INDIAN HERITAGE PARENTS’ STRATEGIES
OF PARENTAL INVOLVEMENT
IN SUPPORT OF THEIR CHILDREN’S
SCHOOL AND NON-SCHOOL
LEARNING IN A MULTICULTURAL CONTEXT

Thesis submitted for the degree of
Doctor of Philosophy
At the University of Leicester

By

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School of Education
April, 2016
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Acknowledgement

This thesis would not have been completed without the help and support of several people mainly from Lakhimpur, India (my native city) and Leicester, England (where I carried out this investigation). There are several inspirational teachers, family members, colleagues and, friends in this journey, whose names cannot be mentioned in a page or two; so, firstly, I would mentioned my thank you for all these people whose names are not mentioned below due to resources and time limit. I would especially like to thank the following people.

First and foremost, I am highly grateful to Prof David Pedder for his expert guidance, motivation and support throughout this journey. I particularly appreciate his careful attention to detail in clarifying things in the simplest terms and inspirations to be innovative in entering the field of qualitative research for analyzing various policy and practice. I would also like to thank to my second supervisor, Dr Saeeda Shah, who was always been a person of inspiration for many women like me in international perspective.

I convey my special thanks to Mrs Patel, who took genuine interest in my research and allowed me to carry out this investigation in her school. She also shared her knowledge and experience in the initial phase of the research to identify and approach relevant persons as participants. I am also thankful to all school staff and parents, who participated in my research project and gave their valuable time for this study. I
thank them for their time, patience and willingness to share their stories and experiences with me.

I would like to express my gratitude to my dad whom I lost in my childhood and my mom whom I lost during my journey of PhD. Their love and blessings have always been a source of inspiration and enlightenment in my life. I reserve my deepest thanks to my husband Alok for his unconditional support, my sister Vandna, who cared me just like a mother and my sweet Pammi aunty who supported me when I lost my mother and gave birth to my loving daughter. I am also indebted to my sister Laxmi and other family members, my head teacher Matadin (in India) and all my colleagues in India for their sincere support in this work. I also thank my friends Vasudha, Jasween and Swechchha in particular for their feedback on my work at different occasions.

Last but not least, I am indebted to many people from the school of Education for their support. I would particularly like to thank Prof Hilary Burgess for her special role in this journey; Dr Chris Wilkins and Dr Tony Lawson for their help in the initial phase of the research in identifying relevant social theories and relevant persons as participants. I will always remember the enjoyable time spent together with Dr Binglyin Lei Morgan, Dr Fatihiya Saad, Dr. Ilyas Khan, Dr Amin, Dr Umit, Dr Nate, Dr Haiyan, Dr Tanko, Dr Mohsin, Dr Anfal, Dr Sarah, Gurpreet ji, and many colleagues Belinda, Yvette, Dr Chris Comber, Prof Hillary Burgess and others with whom I worked in different roles as a Graduate Research Assistant in the school of Education.
Dedication

This thesis is dedicated to my parents, who despite coming from lower middle class provided me all mental, intellectual and emotional support throughout my life.
Abstract

This study aimed is to develop understandings regarding how parents of Indian Heritage participate in the school life of their children in a school of Leicester, UK.

In order to pursue this aim, I adapted an interview-based research strategy and a case study approach. Interview-based data were collected from 17 school personnel and 17 Indian Heritage Parents (IHPs) between 2013 and 2014. The data so obtained were analysed inductively that led to the following findings.

- IHPs form a diversified ethnic minority group and they do not have a unified perception of PI in support of their children’s school and non-school learning.

- Second generation IHPs and some first generation settled IHPs with fluent English and good educational background, remain involved equally in school-based and home-based activities.

- Other IHPs with average English and moderate education are school followers. They follow the school instructions at home but they have limited SBI.

- Many IHPs with low level of Education and very little English perceive themselves involved by visiting the school informally and interacting with bilingual staff, and other parents.
• Some IHPs are involved but remain more critical as Active Partners.

• The school has locally developed strategies with no special provisions for EMPs' involvement but it has wide range of strategies enable to involve all parents including parents from India.

• All the parents expressed their satisfaction with the school that reflects the successful implementation of existing policies. However, in some cases the school expectations towards different parent control their involvement and do not give them freedom to make their own choices. This raises the issues of social justice in the school.

The study concludes that locally and contextually developed strategies of schools are more fruitful than a unified national policy. IHPs' perception of PI; prior school experiences; level of spoken English; awareness of English schooling are elements influencing actual parents' involvement. This is a case study carried out in a socially deprived area of Leicester and therefore, I do not claim to generalize the findings on a wider population in other areas.
# Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>EMP</td>
<td>Ethnic Minority Parents</td>
</tr>
<tr>
<td>PI</td>
<td>Parental Involvement</td>
</tr>
<tr>
<td>PE</td>
<td>Parental Engagement</td>
</tr>
<tr>
<td>IHP</td>
<td>Indian Heritage Parent</td>
</tr>
<tr>
<td>SBA</td>
<td>School Based Activities</td>
</tr>
<tr>
<td>SBI</td>
<td>School Based Involvement</td>
</tr>
<tr>
<td>HBA</td>
<td>Home Based Activities</td>
</tr>
<tr>
<td>HBI</td>
<td>Home Base Involvement</td>
</tr>
<tr>
<td>NES</td>
<td>Non English Speaking</td>
</tr>
<tr>
<td>DIET</td>
<td>District Institute of Education and Training</td>
</tr>
<tr>
<td>DPEP</td>
<td>District Primary Educational Programme</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>BME</td>
<td>Black Minority Ethnic</td>
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</table>
Chapter One: Introduction

1.1 The personal journey: Researcher’s stimulus and interest in the topic

In this section, I briefly reflect on my central aspiration for this study, from my personal life to professional life and then as an international student.

I was born and brought up in a small multicultural district that is located at the Indo-Nepal border in the northern east region in India. The main language of the district is Hindi, whereas other languages such as English, Punjabi, Urdu, Bengali, Nepali are also spoken. The district comprises numerous government, semi-government and private schools, which currently educate more than four million people. All government schools provide education in Hindi medium, whereas semi-government and private school have a freedom to choose their medium. There are several English medium schools too those are quite popular among educated parents.

Reflecting back on my schooling, in a government school, around 25 years ago there was a minimal parental involvement in school based activities. The practice was based on ancient Indian values, assuming schools and home, being two distinctive territories, which were managed and supervised by two responsible individuals, teachers and parents. The division of responsibilities, mutual respect, assuming teacher as a source of learning and parents’ following the school pattern without any dispute were some of the popular practices. Parents were only allowed to visit the school at particular occasions.
when they were invited. I still remember, in my twelve years of schooling (primary and secondary), my father visited my school only twice and my mother never did. Nevertheless, they valued education and had always been a source of encouragement and motivation for me. My father used to read regularly with us and tell various moral, religious and historical stories. My family also arranged a private tutor, offered me good food and appropriate home environment that persistently encouraged me to achieve high ranks in the class. So, I can conclude that my parents’ involvement was limited to HBA. Nevertheless, my parents never had any conflict with my school and my teachers were also happy with my outstanding performance in the class. Although, there was no direct communication between home and school, there was a great sense of trust and respect between my parents and teachers. Thus, by then, I developed a perception that the school is accountable for formal learning of child under teachers’ guidance and home mainly for doing homework and revising various learnt concepts informally with the parents and other family members.

After completion of my undergraduate studies, I began my career as a school teacher in an English medium private school. By then, there were some initiatives for parents taking part in school-based activities. For example, they were asked to attend parent-teacher meetings every month; the parents of Nursery and Kindergarten children were given an opportunity to drop their children up to their classrooms. Having good knowledge of local contextual elements, I was aware that majority of parents were not confident to communicate in English, however, some of them had good skills of reading and writing in English. Therefore, I adopted a
strategy of communicating with parents in Hindi (the most commonly language spoken in my district) and appreciating their efforts for supporting child’s learning. Consequently, the parents were happy and the performance level of my class was found outstanding. This was my first experience that enlightened me that parent teacher interaction can be fruitful for achieving the desired educational goals.

After one year of teaching I returned to the university and pursued my first Master’s degree. After completing my Masters degree, I moved to a teacher training course for primary education named as BTC (Basic Teaching Certificate) that further enhanced my knowledge of child pedagogy; parents’ and community involvement in primary schools. In 2002, I began my career as a primary teacher in a government school and after a year I became a teacher educator at District Institute of Education and Training (DIET) that is a central institute of teacher training in India located in every district. DIET mainly organises pre-service and in-service trainings for all government teachers, whether they are in urban or rural areas. By then, PI and CI had been made mandatory under global programme of DPEP (District Primary Education Programme) (from 1997-2002) followed by Education for All (EFA) (since 2002). This innovation was a challenge for many traditional teachers who construed schools as the territory of teachers and consequently they expressed several barriers against active PI such as large class sizes, lack of staff, high work pressure, no teaching assistants, uneducated parents and parents in vulnerable conditions. Such perception of teachers developed their negative attitude towards PI that resulted into very limited PI in the government schools. Thus, the government appointed
trainers to motivate teachers for PI through various non-academic activities to be organised in the school. I, as a teacher trainer, primarily needed to motivate them to think positively and acknowledging that PI was an essential part of educating children for enhanced attainment and attendance in the schools those were two targets of EFA programme in India due to a high dropout rate in rural government schools.

Simultaneously, I had another experience of existing linguistic barrier in parent-school communication, in a local convent school of Lakhimpur. A friend of mine, who left her education after primary level and knew hardly any English, requested me to accompany her in attending a PTM in her child’s school. Her husband, despite having good command on English, was not able to make it due to his busy work schedule of working as a bank manager. The school was renowned for its good quality education in English medium. Therefore, I attended the meetings with the mother, and translated significant things over there. This experience gave me a first-hand experience of understanding the linguistic barrier against active PI. In 2008, I came to England to pursue a Master’s degree at the University of East Anglia, Norwich that is located in the East of England Norwich comprises 98.3% white British, 0.3% Indians, 0.1% Pakistani; 0.1% Bangladeshi and 0.2% Chinese population (norwich.gov.uk). Due to my previous work experience, I was keen to enhance my awareness about English School system. Keeping this thought in mind, I became a volunteer and worked in a few primary schools of Norwich. My interest redirected to EMPs--school relationship while I was volunteering in a primary school during an international week. I was there to give a talk
about Diwali and organise some craft activities. After reaching there in the morning, I was waiting for all students to be arrived. I observed that most parents were coming along; some staying and reading stories, some talking with the class teacher. In the meantime, I saw two EMPs (seems to be Chinese) entered to the classroom quietly, left the child and returned without any interaction. This observation triggered my previous experience and developed my curiosity among EMPs. During the craft activity in the day, in an informal conversation a Pakistani child told that his parents do not speak English and often avoid visiting school. This information inspired me to investigate this area further.

Due to curiosity, I shared my concerns with some British Indian friends, who shared similar childhood experiences of parents hardly visiting their schools due to linguistic barrier. A medical student from Indian background also reflected how she faced difficulty in settling in British school without any English, soon after migration of her family. She told that her parents did not know any English and therefore, they were unable to seek any help for her. She then acknowledged the school efforts for providing her support by giving extra classes of English. This broadened my approach about school strategies of supporting EMPs and children in England.

Thus, there were series of incidents; those ignited my interest in searching the area Of PI in their child’s school. By then my main focus were parents with little or no English. Thus, I began exploring empirical studies based on EMPs and school relationship in England. The first study about South Asian Parents (SAPs) in England that I came across was carried out by Huss Keeler (1997). Her
study was based on Pakistani families in England and their PI in their children’s schooling. The study not only supported my hypothesis from observation that lack of appropriate English is a barrier for some immigrant parent but also enlightened me that there are number of other barriers including cultural and religious practices. NES immigrant parents with different cultural norms may find themselves in double jeopardy for inability of communication and adaptation of the new environment in the host country. Thus my initial area of interest was SAPs' involvement in primary schools of England.

1.2 Rationale for the current study

The lives of EMPs have been explored by several researchers in the USA, Canada and other parts of the world. (cf Turney and Kao, 2009; Kim, 2009, Smith et al., 2011). Despite being one of the multicultural and multi-ethnic states, there have been only a handful studies exploring the lives of EMPs in England (cf Harris and Goodall, 2008; Crozier, 2009, 2001; Crozier and Davies, 2007; Conteh and Kawashima, 2007; Abbas, 2003; Gillborn and Mirza, 2000; Huss-Keeler, 1997). Majority of these studies were grounded on Pakistani and Bangladeshi parents with low education and little English and they were named as South Asian Parents (SAPs). In South Asian Region, India is the largest country and it was surprising that these studies hardly involved any Indian parents. This underrepresentation of Indian parents among SAPs, raises an issue of social justice towards Indian parents in England. Thus; I, myself, coming from India, decided to explore the lives of South Asian Parents and ensuring Indians' representation in my research.
During my exploration towards these current studies of SAPs, I also observed that majority of these studies were carried out in particular regions such as North East of England and Birmingham (Crozier and Davies, 2007; Conteh and Kawashima, 2008; Abbas, 2007). I argue that there are other multicultural regions in England those remain unexplored in the field of PI and Leicester is one of such places. The following demographic detail of Leicester demonstrates how it has growing as multiethnic and multicultural city during last decades. The following demographic details of Leicester make it explicit how Ethnic Minority Populations have been continuously increasing in Leicester city,

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Year</th>
<th>Total population</th>
<th>White British</th>
<th>Other white Indians</th>
<th>Other Ethnic Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1991</td>
<td>281500</td>
<td>197050</td>
<td>(included with British)</td>
<td>64745</td>
</tr>
<tr>
<td>2.</td>
<td>2001</td>
<td>282800</td>
<td>172508</td>
<td>8475</td>
<td>73450</td>
</tr>
<tr>
<td>3.</td>
<td>2011</td>
<td>329800</td>
<td>148508</td>
<td>16490</td>
<td>92344</td>
</tr>
</tbody>
</table>

Table 1.1 Demographic details of Leicester city

The statistical data is adapted from Jivraj and Finney, 2013, who explored growth of ethnic population in Leicester in the form of a bar chart. It is visible from the table that during last three decades, Ethnic Minority Population has grown up rapidly in the city as compared to British Ethnic group that has a decrease.

The Indian group has grown from 23% in 1991 to 28% in 2011. Black Ethnic Minority (BME) group has grown faster than other Ethnic Minority group as it grew from 7% in 1991 to 21% in 2011. Nevertheless, growing Ethnic Minority does not mean decreasing British
nationalities because there are several people among Indians and other Ethnic group, who have British national identity because they are second generation Indians or Africans.

Thus, I decided to carry out this study in a multiethnic school of Leicester that has not been explored yet. Also, I modified my focus from SAPs, in which I initially planned to include Indians, Pakistanis and Bangladeshis equally; to Indian Heritage Parents; who are appropriate in numbers in the city and whose life has been scarcely explored. Thus, the current study aims to investigate Indian parents’ involvement in a school of Leicester, whose details will be further discussed in the next chapter.

The majority of previous studies by date either explored parent related barriers or school related barriers in terms of unified policy or practice neglecting individual needs of EMPs. I argue every school and its parent are unique and they must be given equal opportunity of involvement in their children's education whatever capabilities or abilities they have. There have been major changes in the government policies since 2010 in England and since then, the schools are given more autonomy to develop their strategies those are appropriate to their local context; thus it is appropriate time to investigate school policy and strategies where there are appropriate numbers of children from Indian background.

Indian Heritage Parents (IHPs) in Leicester form a unique group for the study that remained invisible in various previous studies. This group has many commonalities in terms of native culture and religious practices with SAPs
but they also have parents with distinctive level of spoken English, acculturation in everyday life, different social positions depending on their migration level that will be discussed further in next chapter. Thus I carried out this study aiming to fill the gap in existing empirical literature by investigating the lives of IHPs in a school of Leicester. My ability of speaking Hindi and Urdu (two Indian languages) along with English will enable me to collect a divergent range of data from IHPs with diverse level of spoken English.

1.3 Main Research Questions

Under various personal experiences and a brief literature review, I developed the following main research questions to shape the research reported in this thesis:

1. How are IHPs in a multiethnic primary school of Leicester involved and engaged in their child’s schooling in order to support child's school and non-school learning?

2. How does a multiethnic primary school of Leicester involve IHPs in their child’s schooling in order to support children’s school and non-school learning?

These are the main research questions and will be further explored and refined in the light of relevant literature in chapter three.

1.4 Organisation of the thesis

The rest of the thesis is divided into nine chapters. In chapter two, I present details of my research context- the city of Leicester and Indian Heritage Parents, their
historical cultural practices, migration to Leicester and current prominent cultural practices. In chapter three, I carried out a substantive literature review in order to refine my area of research and formation of research questions. In chapter four, I demonstrate research design and various methods of data collections employed in the current investigation. Chapter five, six and seven are devoted to discuss the findings of the study. In chapter five, I present the outcomes of data from teachers and LSAs that are together named as educator group. In chapter six, I demonstrate findings from the school leaders whereas in chapter seven, findings from IHPs are presented. In chapter eight, I discuss various findings in the light of the existing literature and comparing those within three different groups, in relation to my main research questions. In chapter nine, I present conclusions drawn from the study, limitations of the current investigation and recommendations for policy, practice and future research.
Chapter 2 Leicester and Indian Heritage

Parents

2.1 Introduction

Indian migrants in the UK have been continuously growing in numbers and raising their social positions for decades. Indians were estimated to be more than 1 million in 2001 (Peach, 2006) and in 2012, it was revealed that 729,000 residents of the UK are born in India (census 2012). The Indian population in England is not evenly distributed throughout the nation; rather Indians are concentrated in certain places such as London, Birmingham and Leicester (cf. Mattaush, 1998).

In Leicester, Indians form the largest ethnic minority group with 3.29 million populations; which is around 28.3% of the total city population (Office for National Statistics, 2011). As there is a relatively high percentage of Asian people in Leicester, it is sometimes referred to as the vibrant Asian Capital of Britain (Vidal-Hall, 2003: 132). Leicester was the second wealthiest city in Europe from 1936 to 1953 and its prosperity was grounded on numerous local industries, such as hosiery, knitwear, boots/shoe industries, and engineering works (Vidal-Hall, 2003). However, the socio-industrial situations of the city declined post-1953, for a number of years. However, the city has re-established its reputation with the efforts of migrants since this decline (ibid). Overall, Leicester has gone through several ups and downs with respect to its economic, social and demographic contexts. Overall, it is the largest multicultural city in the East-Midlands region.
of England (Creese et al., 2006; Doshani et al., 2007) that is acknowledged as a model for civic multiculturalism for managing and promoting ethnic diversity and tolerance among several ethnic groups in the city (Rex and Singh, 2003: 16).

