feel as if they do not belong anymore to their former communities. Although these feelings do not lead them to forgetting their community identities, they result to a complete submersion of them to the new surrounding community, which results to an assumption of a new identity. The contradicting forces associated with globalization have continued to result to identity change on individual levels, national levels and cultural levels.

The study by Vestel (2009, p. 182) is an important indicator of the importance of shared social environments that can help minorities. In schools, hybridization can be instrumental in the adjustment of children from minority backgrounds into the laws of the system of education. The work of a minority guidance counselor in this process is important. Effective intercultural communication between the students, parents, and the minority counselor can help promote an understanding for the view of the children as having more than one national identity including being Norwegians.

#### **2.9.4 Inclusivity and Cultural Broadmindedness**

Cultural broadmindedness and acceptance in any multicultural society is a component of having democracy in any country. The awareness and recognition of differences in culture that may point to differences and not similarities is what makes democracy a way of life. Globalization has made more people aware of other cultures that are different to their own. It has made people more open to immigration and changing nationalities. As a result, the fusion

of cultures challenges the individualistic societies and requires open-mindedness to adjust to it. Dealing with diversity in culture in the globalization era in Norway poses a challenge to both the system of education, and the minority children and parents. The inclusion of children into the education system that is not sensitive to their cultural differences and needs is sometimes viewed as discriminatory. The need to empower children in school is barely met if the children do not see the value of that education to their personality. The perspective that has to be taken in this era is globalization and education in a multicultural setting (Pihl, 2009, pp. 111-112).

The appreciation of the tendencies of globalization to bring a sense of uniformity in a culturally different world should be done cautiously. The hybridization of culture is not an indicator of uniformity or the extinction of cultures that make people unique from each other. The assimilation of a person into a different culture can lead to new culture formation and at the same time introduce a new perspective to their traditional culture. This global flow of culture has led to the change of individual and national identity. It has created a form of sameness while illuminating the differences in culture simultaneously (Steger, 2013, pp. 75, 77). The integration of global values in the local education system have a direct implication that minority parents should not be marginalized in national and socioeconomic activities. With such a perception, the minority parents can take an active role in the management of Norwegian schools.

### **2.9.5 Culture**

Culture is a complex word that has different meanings in different setting and people. It refers to a learned pattern of perceptions of a group that is shared and gives symbolic meaning and involves emotions. A culture of a people is their way of life including common activities, beliefs, moral values, and cyphers that they accept, and are passed along through communication from generation to the other (Geertz, 1994, p. 214). Therefore, culture may or

may not be shared within a group of people with different characteristics that define them including gender, ethnicity, social class, and sexuality (Michailidou, Parmaxi, & Zaphiris 2015, p. 284). By acknowledging the different views of people on the interpretation of word, actions, and meanings, one is able to be more sensitive to others and their culture (Martin & Nakayama, 2013, p. 85). Before the twentieth century, racial differences were used in the identification and categorization of people. However, culture has grown to be the determinant of social interactions and personal identification as people form networks across national borders. This has led to a new form of discrimination based on a feeling of superiority or inferiority of a culture (Fiske, 2000, p. 301). The Western culture has asserted itself as the global culture that needs to be accepted as the international identity of sameness. Individualistic perceptions have led to the labeling of minorities according to a perceived difference of religion and culture. The cause of the social problems in the twenty-first century- including gender discrimination, crime and acts of terrorism- has been reduced to culture that is taken to be negative or wrong.

Mixing is the contact between different cultures. This is a direct result of globalization, which is characterized by increased movement, and the sharing of different cultural identities like goods, music, food, cultural events and works of art. With advanced means of transport and new interests in different parts of the world or even within the same country, many people from different cultures and origins find themselves living together. Efforts made in understanding cross-cultural and exploit cross-cultural opportunities are key. In today's world, solving certain problems require an understanding of cross cultural differences and influences. Culture is an important public good. As such, people staying together must have some form of mixing as regards the culture that they share. Life in a new culture is likely to be challenging, to not only children and youths but also even among adults. In any case, movement cannot be restricted due to such expected hardships. Children are the

most hit by new cultural dimensions and practices, which are different from what they are used to. Cross cultural counselling –based on assisting an individual to adjust and fit in their new environment- assist such children to get oriented to the new culture and therefore reduce the anxiety associated being in bewildering situation. The knowledge about cultural mixing is thus important for a person who engages in assisting children with multiple cultural backgrounds. The worker will be in a good position to know how best they can help the children fit into a different culture. There is always fear that mixing results to loss of identity. Eriksen has a different view where he says that mixing does not necessarily mean loss of identity.

Dahl et al. (2006:12) talks in the book *Bridges of understanding* about different people put in different circumstances with different cultures. The authors note that people have different experiences in many fronts that include language, feelings, relationships and faith. Culture is introduced as a barrier to communication that affects the decisions of the parents in being involved and engaged with the school. Ibid, 12 depict the problem of intercultural communication in the Norwegian school due to globalization. Considering the minority parents, the situation presents different cultures thus communication will be hindered. The idea of using an interpreter also may prove difficult because the message is conveyed to the researcher based on to the reaction of the interviewee (pg.46). The message may be distorted along the way. The study provides a good source for the research by noting the cultural differences present but at an angle fails to adhere to the participation of the minority parents in parent-teacher meetings. The focus here is laid on intercultural communication, which helps the research due to the aspects of globalization.

### **2.9.6 Communication**

Communication, just like culture and globalization, is complex and attracts diverse definitions. Meaning is the central part of communication that is derived from the actions,

symbols, or words of a person. It can involve both verbal and non-verbal aspects.

Communication is a process where production, repair, maintenance and transformation of reality are done. The meaning of something said can be as complex as the setting and the conditioning of the person saying or interpreting the said words. The social and cultural background of a person is also vital in the communication process as it determines the meaning of the words and actions. Communication allows one to share the meaning of symbols from their culture with people who are new to that particular culture (Martin & Nakayama, 2013, p. 96).

### **2.9.7 Third Culture Kids (TCK)**

Third culture kids: refers to the children raised in a culture that is distinct from their parents' culture for a substantial part of their growth period (Pollock & Van Reken, 2010). Since the earlier migrations across the world, TCK has been part of the earth's population. These normal children like any other in the world are undergoing all the life struggles, pleasure of life, and are engaged in the learning activities like the others. Since these children have grown in different cultures, they are seen as strangers to many people surrounding them (Pollock & Van Reken, 2010). As the world is globalizing, the degree of cultural intricacy that is faced by many people currently is amazing. The true culture and traditions of a given cultural groups have received a blow since many of those living in a mixed cultural setting do not have a precise ethnic moral to adhere to. This group does not belong to any race, nationality, or ethnic group, but they have established their own culture. The whole world is addressing cultural diversity relating to race, ethnicity, and gender, however they have forgotten the special class; the third culture kids.

For instance, in the parent-teacher meetings conducted across many schools, this special class of persons is not considered at all. They are assumed to belong to the culture of that region. This could trigger many ethical issues when addressing matters touching them. It



is hard to determine the foreign culture of the third culture kids in Norway because the Norwegian culture and way of life takes precedence in Norway. For instance, in the U.S, during the presidential campaigns in 2008, the TV commentators were unable to establish the identity of the culture and race of the presidential candidate Barack Obama. As it was hard to come up with a true cultural world that could give efficient and sufficient information regarding Obama's life, so is when one intends to study the third culture kids' life history. According to Dr. Ted Ward, a sociologist at Michigan state university, acknowledged the fact that the third culture kids were the future prototype citizens (Pollock & Van Reken 2010, p. 176).

TCKs have for the past years increased in number since the world is becoming globalized from day to day. In the previous half of the 20th century, the number of people engaging in international business has grown dramatically, approximately to four million. The voice of these people has grown louder as the years are passing. As the third culture kids are growing to become adults, their voice has become louder and louder. The TCKs have formed identifiable groups through alumni associations to fight for their rights. As they increase in number, their significance also increases (Pollock & Van Reken 2010, p. 187).

The children find themselves being TCKs for many reasons. Some of the children's parents are career men and women who are practicing it internationally. This will make them to reside in areas far from their culture. Some countries have experienced civil wars resulting to some of them becoming displaced from their ancestral land for another. They are generally raised in a neither/nor domain. In this domain, neither their parent's culture nor the domain's culture is fully adhered to by the people.

### **2.9.8 Intercultural Communication and its impact on Norwegian society.**

The introduction of new cultural values from foreign countries has gradually influenced the local culture in most minority areas in the European continent (Jenkins et al.,

2009, pp. 67; Cameron, 2012, 71). In particular, Islam has generated a perception that it is different from the general values and norms of society and therefore not possible to integrate in mainstream cultures of non-Islamic nations. On many occasions, differences in culture with immigrant minorities has been seen from an ethnocentric perspective. This means that differences have been viewed as deviant from the current social norms and therefore unacceptable. The minorities in Norway have developed into a different social class because they cannot exercise their beliefs freely for the fear of social segregation. Compared to other Norwegians, they have limited access to socioeconomic material goods and less participation in social sectors (Ghorashi, Eriksen, & Alghasi 2009, p. 4).

Understanding the difference in meanings in culture forms an integral part of intercultural communication. Communication and culture are related in a multifaceted way. Culture influences communication, and it is influenced by communication. It is therefore paramount to be able to communicate in a world that is changing fast. People in the same cultural background share similar communication possibilities that ease the process of communication. Additionally, according to Dr. Øyvind Dahl notes that because of descriptive essentialist cultural approach, individuals will 'seek common traits between persons of the same cultural background'. On the other hand, communication across cultural barriers and differences require an understanding of globalization, cultural similarities, and differences.

One of the benefits of intercultural communication is gaining self-awareness and appreciating the privileges that in your own cultural background are taken for granted. It may involve an experience of different economic, political, social and historical environment. Awareness of an individual's cultural identity can only be intensified in situations where one has to interact with people who are not of the same culture. With globalization, movement from one part of the world to another has been made normal and easy. Therefore, people are more likely to find themselves in a new social setting that has cultural differences to their

own. There is a high likelihood of this awareness to increase ethnocentrism in a person and make him or her judge the other culture to be different or even inferior to his or her own. For people belonging to a minority culture, the awareness of self is more heightened with worries of discrimination and being despised by the majority. These experiences are prone to recreate historical injustices that were experienced in the colonization era (Martin & Nakayama, 2013, pp. 4-5).

The inception of the internet has had great impact on communication, and in particular, across cultures. There is an increase for information that people can access on the culture of other people. Interactions between people with different traditional cultures have been heightened. The differences in culture are more pronounced through communication technology and this has necessitated the need for knowledge and skills in intercultural communication. In addition, though different cultures have unique definitions of correctness, it is important to view culture in an open manner. This is because culture is relative and depends on the person who identifies with it (Martin & Nakayama, 2013, p. 23).

New issues in the world have sprung up from globalization, where the world has adopted an overly dynamic approach in the social, economic, and cultural attributes. The movement of people, corporations, and information across borders has brought about cultural challenges. Understanding these challenges entails recognizing the communities and cultures within the specific setting. There are differences in language in a cross-cultural setting that may make communication difficult especially in the verbal context. Language can be used to communicate between minority and majority groups. However, in most cases, minority groups have been forced to learn the language that is used by the majority and not vice versa. These minority groups of people, defined by difference in gender, race, nationality, or ethnicity, struggle to either assert their language, accommodate the majority language or assimilate to fit in. these chokes have an effect on communication between cultures because

the language chosen may not give a true reflection of the meaning the person intended to pass across (Martin & Nakayama, 2013, p. 225).

There has been an increased desire to learn and drop some languages in the age of globalization. Additionally, there is an increased sharing of cultural values due to the increased mobility of humans across the planet. People from different cultural backgrounds have been forced to learn different languages and be conversant with internationally recognized languages. This is the only way people from different parts of the globe can interact and share core social values effectively. Having a common language is a facilitator of intercultural communication but might be a source of conflict. This is majorly in the event that the minority group has to learn the existing language in order to communicate effectively with the natives. Some people view the need for an international language as a means of enslavement and disregard of their cultural uniqueness. Others view the use of lingual labels to identify a person as demeaning and discriminatory (Martin & Nakayama, 2013, pp. 179-183). Nonetheless, Blom & Gumperz (2000) emphasize that the minorities have no option but to learn and converse effectively in the Norwegian language. Language forms an essential part of verbal communication. Nonverbal, on the other hand, goes beyond spoken words and is more critical in forming or removing cultural barriers. Just as people with different cultures have different languages, they also have different nonverbal symbols representing different meanings. Body language, gestures, facial expressions, silence, and behavior convey messages to other people on identity, and cultural background. Different gestures have different meanings to people depending on the cultural context. In a multicultural environment, it is important to learn the meaning of nonverbal language through socialization to avoid misinterpretations, misunderstandings, and miscommunication. When encountering people with a different culture it is wise to be cautious and flexible because it enables an individual to communicate and interact effectively while understanding that particular culture.

Defining cultural space and determining social identity is a vital component of intercultural communication. Travel to other geographical spaces is another way of intercultural communication in the modern globalization era. It leads to a change in cultural space and helps people to interact with other cultures in language and traditions. This can help in the process of understanding cultural differences and appreciating the significance of the other culture. Migration from one country to another has also been a form of intercultural communication that has been shaped by globalization. However, this aspect is more complex as most immigrants are not doing this by choice but for survival. Sometimes it leads to cultural shocks on the immigrant on discovering the unexpected culture of their new home. This may lead to misperceptions and even ethnocentrism that may interfere with the intercultural communication process (Martin & Nakayama 2013, p. 274, 316-319).

Popular culture is another way of communicating a different culture of one community to another. It refers to products of culture that are known about and shared by many people across the globe including music, magazines, the internet, radio, videos and television. People to others who may not know about them as a common and 'normal' way of life propagate this culture. United States' culture has for a long time, with the support of globalization, been presented as the popular culture of the world. Popular culture is mostly widely distributed for profit of the producer through mainstream media. It has become a platform for the sharing of views on people's sentiments and the formation of new culture that is similar in the world. People receive, interpret, and respond to popular culture in varied ways with some people conforming to it while others reject it (Martin & Nakayama 2013, p. 357-360).

The cultural communication that is enhanced by popular culture is targeted to receptive audiences. The intention of such culture is sometimes controversial and may be seen as stereotypical and offensive to people whose culture has a negative meaning to the ideology. Misrepresentation in popular culture and the negative portrayal may be a means of

encouraging development of stereotypes on other cultures especially on minority groups. Most of these stereotypes on culture are communicated through media channels. Dahl et al. (2006:12) further stipulate that intercultural communications have attracted different views from specialists and philosophers from diverse backgrounds. Understanding is established to be a common denominator when it comes to intercultural communication (Ibid...36). the authors focus on process approach where the focus is given on the process of communication itself. The model exposes a two-way communication, which in this case is not experienced in the school, as the use of a one-way communication is evident.

### **2.9.9 Summary**

From the above chapter several aspects concerning the current challenge the Norwegian education system is facing have been highlighted and analyzed. Key among these issues discussed include the reasons for immigrant parent's failure to attend parent teacher meetings. It analyzed some of the key challenges that restrain these parents from actively performing their duty of supporting the education of their children. In addition, we analyzed the need for educating them on the need to attend the meetings; engaging actively in the parent teacher meetings and generally increasing their involvement in school-based programs. Further, we looked at the phenomenon of globalization and its impact on the Norwegian society. Among the important aspects discussed include hybridity; inclusivity and cultural broadening to assist us understand the nature of globalization on students. Moreover, we looked at culture and how it affects immigrants especially in light of globalization. We showed that the global integration of cultures has raised intolerance sentiments across the world that has aimed at determining a superior culture that can erode traditional cultures. In addition, since Communication and dialogue are essential gateways to recognizing and appreciating the interconnections between people with different cultures in the meetings they were discussed at length to give us further insight on the subject matter. We realized that

listening to the perspective of the other people from different cultures is important just as sharing the individual's culture with the other person is fundamental in interpersonal communication. Without effective intercultural communication, it is not possible to intensify social inequalities. In the context of globalization, intercultural interactions need to appreciate differences in religion, norms, values, and race. The lack of understanding and rejection of other people's culture is the cause of many conflicts. The role of a minority guidance counselor is crucial in the intercultural communication process between the school administration and the parents of children from minority backgrounds. The aspect of convening parent-teacher meetings helps in effective communication and appreciation of the diversity of culture not just as a dividing concept but also as a unifying factor. With these arguments in mind, it is vital to appreciate the role that intercultural communication plays within the contest of global interconnectedness, and at the local level of the school experiences in Norway.

### **CHAPTER 3: Methodology**

#### **Introduction**

This chapter focuses on the methods that have been used in the research to collect, analyze, and present data on the subject topic thereby introducing the research design that was deployed. It is entirely based on qualitative research methods. Qualitative research methods assist a researcher to analyze patterns/ trends observed in human behavior. Therefore, to analyze the issues presented herein, the research employs qualitative document analysis techniques. In particular, it focuses primarily on analyzing a series of previously conducted case studies on the subject at different chronological times (Bowen, 2009, p. 27).

Qualitative research methods also inform us on the nature of data collection methods that can be used in order to gain enough actionable information (Ritchie et al., 2013). This means that from the data collection the study should follow the design of “who”, “where”, “when”, “when” and “how” so as to qualify the “what” question (Ritchie et al., 2013). Given this, the case studies will help us to resolve question on what techniques will increase the minority parent attendance to school parent-teacher meetings and hence linking them to this research was very helpful. Consequently, the case studies used here were previously done in Norway and other similar ones elsewhere in order to broaden our perspective on the subject.

Three case studies were used to help us accomplish this specific task. The first of these studies describes a research done on why it was hard to reach parents of Bangladeshi and Pakistani origin in schools. One of the main issues discussed here is why some parents felt that they did not have a role to play in their children’s education. Despite the contrast between the apparent role as a parent and the actual behavior by the parents, it was shown that indeed there were hindrances that needed to be addressed in order to help such parents. The second case studies takes a more theoretical approach analyzing aspects parental involvement using an explanatory model. Such models are very useful in addressing cases of highly diverse



composition. It analyzes the conceptual framework for the need of parental involvement in the development of the child. It also focuses on how the parent teacher factors also act as barriers towards the parental involvement in the school. Lastly, we analyzed the effects of immigration on the minority parents in Norway. Here the factors that contribute specifically to the deficiency in immigrant parental involvement in their children education were discussed at length and in detail. Aspects of language barrier as a result of cultural differences were highlighted. Other issues such as social-economic factors were also discussed so as to shed light on the subject. Consequently, a thematic buildup of the problem was enhanced by the case studies as illustrated.

### **3.1 Methods of collecting Data**

Document analysis was the primary method of data collection that was used. Given this, several aspects of this research needed to be accounted for; such as the context, sufficiency, accuracy and completeness of the research. In addition, attention to the interpretation of the data was also paramount to this research. As mentioned earlier the data collection process should follow the study design where research questions of “who,” “where,” “when,” and “how” are asked. “What” determines the topic to be studied while the other questions modify the topic and other parameters of the Location of data collection can determine responses: for instance, some case studies had their research done in schools while other researchers targeted residential places for the immigrant parents. This way a detail of qualitative data was generated from the respondents, which was later simplified by turning their utterances into actionable observations. Drønen (2006, 48), in the “anthropological research in Africa” opines that generating findings from the data collected involves synthesizing the collected notes, artifacts, and observations from the field. From the case studies that were analyzed here, great wealth in the identification of the patterns need, groupings, and actionable insights amongst immigrant parents was seen in how the case

studies were authored and presented. To enhance the overall quality of the data, the researchers (of the case studies) showed aspects of triangulation and hence enhanced the confidence in the usage of the sources (Bowen, 2009, p.28). Sources relating to parent's involvement in the education of their children in other countries of high diversity were also utilized in order to take into account perspectives from other contexts. According to Everett et al., providing collaborative evidence that reflects the opinion of respondents is critical, and thus the bias should be avoided during the triangulation and coding processes (Bowen, 2009, p.28).