In order to explore the distinctiveness of this multicultural city, it would be worth exploring the brief history of migration to Leicester, the development of multiculturalism in the city and, the social cultural variations and demographics of Indian migrants. Given the aims of this chapter, it is divided into eight sections. In section one; I introduce the city of Leicester to my reader giving details of various migrants from India and their settlement in Leicester. In second section, I present further demographic details and inform the reader about multicultural nature of the city. In section three, I discuss the global geographical location and glorious history of India. In section four, I analyse Indian migration to the UK in different phases and through different paths. In section five, IHPs and their prominent cultural practices are discussed. In next section, I elaborate the light upon diversified Indian schooling system that may have an impact on various parents’ perception of PI and PE. Then in section seven, I conclude the main points and then a summary will be presented.

2.2 Leicester, the Home of Indian Migrants

Leicester has been continuously attracting immigrants from all over the world and particularly people from Indian heritage (cf. Bonney and Goff, 2007). Peach (2006) demonstrates that Indian population in the UK has been continuously growing from 31,000 in 1951 to
1,000,000 in 2001. Nevertheless, all these Indians did not come from Indian subcontinent. A considerable number of Indian migrants reached the UK from East African countries of Kenya, Tanzania and Uganda during nineteenth century. Such Indians are referred as twice migrants and their lives will be further explored in section 2.5.2.

The arrivals of migration in Leicester began in nineteenth century. The population of the city rose from 17,000 in 1801 to 212,489 by 1901; that mainly comprised migrants from different parts of the UK and the Ireland (Vidal-Hall, 2003). The cause of initial migration was availability of jobs due to industrial nature of the city. The next phase of migration consists of war and prosecution migrants those mainly involved Polish people and some Asians, who fought in World War II. In 1951, the Asian population of Leicester was only 624 which rose up to 4,624 by 1961 due to influx from South Asian countries including India (ibid).

During the 1970s, another major influx of Indian population began to immigrate through African countries and Leicester was found as a favourable destination. The prime reason for settling down in Leicester including a prior stake in housing enjoyed by some previous refugees; availability of special vegetarian diet due to prior settlement of migrants with the cultural background and job opportunities (Mattausch, 1998; Vidal-Hall, 2003). Due to increasing number of migrants, government of England took certain initiatives for ethnic minority people’s settlement. For instance, the policy of assimilation was introduced in 1964 that aimed to provide equal job opportunities and avoid any possible
discrimination on the basis of ethnicity (Rex and Singh, 2003).

In 1971, 6000 Ugandan migrants out of 30,000 with almost no accumulative capital settled in Leicester that further raised a considerable number of ethnic minority Indian population. Despite the governments’ equal policy, the resettlement of large number of new migrants was a great challenge for themselves and also for native English citizen, who had affinity to preserve the original English culture (Vidal-Hall, 2003).

Within the above scenario, some Afro-Indian migrants, who had higher educational and professional qualifications and entrepreneur skills (Peach, 2006) pledged that Asians will not be a burden on Britain (Mattausch, 1998). Babulal Thekerar, a previous accountant in Uganda, who reached England only with £4.00 and many others, began to take initiatives towards the economic development of the city (ibid). With their long term consistence efforts new developments took place. The city developed economically in terms of industries re-establishment, new market development and enhancement of jobs in Leicester (Vidal-Hall, 2003). This endeavour also brought social development in terms of enhanced diversity and promoted racial equality in the city (Vertevac, 1994). As a result, Leicester gained the reputation of an industrial multi-cultural and multi-faith city (Bonney and Goff, 2007) that currently accommodates migrants from more than 50 countries around the world (census 2011).
2.3 Multicultural context of Leicester

Leicester has been acknowledged as one of the top multicultural cities of England. The English population of the city has been persistently decreasing since 1991 and an Ethnic minority population has been raised. The following chart shows how the population changed during last three decades (Jivraj and Finney, 2013).

Figure 2.2 Population growth of EMP in Leicester

In the chart, Blue colour represents the white population; Red colour represents Indians; Green represents other Ethnic Minority groups whereas Purple colour reflects other white population of the city.

The total population of the city was 281,500 in 1991 out of that total white population were 70% that included white British and other whites; whereas there were 23% Indians and 7% other Ethnic Minority groups. After a decade, in 2001; total population of the city became 282,800. Out of that there were 61% White British; 26% Indians; 10% other Ethnic Minority groups and 3% other white population. In year 2011; total population of the city was accounted as 329,800 in which there were 45% White British; 28% Indians, 21% other Ethnic Minority groups and 5% other white population (ibid). Overall,
there was an increase of 34,000 Ethnic Minority or non-white populations between 1991 and 2011.

Thus due to recent demography, Leicester is acknowledged as a model city that embraces multiculturalism through several means such as multilingual music, publications, having numerous religious places, fashion, food, and festivals (Bonney and Goff, 2007). There are Gujarati and Punjabi radio stations, multilingual publications, celebration of various festivals such as Belgrave Mela, Diwali, Eid, and Caribbean carnival together by different religious and ethnic communities (Vidal-Hall, 2003).

A number of researchers have examined the multiculturalism of the city. For instance, Singh (2003) argues that due to a long history of migration, Leicester comprises many second and third generation Indian heritage families, who have assimilated the British culture along with their native values. Adults from such ethnic Indian heritage families are currently occupying social, political and professional positions such as factory owners, head teachers, teachers, health professionals, city councilors, social workers and so forth (Peach, 2006). Thus privileged position of some migrants at local level and existence of several ethnic and religious support groups, all together promote cultural diversity with mutual respect (Singh, 2003).

In contrast, some researchers argue that Leicester has a high degree of residential segregation, inter-ethnic tensions and negotiations of coexistence in the central areas of the city (Clayton, 2012; Vidal-Hall, 2003). The residential segregation in Leicester is shown in Figures
1.3 and 1.4, which reflects that Hindu and Muslim populations are concentrated in the distinct areas of the city. The Muslim population is primarily concentrated in Spinney Hill and Stoney Gate electoral wards, whereas the Hindus are mostly located in Latimer, Belgrave and Rushey Mead wards (Bonney and Goff, 2007). This residential segregation demonstrates an ethno-religious criterion that can be grounded on people's everyday needs, similar religious and community activities that may result in close relationship between them. Some researchers found segregation within ethnic minority groups also that is often grounded on various factors such as different socio-economic status and migratory status (Clayton, 2012).

The segregation among Hindus and Muslims Ethnic Minority population is shown in the following maps which are adopted from 2001 Census, Information Services City Council, Leicester.
Figure 2.3: Distribution of Hindu community living in Leicester (2001)
Figure 2.4: Distribution of the Muslim community living in Leicester

Note: number in bracket shows the number of households in different areas of the city.

Overall, Leicester is a socially, politically, industrially and educationally unique city. Socially, it has a long history of harmonious ongoing migration, via gradual integration of the immigrants with the indigenous citizens. Politically, the majority of the local leaders belongs to the Labour party and acknowledges a
liberal attitude towards the development of multi-faith and multicultural environments in the city (Bonney and Goff, 2007). Leicester is also a renowned industrial city which is famous for its garments, boots and machinery industries along with a fabulous Indian market on Belgrave Road.

Educationally, Leicester comprises more than 100 primary schools along with an increasing number of free schools; religious schools for Muslims (Madarasa); autonomous schools; voluntary aided schools and academies (Leicester city council/7 November, 2013). Like the city, mainstream primary schools in Leicester cater towards children from various ethnic backgrounds in a multicultural environment (Leicester city council), whereas the complementary schools provide education to different ethnic minority populations along with mainstream education such as Madrasa and others as autonomous bodies responsible for mainstream education with their own curriculum, policies and strategies of teaching and learning; and parents’ involvement (cf. Creese et al., 2006; Verstappen, 2011).

As such, every mainstream primary school in Leicester is distinct due to its unique demographic surroundings, dominant ethnic environment, surrounding of the school, social and educational background of the children’s family and the way that children are educated under the unique school ethos. Therefore, for understanding PI and engagement in order to support their children’s learning, an in-depth exploration of various factors is required.
This includes what ethnic group of parents are studied, their migration status, their unique characteristics followed by the location of the school, the leadership and existing school- strategies of parental involvement and engagement.

In order to understand the distinctiveness of the Leicester context and the Indian Heritage population in the city, it is important to review the brief history of India, her relationship with England and particularly with the city of Leicester.

2.4 Geographical Attributes and Historical Background of India

The republic of India is the seventh largest country in the world and the second most populous country after China with a population of 1.1 billion (Gupta, 2007). India comprises 28 states and 7 union territories, and its constitution has accepted 22 official languages and 1600 dialects (Gupta, 2007). The Indian subcontinent covers a large area beginning Himalayan Mountains in the north passing through Ganges plains and desserts in the middle, and ends to peninsula coastline in the South surrounded by Arabian Sea, Indian Ocean and Bay of Bengal. The distance from the north apex in Himalayan Mountains to Southernmost Kanyakumari is approximately 2000 miles and the total area of the country is almost equivalent to that of entire Europe (Gupta, 2007). The name of the country is derived from river Indus that was the most prominent river to enter the country, till 1947.
2.4.1 Ancient Indian Culture - a culture of hierarchy and social stratification

India has a glorious history of 5000 years old ancient Indian civilization (Gupta, 2007), the first major civilisation of South Asia. Initially, Indian civilization was grounded in Vedas, which are fundamental scriptures of Hindus (Kohli, 1993). In other words, the Vedic culture in India perpetuates Hinduism and spiritualism, which have been a rich source of human philosophy worldwide. It is also noteworthy that there is no prophet in Hinduism and majority of the Hindu practices are guided by scriptures in Vedas (ibid).

Indian society, under the influence of Hinduism, has a history of hierarchy and social stratification on different grounds such as age, caste and gender (Joshi, 2009). Ancient Hindus were divided in four main castes: Brahmins (priests or preachers), Kshatriya (rulers), Vaishya (traders) and Shudras (helpers or servants). Brahmins used to be priests, teachers or preachers, who used to perform religious ceremonies and educate children. In ancient time, Brahmins provided formal education in their Ashrams (institute of education), which were usually located outside the city (Gupta, 2007). Overall, Brahmins were the source of all learning, wisdom and truth for others (Haralambos and Holborn, 2000). Consequently, they were given high respect from rest of the society. The Kshatriyas (rulers) were kings, their family members and ministers, who were responsible for maintaining the security of the kingdom.
and providing people a safe and progressive environment. Hence, they occupied the second highest social position next to the Brahmins. Vaishyas (Traders), businessmen travelling from one place to another were ranked third in the society. Some argues that this hierarchal order was also influenced by contextual factors; for instance, the social position of Vaishyas (traders) was higher than the Kshatriyas (rulers) in Gujarat (a state of India) due to their higher socio-economic conditions (Mattaush, 1998).

The Sudras (servants) were people, involved in serving all other people and hence they were assumed as the lowest caste. Some social scientists also mention a fifth caste as the most deprived, namely Untouchable, who used to face the most discrimination from rest of the members of Hindu society (Haralambos and Holborn, 2000). Probably the Untouchable caste was the lowest sub-caste among the Sudras, who used to face many restrictions in life such as they were not allowed to touch the other caste people and restricted from attending the normal schools. The different caste students were provided different education in terms of distinctive contents and language that was underpinned in their lines of social roles. India's caste system is the world oldest forms of social stratification surviving to this day (BBC news, 20 July 2017).

Due to this prolonged ancient embedded cultural practice, teachers in Indian society are still assumed as highly respectable and source of all learning (Raina, 2002) however, there is no relationship between teaching profession and Brahmin caste in current scenario.
2.4.2 Medieval Indian Culture: Growth of New Sects, Cultures and Education Patterns

After several years of Hinduism practice, there were origin of two new sects such as Buddhism and Jainism in India during fifth and sixth century BC. There is one common element in Hinduism, Buddhism and Jainism. These all focus on spiritualism but the new sects also made certain efforts to overcome the strong hierarchal caste system of Indian society. It was done by adapting the new ways of educating people equally from various castes under one curriculum and linguistic practice. It is noticeable that the medium of schooling for priestly Brahmins were Sanskrit whereas the Buddhist monks introduced a new language named as Pali, a language that is still visible on Buddhist scriptures. Nevertheless, there were also several people, who used to speak their regional language only.

During the next phase of Indian history in around 1000 AD, the Muslim invaders entered India. After a number of wars with Indian kings, Mughals (one of the Muslim invaders) succeeded firstly in unifying the vast nation that was earlier divided in several small kingdoms. Muslims introduced Islamic education, which was welcomed initially but soon after, some Muslim rulers began a forceful imposing of Muslim norms and culture upon Hindus that was strongly defended. A prominent defender group was a new sect of Hindus, namely Sikhs developed in fifteenth century AD in Punjab (Kohli, 1993). Overall, some Indian families accepted Islam and new patterns of
Islamic education whereas the others were determined to preserve the ancient education system (cf. Chaudhary, 2009).

A common element in ancient education systems and Islamic education was giving high respect to the teachers and very limited opportunities for parents to be involved in children’s formal schooling. Only privileged parents such as kings used to take such initiatives as appointing individual teacher for providing special education to achieve their desired goals. In such cases also, the role of parents was limited to the appropriate selection of the teacher only. They were not further involved in children’s learning on an everyday basis. Essentially, Islamic education, Sanskrit education, the ancient education of Hinduism still exists in India in different places and forms.

2.4.3 Modern Indian History: Entrance of English Education: doors opening to Migration

In 1757, the British entered India for the purpose of business and trade under the name of East India Company. However, in addition to business, English officials soon started manipulating their power and wealth to rule the native people. In 1835, with an aim to hire efficient Indian workers, the East Indian Company introduced an English education system in India. The purpose of introducing an English education system were expressed by Macaulay as follows,
“educated in the same way, interested in the same objects, engaged in the same pursuits with ourselves [the English, to] become more English than Hindus” (McCully, 1966:72).

Due to the explicit aim of promoting English culture, the English Education system was highly offended by several nationalists, who had strong faith in Indian education system and native values. In contrast, it was very much welcomed by many others, who had got hardly any opportunity for formal education, hoping their children would become local elite after receiving English education (Lal, 2005). These welcoming parents were mainly low-caste people, who over time had formally been excluded from mainstream education.

In 1857, the first national freedom movement took place against the East India Company. As a result the powers were taken over by the British Empire, who further ruled India till 1947. Ever since then, several freedom movements, continued to happen in almost every corner of the Indian subcontinent under the leadership of Mahatma Gandhi, Jawaharlal Nehru, Shubhash Chandra Bose, Sardar Patel, B. R. Ambedkar, and so forth; majority of these leaders had been to England for their education (Khilani, 2004). Hence, there is a long history of short term migration between India and Britain, which ultimately attracted the first trickle of South Asians to Britain in the form of sailors, students and emissaries under the period of British Raj (Bachu, 1985). In this
regard, the English education made a real contribution as it enhanced opportunities of foreign settlement to many Indians and it also gave a voice to Indians to achieve international support for making India an independent state.

After several movements such as the Non-Cooperation Movement and Quit India Movement led by Gandhi (Chakravarty, 2002) and sacrifices by Indian soldiers, who fought for England in World War II and many of them died (Peach, 2006); India was declared an Independent nation on 15th August, 1947. But, just before Independence, it was also divided into India and Pakistan, a new Islamic nation formed on 14th August, 1947. In 1971, Pakistan again split and the Eastern areas of Pakistan became an independent nation namely Bangladesh (Peach, 2006). Hence, India, Pakistan and Bangladesh had a long history of togetherness, perpetuating the same cultural, social and multi-linguistic practices. Therefore, many researchers explore the lives of people from all three countries as a combined phenomenon naming them as South Asian families or parents (cf. Crozier, 2009) for their shared social practices in everyday interactions.

The following maps show the geographical regions of India that became Pakistan and Bangladesh in different years.
Figure 2.5 Maps- United India (before 1947) and India after Partition with Pakistan and Bangladesh.

It is noteworthy that Pakistan and Bangladesh are Islamic nations, whereas India as an independent nation, adopted a secular philosophy under the leadership of Nehru. It is worth noting that secularism in India referred to giving equal respect to all religions and freedom of performing one’s own religious practices (Roover et al., 2011: 575); that is quite different from the western outlook that underpins a rigid separation of church and state (Gupta, 2007: 70). Thus, Indians still perpetuate multi-cultural, multi-religious and multi-linguistic practices in every social field including education that makes Indians both diverse and unique. The constitution of India, the largest constitution of world, encourages practice of various systems of education (Ancient Sanskrit Schools; Madrasas; Convent Missionary Schools; Basic Schools in Regional languages and various private schools in English and local languages) for all to avoid any discrimination on the basis of caste, creed and colour.
2.5 History of Indian migration to the United Kingdom

As discussed in previous section, introduction of English education in India encouraged many Indians to migrate to different parts of the world and United Kingdom was one of the popular destinations among those countries, where a number of Indians settled. The following section demonstrates different patterns in Indians moving to the UK.

2.5.1 Direct migration of Indians to England

India, after independence, became a member of the commonwealth nations as offered by England to maintain trade relations and military agreements. The British Nationality Act, 1948 offered British citizenship to any Indians who had lived under British Empire (Peach, 2006). This Act along with other social political factors accelerated the influx of Indians to England during 1950s.

During Indian partition, people’s lives in states located at the India Pakistan border such as Punjab, Gujarat, Bengal, and Pakistan occupied Kashmir were greatly disturbed and consequently a considerable number of Indians from those areas migrated to England in 1950s (Peach, 2006). This first influx of migration comprised a large number of unskilled, skilled, and professional workers (ibid). These were mainly Indian males who came to England, found work, lived together in shared accommodations, gradually
brought over their families and eventually re-established their lives in the new contexts (Bhachu, 1985).

On one hand, migration was a social-political need for many Indians; on the other hand, migration was significant to Britain's post-war situation such as emptying cities and expanding economy that was in demand for low-skilled labour (Bhachu, 1985). After a while, England introduced The Immigration Act of 1962 that put a restriction on free migration from commonwealth countries except those, who had served with the armed force (Peach, 2004). This special provision let many other Sikh-Indian families to continue migrate and settle in England.

2.5.2 Second Influx of Indian- via East African Countries

In 1890, under the British rule, a number of Indians migrated to East African countries of Kenya, Tanzania and Uganda to take an employment in building the East African Railways, a large scale project of 1286 miles (BBC news/ 10 February, 2004; Mattausch, 1998). After completion of the project, a number of people from Punjab and Gujarat settled there and soon became an administrative and entrepreneurial middle class between the local Africans and the British ruling class (Peach, 2006). There were numerous social, political and economic reasons for migration of Indians to East Africa. For instance, Poros (2001) demonstrates that India’s proximity to Africa, a British influenced education system, high salaries and additional facilities such as free
residence were some of the major factors that accelerated this initial migration in addition to a severe famine in the western region of Gujarat in 1897 (Mattausch, 1998), which in turn opened up the scope of further recruitment of other family and community members. Furthermore, many regions of Gujarat experienced substantial emigration to East Africa to avail some good opportunities for trade and commerce (Poros, 2001: 251). Also, a large number of Indians went to East African countries as indentured labourer and later settled there until 1960.

Indians strong inclinations to maintain their native values such as caste system, way of living and intercommunity ‘only’ marriages developed some concerns for native Africans. Consequently, the African community developed stronger bonds with Europeans compared to those with Indians as Europeans seemed to be more open and asserted fewer restrictions (Mattausch, 1998). Thus, the tensions between native Africans and Indian migrants continued to increase and strong animosity was reflected in the African population’s behaviour when East African countries gained independence.

As a result, the African countries adopted post-colonial Africanisation policies, which left only two options for migrants. Firstly, accept the new policies and assimilate the Africans in social relationships; or secondly, choose another country to settle in (Vertovac, 1994; Peach, 2004). Consequently, many of the Indian population were forced to leave due to the radical Africanisation
programmes, particularly by Kenyan and Ugandan Government. Ultimately, members of the Indian communities started to increasingly migrate to the UK towards the end of 1960s and early 1970s (Bhachu, 1985). However, there were some additional factors that motivated this decision to migrate to the UK, which were ownership of a British passport, familiarity with British education system, relationship with those already settled in the UK and business connections (Mattausch, 1998). Under these circumstances there was a major influx of Indian migrants from East African countries to the UK in the early 1970s.

In 1972, Adi Amin became a dictator in Uganda and a decree of expulsion was issued to all 60,000 Asians allowing them a period of 90 days for leaving the country with no assets. However, all the professionals were restrained from leaving the country, which developed a strong feeling of insecurity amongst Indian immigrants in Uganda. For this reason, Indian migrants finally instigated their moved to the UK under difficult circumstances and without any assets. Fig 3 shows a map of three East African countries viz. Uganda, Kenya and Tanzania, which were highly populated and contained a large Indian population until 1970.
The migration of Indians from East Africa to the UK was forceful and involuntary in nature unlike the migration of those from the Indian subcontinent to the UK, which was voluntary. The former becoming known as ‘twice’ migrants (Vidal-Hall, 2003). In the latter case, migrants settled themselves and once established, families were sent for in a more peaceful manner.

Vidal-Hall (2003) differentiates twice migrants from their counterparts, who directly migrated from Indian subcontinent, for having developed entrepreneur skills based on their long stay in African countries; whereas Mattausch (1998) emphasis the native identity of traders and highly developed trading skills from their native state of Gujarat. Overall, twice migrants were more experienced, aware of new challenges after migrations with different religious practices such as Hindu, Muslims and Sikhs (Bonney and Goff, 2007). Consequently, these
migrants searched for a place to settle, that could fulfill
the requirement of having some prior links with a
location, the opportunity of work and favourable local
conditions for their familial. According to these social
and professional development priorities, Leicester was
recognised as a suitable destination because several
immigrants from India were already living over there and
the city was highly industrial in nature.

2.5.3 Continuous inflow of Indians to England

The recent statistical data reflects that number of Indians
had been continuously growing in England since 1951
(ONS, 2013). Two prime reasons for this ongoing
migration of Indians to England are achieving good
quality higher education and a group of Indians in certain
states viz. Gujarat, Daman and Div holding a Portuguese
Passport that allow them to enter England without
qualifying any formal language test. Consequently,
Indians in England comprises some with good Education
and others with low or no Education.

The national statistics of England data reflect

“In 1951, India was the third highest non-UK
country of birth. The number of people born in
India then increased and almost doubled
Indian-born was the second highest ranking
non-UK country of birth and in 2011 became the
largest foreign born population” (ONS, 2013).
The data in following table demonstrate it more explicitly in numeric form.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year</th>
<th>Residence of England and Wales, born in India</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1951</td>
<td>111,000</td>
</tr>
<tr>
<td>2</td>
<td>1961</td>
<td>157,000</td>
</tr>
<tr>
<td>3</td>
<td>1971</td>
<td>313,000</td>
</tr>
<tr>
<td>4</td>
<td>1981</td>
<td>383,000</td>
</tr>
<tr>
<td>5</td>
<td>1991</td>
<td>400,000</td>
</tr>
<tr>
<td>6</td>
<td>2001</td>
<td>456,000</td>
</tr>
<tr>
<td>7</td>
<td>2011</td>
<td>694,000</td>
</tr>
</tbody>
</table>

**Table 1.6 Numerical data reflecting on British citizens born in India**

The above table is based on data available from office of national statistics, 2013 by review of historic perspectives of migration (ONS, 2013). The table demonstrates that Indians in Britain have been growing since long and there was a high growth during 1971. Many of them are first generation, whereas there are second generation and third generation Indians too. Some of them remain in England for short time for higher education whereas others migrate to England for settlement. Several Indians, holding Portuguese passport migrate and settle in Britain due to Britain’s migration policy of Europeans. This policy allows Portuguese passport holders to settle in England without any restrictions. This inflow brings a major challenge for such Indians' settlement due to lack of appropriate level of English and knowledge of British system. Hence, such migrants try to settle in such a place where they have other people from their native background. Leicester is one of those cities that comprise
Gujarati migrants since long; consequently, it remains a favourite place for several new migrant families from a Gujarati background.

Overall, it is explicit from this review that numerous Indian families migrated to Leicester, England by two different routes, some directly from India and others via Africa after having first migration from India to Africa. Different channels of migration of Indians to England can be represented as follows.

Despite coming through different routes, families from Indian background share common Indian heritage, certain religious, social and cultural customs in their everyday practices, in spite of their different socio-economic status, ethnicity, educational backgrounds and linguistic
backgrounds. Therefore, in the current study, this group of Indian parents would be referred as Indian Heritage Parents (IHP).

2.6 Indian Heritage Parents (IHPs)

In order to understand the lives of IHPs, it is important to review and summarise common Indian cultural values that exist among Indian Heritage Families. This description serves a two-fold purpose: firstly, it makes an explicit case for presenting IHPs as a group; secondly, it enables the reader to understand the distinctive philosophy of the parenting role and duties among Indians that may help the reader to understand IHPs’ perspective of parental involvement and engagement for supporting children’s learning in Leicester.

2.6.1 Spirituality; and High Respect of Gurus and Teachers

The tribal cultural values such as spirituality and self-realisation are key elements among Indian heritage families worldwide (cf Reinhardt et al., 2012; Raina, 2002). For instance, Indians believe that the self-realisation stage can only be achieved under the guidance of a true master or guru (teacher), who is often elder, experienced, holy, learned and source of all learning (Raina, 2002). More specifically, the word guru is derived from two roots Gu means darkness or ignorance and Ru means light or complete annihilation of darkness/ignorance (ibid). Thus, the Guru (representing
ancient teacher in Indian history) is conceptualised as an individual full of virtues, ‘the weighty one, and dispeller of darkness’ (Dallapiccola, 2002: 89). Although the concept of Guru or true master is originally from Hinduism, it has been acknowledged by other religions, viz. Islam, Sikhism and Christianity in India (Raina, 2002: 177). Consequently, respecting, obeying and learning from teachers rather asking them direct questions used to be a norm among many Indians families.

2.6.2 A culture of Hierarchy

There is a hierarchical system which exists and is abided by within the Indian society including family, school and social relations, which is typically grounded on age, gender, caste, traditions and socio-cultural norms.

Indian society is socially stratified based on caste, gender and religion (Haralambos and Holborn, 2000). For instance, Indian surnames represent the identity of an individual’s religion, caste (represents social class) and sometimes region/state of birth. Though, the caste system in the current context may not have a direct impact on parental involvement (PI); it may influence the parents’ occupation and ultimately the family’s socio economic status, which has been recognised as a significant factor influencing parents-school relationship (Huss-Keeler, 1998; Kim, 2009). In addition, Indian society is historically patriarchal in nature, which has caused distinct gender roles to manifest in Indian families (Ramanathan and Crocker, 2009). This means that mothers are typically more involved in child rearing and
providing them care; whereas fathers are often the bread winner and the decision maker of the family (cf. Abbas, 2003).

Furthermore, Farver et al (2002) found that there are different role expectancies for males and females within traditional Indian societies. For instance, males have higher personal autonomy, greater independence and lesser restrictions compared to females. Therefore, PI, for traditional Indian families in primary schools, is often closely associated with a mother’s involvement due to gender specific cultural roles (cf. Hornby and Lafaele, 2011).

Also, there is age based hierarchy within Indian families. This means that children are often motivated to listen and obey elder family members and community members. The Indian parents model their children on the values of obedience by following elders’ instructions in the family and teachers in the schools (Khurana, 2011). In a recent study, many SAPs reported their practice of not raising concerns due to their respect to teachers (cf Crozier and Davies, 2007). Thus, this embedded hierarchical system is likely to have an impact on PI of IHPs in the current investigation.

2.6.3 A Complex Culture with Context

Sensitivity

Indian culture is highly complex in nature, with its indigenous values (Dumont, 1970) and adoption of traditions from other cultures (Sinha and Kumar, 2004).
The complexity of Indian culture had been acknowledged by several philosophers and researchers. For instance, in the words of Jawaharlal Nehru (1946):

“She (India) was like some ancient palimpsest on which layers upon layers of thought and reverie had been inscribed and yet no succeeding layers had completely hidden or erased what had been written previously. All of these had existed in our conscious and subconscious selves, though we may not have been aware of them” (Nehru, 1946; p.47).

The above statement reflects on the complexity of Indian culture and the high level of integration. As such, Indians who are born and brought up in a multicultural society may have less acculturative stress and anxiety compared to their migrant counterparts (Farver et al., 2002). This is also referred to context sensitivity that can be explored as a mode of thinking or mind set, associated with the adaptation of a new idea or behaviour on contextual basis (Sinha and Kanungo, 1997 cited in Kumar and Sankaran, 2007). Context sensitivity among IHPs in Leicester can be productive for the dominant culture assimilation (Nazroo and Karlsen, 2003) and helps to maintain a balance between indigenous values of native citizens of Leicester and prominent Indian cultural values for possible long-term implications on their children’s lives (Sinha and Kumar, 2004).
2.6.4 Value Laden and family Oriented Culture

Despite being context sensitive, majority of Indian Immigrant families in different parts of the world retain their values related to family religion and marriage (Dasgupta, 1998). It was reflected among African-Asian lives in East African countries before they came to England.

Joshi (2009) also demonstrated that familism is the main focus of Indian families that refers to obeying the family norms and family solidarity in everyday life. Two parent families, having grandparents and other extended family members are also well documented by several researchers (cf. Goodman et al., 2010; Joshi, 2009). Hence, in some Indian heritage families, parenting can also be a shared responsibility between extended family members, which is quite different from western families.

Indians usually follow Person centered ethos those refer to development of value laden nature such as being dutiful, helpful to others, receptors of elders’ blessings and follower of existing social mode of conduct (Agrawal and Misra, 1989). The value laden nature of IHPs has been acknowledged by several researchers. For instance, Farver et al, (2002:340) found that despite having some influence of social class and generation on the cultural identity, majority of Asian Indians in the USA after several years of migration continue to hold a relatively collectivistic values such as extended family, obedience
to elders and gender specific roles. This was supported by a study of female adolescents of Indian diaspora, in which all the participants emphasis that respecting elders is a value characteristic of Indian culture (Ramanathan and Crocker, 2009). Thus, the value laden nature of IHPs may influence their involvement in children’s schooling.

2.7 Post Independence Indian School System- A Diversified System

The current Indian schooling comprises various types of schools viz. private Schools, government aided schools and government schools (Lal, 2005); religious schools such as Madarasa (Islamic Schools), Gurukuls (Sanskrit schools) and Convent Missionary schools (Christian Schools).

Private schools are independent autonomous institutions in terms of management and curriculum (Harma, 2009). The private schools usually follow the global norms and majority of those provide education in English medium. These schools usually invite parents in the school systematically on school ongoing events such as parent-teacher meetings; Annual day or Sports day. During the meetings, the teachers share the individual child’s performance, forthcoming school events and provide guidelines to the parents for their support. Visiting schools during on-going classes is not allowed for any parents. The parents need to book an appointment for a personal meeting with school personnel if they have
any concern. These schools usually have high tuition fees and mostly accommodate children from wealthy families.

The government aided schools are quasi-government, often owned and managed privately but work under government funding and regulations (Kingdon, 2005). As such, these follow the state curriculum but the instruction can be in English or in regional language. PI in those schools is limited and parents are invited to the schools at certain occasions only. Parents’ meetings are common practice. They usually accommodate children from middle class families.

The state schools cater to a huge number of children from working class families and spread all over the country (Lal, 2005). These provide free education to all children up to an age of 14 and use regional language for instructions. These schools also provide free books, mid-day meals and scholarships. These schools have very limited PI such as brief parent-teacher meeting due to traditional role beliefs of parents and teachers by traditional rural families.

Apart from these three mainstream categories of schools, there are some faith schools working under distinctive curriculum and regulations. For example, Madarasa is supplementary schools for the Muslim community, delivering Islamic normative values by learning of the Quran, the religious book of Muslims (Cherti et al., 2011). Madarasa also teaches basic numeracy and literacy skills. They exist worldwide and are very common in the
South Asian region, where around 6 million of students from poor families and rural areas of India, Pakistan and Bangladesh receive their education by those (Ahmad, 2004). Madarasa has very limited PI and the teacher is solely responsible for children’s learning. Similarly, supplementary schools for Hindus are the Gurukuls (Sanskrit schools) which follow traditional mode of Ancient Hindu teaching and have minimal involvement of parents in the children’s school lives.

There are Christian missionary schools, which usually provide Education in English medium with some teachers from local communities as well as Christian nuns. These are quite different from Madrasas or Gurukuls for having limited focus on religious education and provide a qualitative education. Those schools also invite parents occasionally for ongoing school events such as parents’ meetings; Annual day, Parents’ day or Science Exhibitions. These schools in India do not allow parents to approach the classroom while teaching is going on. These schools also use children’s diary as an effective medium of communication for sharing relevant information with the families. Many people send their children to those schools to receive a good quality education but non-English speaking parents find it difficult to get involved in the school based activities due to linguistic barriers even if they are invited.

Thus, different forms of schooling in India provide different opportunities of PI in SBA and exposure towards English language. Hence, the different strategies
of PI among IHPs can be grounded on their school experience that may be visible in the form of different choices of parents’ and their engagement in supporting their children’s education in current context. It is also acknowledged that IHPs, who migrated to England from East African countries, usually have better English than their counterparts, who migrated to England directly from Indian states (Vidal-Hall, 2003). Consequently, IHPs form a non-homogeneous group and needs an in-depth exploration of their lives in current context.

2.8 Conclusions

In this chapter, the history of Indian migration to the multicultural city of Leicester has been explored, which revealed the following patterns:

*Leicester comprises various Indian migrants including second generation IHPs, first generation newly arrived IHPs, and first generation settled IHPs, who comprise different level of spoken English and educational experiences. They have many similarities in relation to cultural practices but distinct religious practices.

*Majority of schools in Leicester are multi-ethnic sites that make IHPs and primary schools in Leicester a distinctive case that needs an in-depth exploration for understanding IHPs’ involvement and engagement in order to support the children’s school based and non-school learning.
Majority of the research about Leicester by date explored historical, multicultural development of the city; however, the life of a state primary school of Leicester has been scarcely investigated. Therefore, current investigation aims to discover the available school strategies, opportunities and scope of PI in a primary school of Leicester.

As a researcher, coming originally from India, it is an opportunity for me to interact with distinct IHPs and school personnel for exploring the socio-education phenomenon of PI in the current context.

My belief in significant role of parents as well as teachers in every learner’s life enables me to explore the two different school and parents’ perspectives in the current study.

2.9 Summary

The chapter began with historical background of Leicester city, details of Indian migration from different routes and the recent demographic details that make the multicultural nature of the city explicit to the reader. In the following section, I have introduced various historical, geographical and cultural elements involved in migration of Indians. The chapter then explored historical background of India and Indian migration to the UK in different phases of time. It was followed by prominent cultural and social practices of IHPs those distinguish this group from other Ethnic Minority families in Leicester. The next chapter will present a vast literature in order to
refine my research topic and develop the main research questions more clearly.
Chapter 3 Literature Review

3.1 Introduction

Parents are children’s first and the most important educators (DfE, 2011). In every child’s life Parental contribution is equally important as of a good teacher and school. The current research aims to explore the parents' and school strategies of PI in order to support children’s school and non-school learning in a primary school of Leicester.

In order to develop and refine my main research questions, a thorough literature review was conducted over a period of two years from October, 2010 to October, 2012 but it was consistently updated with the recent studies. The initial focus of the study was South Asian Parents and their relationship with the schools. Therefore, the key words were parents’ strategies, parental involvement, parental engagement, South Asian parents, school strategies, multicultural societies and primary schools. Later, when I refined the focus of my study on Indian Heritage Parents (IHPs), two additional key words were Indian immigrants and England. Different academic databases were used, including Google scholar, British Education Index, Jstor, ERIC, and so forth. The Department of Education website was also explored several times in order to investigate the recent policy changes taking place in England. It was the time when Conservative- Liberal democrat took over the office in England in 2010 and there were appropriate changes in
education policy of England due to a distinct political philosophy. So, it was quite a challenging and iterative process of keeping an eye on new policy in England and its role in my ongoing study. Regarding literature, there was extensive literature in relation to parents’ involvement and engagement in their children’s school learning in general; but there were only certain studies which focus on parental strategies or school strategies facilitating and encouraging parental involvement and engagement actively. Therefore, I decided to focus on those studies which focused on parents or school strategies in different nations. Such studies were more visible in developed nations such as the United Kingdom, the USA, New Zealand. It could be because of different schooling system, that considers parents as partners and implement new policies to optimize their involvement in school based activities, from developing nations those only allow parents to support their children’s learning from outside. In relation to kind of literature, my focus was on empirical studies but I found two analytical literature reviews (by Desforges and Abouchaar (2003) and Kim (2009) as highly significant for enhancing my awareness of various previous research. These reviews enhanced my knowledge and further directed me to review original articles in more depth. As a researcher, I tried to concentrate on empirical studies with an explicit aim, research context relevant to my study, research design and analytical tools.