From the conclusions, a researcher writes the report and the findings making the final report from the data collected. The report should have back up notes and inferences from the interviewees. Confidence intervals are also provided to enable the readers and other analysts to draw meaningful conclusions from the qualitative research. This insight was employed in the research model described here below.

### 3.2 Research Model

The nature of this research called for a methodological approach. This model seeks to establish the process of research. Further, owing to the qualitative nature of this research several approaches were made in view of the methodological assumption. First, it was selected since it allows for a deductive approach. This means that as a researcher I was at liberty to make inferences from the analysis conducted the secondary sources described in chapter 4. This model of research is also context bound which suits our case perfectly. This research is predicated on the Norwegian education system context in relation to the attendance of parent involvement in school matters thus this model allowed us to analyze the issues presented in the case studies on account of this context. This design was also preferred seeing that it offers us a chance to develop an understanding of the theoretical framework that governs a particular subject. This in turn enhances the overall accuracy and reliability of data

through processes of data verification. The reason for choosing this model was primarily based on the nature of the problem as well as the audience for the study. This research was conducted to enhance and provide more detail for the current issues with the Norwegian education system and hopefully to offer a contribution to a better understanding to the problem. The decision was also enhanced by the need for exploration of the issue at length and in depth as well as the context. Lastly, the research model deployed allowed me to create and maintain coherence and corroboration of the various sources of data that were used.

### **3.3 Possible Challenges in the Research**

Document analysis yields several limitations to qualitative research methods. This is because a number of limitations are inherent to the documents (Bowen, 2009, p. 31). First, document analysis presents the challenge of insufficient detail. This is particularly because these documents are produced for some other research other than the intended purpose for which the analysis is being done. As such, this was one of the limitations that was faced while doing the analysis for this research. Another challenge that hinders document analysis is low retrievability meaning that data is not always easily retrievable. Several authors (Yin, 1994; Bowen, 2009, p. 32) note that access to some documents may be deliberately blocked. This research also faced a similar limitation. Lastly, there were aspects of biased selectivity in the documents that were used for the document analysis described in this study (see chap. 4). This means that there was an incomplete collection of documents based on selectivity of the source of information. For instance, some principals may have only made available information that was in line with their policies therefore leaving room for potential flaws (Bowen, 2009).

There are several challenges related to working with minority children in schools. It was realized from the sources that were used that collecting data from them regarding their backgrounds, religion, sexual, and social challenges is difficult, especially when the children

suffer from distress and inferiority complex. In addition, there are inconsistent and non-standardized definitions of terms used in minority studies, especially classification of the minority groups. Additionally, there is sensitive information about ethnicity when mentioned in a population dominated by the majority. For instance, using the country of origin as a proxy for ethnicity in cases where identity is not well captured may elicit bias since ethnicity may not always be determined by the country of origin.

From the case studies, it was realized that working with minority includes having to deal with social inferiority where the respondents (children or grown-ups) may not feel comfortable to talk about their backgrounds and thus lead to the researcher guessing or estimating the responses. Therefore, in using proxies like country of origin to give ethnicity to the children gave way to presentation of wrong data. The same was true to aspects as religion where in assuming that people from certain regions belonged to certain religions also posed a threat to data credibility. For instance, while dealing with Norwegian-Asian children, the researchers should have been careful not to assume or give a child a religion they do not practice or follow since not all children born in Asia are Muslims or Hindus; they may have been Christians or practiced other indigenous religions.

The case studies were also prone to challenges such having strong conclusion about the behavior and other learning outcomes from the minorities especially when geographical representation was not evenly distributed. Moreover majority of the minorities have different backgrounds that make them unique despite having the tag of minority and therefore, the failure of case studies to cater for these differences posed a challenge. For instance, a class may consist of minority from different countries in a region and thus present with diverse challenges. Some areas may be facing forced and early marriages while others may be facing civil unrests, hence, give different physiological experiences, all combined in one class.

Therefore, these challenges were absorbed in the document analysis that was conducted here as secondary issues to accuracy and credibility of this research.

Dealing with minority comes with the challenges of languages and culture. Since the children have their mother tongues, it becomes difficult for the fieldworker to address their problems when speaking in Norwegian is a challenge. Many minorities often have language barriers, and this can present a problem to the researcher while dealing with the minorities. This is in turn reflected in the case studies where misinterpretation or misrepresentation of data may inaccurately be presented as an accurate account of what respondents said. Moreover, many societies in Norway have their culture that is then integrated into the major society culture. Where the children and the minorities stick to their culture, the researchers needed to understand it to draw meaningful conclusions from the respondents. In other instances, it was realized that setting right data collecting tools could have been challenging, especially where the respondents elicit diverse answers concerning a similar topic. There are scenarios when “why” prompts can lead to different responses that may be out of the line of the study. Moreover, in many circumstances, minorities have diverse reasons why their conditions are as such. For instance, asking about socio-economic conditions of the children can be humiliating, especially when they are poor and their parents cannot provide for them. Intrusive questions about family affairs can inhibit giving of the right responses; hence, they act like a barrier to the study. Given the challenges stated above a standardization process was employed in analysis of the documents to enhance quality and standardized results.

### **3.4 Rationale behind Research Design**

The use of case studies in examining the setting of different groups was essential to the research. This is because the minority parents were likely to be more comfortable there than elsewhere therefore enhancing the quality of feedback. The natural setting depicted in the case study enables the understanding of the human phenomenon involved on the minority

parents. The human behaviors are presented in the research as interpretive and can be understood. The use of naturalistic setting enables the researchers to identify the methodological challenges that present themselves in the line of increasing parental attendance to parent-teacher meetings by the minority parents (Yamamoto & Holloway 2010, p. 192). With the main question on how and why the methodological challenges are experienced, it is possible and easier to mitigate the barriers that are involved. An intense probing is involved on the case studies to offer new discoveries that have not been studied in the research. The use of the case studies provided a descriptive approach on the various minority parents setting with a view of the research identifying with them to realize the methodological challenges as well as familiarize with the naturalistic setting. The case study is specifically selected from different areas and involves minority parents. There is an application of critical analysis in ensuring that a balance is reached for the socially marginal group, which in this case, is represented by minority parents. The acknowledgement that all cultural approaches and practices experience some repression when encountering new ones is a method of approach that is introduced to the research. The research seeks to end the social dominance of the Norwegian locals by empowering minority cultures through integration and increased involvement of minority parents in the parent-teacher meetings in school.

### **3.5 Research design**

The research design presents a conceptual structure from which the research will be conducted. It brings forward the blueprint that is used for the measurement, analysis and collection of data. It also guides us in the processes of data collection, presentation, and analysis. The research design takes the phase of secondary data review where the researcher relies much on the previous studies conducted on the research topic. These studies were in an attempt to improve the credibility and reliability of the findings and inferences. The use of case studies on parental involvement inspired the researchers' choice of research design. The

secondary data research design presents an analysis, which is based on studies prior to the research. The data is collected from various case studies and is used to enhance our understanding of the methodological challenges experienced in attempt to increase parental-attendance from minority backgrounds in the parent-teacher meetings. The secondary data research design is effective in the research since the collection of primary data proved costly.

The process of obtaining primary data would be time consuming, but it would enable the researchers to enhance the credibility of information obtained during the research process. As such, the research design, using secondary sources helps us to resolve this issue. Besides efficiency, document analysis is also advantageous in that it is readily available; in particular documents on the public domain such as the current issue of education in Norway (Bowen, 2009, p.31). These aspects made document analysis a perfect methodology for this case analysis. Bowen (200?) adds that it is advantageous such that it provides for broader coverage, stability, and exactness. It means the exact nature of the research work in a systematic manner and hence the choice of document analysis.

The research tools utilized in this research entailed the identification of previous studies with the subject under study and the goal of the survey was to gather specific information regarding the subject matter (Everett et al. 2012, p.67). The results in the study were used in the understanding of knowledge of a particular group, attitudes, or their beliefs. The social context was integrated in study with utter keenness in order to prevent the distortion of the natural state of the information by the researcher (Hammersley & Atkinson 1996, p. 319). The research design had an added advantage in the research with regard to the standardization of data collected. In the research, the design collects data on the barriers to the parent attendance to the school meeting, the level of involvement of the parent with the child, the teacher-parent relationship maintained in the school.

The research design has the reliance on a pragmatic premise by acquired from the previous studies with the focus on specific topics. A rigorous analysis of data was involved in the effort to offer best deductive approaches from the previous case studies and the data collected from the semi-structured interviews. The data collected focused on the communication aspect of the school set up in Norway, the parental backgrounds, and the cultural set up together with a mix of globalization in order to illuminate on the topic of research. The analyzed data was set in a way that there was a provision of sufficient robustness, saturation and depth of the topic of research.



## Chapter 4: Data Analysis

### Introduction

This chapter presents a discussion of findings obtained from a series of previous studies that have been previously carried out on the subject. This chapter reflect on concepts discussed in the previous chapter especially concerning the key issues that were highlighted such as globalization, communication, culture and so on. The chapter further responds to the research questions raised in the introduction chapter with respect to the research and objectives of the study. The analysis will provide viable responses to the research questions outlined below:

#### *Research questions*

- Is there a significant problem of poor attendance of parents from minority backgrounds in the parents-teacher meetings in the Norwegian schools?
- Does lack of or poor parent involvement in the Norwegian schools negatively influence the quality of education?
- Does poor parental involvement affect proper psychological development among children?
- Will improved parental involvement in schools improve the students' academic performance?

To develop consistency between the previous studies and the current situation in the Norwegian schools, a comparative analysis shall be deployed. This approach also aims at finding out if there is any progress on the parental involvement among parents from minority backgrounds and if there are exceptions in certain geographical locations.