The chapter is divided into five sections. In section one; I reflect on significance of PI, dilemma of selecting
appropriate terminology such as parental involvement (PI); Parental Engagement (PE) or Parental Participation (PP) and its typologies. In section two, I carried out a review of England education policy in relation to involving parents in their children’s schooling. In section three, I analyse research based understanding of strategies of parental involvement (PI) in general, ethnic minority parents and Indian parents in particular. In section four, I explore strategies adopted by schools aiming to optimize the parental involvement and engagement worldwide and particularly in England. Finally in section five, I present main research questions, followed by a summary of the chapter.

### 3.2 Significance of Parental Involvement (PI) in different scenarios

Decades of research has reflected on several benefits of Parental Involvement (Barnard, 2004; Epstein, 2001; 2011; Smith et al., 2011; Hornby and Lafaele, 2009; Desforges and Abouchaar, 2003; Lee and Bowen, 2006). Several researchers encourage PI in children’s schooling and demonstrate a positive relationship between PI in school based activities and children’s school related outcomes (Fan and Chen, 2001; Hill and Taylor, 2004). School related outcomes include children’s academic achievement (Lee and Bowen, 2006; Smith et al., 2011); social skills development (Nokali et al., 2010); better social competencies in school (Hill and Taylor, 2004).
In a recent study of American Indian students, it was found that a parent intervention approach results into reduced students’ disruptive behaviour by being less aggressive (Kratochwill et al., 2004 in Smith et al., 2011). Nevertheless, the impact of PI on children’s academic development is quite varied. For instance, Nokali et al. (2010) found that PI was not a predictor of children’s academic achievements. Desforges and Abouchaar (2003) found that PI in the school has minimal impact on academic achievement of the child. However, a number of other studies argue that PI has an impact on academic outcomes in several terms such as attendance, attitudes, better grades and homework completion (Smith et al., 2011). In relation to primary schools, PI is acknowledged as one of the contributory factors in children’s holistic development including academic, social and behavioural success (Domina, 2005; Englund et al., 2004 in Turney and Kao, 2009). In the light of this thought, numerous educators, policy makers, childcare providers and researchers encourage PI for enhancing children’s attainment and reducing behavioural problems across primary schools worldwide (Duch, 2005; Sheldon and Epstein, 2005 in Nokali et al., 2010; Hill and Taylor, 2009). Consequently, PI in schooling has been continuously promoted by the state in England, where it was initially introduced in 1997 as Green paper (Hollway and Pimlott-Wilson, 2012). Although Labour government promoted PI and involved parents as partners in their schooling, the new coalition government also acknowledged the role of families in future achievement of children and therefore they continued to promote PI
(ibid). Nevertheless, the current government of England encourages various schools to take initiatives as per their local needs and ensure involvement of all parents in their children’s schooling. The development of policy will be further discussed in detail in section 2.2.

I believe that school and home are two domains which facilitate children’s nurturing simultaneously. Consequently, collaboration between home and school are vital for sharing parents’ and teachers’ experiences including attainment and challenges developing common plans to meet the desired educational goals, resolving any ongoing challenges by co-operating each other. Overall, I affirm Anderson’s (2002) statement that parents and teachers see different sides of the child and together they can obtain a complete picture. In my perception, PI is not only beneficial for the child; it is also significant for the parents, the educators and the wider community (Smith et al., 2011). Teachers can build good relationships with parents and the community; they may develop an appropriate school climate for children’s learning by interactions with different parents (Hornby and Witte, 2010). Also teachers can share any concern and ask for necessary support and co-operation from families. In multicultural society, PI has an additional benefit for bringing additional cultural and historical knowledge and creativity to the school by inviting parents from different cultural background (Moll et al., 1992). In relation to parents, regular involvement in child’s schooling brings an additional burden of work for mother that could be criticised (Hollway and Pimlott-Wilson, 2012),
nevertheless it also results in numerous benefits such as parents’ having enhanced awareness of school policies, practices and child’s performance, which increase their confidence for providing appropriate support to individual child’s learning. By active involvement in child’s schooling, parents may also have the opportunities to develop their own social networks and enhance scope of their community participation. Hence, PI has significant benefits for the children, educators and parents (Hornby and Witte, 2010).

3.3 Use of Terminology- Parental Involvement (PI), Parental Engagement (PE) or Parental Participation (PP)

Despite acknowledging great significance of a strong parents-school relationship, there is a variance in uses of different terms such as Parental Involvement (PI), Parental Engagement (PE) and Parent Participation (PP) by different researchers. Some of them use the terms interchangeably whereas others use it separately as per their individual understanding in their relative context. Harris and Goodall, (2008) carried out a qualitative case study about Black Ethnic Minority (BEM) parents’ engagement (PE) and its impact on student achievement in primary schools in the UK in which they refer PE to parents’ all activities within school and home aiming to support their children’s learning. Desforges and Abouchaar (2003) carried out a substantial literature review in which they refer PI to good parenting at home, contact with schools to share information, participation in
schools events and participation in the school governance by various possible means such as being a school governor or member of Parent Teacher Association (PTA). They also found that the extent and form of PI is strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to some extent, by ethnicity of the family. Though the document used the phrase PI, it also included various activities that may be referred as parents’ participation and engagement.

Izzo et al. (1999) carried out a survey examining variety of PI for three consecutive years from Kindergarten to third grade in relation to social and academic functions at school in a small ethnically diverse Southern New England city. Their focus was on four main dimensions of PI: frequency of parent-teacher contact; quality of parent teacher interaction; participation in educational activities in the home; and participation in school activities. This refers to various activities at home, at schools and a communication between home and school; thus to the researcher, all numerous activities carried out at home and participation in school based activities referred to PI. Thus, for them PI refers to various activities at school and at home in which the parents participate aiming to support their children’s learning.

Kim (2009) carried out an extensive literature review and explored the school related barriers for engaging ethnic minority parents in the USA. The researcher argues that PI at home and in the school is commonly considered as
different, despite having same goal and positive outcomes. The researcher acknowledges that PI in the school is more visible, which comprises volunteering in the school, participation in the school activities and attending parent-teacher conferences. Kim (2009) and Goodall (2013) demonstrate PI as mainly focusing on school initiated activities including parents’ interaction with the school. Goodall (2013) further differentiates PE from PI and concludes that PE is a broader concept than PI as the former has the highest impact on children’s overall achievement (Harris and Goodall, 2009; Desforges and Abouchaar, 2003; Goodall and Vorhous, 2011). Thus, for a number of researchers, PE includes several in-school and out-of-school activities of parents in supporting the children’s learning.

In the light of the above review, it can be concluded that distinct researchers may define PI and PE as per their subjective understanding. Some researchers employ the term interchangeable while other use it separate. Likewise a recent study revealed that a gap exists between the rhetoric and reality of PI among different stakeholders (Hornby and Lafaele, 2009).

After exploration of definitional aspects of PI and PE, it is also important to analyse what dimensions of PI will be included in the current study. As discussed by various previous researchers, three main areas have been documented in which the parents have opportunities to get involved and engaged in their children’s lives and provide necessary support to optimize learning: parental
involvement at home; parental involvement in the school (Kim, 2009; Desforges and Abouchaar, 2003; Harris and Goodall, 2008) and home-school communication (Fantuzzo et al., 2000; Barnard, 2004; Manz et al., 2004; Bakker et al., 2007; Smith et al., 2011). Keeping Home-school communication in a separate dimension was due to a fact that it cannot be confined into the boundaries of school based or home based involvement. It could be parent-child communication at home, indirect communication between parents and teachers through letters, phone calls or child’s diary; direct communication of parents with school personnel in parents’ evenings or at other occasions at school campus. Therefore, home-school communication is a third dimension of parent-school relationship that could be a significant strategy of parents or school for active parental involvement and engagement in their children’s learning.

HBI refers to good parenting, providing a secure and stable environment, intellectual stimulation, parent-child interactions, modeling values (Desforges and Abouchaar, 2003). It comprises various activities such as reading with children, sharing or exchanging school experiences, helping in homework (Lee and Bowen, 2006). HBI during primary schooling has been widely acknowledged as having a positive impact on children’s outcomes such as higher achievement (cf. Desforges and Abouchaar, 2003; Fan and Chen, 2001) and academic motivation (Gonzalez-Dehass et al., 2005). A recent study on Black Ethnic Minority parents in England found that parents’ HBI has the greatest impact on children’s academic
outcomes (Harris and Goodall, 2008). Consequently, it is advised that (every parent) “has to engage with student learning in the home (original emphasis) for any significant and sustained learning gains to occur” (Harris et al, 2009, 15). Therefore, parents’ HBI remains quite significant for child’s academic development.

SBI refers to parents’ participation in a wide range of activities organised by the school within the campus. These activities are often influenced by school policies, school leadership and the dominant demographic school context. This kind of involvement ensures parents’ attendance at parent-teacher conferences; programmes featuring students’ development and engagement in volunteering activities (Lee and Bowen, 2006: 194); participation in school events and sharing school duties such as being school governors; maintaining contact with the school (Desforges and Abouchaar, 2003). In a survey study, Anderson and Minke (2007), classified school based participation into two subgroups: PI in School Ongoing activities and PI at School Events. School Ongoing activities refer to activities performed by the parents on a regular basis, whereas PI in school events is parents’ contribution to occasional activities of the school. Thus, PI in SBA requires an in-depth exploration of school strategies providing opportunities for PI and scope of parents’ strategies to involve themselves in supporting children’s school and non-school learning (RQ2).
Home-school communication is an effective form of PI which can be either a parent's strategy (cf. Vincent et al., 2012) or a school's strategy to encourage PI in their children’s learning at school (Farrell and Collier, 2010). Farrell and Collier (2010) carried out a qualitative study that explored school personnel’s perceptions of family-school communication in the USA. Two different forms of communication were explored, one being more informational (one way communication) and the other conversational (two way communications). The study found that school personnel employ distinct forms of communication based on their experience rather than formal preparation. The study suggests that individual school personnel’s strategy can be grounded upon their previous experience. Therefore, in-depth exploration of individual school personnel’s experience and current practice in their recent primary schools is required (RQ2). Vincent et al (2012) carried out a study about Black ethnic minority middle class parents, in which the most involved parents group expressed that they adopt home-school communication as an effective strategy of PI to support their children’s learning. These highly involved parents reflected that sharing their high expectations with the school by effective communicating was one of the main strategies. The study by Vincent et al. (2012) is further discussed in detail in section 2.2. Hence, in order to develop an understanding of IHPs- school relationship, it is also important to explore the communication between IHPs and school personnel and its influence on their relationship.
The current study aims to investigate parents and school strategies of PI in a primary school of Leicester. Therefore, it is legitimate to begin this investigation with what IHPs and school personnel perceive as PI for supporting children’s school and non-school learning. After exploration of different stakeholders’ perception of PI in their context, I aim to reveal their strategies and experiences for understanding the phenomenon in depth.

3.4 Policy Analysis

Schools run in different contexts and they have to make their decisions under the broader existing state policy that decides their boundaries of scope and opportunities for making a significant contribution in the lives of students. The current study is carried out in England; hence I carried out a review of government policy in England in relation to involving parents in their child’s schooling.

Importance of positive home school relationship was first recognised in England under The Plowden Report, the first major study of primary education (Central Advisory Council for Education, 1967) (Conteh and Kawashima, 2008). After three decades, in 1997, the government of England introduced a policy on the same as White Paper, ‘Excellence in Schools’ that has been revised in the various years. Despite having an aim of ensuring all parents’ involvement within this policy, it is noticeable that in this entire document, ethnic minority parents are referred only once with the underachievers. From Home-School Agreement Guidance (1998) to 2010, majority of the UK state educational policies were based on unified
vision, and values and consequently ignoring individual differences (Crozier, 2001), diversity and individual specific needs (Fieler et al., 2006). The publication of the green paper, ‘Every Child Matters’ (ECM) (2003) and then the Children Act, 2004 can be named as some of the milestones in the educational policy of England. The Children Act, 2004 brought two major changes. Firstly, it changed the traditional model into integrated model of working i.e. various people have to work in collaboration rather than individually. Secondly it encouraged the prevention of children at earlier stage by making schools intervening and regulatory at the same time rather than letting it go worse like the tragic death of Victoria Climbie (Parton, 2006). Victoria Climbie was a young child, who died with lack of an integrated action by various people involved in child care. The case was taken seriously by the government and this redirected the education policies towards integrated model of schooling in which various stakeholders teachers, parents, child care providers, health workers have to work in collaboration to resolve any existing problems from every child’s life and provide them opportunities to learn and develop. The Education Act, 2005 brought an additional opportunity to each parents for giving parents’ views during the inspection. Soon after this, the government introduced a new policy that expected from school professionals to engage the parents (HM Government, 2006). Under this policy, the schools should provide a base for support of parents including the provisions of parenting classes and adult education as a top priority (Wilson, 2012; 2).
Therefore, after introduction of this policy, the relationship of school and parents become more crucial.

In December 2007, first National Children’s Plan re-emphasised the ECM initiatives to be achieved in a new forms in next 10 years (DCSF, 2007b in Barker, 2009). The document ‘Every Parent Matters’ (DfES, 2007) states

“Government does not bring up children—Parents do; so government needs to do more to back parents and families” (Bakker, 2009; 23).

Despite recognising significance of home school relationship, the document explicitly presents a model of responsible parent and elaborates

"Public services need to be respectful to parents as adult with expertise of their own and provide a personalised approach. They said, for a small minority of parents who have lost, or never had, the capacity to parent responsibly, public services must be ready to intervene promptly and sensitively...this journey may be long one and compulsion for the few, through measures such as parenting orders, may sometimes be required to ensure that responsibility to the child (such as getting them to school every day) are being properly fulfilled (pp.6-7)” (Conteh and Kawashima, 2008).
It can be argued who are these small minority irresponsible parents are and how they have lost or don’t have capacity of being responsible parents. It is also questionable how government policy makers judge the criteria for being a responsible parent. It can influence school policies in order to distinguish between responsible and irresponsible parents; consequently some parents can be placed under the category of hard to reach without making appropriate efforts in order to get them involved. This can also develop an assumption about EMPs with little knowledge or no knowledge of English that they lack appropriate knowledge for helping their children at home (Muschamp et al., 2007 in Conteh and Kawashima, 2008:115). Assuming some parents irresponsible or hard to reach may result the school overlooking the benefits from “funds of knowledge” that different households of a community in multicultural society can bring to the school (Moll et al., 1992). A number of researchers criticised the rigid, top down model of policy formation ignoring for the diversity of context and individual needs (Conteh and Kawashima, 2008). In 2008, the new policy of education was introduced that focused on performitivy and therefore, various school personnel expected their parents to make real contribution in their children’s learning to achieve a higher position in the league table. Consequently the nature of family school relationship changed and then a child’s family background was judged in terms of their capacity to promote the achievement of desired outcomes by the school (Conteh et al., 2007: 9). Thus the children’s performance in various national tests at 7 and 11 years of
age became the prime concerns for the schools. The school leaders then expected parents’ support in achieving a higher position in the league table by giving appropriate academic support to their children.

The coalition government, who took over office in 2010, modified the policy by reducing the bureaucratic burden on schools and gave more freedom to the schools to select what seems right to them for their children (DfE, 2011). This enabled the school leaders to adopt different strategies of PI into the schools. The Parent Participation Scheme (PPS) was introduced that involves parents in decision making and likewise the relationship between the parents and educators continue developed (DoE, 2010). Hence, the present research will analyse and investigate how leaders in the current school have taken this opportunity of developing and implementing new school strategies.

Under the recent government policy, the schools are supposed to organise PTA meetings and get signed Home School Agreement (DfE, 2014). PTA has a purpose of enhancing parents’ direct communication with the school in terms of a forum where they have opportunity to share their ideas, views, suggestions and concerns, if they have. As per government guidelines, the school should organise meetings in a friendly environment at an appropriate time to optimize the number of attendees. The school should also publish meeting reports and newsletters to disseminate the recent information among its parents.
Home School Agreement: a statement between school and parents; the schools are guided to get it signed by each of its parents after the child’s admission in the school. The government only provided statutory guidance to prepare this agreement and the suggested topics to be covered in this agreement are the ethos of the school, the importance of and regular and punctual attendance; good discipline and behaviour and underlying parental responsibility in this regard. The duties of parents in relation to completion of homework and other information exchanging with the school should also be written in the agreement that parents sign after the admission of their child in the school. Thus the recent policy guides the school to inform its parents what is expected from them; however the guidance also prohibits the school to make this as a necessary condition for any child’s admission. This document is published by school under Standards and Framework Act, 1998 and it is the duty of the school to explain this agreement to each of its parents informing them their role as a partner.

Overall, the current education policy of England aimed to bring responsibilities to the school personnel up to what extent they want to involve their parents, so that they can work in collaboration to achieve high attainment for children. Thus, in order to understand IHPs’ involvement in their child’s schooling, it is required to explore the school personnel’s perspectives along with different parents’ perspective and experiences if the new policies with more autonomy to the school have brought significant constructive changes in optimizing parental
involvement and engagement to support child’s school and non-school learning.

In order to critically analyse the phenomenon of PI for IHPs in Leicester, I needed to analyse various empirical studies in relation to PI in general followed by particular in relation to the current context of IHPs and Leicester, England. The following section examines various strategies of PI in the current context.

### 3.5 Strategies of Parental Involvement (PI)

The literature review in this section is stratified into three parts. The first part concerns involvement of parents from different ethnic and social background worldwide. The second section focuses on South Asian Parents-school relationship in English primary schools. The third section further narrows it down to Indian Heritage parents’ involvement and participation for supporting their children’s learning, which is underexplored in the UK. The following table presents a summary of various studies reviewed under this section.

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Informants or Participants</th>
<th>Context of the study</th>
<th>Research Approach and Data Collection</th>
<th>Focus of the study</th>
<th>Theoretical model</th>
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<tbody>
<tr>
<td>Vincent et al.</td>
<td>2012</td>
<td>62 Black Ethnic Minority parents from middle class</td>
<td>London</td>
<td>Qualitative study, interview based data</td>
<td>Parental Strategies in relation to their involvement</td>
<td>Bourdieu's theory and Bronfenbrenner's Framework</td>
</tr>
<tr>
<td>Archer, L.</td>
<td>2012</td>
<td>36 participants</td>
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<td>Semi-structured interview</td>
<td>To analyse up to what Lareau (2008)</td>
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</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Sample Details</td>
<td>Methodology</td>
<td>Findings</td>
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<tr>
<td>O'Donoghue, M.</td>
<td>2012</td>
<td>5 Working class mothers in a city of Northern Ireland</td>
<td>In-depth interviews</td>
<td>The role of working class mothers in children's schooling and education according to Bourdieu's theory of habitus, capital, and field.</td>
<td></td>
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<tr>
<td>Anderson and Minke</td>
<td>2007</td>
<td>African, American, Latino, Caucasian, Asian and American parents from 3 schools</td>
<td>Quantitative survey</td>
<td>PI practices: parents' role in construction; sense of efficacy; time and energy demands; specific invitation by child, school and teacher.</td>
<td></td>
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<tr>
<td>Anderson</td>
<td>2002</td>
<td>33 parents from four schools from different social background</td>
<td>Qualitative interview</td>
<td>PI practices: parents' perception of school situation; cooperation with school teachers; impact of school situation on home situation.</td>
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<tr>
<td>Crozier and Davies</td>
<td>2007</td>
<td>591 South Asian parents and children from different social and educational</td>
<td>Qualitative study</td>
<td>Parental perspectives strategies in relation to their involvement in children's schools.</td>
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<td></td>
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<td>background</td>
<td>interview-based data</td>
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Includes 13 parents, 10 young professionals and 13 pupils from middle class families of minority ethnic background (MCP from different ethnic minority) (London, South East, small sample from Midlands, North West England and other parts of England).
<table>
<thead>
<tr>
<th>Authors</th>
<th>Year</th>
<th>Sample Characteristics</th>
<th>Research Methods</th>
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<tbody>
<tr>
<td>Conteh and Kawashima</td>
<td>2008</td>
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<td>Multilingual city in the North of England</td>
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<tr>
<td>Vallimay, S.K.N.</td>
<td>2011</td>
<td>150 Indian Students from years three, four and five</td>
<td>Mixed methods approach</td>
<td>Relationship of Indian parents’ education level and their involvement in children’s education</td>
<td>Cultural deprivation, Cultural capital and culture of poverty</td>
</tr>
<tr>
<td>Creese et al.</td>
<td>2006</td>
<td>Two complementary schools of Leicester (3 teachers, 1 teaching administrator, 2 principal administrators, 3 student group interview (4-6 in each group), 1 individual student and 2 parent interviews)</td>
<td>Linguistic Ethnography approach, interview, field notes and audio recording of classroom interaction</td>
<td>Identity formation among Indian Heritage pupils in complementary schools of Leicester</td>
<td>Miscellaneous Parlanko and Blackege (2004)-five principals of identity construction</td>
</tr>
<tr>
<td>Abbas, T.</td>
<td>2003</td>
<td>South Asian Female Students and their family life (6 Schools-3 selective; 3 comprehensive; 89 pupils; 52 young women; 37 Muslims, 8 Hindus; 7 Sikhs; 28 Pakistani; 17 Indians; 7 Bangladeshi)</td>
<td>Mixed method interviews (pupils, parents, white and ethnic minority teachers); Survey-college students and teachers</td>
<td>Career prospects; family life; impact of ethnic and religious background on female students’ lives from South Asia</td>
<td>Under theorised, a typological analysis of the impact of religious-cultural norms and values of young South Asian women.</td>
</tr>
<tr>
<td>Inman et al., 2007</td>
<td>16 Indian mothers and fathers</td>
<td>USA</td>
<td>Qualitative interview based study</td>
<td>Views on ethnicity and native values</td>
<td>No theoretical model</td>
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### Table 1.8: Summary of Various studies revealing Parental Strategies

Various researchers carried out a number of studies in different contexts and they concluded that different ethnic minority parents have different priorities and hence adopt different strategies to get involved with the schools.

#### 3.5.1 Strategies of Parental Involvement (PI) among Ethnic Minority Parents (EMPs)

Vincent et al. (2012) recently carried out a qualitative study that involved 62 Black Ethnic minority (BEM) parents from middle class families of London. It revealed that parents, even from the same racial and economic background, adopt different strategies based on their attitude, thinking, self-efficacy, determination about their child’s future and resilience. On the basis of parents’ distinct priorities as reflected in the study, they adopt distinct strategies of their active involvement for supporting child’s school and non-school learning. Given the strategies, the researchers classified parents into four different clusters on the basis of their common attitude, priorities, self-efficacy, determination about their child’s future and resilience.

The first cluster was ‘determined to get the best’, which comprised the most established people with respect to
their high qualifications, high income (in the upper high range within the middle class range) and high ambition towards children’s future development. They maintain a high level of surveillance of school activities along with readiness to defend their choices, understanding and expectations towards the schools. They all had a range of strategies intended to enhance their children's educational experiences as follows:

1. **Authoritative role in selection of school and also in ongoing school activities:** They were highly ambitious, firmly determined parents with a long term plan for child’s academic future in terms of sending them to the top universities of the world: The study uncovers that such parents were the most strategic and the most active parents taking a leading role in their child's learning.

2. **Effective parent initiated communication:** These parents maintained a regular contact with the school by using various means of communication such as letters, emails, phone calls and also interactions in school meetings of the school to meet the desired educational goal of the child.

3. **Have little trust on school and they adopt policy of high surveillance:** They had little trust on state schools for treating all children as mediocre and lacking individual attention. Consequently, either they sent their children to a private school, or they kept the school under high surveillance. Nevertheless, there were a few parents who moved their child from a private school to the state
school assuming the latter as more ethnically diverse and better value for money. They interfered if they were unsatisfied with the school's policy or practice.

4. **Home Environment as a site of pedagogy**: These parents maintained their home environment appropriate for their child’s learning. Study material, home tutoring, a planned day schedule for the child were significant factors in their family life. Overall, they were provider of appropriate learning home environment.

5. **Involvement in school governance**: Nearly one-third of the parents were taking an active role in the school governing body by either being a member of school governing body or participate actively in parent-teacher associations.

The next cluster comprises ‘watchful and circumstance parents’, who do not have a priority of intense focus on long term planning and strong determination; therefore their strategy was monitoring the child, teacher and the school on a regular basis. They were also proactive in raising concerns, asking questions to the teacher occasionally, if needed. Despite being involved in their children’s school lives, these parents were less explicit in sharing their expectations towards the school. The purpose behind monitoring was gaining up to date knowledge about their child’s school life and taking appropriate action at the right time. Despite being watchful and proactive, these parents wanted to avoid being identified as pushy by the school. They monitored
the child on a regular basis and informed the teacher about the child’s individual needs or interests through various means of communication such as emails or direct communication. They preferred personalised meetings, to discuss any concerns. Therefore, parent initiated communication via emails, letters or request for personal meeting for raising any concern was one strategy among this group. These parents were remained less explicit than the first category aiming to maintain a boundary of ‘appropriate PI’ by the school. The prime strategies of this cluster were as follows,

1. **PI grounded on observations rather than long term planning:** These parents did not express any long term ambitious plan but they were regularly involved in ongoing learning activities based on their observations. These parents took care of child’s ongoing learning and they were satisfied with their relationship with the school.

2. **Avoid seeing as pushy by the school:** These parents maintained the boundaries of school assumed appropriate parental involvement and avoid to be seen as 'pushy'. If there were problems, they tried to resolve that diplomatically without highlighting that to the public. These parents employed their knowledge and resources appropriately in maintaining good relationship with children's school along with monitoring and raising concerns.

3. **Regular Monitoring but raising concern occasionally:** These parents were working as a partner and monitored
the child's learning on regular basis. But they raised concerns by emailing questions, asking for personal meetings for drawing the teacher's attention to their concerns.

4. **Adaptation of appropriate communication strategies for maintaining a channel for dialogue with the school:**

None of these parents raised concerns directly in meetings among other parents. They sent emails, letters, ask for individual meetings if they had any concern.

5. **Avoid negative vocabulary such as race and racism in parent-school Interactions:** These parents, despite having a feeling of existing racism behaviour in the school, acted diplomatically and communicated with the school to sort out any ongoing challenge. They did not take any radical action such as moving children to another school, however they made their best efforts for raising concerns and getting a solution from school authorities.

The third cluster was "fighters", an extended category from the second cluster of parents, due to stepping out of the boundaries of appropriate involvement and challenging the school authority. The parents expressed that they challenged the school for two reasons either for personal child problems or wider issue of inequality such as racism. The main concern of this cluster of parents is the issue of cultural racism. According to the parents, they were being marginalised due to school assumed their ethnic identity as fragile and emergent. The common characteristic of parents in this cluster were being
educated, professional, proactive and having lower income compared to their counterparts in cluster one and two (at the lower half of the middle class scale). The parents felt that their cultural and social capital was devalued and rejected by their children’s schools. The strategies of these parents were as follows:

1. **Challenging the school directly**: These parents stepped outside the boundaries of school assumed appropriate parental involvement by challenging the school directly. These parents raised issues of racism and inequality in the schools. The issues of these parents were sometimes connected with individual child, but also on wider issues to do with inequality.

2. **Monitor regularly and raise the concerns openly**: These parents kept monitoring various ongoing school activities and they raised concerns openly those were sometimes associated with individual child but also on wider issues such as inequality among children.

3. **Challenging the school authorities**: These parents had challenged the school teachers or leaders at some occasion due to parents’ experience of existing racism in the school system. These parents revealed that the school teachers often had lower expectations toward them due to their ethnic minority background and they have challenged the school authorities for such racial behaviour.
4. **Highly inclined to help parents from same ethnic background**: These parents were interested to help other Black parents in terms of supporting resources, raise awareness and encourage PI for supporting child’s learning. Overall, these were highly watchful and kept the school strategies under surveillance and they were ready to challenge the authority if they felt it was necessary.

The fourth cluster of parents was referred to as ‘Hoping for the best’, and was located at the other end of the continuum. These parents understood the significance of academic achievement but their priority was child’s wellbeing and developing good habits. Their awareness about schooling was quite limited. Strategies of this cluster of parents revealed in the study were:

1. **High trust on State Schools and parents' focus on HBA**: These parents have high trust in the state school because of their prior experience of racial discrimination at private school of the child. These parents, despite being educated, focused on children all round development rather than academic development and consequently they focus on HBA as compared to SBA for supporting child's learning.

2. **Pro-active with regard to individual well being but less focused on school and schooling**: These parents were taking initiatives for improved children's learning but they had limited involvement in school based activities.
3. **All round development was parents' priorities:**
These parents were not highly ambitious in achieving high grades for their children rather they focused on emotional well being. They did not force their child to perform outstanding in the class rather motivated them to become all rounder.

4. **SBI was influenced by individual child's response and their performance level:** A few mothers in this cluster told that their teenager children did not want their parents to visit the school and consequently, they had minimal involvement in SBA. Some other parents revealed that underperformance of their child; low expectations of teachers towards them resulted into decreased involvement of Parents in SBA.

5. **Never raised any concern but hope for the best:**
These parents expressed high trust in child’s school and they were hoping for the best. None of these parents have ever raised any concerns in the school due to their strong trust on school and focus on all round development.

The study reveals that individual parents within the same ethnic minority community and social class may have distinct strategies based on their priorities, educational background and experience. Numerous strategies revealed in the study are parent initiated communication, parents’ participation in decision making, providing appropriate home environment, being watchful and proactive as per the circumstances, parents being the main directors of children’s lives, and resilience with the school
environment. Different priorities of parents motivate them to be highly proactive, proactive or less proactive. The study has a limitation of lacking the school perspective.

From the findings, the researchers suggest that the subtle difference between parents’ social positioning and dispositions towards education needs to be considered for understanding the respondents’ strategies in terms of actions and priorities for supporting child’s learning. The study concludes that ethnic minority parents even from the same social class do not form a homogeneous group in regard to their adaptability of involvement strategies rather there are differences in parents’ everyday interaction with the school depending on their educational and linguistic background, awareness of written and unwritten rules and regulations of the child's schooling those can be grounded in their experience, interactions with school teachers and children in the field of education. Hence, there are differences among Parental strategies of their involvement and engagement.

Archer (2010) carried out a small-scale empirical investigation that explored the views, experiences and educational practices of middle class ethnic minority families in the UK. The study involves 36 participants including 13 parents, 10 young professionals between 18-30 years old, holding a degree level qualification, and currently occupying a managerial career, and 13 pupils, who are between 11 and 18 years old with at least one parent holding a professional or managerial occupation. The empirical findings are based on parents (four fathers
and nine mothers) from different ethnic backgrounds viz. Muslim Pakistani/ Bangladeshi, British born Chinese, Black Asian, Black Caribbean, British Turkish Cypriot, Mixed and white, who were from different professional and managerial middle class backgrounds. There were fourteen Black (eleven Black African and three black Caribbean), thirteen Asians (Seven Muslim Pakistani/ Bangladeshi, three Indian Sikh or Hindu and three Indian mixed heritage backgrounds) and nine others (include four Chinese, two Turkish/Turkish Cypriot, Mauritian, Arabic and one white mother of mixed-heritage sons). There were first generation, second generation and some third generation middle class individuals from London, the South East and other parts of England. The current article is grounded from outcomes of 13 parents from different ethnic minority backgrounds, all from middle class families of England (Archer, 2012).

The study identifies that ethnic minority middle class parents share certain practices and strategies with their white counterparts along with some distinctive practices based on their social, cultural and educational background. Archer (2012) found the following main strategies within middle class ethnic minority parents in England.

1. **High levels of surveillance and intervention:** These parents supported individualisation and personalisation of education for their child with high levels of surveillance and intervention. They adopted necessary steps when deemed necessary. For instance, these parents
were alternative service providers to the child and may challenge the school, in case of any concern.

2. **Highly involved in governance and decision taking:** They were highly willing to take the role of school governor. They were also capable of taking strict decisions such as moving the child to a new private school or academy to achieve the desired target and to avoid any possible conflict with the school. This practice was particularly prominent among Pakistani Muslims, who avoided raising direct concerns rather than taking an appropriate action on time such as moving their child to an academy or private school to achieve the desired academic target.

3. **Selecting the school:** These parents selected the school that was grounded in talent and need of individual child. Majority of parents were aware of distinct school resource, pressure on teachers to achieve a higher position in league table and emphasis on personalised learning which in turn enhanced challenges to the school.

4. **Demand for evidence based progress report:** The Middle Class Parents (MCPs) were often ambitious and they demanded evidence based progress reports rather than just receiving a satisfactory answer from school personnel. MCPs also managed a sustained lobbying to challenge the school decisions, if needed. These were proactive, involved parents who have less trust in the schools, as reflected in another study by Vincent et al., (2012). Thus, a regular involvement in school and non-
school learning activities of children, awareness about school strategies and explicit expectations were common characteristics among various ethnic minority middle class parents.

5. **Frequent and direct intervention:** MCPs in the study adopted a strategy of frequent and direct interventions particularly in relation to academic attainment. These interventions included initialising two way communication, providing extensive suggestions, collective actions and volunteering. The goals of such intervention were expressed as controlling the negative aspects of children’s learning and challenging the teacher, if needed.

6. **A Diversified Range of Strategies:** Within the MCPs, there were different levels of satisfaction and accordingly selection of strategies to support children’s learning. For instance, some parents expressed themselves as pushy and acknowledged a positive outcome of it on child’s development; whereas others avoided identifying themselves as pushy. In case of considerable concerns, some parents took the decisions of moving their children to a new private school or academy, whereas others tried to resolve those concerns by personal meetings with teachers. Some ethnic minority parents were less comfortable in adopting the formal complaining procedure.

Thus, the study reveals that MCPs were usually sharing the responsibilities with the school as well as challenging
the system. Some EMPs expressed that they decided to be a school governor purposefully to influence the existing school system and encouraged the school to implement new strategies. However, a Muslim parent governor expressed that her voice was not appropriately heard due to her racial identity. In the light of the above study, it could be concluded that British MCPs make up a wider heterogeneous group of white and EMPs, who adopt various strategies. Nevertheless, the ethnic identity, religious and cultural practices can still result into unequal treatment by some schools, if not all. Therefore all MCPs in England cannot be assumed as a homogeneous group having similar experiences.

The above studies focused on MCPs from ethnic minority background and there was very limited exploration of working class parents. In order to explore parental involvement of working class parents, I turned to a study that involved five working class mothers in a city of the Republic of Ireland (O’Donoghue, 2012). The study was a small part of a larger project and findings were grounded on extensive in-depth interviews of these mothers.

1. Less Explicit but supportive Parenting: These working class mothers did not speak clearly about their strategies, but overall, they were supportive, they monitored and assisted children’s homework, tried to ensure that children got all necessary material for the school, got to know teachers and they were frequently present at the schools.
2. **Presence in school based Activities:** Despite coming from working class, the mothers ensured their physical presence in school whenever they were called. The working class mothers also revealed that experiences with children’s schools were negative and their interactions with the school were often censorious and admonishing. They shared evidences from teachers’ non-verbal communication in terms of voice-tone, concerns about privacy, not being respected, receiving strict instructions from school and the majority of the time being under scrutiny of the teachers.

3. **Home Based Involvement:** These mothers were arranging various resources for their children's learning. They also supported in completion of homework as per best of their capability but their low education level made it quite limited.

Overall, the researcher concludes that working class mothers’ strategies in their children’s schooling were grounded in their power positions in relative field; availability and accessibility of resources in terms of their knowledge and educational background. The outcomes of the study concluded that working class mothers were dominated by the school teachers in terms of strict instructions, not welcomed that could be the outcome of mother’s working class status with very limited knowledge of British schooling. The study had a limitation for not exploring individual mother's
educational and linguistic practices and ethnic background.

A survey research study examined PI practices with four elements viz. parents’ role construction, sense of efficacy, time and energy demands and specific invitations by the child, school and teacher in the USA (Anderson and Minke, 2007). The study involved approximately 49% African American, 39% Latino, 8% Caucasian, 4% Asian, and < 1% Native American from three elementary schools. Majority of parents, who participated in the study, were from very low income families because 76%-98% of children were entitled to receive free and reduced-price lunches in urban schools. Thus, the sample in the current study was ethnically diverse and majority of the participants were African American.

The researchers categorised various school activities for parents’ involvement into two major categories- ongoing school activities and event based school activities. Hoover-Dempsey and Slander’s model (1995) was employed as an analytical tool in the study. The researchers argued that school based involvement such as attending PTA meetings and volunteering is more visible to school personnel compared to home based involvement such as parents’ help with homework and encouragement. Consequently, the school sometimes overlooked the HBI of EMPs and their contribution (Anderson and Minke, 2007).
The study concluded that specific invitations from teachers had the highest positive impact on PI as compared to parental belief about PI, efficacy and other contextual elements; they were unable to conclude from their findings what patterns of involvement did parents from different ethnicity followed. The study had a limited exploration of ongoing school activities and event based school activities due to quantitative nature of the study. Also, the model lacks exploration of role of ethnic cultural practices among different EMPs in England that is defined as transnational cultural capital by Erel (2012). Those elements were found to be significant in selection of individual parents’ strategies (cf. Vincent et al., 2012; Archer, 2010). The survey research design has its own limitations for lacking presentation of in-depth contextual details of various participants and their involvement in school ongoing and event based activities. For instance, in the current study, all three schools adapted various means of regular communication such as newsletters, agenda books and other written forms of communication as means of regular communication with all parents under the district mandates; however the study lacks examining other means of communication such as phone calls, children’s diaries or informal everyday interaction. Thus the district mandates limited school-home communication up to written communication only.