#### **4.1 Discussion of Findings from Secondary Sources**

The use of documents was crucial to this study. The issue of education in Norway needs an overhaul because of sufficient information to support such urgency in order to accommodate the nature of diversity observed in this country. To evaluate the documents that were used, it is important that we adopt a critical eye and be cautious on the nature of the documents we use (Bowen, 2009, p. 33). Aspects such as completeness, target audiences, data sources needed to be evaluated to enhance the overall quality of the research. Moreover, this adds to authenticity, credibility, accuracy and representativeness of the research findings that will be adapted for this discourse (Bowen, 2009, p. 33). Additionally, to add to the corroboration of the data a series of case studies were used to enrich the perspective on the subject matter (Bowen, 2009, p. 33). This helps to significantly reduce the elements of absence, sparseness, or incompleteness of the case studies (Ibid p.33). The use of document analysis from multiple sources was also in support of the triangulation and analysis of the issue presented. This is because it offers a chance for comparative analysis besides widening the perspective on the given issue.

##### **4.1.1 Case Study 1: A study of “Hard to Reach Parents/Schools from Bangladeshi & Pakistani”**

According to Crozier & Davies (2005, 78), in a study targeting teachers and school staff it was realized that some South-Asian parents were hard to reach. A Majority of the parents were unavailable when needed in the school because they thought that they do not have a role to play when the children are in school. Parents from Bangladesh and Pakistan believe that the teachers are solely responsible for the development of a child in the school. They have limited knowledge that lack of parent involvement in the education of a child affects the grades, attitude, and the performance of the child in the school. During this study, the teachers expressed their frustrations concerning the parents who found it irrelevant to

attend to the school activities such as the meetings organized by the teachers to discuss matters that related to the children. They expressed their levels of dissatisfaction in handling sensitive issues among themselves without a discussion with the parents. There are various issues around the school that affects the students, and teachers feel that involving the parents in such, they can be of great assistance. The parents are known to be the ones who have a deep understanding about their children, especially factors that influence the behavior of the children. The behavior of children has an influence on the performance of the children as well as their cognitive development. The behavior of children is greatly influenced by their cultural backgrounds, which poses a great challenge in the school management. By involving the parents in the issues around the school, parents are able to elaborate the different cultures and what can be done to address them.

Due to the developments in schools nowadays, various activities are being introduced in the curriculum to enhance good interaction and well-being of all students in the Pakistan and Bangladesh. However, these developments requires a lot of knowledge regarding the cultural backgrounds of the children. This is important because it enables the management of the school to have an idea of the propositions that can be put into place to improve the relations of different children in the school. This has however proved to be difficult in Bangladesh and Pakistan because of the unavailability of parents. The parents could not be reached when the teachers organized meetings to discuss pertaining the steps that could be taken towards these developments. According to the results of the study, the parents find it unimportant to engage themselves with the students and the school in general because they hold a belief that the teachers can effectively handle all the matters that pertains the students.

These parents had little knowledge about the progress of their children and were unaware of the education system in the country. As mentioned above, the parents in the country do not involve themselves with the school issues; therefore lack the information that

is sometimes created by the teachers and the school management. The parents are ignorant or feel that they are not good enough to get involved with the matters that relates to the schools. (Crozier and Davies 2007, p. 299) mentions that this is attributed by the histories of the parents. Majority of these parents feel inferior when they attend school meetings and feel that they do not have any impact on their children in matters that relates to education. As a result, the teachers and other stakeholders in the school are faced by the challenge of dealing with the cultural differences among the students alone. This burden makes the implementations of effective strategies slow because the teachers and the school management have to find their own ways to address issues and these ways have to have familiarity with the different backgrounds of the children. The behavior portrayed by these parents is contrary to the expected code of conduct considering that the wellbeing of any a child is supposed to be a shared responsibly between the teachers, parents and the school management. In so doing, the school may save on time addressing some issues given the insight and perspective informed by the parents involvement ease the tailoring of the said strategies.

#### **4.1.2 Case Study 2: A Study on the Parental Involvement in Education using an Explanatory Model in highly diverse countries such as Norway.**

According to Hornby & Lafaele (2011, p. 45) parental involvement is crucial for proper child development. Parental involvement has been an issue in the education sector and can be noted to for its wide rhetoric that support it and the significant variables of the reality of its practice. Hornby & Lafaele (2011) noted that the gap between rhetoric and reality in parental involvement has arisen from the effects of the factors at the levels of parent and family, parent-teacher, and the society in general. These aspects act as barriers to the development of an effective parental involvement in schools. This is driven by the beliefs of the parents concerning parental involvement. There is a number of parents who belief that the parental involvement is important to the children while there are others who find it not

important to be involved with issues relating to their children in schools. Those parents that believe they do not add any value towards the wellbeing of their students in school offer a big challenge to the teachers and the school management in general. This aspect of the parents believing that they are not relevant in school is common in schools and ends up affecting the performance and attitudes of the children. There are a number of aspects that influence parental involvement such as the contemporary life contexts of the parents, class, perceptions of the invitations for involvement, gender, and ethnicity. Ethnicity is a major factor that influences parental involvement because of the cultural differences among different groups. There are ethnicities that are perceived as the minorities, which makes them to feel like they are not part of the society. The study conducted by Hornby and Lafaele showed that the ethnicity is a major barrier in the parental involvement. This is because different ethnicities have cultural differences that develops a negative attitude on the relationship between parents and teachers.

The study also focused on how the parent-teacher factors act as the barriers towards parental involvement in schools. Factors between parents and teacher may include differing agendas, language used, behavior issues, and attitudes. The plans of the parents and that of the teachers during parent meeting are different. These differences creates a gap between the relationship of the teachers and parents, which makes the parents to find it hard to continue participating in the affairs of the school. The differences in the agendas between parents and teachers are caused by various factors such as poor communication, misinformation, and perceptions. Teachers sometimes fail to elaborate their intentions to invite the parents to school meetings and parents come with a different viewpoint concerning the occasion. After such meetings, the parents start to find it difficult to attend these meetings because they feel that the parents hence becoming a barrier to parental involvement are not hearing them. The attitudes and language used in the parent-teacher meetings is vital on parental involvement.

Due to immigration, the use of a certain language in the school may limit the immigrants particularly by how they relate with others. The language also cultivates the attitudes of the parents. These aspects play a major role in the relationship between teachers and parents and may cause parents to distance themselves from being involved with the school matters.

The model also focused on the factors of the society that influence parental involvement such as political issues, economic issues, historic and demographic issues. The political structure of a country determines the relationship between the parents and teachers. This depends on the level of attention that the government has dedicated on schools. Countries that do not ensure that the schools maintain good ties with the society, especially the parents experience challenges with parental involvement. Most of the governments have not ensured that parents and teacher are equally involved in the progress of the children during their education process. This makes the parents to have a notion that the teachers and the school can only address the matters of education. Another issue that affects involvement of parents in schools is the economy of a country. Economic issues prevent the parents from actively engaging in school matters because of the struggles they go through. They find it difficult to attend school meetings and functions and prefer to work more in order to make a living for their families. Moreover, economic issues affect the schools as well and the teacher fail to emphasize on the importance to engage the parents in the children's academic progress. Consequently, this has become a major barrier to parental involvement in many countries and it affects the performance and development of the children. Additionally, some parents use the historic issues in the modern society. They use their experiences during their times in school to justify their lack of involvement with the education of their parents. Since probably during their times in school there was no parental involvement in schools they feel that they do not need to engage with their children as well. Using the issues of the history has been a

prevailing barrier in the involvement of the school and this has continued to affect the children in schools.

Hornby & Lafaele (2011, p. 41) asserted that raising a child requires the collective efforts of children teachers, parents and the general social structure. Lack of parental involvement in the upbringing of these children interferes with their proper growth and development. It is important to combine all the factors together to ensure that effective parental involvement is ensured in schools. Additionally, the lack of balance between parental influence and teaching practices interferes with the effective sociocultural balance of the children. Applying the explanatory model to thus subject will enable the professionals in education to attain an in-depth understanding of the barriers to parental involvement. It creates a well established platform to identify methods that can be used to improve the manner in which the parents are involved with the schools.

#### **4.1.3 Case Study 3: The Effects of Immigration on the Rise of Minority Parents in Norway**

According to Desforages & Abouchaar (2003, p. 101), foreigners have been constantly migrating into Norway since the 1960-1970`s from various parts of the world. Many immigrant parents in Norway rarely involve themselves in children education affairs. Further, they find it more difficult due to language barrier with the teachers and other parties involved with the growth and development of the children. Therefore, proper training and development among the minority parents on language and social norms would influence the parents` involvement in their children`s progress. Training will further influence the minority parents to feel as the bona fide members of school management in Norwegian institutions of learning.

Parents play a crucial role. In the performance of the children in the school. According to the NOU (2010), it was shown that with increased parental involvement in school activities the grades of the students are improved largely. Further, the test scores and the attitudes of the

students was shown to be highly influenced by the parents' involvement in school. Moseman (2003, p. 129) contends that when parents are involved in the education of the students, there is better attendance, lower rates of dropouts, and completion of assignments is consistent despite the ethnic background, socio-economic status, or the education level of the parent. Although many researches regarding the parent involvement in schools indicate that they improve the overall performance of the students, most of the minority parents continue to indicate low levels of parent involvement in the schools (LaRocque, Kleiman & Darling 2011, p. 117). The lack of parental involvement, therefore, can closely be associated with poor performances among the students that come from the minority backgrounds. Several barriers contribute to the low levels of parental involvement from the minority group. The level of income is a common barrier in the parental involvement in Norway. A Majority of the immigrants who have migrated to Norway has a very low income and this makes them unable to attend meetings in the schools. They claim that they are unable to divide their time between getting involved with the activities of the school and participating in labor to make a living. As such, the parents prefer not to attend the meetings because they believe that the teachers are the ones who are supposed to overlook at the children in the schools. Povey et al (2016, p. 29) purports that immigrant parents do not see the need to involve themselves with the activities that pertain to education. However, these perceptions are affecting the performance of the children because the teachers requires the assistance of the children in order to understand the issues that affect the children. The meetings that involve teachers and parents are important because they create a platform that gives the teachers and parents to engage in an open discussion. These discussions helps the parents to give their opinions on the issues that they think that they can be addressed in the schools that can enhance the performance of their children. However, this has proved difficult in most of the Norwegian schools because



the parents are unavailable due to work or cannot be able to commute to the school for regular meetings.