Another qualitative investigation by Anderson (2002) in Sweden explored parents’ involvement in their child’s schooling. The study focused on three elements: parents’ perception of school situation, co-operation with school
teachers and impact of school situation on home situation. The study involved children aged 7 to 16 years and 33 parents from 4 different schools, of which half had positive experience with schools and half have negative experiences. There were variations based on children’s school performances. For instance, children of parents with positive experiences were described as clever, intelligent and enjoying the school by the school personnel. Their families had close contacts and regular communication with their teachers. In contrast, the parents of children with learning difficulties, social difficulties and victims of bullying were unsatisfied with the school.

The parents of successful children had explicit expectations from the school such as a competent teacher and a good class climate. They were from high social class (definition of high social class can vary in different nations, as a researcher I guess they were from affluent families) and were capable of changing the school decisions in order to fulfill their expectations. The parents had awareness about children’s development and teachers’ behaviour at the school. Some of the common strategies among this group were having appropriate up to date information about the school, teacher and children’s school lives; an explicit two way communication; organising meaningful and stimulating activities at home and participation in school based activities, being listened to and respected by the teacher, which were similar to the study discussed earlier (cf. Vincent et al., 2012; Archer, 2010). However, the research did not investigate if any of
the parents were a member of school administrative team or Parent-teacher Organisation. The researcher also found that the family social class and individual child’s needs; and school and teachers’ responsiveness were factors that influence parents’ strategies of involvement.

The parents of children with learning difficulties were unsatisfied with available school support. They expressed that teachers were only promising rather than providing any concrete support as per their need. After finding the special needs of the child, the only response of the school was suggesting them to move the child to a special school, so, the parents expressed themselves as struggling. They revealed that there were arguments; disappointments; lack of satisfaction; feeling of powerlessness due to resignation of their decision by the school. Despite making efforts to maintain a good relationship with the school, no positive dialogue between home and the schools was found.

The parents of social difficulties and bullied children expressed having bad contact with the school. These parents faced lack of information, power and respect from the school due to special need of the child. These parents were aware of children’s special needs and their special requirements, which were unfulfilled by the school. This group of parents in current investigation was similar to a group of BEM (Black Ethnic Minority) parents, who were categorised as ‘a fighting glance’ by Vincent et al., (2012).
After review of the above studies, it could be concluded that the child remains at the epicentre of parent-school or teacher relationship and different parents adopts distinct strategies of PI for supporting their children’s learning. These strategies can be summarised as follows:

1. Involved parents maintain an effective, regular communication with school personnel and inform their expectations towards school.

2. Parents with considerable awareness of school ethos, policy and expectations have broader scope of their involvement in SBA to support children’s learning.

3. MCPs in England are aware of unwritten rules of English schooling and this enabled them involving more as compared to working class or EMPs.

4. A strategy of well educated MCPs is their participation in school administration by being school governors or taking other significant roles.

5. Regular visit of the school, attending school ongoing activities such as parents’ evening in terms of attendance and participation; volunteering in their child’s school are also common parents’ strategies of PI in SBA, however the outcomes of such involvement vary in relation to parents’ educational, linguistic social and ethnic background.
6. Organising various activities at home such as teaching at home; assisting homework; reading with the child and exchanging school experiences and providing an appropriate learning environment are prominent HBA that are planned and organised by the parents.

7. Parents may adopt a strategy of investing different resources for supporting children’s learning such as arranging private tutors.

8. Raising the concern publically or individually; directly or indirectly are also distinct parents' strategies of School based involvement.

9. Different parents even in same social class have different priorities and consequently, they adopt different strategies of involvement.

3.5.2 Strategies of South Asian Parents (SAPs)

After reviewing studies of PI for EMPs, I turned to investigate some recent studies those were particularly about Parents from India or Indian geographical region. In this respect, I found two recent qualitative studies of SAPs' involvement in their children's schooling as a good source of patterns of PI in England (cf. Crozier and Davies, 2007; Conteh and Kawashima, 2008). South Asian culture is common among Pakistani, Bangladeshi and Indian states and it is renowned for strong cultural
practices. Consequently, I decided to include these two studies in my literature review.

Crozier and Davies (2007) carried out a qualitative study that investigates the views of parents and teachers about home-school relations, parenting roles in relation to education and the students’ perspectives on this. The researchers interviewed 591 parents and children in groups as well as on individual basis. 37 interviews were conducted in Sylhetti and 6 in Punjabi and subsequently translated. 69 teachers and youth workers were interviewed and 20 case study families were followed up over a period of 6 month. The researchers found that, despite having some commonalities such as strong community cohesion, common religious and cultural practices, gender specific roles, and multilingualism as South Asians (Abbas, 2003), the Pakistani and Bangladeshi parents do not form a homogeneous group because of their different levels of education, linguistic abilities and social status. For instance, the arrival of Bangladeshi community to England was in mid-80s, whereas Pakistanis arrived during 60s and 70s. Consequently, Pakistanis formed a longer established community and consequently they had enhanced knowledge of English education system as compare to their counter parts from Bangladesh. Majority of Bangladeshi mothers did not speak English, compared to their husbands, who knew a little English. The level of spoken English among Pakistani mothers was found higher than Bangladeshi mothers. The Bangladeshi community was mostly involved in restaurant business;
whereas Pakistani community was involved in diversified jobs. Overall, due to longer time spent in England and comparatively higher educational background, the Pakistanis would have had more exposure to British culture and assimilated English language into their current lives.

Crozier and Davies (2007) revealed that some teachers perceived SAPs as hard to reach for being uninterested, uninvolved in school based activities and lacking aspirations for the children. The researchers challenged this view by exploring the parents’ perspectives, which revealed that despite having high aspirations towards their children’s education, several Pakistani parents did not take initiatives and raise concerns during their visits to the school at certain times. The Bangladeshi parents had minimal or no contact with the schools and their only involvement was encouraging their children at home. In the light of different characteristics, the researchers classified parents into three main categories as follows (Vincent, 1996 in Crozier and Davies, 2007):

1. **Parents as Consumer**: These parents were interested in their children’s education and often attended parents’ consultation meetings. They had limited awareness about their children’s school lives and they often arranged a private tutor for the child. Overall, they were interested but not proactively involved in various school based activities.
2. **Independent parents**: These parents adopted a strategy of having minimal contact with the school. They sometimes attended the consultation meetings but rarely visited the school for any other reason. Majority of working class Bangladeshi parents fall under this category. They believed in collecting detailed information through other community members whom they trust. This reflects the strong bond within this community. For this reason, Bangladeshi parents often selected their children’s schools where there were other children from their community. Overall, majority of Bangladeshi parents’ strategies were involvement in HBA by providing supportive family environment, encouragement for religious practices and they expressed themselves as satisfied.

3. **Non-participant Parents**: These parents have no contact with the school, as they have very little knowledge about English education system, and significance of education. These parents have low education and rarely any awareness about school expectations and invitations. Consequently, they leave the decision taking role to the school. This limits the findings of Anderson and Minke (2007) that the specific teacher invitations are most influencing factors upon PI. As described in chapter one, these Bangladeshi parents may be following the traditional model of Indian schooling, in which the teacher is the most respectable and responsible individual for school based learning (Raina, 2002).
Another qualitative ethnographic study that explored the lives of South Asians in a post-industrial, multilingual city of England was carried out by Conteh and Kawashima in 2008. The study was grounded on two second generation female migrant informants and their families, one from the Pakistan Diaspora and the other from Bangladesh. The study examined their recent views on PI in education and how it has changed over time. Even though first and second generation migrants parents have different educational and linguistic experiences, there were common visible strategies such as providing children a bilingual experience, preserving the religious values and ethnic identity, and maintaining close connection with the extended families in their native countries. The study also found that the second generation parents were more efficient for SBI due to their enhanced awareness of the British education system and English language.

The study reveals that first generation mothers were mainly engaged in HBA such as providing encouragement, enhancing children’s awareness about their heritage, maintaining extended family relations by emphasising learning and using the native language for communication with relatives living in their native places. Despite having individualistic preferences, the collective family and community values were also common among various participants. The roles in the families were gender specific and mothers were highly inclined to their role of care-taking.
To sum up majority of SAPs' were involved in HBA. Also, parenting role towards young children was the responsibility of mothers who were often less educated. Thus mothers' involvement was limited to attend Parents' consultation meetings and therefore it is not possible to say confidently what strategies except mothers' attendance in parents' meetings were adopted by them. Some parents expressed their will to have further information about schooling but none of the research explored whether these parents made any efforts for it.

There are some differences between SAPs and other EMPs' involvement. SAPs are less explicit in their conversation with the school. Gender specific role, strong cultural values, complexity of culture and frequent use of native language were some of the common practices within South Asian families.

Crozier and Davies (2007) concluded that English teachers had a range of assumptions about SAPs such as they are less involved, they have fewer aspirations for their children to go to higher education. These could be parental barriers in relation to maintain a good parent-school relationship. Another argument about PI of EMPs was developed by Kim (2009) that highlights various school related barriers such as teacher's negative efficacy, parents' limited exposure to Migrant Country's Education system, linguistic and cultural barriers. Despite giving insights about SAPs in England, none of these researchers involved any Indian parents in their studies.
3.5.3 Strategies of Indian Heritage Parents (IHPs)

India, as discussed in chapter one, comprised Pakistan and Bangladesh as its own states until 1947; consequently Indian, Pakistan and Bangladesh have a long history of co-existence under same cultural, social and educational environment that resulted into numerous common social practices, with a few dissimilarities in relation to religious practices, political ethos and educational practices. India can be distinguished from other two countries for adapting a unique secular policy perpetuating multi-religious and multi-cultural values along with multi-dimensional and multi-linguistic education system. In order to review IHPs’ related literature, I reflected on a handful of studies about Indian parents' and children's schooling in different multicultural settings.

Vellymalay (2011) carried out a study on Indian parents and aimed to investigate the relationship between Indian parents’ education level and their involvement in children’s education in Malaysia. The study investigated a range of fourteen strategies of Indian parents for their involvement in their children’s school and non-school learning. Out of all fourteen strategies, ten strategies were employed at home. These include discussion of future planning, sharing of school activities, identifying learning patterns, identifying academic problems at school and at home, identifying homework and assisting homework, guidance in examination preparation, monitoring academic performance at school, motivation and time
limit for following a routine of managing different leisure activities and study, getting reading materials, tuition, monitoring activities. Majority of parents gathered information of school activities from their children. The parents also preferred trained teachers and the classes those are organised by the teacher at home. The outcomes of the study also reflected that over 80% of the parents made significant use of five strategies, those were strategy of motivation; discussing child’s future plan with them; identifying academic challenges faced by their child at home; discussing their child’s activities at school and monitoring their child’s activities outside home and school. A large number of home based strategies reflected the focus of Indian parents’ involvement and it included parents' help in child's homework, monitoring child's behavior outside home and school aiming to ensure the discipline and prevent any possible social problems in future. The study revealed that parents with higher education had greater confidence to support child’s learning that results into child's enhanced performance at school. The researcher concluded that there was a moderate relationship between parents’ education level and their involvement in children’s education.

The study has numerous limitations. The study was based only on primary National schools in Kerian district of Malaysia and therefore, the findings cannot be generalised on other kinds of schools or schools in other locations. Moreover, all participants in the current study either had secondary education or less; therefore there may be difference in use of strategies if parents with
tertiary education are involved. The review of this research was quite significant for the current study and it concludes that parents’ education level may have an impact on their involvement in their children’s school and non-school learning.

Inman et al. (2007) carried out an interview study with sixteen first generation Indian parents about transmission of cultural values into their second generation children in the USA. The parents expressed having appropriate awareness about various concerns related to their children’s acculturation and enculturation. Though Indian parents’ views were influenced by their gender specific roles, both parents acknowledged education as a means for securing the child’s future in the host nation, along with determination of maintaining their native values. In order to maintain the native values in second generation children, some of the parents’ strategies were modeling children by various activities such as reading religious books and attending festival celebrations. Despite having a strong sense of Native American culture and customs (Dasgupta, 1986), the parenting style of Indian parents was a mixture of authoritative and democratic (Inman et al., 2007).

The common strategies of IHPs in England include learning the host language and culture but also maintaining their native culture by learning native language, celebrating native festivals; modeling the children's behaviour by parents' everyday interactions; strong belief in capability of teachers and so following
them without raising concerns as a symbol of respect. IHPs also maintain a relationship with extended family members living at home country as well as host country. IHPs emphasis on education for their child's secure future in the host countries this makes them different from other SAPs' groups.

In order to analyse the school life of Indian students and their parents’ priorities and strategies of their contribution in children’s life at Leicester, I found an empirical study quite significant that was carried out by a team of ethnographers in a complementary school in Leicester (Creese et al., 2006). The main goal of this qualitative study was to investigate what kind of identity formation was prominent among students and apparent in various discourses inside and outside the classroom. The complementary school provided bilingual teaching; and hence there were three possible distinctive identities to be developed: heritage or community identity; multicultural identity and learner identity. The majority of students were born in England, whereas majority of teachers were born in India or Africa. Therefore, the majority of teachers had experience of living in a multicultural and bilingual community. Consequently, the teachers respected the cultural and linguistic diversity of the students and they used it appropriately in order to enhance children’s learning. The study found that the prominent identity among the students was a learner’s identity. The various evidences in the study demonstrate that the school was mainly associated with Hindus and Hinduism. The study was significant for reflecting
teachers’ significant role, experience and respect for multiculturalism; using bilingualism as an asset to enhance knowledge and skills by developing multilingual abilities of students. Parents in the study highlighted that they prioritise building children’s links to the cultural and linguistic heritage of India and also with the first migratory East African countries. The study has a limitation of involving only Hindu Gujarati parents, who focus on Gujarat and Hinduism.

Abbas (2003) explored the lives of Sikh, Hindu girls and their mothers from India; Muslim girls and their mothers from Pakistan and Bangladesh in Birmingham, a multiethnic city of England. It was found that Sikhs from India were more open and culturally adapted when compared to their Muslim counterparts from Pakistan and Bangladesh. The study revealed that Indians were more likely to be occupationally mobile and had high entrepreneurial skills. Even the second generation British born Muslim girls in the research shared having less freedom in life due to religious restrictions of Islam.

As such, Abbas (2003) significantly reflected on identity development and career choices, which was found to be different between Muslims from Pakistan and Bangladesh; and Sikhs from India. The study is significant for acknowledging that the religious practices within IHPs may have an impact on their involvement in children’s learning at school.
3.6 Conclusions

From the above literature review it is explicit that there is no study that has explored the strategies of IHPs' involvement in their children's schooling in England. Therefore, the current research aims to address this gap by investigating the following research question:

1. How are IHPs in a multiethnic primary school of Leicester involved and engaged in their child’s schooling in order to support child’s school and non-school learning?

In order to explore the above research question in depth, I develop the following three sub questions in the light of existing empirical studies:

1.1 What kinds of involvement and engagement do IHPs in a multiethnic school of Leicester, consider to be appropriate in supporting the school and non-school learning of their children?

1.2 How aware are IHPs in WPS, Leicester about school strategies, opportunities, scope and expectations for their involvement in relation to their children’s school and non-school learning?

1.3 What strategies do IHPs adopt in relation to their involvement in formal and informal activities and communication with the school?
3.7 School Strategies for involving Ethnic Minority Parents (EMPs) and particularly IHPs in England

As I was keen to explore IHPs’ strategies of PI in their children's schooling therefore, it was also required to explore the available school strategies those prepares a ground for various PI. Therefore the following section examines various school strategies providing each parent an opportunity and scope for their active participation. Beginning from international perspective, the strategies in different primary schools of England are discussed. A summary of the main empirical studies discussed in the next section is tabulated below.

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Year</th>
<th>Informants</th>
<th>Context of the study</th>
<th>Research Approach</th>
<th>Focus of the study</th>
<th>Theoretical Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hornby and Witte</td>
<td>2010</td>
<td>Principals of 11 middle schools</td>
<td>Christchurch, New Zealand</td>
<td>Survey based on structured interview</td>
<td>11 Distinct of PI</td>
<td>Epstein’s framework; Hornby’s work</td>
</tr>
<tr>
<td>Smith et al.,</td>
<td>2011</td>
<td>Leaders of 12 Urban Charter Schools</td>
<td>USA</td>
<td>Qualitative study-interview based</td>
<td>Successful strategies of PI</td>
<td>Epstein’s framework</td>
</tr>
<tr>
<td>Verstappen, P.</td>
<td>Undated (ca. 2011)</td>
<td>Heads, teachers and Service staff of different schools</td>
<td>UK and USA</td>
<td>Qualitative interview based study</td>
<td>Successful strategies of PI for hard to reach parents</td>
<td>Epstein (2001) and Biddulph et al., (2003)</td>
</tr>
</tbody>
</table>
Table 1.9: Strategies of PI in different schools

3.7.1 Strategies of PI in New Zealand

Hornby and Witte (2010) carried out an interview based survey research that explored eleven aspects of PI in eleven intermediate (middle) schools of a city of South Island of New Zealand. Eleven head teachers were interviewed individually in different locations. The strength of each school was from 188 to 820 and there was no uniform written policy on PI, consequently diverse PI strategies were adopted by different schools those were grounded on their contextual elements. Even though no special provisions for EMPs were overtly expressed, these were implied in various provisions expressed by the head. The main strategies revealed by the school leaders are as follows,

3.7.1.1 Inviting parents' visit to school on open days

The school invited parents to visit the school on open days and providing them an opportunity of observing on-going classes and other school events. The strategy aimed
to enhance parents’ awareness about school events and encourage parents to get involved. Nevertheless, the study had a limited exploration of what kinds of invitation were used and who invites them, thus, the survey research design needs further in-depth information.

3.7.1.2 Encouraging parents to join PTA and give them freedom to provide feedback by various means

The school encouraged parents to be members of PTA and gave them freedom to provide feedback in their preferred channel such as through PTA, board of trustees or organising special meetings with the school. In order to facilitate it, the schools also employed several modes of communication including informational and conversational material to engage with the families. Schools sent newsletters, school prospectuses and email along with telephone calls and home visits. Schools also organised parents’ drop-in sessions and individual meetings with teachers on demand. Drop-in sessions facilitated parents to enter the school without any prior appointment.

3.7.1.3 Encourage Parents' Volunteering at Schools

Schools also adopted a strategy of encouraging parents’ volunteering in the school based events, valuing them as resources. Different school personnel such as teachers, the school librarian, sports coordinators and the members
of PTA took responsibility for coordinating these activities.

3.7.1.4 Workshops for supporting low educated parents

For supporting parents with low education, special workshops were organised and appropriate guidance was provided occasionally during direct interactions.

3.7.1.5. Encouraging PI by Parent-Teacher meetings

To achieve parents’ support in children's homework, teachers used parent-teacher meetings as a key strategy for liaising with parents. However, teachers were not encouraged to make home visits.

3.7.1.6 Special Provisions for NES parents

For accommodating parents for whom English is not the first language, additional strategies are adapted by different schools, such as arranging a bilingual teacher, using interpreters, translating pupils’ reports into parents’ language, and establishing links with local ethnic communities.

The survey also revealed that two head teachers expressed their mentoring role towards teachers on working with parents. On one hand, lack of a written uniform policy on PI can be criticised for lacking transparency in the education system. On the other hand, it provided each
school freedom to adopt appropriate strategies grounded in their contextual and local needs.

3.7.1.7 Epstein's framework- a guidance for exploring PI

Hornby and Witte (2010) used Epstein's framework as a guiding direction in selecting various aspects of PI in investigation. Various aspects of PI explored by them were inspired by Epstein's framework, however some aspects included in the study are not directly mentioned in the Epstein's framework. For instance, policy formation in the schools provide a scope for various sorts of involvement whether it was school based, home based or collaborative practices but it cannot be limited to one type of involvement as mentioned in the framework.

Sharing information with children, channel of communication, liaison with school staff are mainly associated with communication between school and home. Sharing information with children could develop an informal communication strategy between school and home that could keep the parents' informed and enable them to remain involved in their child's education whatever linguistic or cultural background the family is. Parents' collaborating with teachers, encouraging parents' involvement into schools, professional development for teachers, parent education, parent support are all these factors those may have an impact on parents' involvement in school based and home based activities.
Given the parents' education, they could be taking better parenting role, organising various learning activities at home and also capable of taking part in school governing body to work as a volunteer. Parents acting as a resource could be significant for improving in school based and home based involvement along with their collaboration with other community services.

The researchers found that there was a lack of written policy; school were hardly organising parents' education classes; there was limited opportunity of professional development of teachers and there was a minimal focus on involving parents with special needs.

### 3.7.2 Strategies of PI in Charter Schools of USA

Smith et al. (2011) carried out a qualitative study to examine PI strategy in charter schools of the USA under Epstein’s framework of PI. Charter schools are typically small community schools, with greater autonomy and consequently, these schools adopt stronger and more specific PI policies than traditional public schools (ibid). The researchers employed stratified sampling and selected 12 urban charter schools in 6 states. The main method of data collection was the school leaders’ interviews, which were analysed qualitatively and critically. The main strategies revealed by them are as follows:
3.7.2.1 Encouraging PI by providing incentives

The school leaders reflected that they had developed some incentive plans for encouraging parental involvement. For instance, the school was holding a competition for students’ arrival on time. A class that attains first ten days perfect on time was given a party.

3.7.2.2 Running an employment office and skill development classes for Parents

The schools were assisting the refugee parents to seek a job, providing free English language classes, and guiding parenting techniques as common strategies to engage the parents with barriers.

3.7.2.3 Ensuring two way communication with each family

The schools took various initiatives to maintain a two way communication with each family such as sending children’s report cards to homes, home visits, home material translated into the parents’ native language, and providing translators for parent-teacher meetings.

3.7.2.4 Strategies of School Based Involvement

In relation to school based parental involvement, three main strategies were adopted by school leaders: giving a brief introduction about possible ways of involvement for every parent at the beginning of the session; encouraging
parents to get involved in school based activities including teaching in the class rooms by appointing a parent co-ordinator, who collects information about each parent since the enrolment, keeps the data safe and uses it appropriately during parents’ volunteering sessions in the school as per their interest and availability. The school also reinforced PI by giving small rewards to the students whose parents had participated most.

3.7.2.5 Strategies to support Home Based Involvement

Majority of charter schools offered parent education classes to motivate them for enhanced engagement with confidence. The schools also provided free backpack material that comprised text books and activities to facilitate resource availability and instructions to each parent. Encouraging checking homework on a regular basis and making parents read in their preferred language for 45 minutes as mandatory are steps taken by some charter schools.

3.7.2.6 No parents in school governing body but taking their suggestions in consideration

The school did not encourage parents’ joining in school governing body but their opinions and suggestions were valued for any possible modification in the school system. It is contradictory to Anderson’s (2002) study, in which the parents with negative discourse said that they were
being listened to but no concrete actions were taken by the schools. In the current investigation, the charter schools’ head teachers expressed that they ensured that parents’ opinion was included in developing or modifying every school policy.

3.7.2.7 Running Community Partner Programmes

The charter schools offered community partner programmes for parents' skill development to volunteer parents, who wanted to work as a classroom assistant, a partner for running parent classes, training provider, health service providers and other activities of community welfare.

3.7.2.8 Identifying Parents' preferred Activities for their involvement

The school staff in three schools informed each parent about family partnership plan and their expectation towards them. Each parent was given an opportunity of expressing their will, availability and details of activity they want to perform as a volunteer in the child's school. Thus organizing parent- centred activities in the school was a significant strategy of the charter school.
3.7.2.9 Epstein's framework- a scope for PI

Smith et al. (2011) employed Epstein’s framework for analysing various school strategies to enhance different types of PI. Original Epstein’s framework presented below:

<table>
<thead>
<tr>
<th>Type</th>
<th>Description of type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1</td>
<td>Parenting-Basic obligation of families</td>
<td>Providing housing, health, nutrition and safety</td>
</tr>
<tr>
<td>Type 2</td>
<td>Basic obligation of school-Communication</td>
<td>Home-school and school-home communication such as letters, conferences and other informal means</td>
</tr>
<tr>
<td>Type 3</td>
<td>Involvement at school- volunteering</td>
<td>Help in Classrooms and other school events</td>
</tr>
<tr>
<td>Type 4</td>
<td>Involvement at home</td>
<td>Teaching at home or helping with homework</td>
</tr>
<tr>
<td>Type 5</td>
<td>Involvement in Decision making and school governance</td>
<td>Be a member of PTA and be a school governor</td>
</tr>
<tr>
<td>Type 6</td>
<td>Collaborating with the community</td>
<td>Contributions to school such as involvement in after school programmes</td>
</tr>
</tbody>
</table>

Table 3.0 Epstein’s Model of School, Family, and Community Partnership

After exploring various school strategies of PI in the charter schools, Smith et al. (2011) found that various innovative strategies of PI in charter schools fit under the skeleton of Epstein’s framework as follows,
<table>
<thead>
<tr>
<th>Type</th>
<th>Description of type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1</td>
<td>Basic Obligation of families</td>
<td>Incentives provided for parents to bring their children to school on time; School providing English Language Learning (ELL) classes; parenting classes; or wrap around services to supplements' ability to provide health and safety for their children.</td>
</tr>
<tr>
<td>Type 2</td>
<td>Basic obligation of schools</td>
<td>Home visits conducted; material sent home translated into the parents' native language; translators at school meetings to decrease language barriers</td>
</tr>
<tr>
<td>Type 3</td>
<td>Involvement at schools</td>
<td>Volunteering at the school to assist teachers in the classrooms or attending school events</td>
</tr>
<tr>
<td>Type 4</td>
<td>Involvement in learning activities at home</td>
<td>Parents required to read with their children for 45 minutes daily; monitor their children homework completion with a homework checklist; can take home activity books to do with their children</td>
</tr>
<tr>
<td>Type 5</td>
<td>Involvement in decision-making,</td>
<td>Parents participated in focus groups; completed surveys; served on the school's governing board</td>
</tr>
</tbody>
</table>
governance and advocacy

<table>
<thead>
<tr>
<th>Type 6</th>
<th>Collaboration and exchanges with community organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School partnered with community organizations to help train parents; offered volunteer opportunities for community parents; or provided services to parents</td>
</tr>
</tbody>
</table>

Table 3.1 PI of Charter school strategies grounded in Epstein’s Model

In the light of the above review, I can conclude that Epstein’s framework has been employed and validated by number of researchers (cf. Desforges and Abouchaar, 2003; Smith et al., 2011; Hornby and Lafaele, 2011) in different various contexts globally.

Out of various studies, it is noticeable that schools provide various range of strategies optimizing PI in school and home based learning. Two significant factors in developing and implementing innovative policies in urban charter schools could be autonomy of the school; leader's determination to ensure each parents' involvement and their awareness about community's contextual and cultural needs.

3.7.3 Strategies of PI in England

Despite acknowledging the significance of PI in England, there is a paucity of empirical studies exploring school
strategies of PI. This could be because of a long history of uniform government policy for treating each parent equally and therefore, there was no space for individual schools in England to develop their own strategies of PI. There have been recent changes in policy since 2010 when Conservative Liberal-Democrat took over the office. The new government gave enhanced freedom to schools for adopting policies which are contextually and locally based. Therefore, I carried out the following review exploring various success strategies of schools in England in order to involve marginalised parents. In a recent study, Verstappen [ca. 2011], a visiting researcher from New Zealand, examined certain school strategies aiming to involve ‘hard to reach Gypsy parents in England’. Although the focus of school strategies were on Gypsies, a group of travelers, hard to reach parents in different locations of England, I analysed and found that the strategies are significant for other EMPs or working class, whoever are less involved in their child’s schooling (Verstappen [ca 2011]).

These strategies were grounded on contextual elements and were particularly developed for less involved parents. Apart from contextual needs, Wilson (2013) examined the value of shared school spaces with parents from diverse background and enhancing opportunities for sharing different practices in a constructive way. The study was carried out in a multicultural school of an ethnically diverse area of Birmingham. In the school majority of pupils used English as their secondary language. The school had a predominantly middle-class demographic, as
the pupils taking free school meals was below the national level. The current findings are based on white British parents’ and staff interviews conducted at the school during a school term (ibid). The findings revealed that the following school strategies in order to encourage multiculturalism and provide motivation for intercultural dialogue and learning. The main strategies revealed by Verstappen [ca 2011] and Wilson (2013) are as follows:

3.7.3.1 Appointing a community liaison from EMPs

A few schools in England appointed a community social worker and home-school liaison who has in-depth understanding of the norms and values of ethnic minority community. The main role of home-school liaison is encouraging ethnic minority parents to get involved in school based activities. Verstappen [ca. 2011] illustrates the successful adoption of this strategy by Samworth Enterprise Academy of Leicester. Their role also involved preparing leaflets comprising information about the school, visiting marginalised families and representing their views in school meetings. According to the head teacher, the role of the liaison was successfully bridging the gap between hard to reach families and the schools. The strategy was significant for improving two way communications and enhancing the parents’ understanding of school related information for building the trust, understanding and close relationship between the home and school.
3.7.3.2 Providing Web based support, Online links and Virtual Learning Environment

A few English schools in England provided a web based support by a website that links to numerous information, educational resources and advice for parents, who could be interested to have enhanced awareness of school programmes and support (Wilson, 2013) but they were unable to visit the school on a regular basis (Verstappen, 2011). There were online family activities by developing virtual Online Learning Environment (OLE). OLE was a powerful tool for promoting school values and practices in children's homes. This digital resource can be used as a source of communication as well as a tool for interactive quizzes by the parents and children to build up a friendly environment and ultimately encourage parental involvement.

3.7.3.3 Organising a creative activity of parent choice and invite various EMPs to attend

A head revealed that for enhanced PI, the school was collecting parents' views on non-academic activities rather than just organizing school assumed important activities (Wilson, 2013). For instance, reading stories in parents' native language and doing some craft works were suggested by the parents. Organising a knitting workshop for Somali mothers was also a successful recent activity. The parents’ centred approach in organising activities in schools was also found a successful strategy in charter schools (Verstapen, 2011).
3.7.3.4 Inviting parents to be volunteers and use them as a Resource Person

Some schools invited parents to be volunteers in supporting academic work such as working in classrooms, library, and offices; whereas other schools invited them to attend non academic activities such as Diwali, Eid, Christmas, Vaisakhi and Easter celebrations. Out of all these, some active parents were also the Resource Person for organising activities and encourage other parents to join. This could help to overcome the cultural barriers for ethnic minority parents.

3.7.3.5 Running ESOL classes in collaboration of local authorities

In order to overcome the linguistic barriers of some EMPs, some schools provided parents classes to enhance English language skills to develop their confidence in communication with the school. This strategy was also revealed by some other researchers as well (cf. Hornby and Witte, 2007; Smith et al., 2011).

3.7.3.6 Schools working in collaboration under a federation

The researcher found that some schools in England work under a federation that provides a wider platform to PI. For instance, Little Ilford School in East London was part of a federation of local schools that provided shared governance, support services and professional development opportunities (Versttapen, 2011). Children
and their parents from the federation were allowed to attend the programme at different schools and broaden their experience by interacting with different school staff and other parents (ibid).

3.7.3.7 Assigning peer buddies for the new students and their parents

Buckingham Primary school adapted an innovative strategy for encouraging its new parents’ involvement in school based activities. Under this scheme, the new parents were offered a buddy from the school. The buddy was either from body of governors or PTA of the school. The buddy used to communicate with them prior to start the school and also assisted them in their first school visit by providing appropriate guidance and friendly environment (ibid). This can make the parents feel valued and get involved in further SBA for supporting children’s learning.

3.7.3.8. School leaders and teachers wearing Indian dress

In addition to these innovative strategies investigated by Verstappen (2011), some state primary schools of the UK also adopt particular strategies to involve the hard to reach parents. For instance, one school head teacher wore salwar kameez, an authentic Muslim outfit, in the parents-teacher meetings of the schools, aiming to enhance the involvement of Muslim parents from Pakistan and Bangladesh (Conteh and Kawashima, 2009). In addition,
some strategies of complementary schools were appointing teachers from a multicultural background, inviting parents to attend children’s classes (Creese et al., 2006).

3.7.3.9 Integrating diversity in school sites and provisions for teaching different languages

The multicultural ethnically diverse school of Birmingham efficiently welcomed visitors in five languages and a further 30 languages were displayed in the reception area along with the current language of the month. The involvement of staff from different cultures, religions, languages and festivals was adopted to build the diversity in the school as a symbol of inclusive education (Wilson, 2013).

A few schools had a provision of teaching a different language every term and a twinning scheme with a school in South East Asia. They had special meal days, assemblies and other events of universal values such as dance events, value education programme (Verstapen .2011).

The above review presented a summary of various strategies adopted by schools of England for encouraging EMPs' involvement. From the review it is explicit that the strategies of the schools were grounded in school leadership, school location and diversity of available educational programmes at the city (Kim, 2009).
The main themes emerge from the above literature review are:

1. Exploration of school strategies for PI is an under researched area in England.
2. Epstein’s framework of PI has been the most significant framework in carrying out PI related investigation.
4. The schools may adopt innovative strategies for appropriate involvement of parents in SBA and thus it may enhance the scope of PI in SBA.
5. Online learning material and web based support were quite useful resources, whereas asking and respecting parents’ choice in organising school activities were also noticeable practices.
6. Knowing the parents, their needs and importing them in the school planning were keys for involving each parent.

Thus, from the above review, the current research requires to investigate the school strategies of a primary school in Leicester those provide various opportunities and scope for PI in general and IHPs in particular. Consequently, the second research question for the current investigation is

2. How does a multiethnic primary school of Leicester involve IHPs in their child’s schooling in order to support children’s school and non-school learning?

2.1 What kinds of PI do school personnel of WPS, Leicester consider to be appropriate and important in
supporting the school and non-school learning of children?

2.2 What strategies does WPS, Leicester adopt in order to optimize the involvement of parents in general, EMPs and IHPs in particular?

From the above reviews, it is also clear that parents’ and schools’ strategies can be grounded on their perception of PI, awareness of mutual strategies and adaptation of individual strategies in relation to their current context of approaching various resources. Hence, the current study which is exploratory in nature investigates IHPs’ involvement in a primary school of Leicester, an ethnically and linguistically diversified city.

3.8 Summary

The chapter began with a discussion of selecting appropriate vocabulary of Parental involvement for the current investigation. Then a brief policy review of English education system is carried out that is followed by empirical research based literature reviews elaborating parents’ strategies of involvement in general and EMPs and IHPs in particular. It then investigated available literature about various school strategies adopted by different schools of England. There is not a great deal of research that has explored the life of IHPs and the school strategies in the current context. Hence the current study is an effort to fill this gap by investigating the following two main research questions.
R. Q.1 How are IHPs in a multiethnic primary school of Leicester involved and engaged in the child’s schooling in order to support child's school and non-school learning?

R.Q.2 How does a multiethnic primary school of Leicester involve IHPs in their child’s schooling in order to support their child's school and non-school learning?
Chapter 4: Gaining access to the processes and strategies that promote PI among Indian Heritage Parents

4.1 Introduction

This chapter presents the research strategies that I combined in my research design aimed at developing understandings of the processes and strategies that promote parental involvement among Indian heritage parents and, in particular, addressing my research questions. The chapter summarises the thinking and decisions that shaped development of the methodological approach I developed for this study.

The chapter begins with revision of the main research questions that shaped the design of this study together with an overview of the research design that is explored in more detail in section 4.2. The remainder of this chapter is devoted to a critical discussion of the methodological thinking that underpins this design. In section 4.3, I discuss the decision to adopt a qualitative strategy and mode of inquiry. In section 4.4, I then proceed to consider the philosophical and theoretical assumption that are reflected in my decision to adopt this research strategy and approach for addressing these research questions. In section 4.5, I elaborate the case study approach and various elements involved in the current research. In section 4.6, I critically examine the different methods of data collection that I used in
collecting different kinds of data in addressing my research questions. In this section, I also discuss formal data collection process followed by various measures which I took to ensure the quality of and wider relevance of my research. In section 4.7, I reflect on my management of the various social relationships encountered during fieldwork and how the quality of these relationships influenced the quality of the data I generated. This is followed by section 4.8 where I illuminate the ethical dimension of the research. Finally in section 4.9, I consider the processes and procedures of data analysis. The main research questions that has shaped the design of the current investigation are,

1 How are IHPs in a multiethnic primary school of Leicester involved and engaged in the child’s schooling in order to support children’s school and non-school learning?

1.1 What kinds of Parental Involvement do IHPs in a multiethnic school of Leicester consider to be appropriate in supporting the school and non-school learning of their children?

1.2 How aware are IHPs in WPS, Leicester about school strategies, opportunities, scope and expectations for their involvement in relation to their child’s school and non-school learning?
1.3 What strategies do IHPs adopt in relation to their involvement in formal and informal activities and communications with the school?

2 How does a multiethnic primary school of Leicester involve IHPs in their child’s schooling in order to support their child's school and non-school learning?

2. 1 What kinds of PI do school personnel in WPS, Leicester consider to be appropriate and important in supporting the school and non-school learning of children?

2. 2 What strategies does WPS, Leicester adopt in order to optimize the involvement of their parents in general, EMPs and IHPs in particular?