Minority groups have increased in Norway because the immigration from low-income countries have increased, many of whom are unemployed and single parents. The children from the minority groups experiences various challenges in the school environment. Feeling inferior is a major challenge that the children from the minority groups experience in the schools. Some parents feel as though they are not part of the society because they come from poor families and incomplete families and this greatly influences their performance, behavior, and development. Moreover, their parents find it difficult to get involved in matters that relate to the education of the children. They feel that they do not fit in the system as they feel that their opinions may not be considered during the meetings. Since they consist of the minority population, they also experience language barriers because they are not familiar with the native language. As a result, they opt not to involve themselves with the education assuming that the teachers will do enough to enhance the wellbeing of the children (Peters et al., 2008, p. 129).

#### **4.1.4.1 Initiating Teacher-Parent Involvement in Childhood Education in Schools**

Children's academic and behavioral performance is directly linked to the coordination between the parents, teachers, and the society. For this performance to be attained, the teachers and parents need to maintain a viable relationship through discussions and constant consultations. This relationship is, however, thwarted by various attributes of social divide. In the United States for instance, the large number of immigrants have led to the culmination of a group of parents who belong to the minority social faction. Implicitly, there is a strained relationship between immigrant parents and the native teachers. The poor social connection between the parents and teachers is sadly reflected on the academic and social performance of many children belonging in the minority social faction. Turney & Kao (2009) observes that

bridging the gap between the teachers is essential in the overall performance of the students and more so, because it is positive influence in the social and academic growth of the children is indelible. The education management system can influence a good teacher-parent relationship through developing productive policies within their education system. This follows the current laxity in the rules governing the involvement of parents in childhood education. Moseman (2003) asserts that strict policies regarding parent involvement in raising the child, then the parents will have to oblige. This is because most parents consider themselves as passive members of the school management system and have a perception that teachers have an absolute role in raising their children (Catsambis, 2001).

The government and the school management need to commence a program that will aim to create awareness to the parents on the importance of getting involved with the issues relating to the education of their children. Most of the parent –teacher meetings experience challenges because of the fact that the parents find it irrelevant to get involved with their children’s education. However, this perception thrives because majority of the parent are not knowledgeable enough to understand that their children’s performance and attitudes are determined by the level of parental involvement. Such awareness program can be important to make the parents realize their roles in the growth and development of their children in education. According to Taguma et al (2009), schools in Norway are adopting awareness programs to make the parents understand their importance to participate with the activities that bring the teachers, parents, and children together. Through proper education and orientation, these perceptions can be averted to positively influence the role of parents in childhood education.

#### **4.1.4.2 Effects of The lack of Parent Involvement in Childhood Education**

Parents are supposed to play an active role in the lives of their children and monitor every step of their growth and development so that these children can assimilate the necessary

values required in the course of their growth. Teachers alone cannot handle this role effectively because a child requires a complimentary development in behavioral and academic knowledge (Hujala et al., 2009, p. 61). Naturally, a parent or guardian is required to impart knowledge, values, and skills into their children to ensure that they inherit all the necessary values and traits required in their growth and development. Teachers have a responsibility of authenticating the parent knowledge with the societal professional obligations. Lowden (2002, p. 56) observes that the minority parents in Norway need to be educated and guided so that they can embrace their roles as recommended by the Norwegian academic system.

According to Sheldon (2002), parents are critical to the academic performance of their children and their lack of involvement in school is very important. However, when the parents fail to get involved with their children's education, it has negative impact on their education. Children rely on their parents for guidelines and when they lack these guidelines, they fail to comprehend all the concepts that they learn in the school. The children whom parents engage in parental involvement in the schools experience better performance in their academics than the ones whom parents do not engage in the parental involvement. Children fail to understand other cultures when their parents are not involved with their education activities and this has an impact on their social relations. Children needs their parents to guide them into activities that will improve their relationship with others from different groups. When the parents actively engages in parental involvement, the children understands that they can fit well in other people's cultures compared to when the parents choose to remain conserved to their culture.

#### **4.1.4.3 Parental Involvement in Schools in Norway**

According to Turney & Kao (2010), parent involvement in schools is an important as approach in enhancing behavioral development of children in schools. From the data obtained from the National Center for Education Statistics (2001), Turney & Kao (2010) observed that

minority immigrant parents experienced psychological barriers while attempting to participate in school-based activities compared with the native-born parents. Native-based parents have a desire to actively undertake issues regarding the progress of their children as compared to minority non-native parents. The imbalance between the active parental involvement in the growth and development of children in schools is gradually rising due to the rising number of intermarriages between the natives and foreigners. According to Paulsen (2012, p. 45), at least one in every four children has at least one immigrant parent. Paulsen (2012, p. 45) also observes that minority immigrant parents have been unable to take an active position in major activities and events such as parent-teacher associations in schools. These parents have failed to liaise with the teachers to monitor the behavioral, academic, and physical progress of their children in schools. Most of the minority parents find it difficult to actively participate in the education of their children because of a number of barriers such as language barriers, increased immigration, and intermarriage among foreigners. Language barrier is a major challenge that minority parents face in parental involvement because they are not fluent in their native language. The high number of immigrants and increased intermarriages between foreigners has created communication glitch and this makes it hard to interact effectively (Hornby & Lafaele 2011, p. 46). As a result, the minority parents do not feel comfortable attending the parent-teacher meetings because they feel intimidated by the natives. Moreover, a high number of the parents from the minority groups believe that they are not relevant to the education progress of the children but the teachers are the ones responsible for the performance, behaviors, and attitude of the children.

#### **4.1.4.4 Effects of Social Classes on Parent Involvement in Schooling**

According to Lareau (1987), social classes have a significant impact on the involvement of parents in the schooling of children. This follows the fact that all the parents are expected to support the education system not only in terms of money, but also in terms of

availability. In most schools, parents experience challenges while attempting to support their children in terms of resources and constant availability in the running of school affairs. Most parents are unable to constantly discuss the wellbeing of their children due to tight schedules in their work places. Other parents strain or fail to provide additional expenses to cater for their children's trips, counselling sessions, or personalized education. Intimidation among parents is also prevalent in most schools and some of them intentionally fail to constantly keep in touch because of low self-esteem and fear of stigmatization. Lareau (1987) observes that some children are negatively affected by the impression of their parents during parent's meetings. Some children, therefore, tend to avoid their parents if they cannot groom well or have no good cars because of the fear of embarrassment in the presence of their teachers or peers. Children feel that teachers and peers will accord them respect if they have minimal knowledge regarding their backgrounds.

Bæk (2010, p. 325) asserts that parent involvement in school is also influenced by the lack of representation of diverse cultures in the school. The high number of teachers that consist of white diversity attributes this. This aspect is confirmed by a research carried out by Yamamoto & Holloway (2010, p. 190) that indicates that in the United States 90% of the teachers are white while only 7% of the teachers are African American. This sort of diversity is shown to impact on the relationship between parents and teachers. Smith notes that in order for teachers to feel culturally responsive; it takes more than being knowledgeable on different cultures –which is in fact the more common phenomenon in Norwegian schools. –instead, they should understand themselves as encultured. Given such insight therefore, most of the parents of minority groups feel intimidated by the teachers because they perceive that the teachers will not understand them or will tend to look down upon them because of their backgrounds. The differences between the cultures in school between the students and the school culture causes lack of parent involvement because the teachers tend to put more

emphasis on their culture. Moseman, (2003, p. 127) contends that the viewpoints of the students and parents from the minority groups can prevent the parents from the minority groups from getting involved in the schools. This is because the parents tend to believe that the teacher does not understand or respect their culture. Further, Trumbull *et al* (2001, p. 39) argues that the expectations of various cultures also poses as barriers towards the parental involvement in the schools because they do not understand the role that the culture plays in ensuring that the parents get involved with the school issues. Some cultures from the minority groups believe that the school and the teachers are the ones that should completely get involved with the students, and that any attempts by the parents to get involved is seen as an interference (Sheldon, 2002, p. 313; Lowden, 2002, p. 56). The parents that believe in these cultures therefore shy away from participating in any way in the schoolchild affairs.

#### **4.1.4.5 Benefits of parental involvement**

Parental involvement is important to the life of the children because it influences the learning of the children throughout the school and beyond. It improves the cognitive and social development of a child during the early years of education (Hill, & Taylor, 2004). Engaging in parental involvement from an early age enhances the cognitive development of a child. Parents undertaking in home learning activities is important to the intellectual and social development of a child. It gives the child a chance to learn new things from a parental perspective and add to the knowledge that the teacher has already taught (Jeynes, 2003). Since the parents is more close to the child, the child tends to grasp more content than when in school because it is easy to relate with the contemporary environment. Parents can engage into playing with numbers, letters, and keep on emphasizing the alphabets and reading with the child (Jeynes, 2005). The child learns faster when the parents uses this approach. Teaching songs, visiting the library, drawing, and painting at home is another way that the parents

engages the child into learning (Jeynes, 2003). There is a significant difference between children who are involved with such home learning activities with the ones who does not.

Parental involvement has an effect on the achievement into the adolescence and adulthood of an individual. Children who grow up in families that take parental involvement seriously reflect good results than the parents who do not show any interest (Hill, & Taylor, 2004). The children display more interest in learning because the parents have instilled the interest to learn in them and this makes them to approach studies positively. They have higher education expectations in school as they strive to expand the knowledge that they already have. The level of parental involvement also influences the attitudes of the children. Majority of the parents who engage their children makes them to develop a positive attitude towards school. The children tend to enjoy their studies and are able to develop better behaviors. These children are therefore faced with reduced risks of suspensions or expulsion at school. Goldman (2005) asserts that the involvement of fathers is very important to the children regardless if the gender in both primary and secondary school. Fathers are critical in ensuring that their children bear positive outcomes. When the fathers are interested in the involvement in their children makes them to develop a massive interest in learning.

#### **4.1.4.6 Parent-Teacher Relationships in Norwegian Schools**

Minority parent's involvement in schools has been a challenge in most schools in Norway due to their lack of proper commitment from these parents (NOU, 2010). The environment established by the school management is crucial for effective parent-teacher engagements in the process of ensuring that the students obtain a quality education. School climate is the quality and atmosphere of the life of the school. The teachers and other stakeholders around such as the school committee and the immediate neighbors of the school influence it. The objective, norms, morals, structure of the institution, association, and the approaches adopted in education the children in the school reflects the school climate. Bäck

(2010) asserts that the school climate should allow the various stakeholders to work together with the school without intimidation or fear. In this case, when there are issues that affect the minority students in the schools, all the stakeholders should work together to ensure that the issue is addressed. Particularly, the parents from the minority backgrounds need to feel that they belong to the school management; hence, they can feel at ease to discuss any issue that affects their children. Reid *et al* (2001) argues that for the minority parents to feel free to discuss the issues that affect their children and bring them outward openly requires that the teachers give them a good platform. The way that the teachers treat the children that come from minority backgrounds greatly influences the way the involvement of the parent in the school.

Norwegian primary school education has been adversely affected by poor parent-school relations especially in terms of financial support aimed at attaining infrastructural, social, and academic development (Taguma et al., 2009). Dismal performance in technical subjects such as mathematics, scientific subjects, and literacy skills over the last decade has been attributed to the poor relationship between teachers and parents. (Dalen, 2001) further observed that engaging parents could positively influence the rate of understanding these subjects among parents because there is a significant degree of trust between parents and teachers. However, Peters *et al* (2008) asserts that parents cannot be in a position to handle academic progress and the technical understanding of the children because they lack the capacity, professionalism, and influence required to motivate students' progress. Too much involvement of the parents in the school activities could interfere with the smooth learning of the students; hence, the students need a space to obtain the abstract knowledge, which is distinct from the social growth obtained from parents. Parents, therefore, are obligated to play a support role in the school management and to provide good counsel to their children to ensure they adhere to the rules and regulations of the school. Moreover, parents have a



responsibility to respond to issues regarding their children such that the teachers have a viable environment while imparting knowledge to their students.

The Norwegian government has increased the emphasis for the need to increase the parental involvement among the minority backgrounds (Taguma et al., 2009). Parental involvement has been found to be very important because it contributes to the excellence of the children. Some schools only put emphasis on the middle class parents attending the school meetings. This has a significant impact on the manner in which the lower class and the minority parents perceive the school meetings. The parents from the minority backgrounds tend to understand that they are of no value to the meetings. When school meetings are called upon, they find it hard to attend because of the belief that they are not valued, hence cannot influence anything that goes on in the meetings. Moreover, most of the teachers in the Norwegian schools have a tendency to portray the aspect of disregarding the minority parents. The parents in this case find the teachers to be authoritative and more knowledgeable than them therefore find the meetings unnecessary. Moreover, they feel that they do not need to add anything to the knowledge that the teachers have taught their children because they are the ones who understands what is required to nourish the children (Epstein, 2001). This aspect has raised the concern among the government institutions that monitor the schools in Norway. There has been emphasis to engage the school leadership in ensuring that the parents from the minority backgrounds attend school meetings. They urge the school on the importance of emphasizing the benefits of encouraging all the parents to be involved in the meetings of the school. The principals in the school are responsible in facilitating the involvement of the minority parents through good management styles, prospects, communication, and approaches. The school principals act as the link between the minority parents and the teachings staff. They therefore help them to develop good communication skills that helps in the education affairs of the children. This is trues as discussed by Sheldon (2002), who asserts

that the principals get a lot of support from the parents from minority backgrounds when they include them in the decision making process in the school.

#### **4.1.4.7 Impacts of the Laxity in Parental Care in Norway**

Negligence is one of the major contributors towards the low levels of minority parents' involvement in schools. Most of the parents in this group do not take good care to their children, which makes their involvement in the child's education to be minimal (Ryndyk, & Johannessen, 2015). The parent pays little or no attention on the progress of the child in school (Moseman, 2003). Inflexible work schedules further contribute to the low levels of parent involvement the school. Most of the parents from the minority backgrounds have temporary employments and these jobs lack a fixed working schedule. Additionally, these parents work in the industries and their working hours are more than those in the white-collar jobs are. Yamamoto & Holloway (2010) argues that these jobs makes it difficult for the parents from the minority groups to create enough time to keep up with their children's education. Other barriers that contributes to the lack of parent involvement in the schools include lack of income, parent's educational levels, low confident to interact with different culture or language, inadequate information on home-school collaboration, lack of transportation to school, uneasiness when in high-class setting, varying expectation in the role of the school, and tendency to see no need to participate in the child's education (Trumbull et al., 2001).

Different parents have different perceptions towards school and this may depend with their previous experiences in school. Some parents have resentment over the negative experiences that they had when they were schooling as well as bad attitudes because of the treatment they received from schools in their previous encounters. According to Sheldon (2001), most of the parents who share these sentiments feel distanced from the school system and find it difficult to interact with the management, hence distancing themselves from the

activities that relates to the school. The parents do not find any need to communicate with the teachers concerning their children on their progress in education because they believe that the teachers are enough to oversee the academic progress of the child. Trumbull et al. (2011) purports that some parents fail to get involved in schools because of embarrassment over lack of equal education level with that of the teachers or parents of a higher class. This lack of education that matches that of the teacher affects their perception on their impact towards the education of their children. They think that they do not have any skills that can be used to improve the academics of their children; hence, find it less important to be involved with issues between their children and the school.

Teachers also contribute to the parent's lack of involvement in the schools (Yamamoto, & Holloway, 2010). A number of teachers who believe that parents with minority backgrounds have limited education and have nothing to offer to the children in matters relates to academics. Those who have the knowledge on the perception that the teachers have on them discourages them from participating in school issues because they feel embarrassed and undermined (Yamamoto, & Holloway, 2010). Parents with minority backgrounds are usually determined to ensure that their children achieve good education despite the fact they do not have the best capabilities to support them. The teachers who perceive these parents to have nothing to offer cause the parents to develop a negative attitude towards school. Trumbull et al. (2011) asserts that these parents are very active in monitoring their children progress in education. They talk to them about school, monitor their homework, and enlighten them on the benefits of performing well in school.

#### **4.1.4.8 The Implications of good Communication and an Interactive School environment**

Communication difficulties is another barrier towards parental involvement with teachers in school meetings. Some parents from the minority groups do not understand or do not speak fluent Norwegian are unfamiliar with the system of education hence fail to form

relationship with the teachers. These parents lack knowledge about the ongoing activities of the school because of language barriers, which makes it difficult for them to have a meaningful connection with the teachers. The curriculum of the schools is designed in a way that it embraces diversity but utilizes the English language. According to Hoover-Dempsey, & Sandler, (2005), language is vital in creating understanding between parties and failure to understand each other's language leads to a stalemate. Majority of the teachers do not consider the backgrounds of these parents and take more time to explain and address their sentiments. This makes the parents to see that they do not have any value to the school as far as educational matters are concerned and completely leave it to the teachers (Epstein, 2001).

Good school environment is vital in the schools as it creates confidence and ultimate cooperation between the school and the parents. Epstein (2001) contends that using school climate, as a platform for the minority parents to help the students who are dealing with issues is very important. The adolescents are very sensitive individuals in the school and require a good environment to enable them to express their feelings. It is an ideal idea to use the school environment as a place that can enable the minority parents to assist their children with the academics and their social life. The school should allow the minority parents to have a good experience and an environment that will enable the parent to be able to deal with the students.

The nature of the school environment contributes to the level of attendance in school meetings among the minority groups. This is ascertained by Reid et al. (2001) who argues that a negative school climate is one of the barriers to the attendance among the minority parents in school meetings. Many of the parents from the minority backgrounds claim that there are some schools that do not create an environment that encourages interaction between the teachers, hence discouraging them from contributing towards the academic requirements of their children (Grolnick et al., 1997). When there is a good climate around the school, the parents look forward to attending the meetings and discuss with the teachers the issues that

affect the children because they believe that this will assist the development of the child. Most of the parents from the minority backgrounds always want their children to excel well in school so that they can become of great importance in the society and this makes them to want an environment that they can do their best to improve on their children. As such, when the schools in which the children go allow for a conducive environment where they can contribute towards the success of the students, their attendance increases as well. Most of the parents who boycott attending meetings in schools are influenced by the negative climate in most schools (LaRocque, Kleiman, & Darling, 2011). They may also have developed a bad perception about the school meetings from the previous experiences, which makes them to think that they cannot offer any academic value to the children. This makes them to find it difficult to attend to the meetings that are organized by the teachers to discuss issues pertaining to the academic issues of the students. Additionally, they are limited by the low self-esteem that they relate to their experiences in other schools or the ones they had during their school days (Sheldon, 2002). Due to these perceptions from the minority parents, the climate of the school can add more negative attitude towards attendance of meetings in schools. It is the role of the school administration to ensure that the environment of the school is friendly so that the minority parents can feel comfortable to attend the meetings and contribute to the motions that develop the academics of the students.

According to the statistics carried out by the researcher in Norway in 2013, showed that there is need to ensure that the minority parents are well represented in the schools (Bæck U.D.K. 2010). This is because it enables the government and the institutions to tackle issues affecting them much easily. For instance, the government was campaigning for the collaboration between the leadership of the school and the minority parents for both home and school. Therefore, the school climate becomes a very vital element that should be used to

ensure that the minority parents are well represented because it helps in ensuring that their opinions are considered.

An effective school climate is established through the associations and good communications among the school's community stakeholders, counselling officer, parents, and children. The people who govern the school such as the chairman or the principal of the school because they create a good platform for interaction and association also influence the climate of the school. Additionally, they are aware of the pressing issues that affect the children in both academics and social life. As well, the learning of the students is highly influenced by the school climate; therefore, it becomes important to ensure that stakeholders who includes minority parents are given a chance to contribute to the learning exercise of the students (Hoover-Dempsey & Sandler, 2005).

## **4.2 presentation of findings from other sources**

### ***4.2.1 Parental Roles in Schools***

Many parents lack a clear understanding of their social roles in schools. This is according to Hill & Taylor (2004), who asserted that most parents believe that their only obligation is to send their children to schools and pay school fees. On the contrary, according to Steinberg et al. (1992, p. 1269), schools with the best performance in Norway are anchored by financial, moral, and professional support from the parents. The teachers also expect to educate the children based on certain guidelines and standards, which ought to be dictated by the parents. The presumption that the teachers bear the responsibility of addressing the social and the academic wellbeing of children has been regarded as an act of ignorance among the parents. Dimmock, O'Donoghue, & Robb (1996) associate this behavior with the minorities, who are overly conservative on the current issues regarding their wellbeing and those of their children. Dimmock, O'Donoghue, & Robb (1996) further adds that the minority parents feel that they have no patriotic authority to take an active role in the manner in which issues

should be addressed in the country. Consequently, the parents belonging in the minority backgrounds have assumed a silent role in their parental obligations in school. This situation has been escalated in cases where the minority parents are not conversant with the Norwegian education system nor the language. LaRocque, Kleiman, & Darling (2011, p. 117) adds that even after learning the language, the minorities fail take an active role just like the natives and this interferes with the smooth teacher-parent interaction in schools.

Based on the findings by Oppedal, Røysamb, & Sam (2004, p. 482), most immigrant parents say that they have no problems addressing the issues regarding their children, however, they show little passion and concern addressing the issues regarding their children. Oppedal, Røysamb, & Sam (2004, p. 482) also observes that often Norwegians have expressed distress while dealing with immigrant children. The author further asserts that most immigrants have persistent issues regarding their stay in Norway and have little time to concentrate on their children. While the immigrants spend resources trying to settle in Norway, foreigners working in Norway are too preoccupied with formal engagements to address the concerns of their children in school.

#### ***4.2.2 Responses from teachers***

According to Yamamoto & Holloway (2010, p. 200), most teachers say that most parents are not engaging actively in the school affairs because they lack a sense of social belonging despite schools' administrative efforts to sensitize them. Additionally, most parents do not feel the school management system needs their contribution in terms of parental involvement. Nonetheless, Hill & Taylor (2004, p.163) observes that the management system appreciates that gradual socioeconomic development will bridge the current social gap that exists between parents and teachers. Some teachers ensure that parents take an active part in their children's life while they are in school (Turney & Kao, 2009, p. 263). In some schools, the management denies the children the permission to attend classes until their parent attends

the school meetings. Turney & Kao (2009, p. 264), however, observes that attending school meetings because it is mandatory does not improve the quality of education. Passionate parents who work closely with the teachers inspire tenable parent-teacher relationships. Nonetheless, the school management initiates a good parent-teacher relationship, which is responsible for implementing the policies governing parental roles in schools. This explains why parental involvement in some schools is more effective than in others.

According to parents that are likely to miss parent-teacher meetings, however, this does not reflect their commitment because they might be having genuine reasons. According to Trumbull et al. (2001, p. 34), parental commitment stretches from constant developments and projects aimed at improving their children's academic performance. For instance, motivational initiatives for teachers enables them to perform well and improve the welfare of the children they teach. According to Sheldon (2002, p. 303), committed parents will establish a rapport with the children's teachers, which enables them to exploit their child's potential. This rapport ensures that the teachers establish a favorable environment at school while the parents are establishing a similarly favorable environment at home. Most schools in Norway, however, lack such parent-teacher engagements because of managements' tendency to compromise on the involvement of these parental involvement in the school activities by failing to support or initiate parent-teacher engagements (Sell, Grimstad, & Williams, 2013).

Reid, Webster-Stratton, & Beauchaine (2001, p. 215) asserts that most teachers complain about the commitment of most immigrant parents in addressing issues regarding the welfare of their children. They (2001, p. 216) further adds that upon admission, however, the school authority outlines the rules of engagement. This means that if the parents are not showing commitment or cooperation, it is the role of the school to ensure that the parents fulfil the part of their bargain. Most teachers and parents, therefore, can avert lack of commitment among parents by enacting consequences or sensitizing the parents on the



importance of parental involvement in the student affairs. Performing schools have a record of good teacher-parent relationship according to Patrikakou & Weissberg (2000, p. 105), who believes that great academic and social, and physical performance is a culmination of values imparted by teachers, parents, and the overall society.

Reid, Webster-Stratton, & Beauchaine (2001, p. 216) cited lack of commitment among the immigrants to incomplete family structures. Single parents or no parents at all has been cited as a major contribution of poor cooperation among immigrants. In this case, therefore, the school management has the obligation to ensure that the children are registered under a reliable guardian or program to ensure that they are well represented in the school.

It is apparent that parental involvement is not a serious problem as illustrated by findings of the researches carried out over the past decade because it is always an obligation of the school management to streamline the rules of engagement between parents, teachers, and students. According to Müller, Geraldi & Turner (2012, p. 88), if the school management is strict on the parental involvement, parents will have no option but to cooperate with the school requirements.

Paulsen, (2012, p. 33) observes that lack of parental involvement in the students' affairs causes students to suffer psychologically, which is reflected on the children's performance. The school management should, therefore, ensure enact strict rules to ensure that the parents engage actively with the relevant authorities.

Most minority parents prefer to take their children to schools that are easy on rules governing their involvement in the school activities. This implies that minority parents experience problems taking part in the school activities that aim to improve the wellbeing of their children. That is one of the major challenges now in most schools in Norway. Peters et al. (2008, p. 33) adds that even schools that are emphatic on the involvement of parents'

attendance is of no importance if these parents are not proactive on the issues affecting the performance of their children

#### ***4.2.3 Management Role in Parent-Teacher Engagement***

The school management is responsible for the policies influencing the involvement of parents in school activities.

Moseman (2003, p. 130) asserts that although parental involvement in schools has been a major challenge for the past decade, most schools have been gradually amending the school policies and memorandum to ensure that all parents are actively involved in the school activities irrespective of ethnicity or social class. Pihl (2009, p. 112) adds that all parents from minority backgrounds are expected to learn the Norwegian language during the first three months of the admission of their children. However, some of the stakeholders based on the point that parents have no point learning the language since they are not students have criticized this ruling. Nonetheless, parents have embraced this approach because they have realized that it enables them to communicate effectively. Pihl (2009, p. 116) observes that language is the core problem affecting the involvement of parents in the school activities such as the parent-teacher meetings. The challenge of parent involvement in schools is prevalent among parents that are not conversant with the Norwegian language. This means that understanding this language is an added advantage to any parents from minority backgrounds.

According to Patrikakou & Weissberg, (2000, 56), school administrators in Norway, the management, has a big role of initiating the involvement of parents in the major school activities. Patrikakou & Weissberg, (2000, 58) further adds that the poor parental involvement in the school activities, negatively influenced the performance of students.

Case Study X

In a case study on the approaches schools have been establishing to mitigate poor parental attendance in schools. Pollock & Van Reken (2010, p. 43) found out that setting up a memorandum between parents and teachers was viable in mitigating poor or lack of attendance in schools. In this study, Peters, Seeds, Goldstein & Coleman (2008, p. 45) found out that in institution X, the children of the parents that failed to attend parent-teacher meetings were expelled from the school. Additionally, the school management established a system that rated the involvement of parents in the school activities. According to the study, the school further established a series of activities that entailed a competition among parents annually. The parents were expected to participate in various activities at specific dates of the year, an approach that was aimed at bridging the gap between the teachers and parents in the schools. This study gives a perfect illustration of the role of the school management in ensuring that parents are actively involved in the wellbeing of their children in the despite the constant reluctance observed. With a little more persuasion and information sharing with the immigrant parents, perhaps the issue may eventually be resolved.

#### ***4.2.4 Students Role on Parental Involvement***

According to LaRocque, Kleiman, & Darling (2011, 116), students bear a significant role in initiating a good parent-teacher relationship. The students have a duty to explain the importance of meetings to their parents and to ensure that their parents are actively involved in the major school activities that require the participation of teachers. According to LaRocque, Kleiman, & Darling (2011, 116), students can play the basic role of informing the parents about the meetings in advance and constantly reminding them so that they prepare in advance and attend the meetings promptly. Initiating parental involvement is essential in the academic performance because they are reflective of the good relationship between the teachers, parents, and students (Hoover-Dempsey & Sandler 2005, p. 23). Students that initiate such relationships tend to receive proper treatment from teachers due to the mutual

respect that exists between them (Hoover-Dempsey & Sandler 2005, p. 24). In such cases, teachers will always keep in touch with the teachers updating them on the academic progress of their children.

In a study carried out by on what motivates parents to take part in school activities, LaRocque, Kleiman, & Darling (2011, p. 120) observed that parents were passionate about their children when they emphasized about the importance of parent-teacher meetings. *“Student X (named Hakeem) who was interviewed in the case study asserted that his parents were passionate about his wellbeing and did all they could to ensure that he performed well in class and in the extracurricular activities”*. Liam, his classmate said that Hakeem’s parents had made him the envy of his class by constantly keeping touch with him and his teachers. Liam said he was unfortunate that his mother was constantly involved in international affairs and his father lived in Israel. Liam told the researchers that some children lack the psychological strength to perform well in the absence of their parents and tend to have records of cases of indiscipline. Lowden (, 2002, p. 55) found out that a child whose parent from Saudi Arabia failed to attend meetings recorded poor grades and was constantly psychologically disturbed. Nonetheless, children whose parents are not versed in the Norwegian language find it difficult to have their parents in schools because of the language barriers between them. Some children are embarrassed of parents who cannot converse with their teachers comfortably. Michailidou, Parmaxi, & Zaphiris, (2015, p. 282) observed that besides parents who lack commitment on parent-teacher meetings, there are other parents that are opposed to certain activities that are entailed in the school curriculum. For instance, parents from Middle East countries are opposed to swimming, although it is an academic requirement in the 9<sup>th</sup> grade. *“The sociocultural gap between the teachers and my parents affects the children because the teachers expresses displeasure whenever they are dealing with them, and this may cause the teachers to have a negative attitude towards their children.*

### **5.0 Recommendations based on the studies analyzed herein**

Based on the findings obtained from previous studies on the issues regarding parent involvement in schools, it is apparent that parents have a significant role to play in the smooth running of schools. Parents are the first-degree teachers of every child; hence, their influence should remain even after they join school. An active presence of teachers is necessary to ensure that the children do not depart from their first lessons obtained from their parents. In addition, this presence is necessary to ensure that the objectives of attending schools are attained. The parents have a significant role of boosting the morale of the teachers through their presence, support, and guidance.

Parents need to acknowledge that the power of determining the manner in which the children should be raised in schools is entirely upon them. As observed in the findings from the previous study, some parents have been unable to understand their role, power, and influence of their involvement in schools, which explains why they remain aloof from the matters regarding the growth and development of their children. Proper utilization of this influence and power could improve the quality of education and ensure that children retain their values even after they start school.

Leaving children in the care of peers and teachers alone has been gradually degrading the values and social norms obtained during the early stages of growth. The degradation effect of external influence has gradually interfered with the social norms and sustainable growth and development among children and teachers. This effect could be averted by actively involving the parents in extracurricular sessions such as counselling and psychological therapy. Norway is gradually establishing programs to ensure that the majority of the assistant members of staff emanate from among the parents to ensure that the initial values imparted among the children remain. The current education system in Norway is keen to ensure that corrective measures are established in the growth and development of students especially in

their lower grade. This approach will be attained by assigning parents an active role in learning.

Involvement of parents in the growth and development of children in school will reduce cases of indiscipline for children whose absence of their parents is detrimental in their psychological growth and development. According to Carnoy & Rhoten (2002), some students respond negatively to the absence of their parents. This is manifested through poor conduct, low dismal academic performance, and inability to concentrate on curricular obligations. The presence of the parents of such students will ensure that their conduct in school is in tandem with their performance in school. This phenomenon has turned to be of essence following the students that maintain a good behavior in the presence of their parents, only to deviate in their absence. Retaining their parents in their academic progress, therefore, ensures that such children are able to maintain a good transition while adapting to school life.

Poor or lack of involvement by parents in the management of schools is majorly evidenced among minority parents (Müller, Geraldi, & Turner, 2012, p. 89). This lack of cooperation is, however, detrimental in the education system because the union between teachers, students, and parents is supposed to be solid. Whenever minority parents miss out, the education system is negatively affected. Minority parents have been missing out in the meetings and their role turns out to be passive. Hornby, & Lafaele (2011) sites language barrier, inferiority complex as the major causes of poor cooperation between the stakeholders in the Norwegian system. The same way education is mandatory for the students, cooperation between parents and teachers should also be emphasized and any conduct that is contrary in this cooperation discouraged through any possible means. Nonetheless, emphatic measures can only earn the presence, but not the passion and involvement of the parents in the sustainable development of the schooling system.

## **6.0 Conclusion**

Based on the findings, it is apparent that cultural diversity in Norwegian schools poses some challenges in the immigrant parent's involvement in schools. Often some of these parents have segregated themselves from the activities of the schools. These parents' ignorance of the significant role they play in ensuring a smooth learning among the students in these schools also adds to the flaws seen in the system in Norway. Parental involvement makes it possible for the school management to administer policies, and develop effective schedules for children's lesson plans on co-curricular activities. Additionally, parental-involvement is necessary because teachers need to keep the parents updated on their children's academic co-curricular performance. It takes the cooperation of teachers and parents to nurture the talents and strengths of their children and if this cooperation lacks, children suffer the most. Therefore, parents need to be actively involvement in the wellbeing of their children irrespective of the ethnic, social class, or financial backgrounds from the very first moment they're child begins in school.

The cooperation of parents can be enhanced by the school policies. Nonetheless, the school management has a responsibility to ensure that parents adhere to the rules governing the role of parents in the school curriculum. The current problem has been prevalent because the school management has not been emphatic on the involvement of the parents on school activities. The school has also not outlined the roles of parents in their respective schools; hence, the parents have assumed that their role is simply to take their children to school. Patrikakou & Weissberg (2000, p. 107) observes that parents and teachers have almost equal roles in the process of upbringing the children. Cooperation of these two parties is, therefore, essential in ensuring that children embrace a balanced growth in academic, social, and extracurricular activities.

Teachers also play a significant role in enhancing the involvement of parents in parent-teacher meetings. Teachers initiate the involvement of the parents in schools through peer education and through the initiation of the policies regarding the involvement of parents in schools. Schools with the most smooth and effective system have a good cooperation between teachers and parents (Adams & Christenson 2000, p. 491). The teachers, however, initiate this cooperation, because they have a better understanding of the children's requirements in schools. Additionally, parents have the tendency to play by the rules stipulated by the schools just because a breach of these rules has dire consequences. According to Adams & Christenson (2000, p. 494) consistency in implementing school policies leads to a school culture, which ensures that the schools benefits from a good cooperation from all the key stakeholders.

Although legislation and several research studies cite the importance of parental involvement in children's education, and their willingness to become involved, there are many who maintain the view that minority parents do not wish to attend school meetings, at least at certain schools. It is essential to understand that the purpose of the parent-teacher meetings with parents with minority background is to create a meeting place between the school and parents with a minority background in a different context than the ordinary parent meetings at the school, and in a way, that does not stigmatize the parents. These meetings have a preventive approach, and are aimed at building relationships and gaining parents' trust before discussing sensitive topics and initiating change processes. At the same time, it is important to remember that descriptions of cultures and cultural perceptions often present a distorted view of reality. Minority advisers will guide parents in reflecting on topics and change processes, but the tempo of this process must be steered by the parents, and remain internally anchored within the parents. This will help ensure that the parents themselves



become the driving force of the change process, which will ensure a stronger anchoring and greater willingness to change

Students' performance is directly proportional to the involvement of their parents and teachers in the school curriculum. Students will tend to be accountable if the teachers and parents are united in ensuring that these students deliver the best performance in academics and extracurricular activities. Additionally, the cooperation of parents and teachers enables the students to exploit their potential in academics and their talents. The cooperation between the teachers and parents culminates the exploitation of children's potential at their young age. The cooperation between the parents and teachers further offers the students a platform to learn and grow because this cooperation ensures that the stakeholders impart the core values into their children.

Students are adversely affected when diversity tend to cause problems with the teachers due to sociocultural differences. According to Michailidou, Parmaxi, & Zaphiris, (2015, p. 283), this incidence has been evidenced among children of Arabic origin, where most parents are opposed to most the extracurricular activities such as swimming among their daughters. The parents that are adamant tend impend academic and extracurricular activities. Most immigrants from Arabic countries tend to interfere with the normal education system by emphasizing on certain cultural and religious rules that interfere with the effective implementation of the curriculum. According to Paulsen (2012, p. 37), the teachers are willing to cooperate with the parents attain a universal platform where they can improve the wellbeing of their children, most of the parents from minority groups have failed to compliment this cooperation. Consequently, the quality of education is interfered with and the teachers are forced to work under difficult conditions.

Parental-involvement in the school curriculum offers support and motivation for teachers, which improves the level of education among students. Teachers cannot effectively

dispatch knowledge and skills without the complimentary efforts from the parents and other stakeholders; hence, active involvement is inevitable in ensuring that the students are positively influenced. According to Steinberg et al. (1992, p. 1269), schools with the best performance in Norway are anchored by financial, moral, and professional support from the parents. The teachers also expect to educate the children based on certain guidelines and standards, which ought to be dictated by the parents.

In all the methods used by the minority advisers, it is clear that initiating a dialogue from the perspective of the parents is crucial. These methods may therefore be considered user-centred. Minority advisers such as myself can help to guide parents in reflecting on topics and change processes, but the process tempo must be steered by the parents, and remain an internally anchored process within the parents. The parents must be the driving force of the change process, as this will promote greater motivation for change. With regard to user-centred methods, helping participants learn to take responsibility is crucial. By acknowledging a participant's situation, and affirming participants' statements that express a willingness to change, an adviser can help increase the motivation for change during a meeting. One important element in user-centred dialogues is, in fact, the acknowledgement of parents' experiences and their perspectives, in order to establish a common platform for further cooperation.

This study offers an opportunity to learning institutions in Norway to evaluate the education system and develop an influential approach through which students can be educated. The degree of quality of education offered by the teachers, however, needs to emanate from the standards established by a cooperation established by the teachers, parents, and the school administration. The teachers depend upon the school policies, support from management and parents, and government intervention in order to impart the knowledge, skills, and the necessary academic anchor that is needed to propagate the students through the

ladder of education. The students further need to acquire a positive perception and the realization that their parents support their teachers. This attempt is necessary in developing the students' confidence on the education process. Further, the cooperation between the teachers and parents enhances the enrichment of the students with the relevant knowledge while emphasizing on the values that the parents impart on their children. This follows the fact that the teachers aim to enhance the values that have already been imparted on the students rather than impart a completely new knowledge base. The cooperation between the teachers and parents gives the teachers an opportunity to alienate the parents' efforts to improve the students' ability to grow, morally, professionally, and socially. This study gives the reader the insights to understand that education is the anchor of the society and the cooperation of every individual is necessary in ensuring that the students obtain the most relevant skills to address the challenges affecting the society.

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