In order to address these research questions, I first needed to decide what kinds of data collection would be the most helpful and what kinds of methods would help me to collect such optimal kinds of data. Keeping these guidelines in mind, the current investigation adapts an interview based case study design to investigate the primary school strategies for constructively engaging IHPs in support of their children’s learning. The school strategies for ensuring PI are investigated with particular attention to the perspectives of IHPs’; school leaders, certain teachers and Learning Support Assistants.
4.2 Summary of Research Design

Below, I provide an overview of the research design that I developed in order to address these research questions.

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Research Questions</th>
<th>Methods of data collection</th>
<th>Details of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>What kinds of involvement and engagement do IHPs in WPS, Leicester consider to be appropriate in supporting the school and non-school learning of their child?</td>
<td>Semi-structured interviews and timelines</td>
<td>Seventeen IHPs including thirteen mothers and four fathers</td>
</tr>
<tr>
<td>1.2</td>
<td>How aware are IHPs about school strategies, opportunities, scope and expectations for their involvement in relation to child’s school and non-school learning?</td>
<td>Semi-structured interviews</td>
<td>Seventeen IHPs including thirteen mothers and four fathers</td>
</tr>
<tr>
<td>1.3</td>
<td>What strategies do IHPs in WPS, Leicester adopt in relation to their involvement in Formal and informal activities and communications with the school</td>
<td>Semi-structured interview and social network map</td>
<td>Seventeen IHPs including thirteen mothers and four fathers</td>
</tr>
<tr>
<td>2.1</td>
<td>What kinds of parental involvement do school personnel consider to be appropriate and important in supporting the school and non-school learning of children?</td>
<td>Semi-structured interview</td>
<td>Seventeen school personnel (seven school leaders, five teachers and five LSAs)</td>
</tr>
<tr>
<td>2.2</td>
<td>What strategies do WPS, Leicester adopt in order to optimize the involvement of their parents in general, EMPs and IHPs in particular?</td>
<td>Semi-structured interview</td>
<td>Seventeen school personnel (seven school leaders, five teachers and five LSAs)</td>
</tr>
</tbody>
</table>
4.3 A qualitative strategy and mode of inquiry

The research aimed to explore the school and IHPs’ strategies for parental involvement and engagement in a primary school of Leicester. Thus, the study involved an ethnic minority population that is renowned for its diverse cultural linguistic practices (as discussed in chapter one) in a natural real life setting (Hammersley, 2011) that was the current primary school of Leicester. Therefore, I needed a flexible strategy of investigation enabling me to acknowledge the values, beliefs and behaviour of participants (Bryman and Bell, 2011), integrating contextual elements of natural life settings in the current investigation (Creswell, 1998). Hence, in order to include various contextual elements involved in the study, I adopted a qualitative strategy for this investigation. A qualitative mode of inquiry allowed me giving an opportunity of free expression to each participant (Creswell, 2003) for sharing individual beliefs, views and experiences from their personal life. Consequently, the study attained richer, vivid and highly expressive data (Silverman, 2006) that was required to have a subjective understanding of the empirical research (Rossman and Rallis, 2012). It also gave me first-hand experience of school life in Leicester by direct interaction with numerous school personnel and achieving data in depth (Basit, 2010: 16). It also assisted me to optimize my understanding of individual participant’s interpretation of their actions in a multicultural school context (Denzin and Lincoln, 2011). The interactive and interpretive nature of
the qualitative strategy (Rossman and Rallis, 2012) also provided an opportunity for analysing the influence of various elements on everyday parent-school interactions. Thus, the naturalistic and exploratory approach in investigating the answers of main research questions directed me to adopt a qualitative strategy that is flexible in terms of revision of research design and research instrument during the field work.

4.4 Research Paradigm

The current study encountered the complexity and multi-layered nature of the historical, socio-cultural experiences of and influences on IHPs’ involvement in schools. Therefore, the interpretations, meanings, and beliefs that individuals develop in relation to such experience (i.e. the experience discussed in the introductory and literature review chapters) are likely to reflect interesting patterns of difference and similarity and shaped in important ways by their experience and the interpretations they make from such experience. Therefore, in order to understand PI in primary school settings in Leicester, my research was shaped by a set of ontological and epistemological assumptions that articulated the importance of individuals’ meanings and interpretations, and the influence of historical, socio-cultural experience on such meanings and interpretations.

I believe that PI is a subjective social reality that is often experienced and shaped by different individuals involved in children’s schooling in different roles including parents, teachers and other academic staffs of the school.
My ontological positioning was initially grounded on my previous work experience as a teacher educator in India with different groups of teachers and parents, who shared a distinctive understanding of social phenomenon of parental involvement and engagement. It was further supported by numerous researchers’ work in England that found that parents from ethnic minority groups and teachers had different understandings of PI and PE (cf. Crozier, 2001; Crozier and Davies, 2007; Harris and Goodall, 2008). Thus, IHPs’ involvement and engagement are individualistic social practices and the study needs to attend to subjective elements such as educational and linguistic backgrounds of each parent, social cultural practices of IHPs, awareness of school strategies among this group of parents. Also, I was not interested in how IHPs were generally involved and engaged in their children’s learning. Instead I was mainly interested in exploration of in-depth strategies adapted by individual parents under the current school strategies. This was best possible by accessing distinctive parents’ and school personnel’s stories based on their experiences and their individual construct in interpretation of existing school strategies and their successful implementation on and by IHPs. Hence in order to understand Indian heritage parent and school relationship in depth, an exploration of individual perspectives, awareness about social world (Rossman and Rallis, 2012: 43-44) of their children’s school along with their experiences were needed that was best possible by direct interaction with each participant (Robson, 2011; Cohen et al., 2011). Therefore, I decided to adapt an epistemological positioning of one to one
interaction with every participant whether they were parents or school personnel that provided an opportunity to each participant to share their constructs in making sense of their real world (Robson, 2011) i.e. the IHPs involvement and engagement in their children’s school in Leicester. Requirement of providing an opportunity of individual interaction to each participant and letting them interpreting their own actions and its outcomes in natural setting (Denzin and Lincoln, 2011) led me to adapt an interpretivist paradigm. This paradigm enabled me to comprehend participants’ exploration of their cultural norms and values, linguistic practices and their impact on their involvement and engagement (Basit, 2010). Next, it also provided space to me for reflecting on my personal orientations in relation to this study. Overall, interpretivist paradigm was significant for examining the distinctive constructions and meaning of social phenomenon (Noor, 2008) of PI among various participants out of their experience.

As an interpretivist, three levels of interpretation were involved in the current investigation (Bryman, 2008: 17):

1. The empirical study began with individual (IHP’s and school personnel) narratives of their real life in Leicester. It then examined individual awareness about school strategies, opportunities; scope for parents' involvement to support children's learning.

2. Then, I examined the common perceptions of PI among IHPs and different groups of school personnel (school
leaders, teachers, and Learning Support Assistants) and a comparison was made within and across the groups.

3. I finally interpreted the findings from different groups and analysed whether IHPs and the school personnel have a common acceptable conceptualisation of PI and PE; up to what extent they were aware of mutual expectations and strategies.

The prime reasons for adopting an interpretist paradigm were aiming of achieving multiple interpretations and perspectives on single socio-education phenomenon of PI and PE for IHPs, acknowledging the multi-layered and complex nature of social reality that is not reducible to simplistic interpretations; consequently it needs a thick description elaborating the contextual details for understanding the participants’ situations for adopting a particular perspective. Thus, the current empirical study is a qualitative inquiry that locates the researcher in the real world of participants (school) and aims to reveal a set of interpretive practices by participants’ narratives (Denzin and Lincoln, 2011: 3).

4.5 The Case Study- an overview

Given the exploratory nature of my research questions, I decided to undertake this qualitative study with a case study approach. It is a time and space bound study (Stake, 1995) focusing on IHPs’ involvement and engagement in a multiethnic primary school of Leicester. Case study was appropriate to cover contextual details of IHPs and the
particular school, where the study was carried out (Yin, 2003). Adopting a case study approach allowed me to concentrate on study of one primary school setting within the time limits placed on doctoral study for a PhD. This opened up opportunities for developing multi-layered and textured understandings of PI from the multiple perspectives and richly detailed accounts of different key informants. The current case study involved seventeen IHPs, six school leaders, five school teachers and five Learning Support Assistants (LSAs). The case study methodology allowed me to approach the unique portrayal of vivid accounts of individual perceptions, feelings, events and experiences (Basit, 2010: 19). This enabled me to interpret each participant’s narratives, whose meaning and interpretations were quite complex and nuanced and rooted in personal and socio-cultural histories, for understanding in depth what strategy was adopted and why? The case in the current study was “Indian Heritage Parents’ and school strategies for constructively engaging IHPs in support of children’s learning”.

The selection of a case study methodology for the current investigation was grounded in three main reasons. Firstly, it is employed and validated by numerous researchers in investigation of parent-school relationship worldwide (cf Anderson, 2002; Harris and Goodall, 2008; Crozier, 2001; Crozier and Davies, 2007; Creese et al., 2006). Secondly, it provided me an opportunity to present a detailed thick description of data that was essential to understand the phenomenon in particular school context
(Stake, 1995). Thirdly, it was pragmatic for me to carry out the current investigation as a case study because of my limited resources and time as a PhD student.

Regarding category of the current case study, it could be named as an instrumental case study due to its ability of informing new knowledge and understanding of specific phenomenon that had not been explored yet (Stake, 1995: 3-5). The current empirical study also had capability to provide insight into an issue of social phenomenon of IHPs’ involvement and engagement in support of their children’s learning under the current school strategies.

4.5.1 Details of Research Site -Wilson Primary School, Leicester

Wilson Primary School was established during early 70s. It had gone through several changes in relation to its leadership, challenges, reestablishment of strategies. It was located in a deprived area of the city at the Northern of Highfields close to Leicester city centre, which was one of the lowest 5% socio-economic deprived areas of England. Thus the majority of families around the school were not affluent. Currently, the school serves for about 450-500 children, who had different ethnic, linguistic and socio-economic background. According to school data, twenty different languages were spoken among the children. The children in the school are dominant by 84% Muslims followed by 13% Hindu students. There are 69% of Asian Indian children in the school. The majority of families use English as second or third language.
Additionally, the majority of school staff was bilingual and Gujarati was one of the frequent second languages among children and teachers; whereas it was first major language among IHPs. The LSAs were significantly working as a translator to facilitate the communication between non-English speaking IHPs and teachers, who did not have knowledge of Gujarati or Somali. Therefore, the current school strategies played a significant role in involvement and engagement of IHPs for supporting their children’s learning and may be grounded in local contextual needs, school initiatives and their collaborative efforts.

The following table presents details of linguistic practices among staff and pupils of WPS, Leicester

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Details of candidates</th>
<th>Total number</th>
<th>Bilingual or multilingual</th>
<th>The most common second language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Total staffs</td>
<td>62</td>
<td>48</td>
<td>Gujarati</td>
</tr>
<tr>
<td>2.</td>
<td>School teachers</td>
<td>25</td>
<td>14</td>
<td>Gujarati</td>
</tr>
<tr>
<td>3.</td>
<td>Learning Support Assistants</td>
<td>25</td>
<td>15</td>
<td>Gujarati</td>
</tr>
<tr>
<td>4.</td>
<td>Pupils</td>
<td>465</td>
<td>294</td>
<td>Gujarati</td>
</tr>
</tbody>
</table>

**4.5.2 Selection of participants**

I began the current qualitative investigation with purposive sampling, a non-probability form of sampling to select the participants in a strategic way (Bryman and Bell, 2011, p.442) followed by snowball sampling and
opportunistic sampling. My sampling strategy was directed at developing understandings about PI from a diverse range of parental and school perspectives; therefore, it was important that the sample included parents from a wide range of backgrounds and my school leaders and teachers occupied a range of positions in relation to school policy and practice related to PI. Therefore, I selected the informants from four different levels of participants those comprises school leaders, teachers, Learning Support Assistants and IHPs.

The criteria for selecting parent-participants for the current investigation was
1. The parent should have at least one child studying in Wilson Primary School.
2. The parent should recognise themselves as Indian. Either they or their parents should be from India.
3. The parents should be living in Leicester city.

Participants were recruited via school and the sampling technique was a mixture of purposive sampling followed by snowball and opportunistic sampling. I initially planned to involve five school leaders, five teachers, five Learning Support Assistants and twenty parent-participants (ten mothers and ten fathers). The initial plan of sampling was purposive aiming to access the holistic picture and different perspective of equal male and female parents. Nevertheless, the actual sampling began during field work (Miles and Huberman, 1994), when other forms of sampling were needed and therefore applied in the current investigation. The following table summarises
the significance of different sampling strategies and their application for approaching different participants.

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name of Sampling Strategy</th>
<th>Rationale for the adopted Strategy</th>
<th>Number of participants selected under current sampling</th>
<th>Process of accessing the participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Purposive sampling</td>
<td>Well defined criteria</td>
<td>10 mothers, 6 school leaders, 5 teachers and 4 LSAs</td>
<td>Leaders were contacted via through emails, whereas IHPs were contacted directly at assembly time by informal conversation</td>
</tr>
<tr>
<td>2</td>
<td>Snowball sampling</td>
<td>Approaching one parent of the same child through other one</td>
<td>3 Indian mothers and 4 Indian dads.</td>
<td>After interviewing one parent, I requested them to ask their partners and friends to participate</td>
</tr>
<tr>
<td>3</td>
<td>Opportunity sampling</td>
<td>To access diverse range of data with multiple perspective</td>
<td>1 school leader and 1 LSA</td>
<td>During an informal visit of the head, I had an opportunity of interacting chair governor and I requested him to participate. Similarly one LSA from Somalian background expressed her interest in my research and so, she was included.</td>
</tr>
</tbody>
</table>

Therefore, the total sample of the current investigation comprises seven school leaders, five teachers, five LSAs and seventeen IHPs from WPS, Leicester. Participants in every level had a unique story behind their role, understanding of PI and experience in WPS, Linguistic
knowledge and skills. The following section gives a brief introduction of distinct participants:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Designation</th>
<th>Names (Pseudonyms)</th>
<th>Length of working in WPS, Leicester</th>
<th>Languages Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Head Teacher</td>
<td>Kanta Patel</td>
<td>6 years</td>
<td>English, Gujarati</td>
</tr>
<tr>
<td>2.</td>
<td>Deputy Teacher</td>
<td>Jini Baranwal</td>
<td>12 years</td>
<td>English, Gujarati</td>
</tr>
<tr>
<td>3.</td>
<td>Assistant Head Assistant</td>
<td>Ratna</td>
<td>10 years</td>
<td>English, Gujarati, Hindi</td>
</tr>
<tr>
<td>4.</td>
<td>Inclusion Manager</td>
<td>Princi Agrawal</td>
<td>9 years</td>
<td>English, Gujarati, Hindi</td>
</tr>
<tr>
<td>5.</td>
<td>Key Stage One Leader</td>
<td>Sunita Gupta</td>
<td>7 years</td>
<td>English, Gujarati</td>
</tr>
<tr>
<td>6.</td>
<td>Chair Governor</td>
<td>Nasir Khan</td>
<td>19 years</td>
<td>English, Gujarati</td>
</tr>
<tr>
<td>7.</td>
<td>Parent Governor</td>
<td>Rushina</td>
<td>5 years</td>
<td>English, Gujarati, Hindi, Urdu</td>
</tr>
</tbody>
</table>

**Table 4.1: Group I- School Leader participants**

As it is visible from the table, all leader participants in the school were bilingual and hold different administrative positions and they had an appropriate number of years working in the school, so they had a range of experience and series of stories to share in relation to PI and PE in the current scenario of Leicester.
<table>
<thead>
<tr>
<th>No.</th>
<th>Role</th>
<th>Name</th>
<th>Age(s)</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Class Teacher-Year 2</td>
<td>Alexandria</td>
<td>4 yrs</td>
<td>English</td>
</tr>
<tr>
<td>2.</td>
<td>Class Teacher-Year 6</td>
<td>Shakeel</td>
<td>6 yrs</td>
<td>English, Gujarati</td>
</tr>
<tr>
<td>3.</td>
<td>Class Teacher-Year 4</td>
<td>Riya</td>
<td>4 yrs</td>
<td>English, a bit of Gujarati</td>
</tr>
<tr>
<td>4.</td>
<td>Class teacher-Year 4</td>
<td>Khalida</td>
<td>4 yrs</td>
<td>English</td>
</tr>
<tr>
<td>5.</td>
<td>Class Teacher-Year 1</td>
<td>Sunita</td>
<td>5 yrs</td>
<td>English, Gujarati</td>
</tr>
<tr>
<td>6.</td>
<td>LSA</td>
<td>Mariam</td>
<td>10 yrs</td>
<td>English, Gujarati</td>
</tr>
<tr>
<td>7.</td>
<td>LSA</td>
<td>Pamela</td>
<td>15 yrs</td>
<td>English</td>
</tr>
<tr>
<td>8.</td>
<td>LSA</td>
<td>Anas</td>
<td>1 yrs</td>
<td>English, Somali</td>
</tr>
<tr>
<td>9.</td>
<td>Pastoral care Assistant</td>
<td>Hary</td>
<td>8 yrs</td>
<td>English</td>
</tr>
<tr>
<td>10.</td>
<td>LSA</td>
<td>Hasin</td>
<td>15 yrs</td>
<td>English, Hindi, Urdu, Gujarati</td>
</tr>
</tbody>
</table>

**Table 4.2- Group II- Educators' group (teachers and Learning Support Assistants)**

The IHPs also formed a diversified group in Leicester and so was in the current study. Some were second generation whereas others were first generation newly arrived IHPs and also first generation settled parents. The following table makes it explicit to the reader how different the parents were and how the findings in the current research could be distinctive than other similar studies carried out with different participants. The following table presents details of each participant's on individual basis.
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name</th>
<th>Age</th>
<th>Sex</th>
<th>Academic Qualification</th>
<th>Period spend in Leicester/England</th>
<th>Language known</th>
<th>Religious practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sarvati Mitu</td>
<td>45</td>
<td>Female</td>
<td>Primary</td>
<td>12 years-12 years</td>
<td>Gujarati, Hindi</td>
<td>Hindu</td>
</tr>
<tr>
<td>2.</td>
<td>Rushina</td>
<td>34</td>
<td>Female</td>
<td>Undergraduate</td>
<td>Since birth</td>
<td>English, Urdu, Gujarati</td>
<td>Muslim</td>
</tr>
<tr>
<td>3.</td>
<td>Rafia</td>
<td>26</td>
<td>Female</td>
<td>Ongoing undergraduate course</td>
<td>4 years-since birth</td>
<td>English, Gujarati, Urdu</td>
<td>Muslim</td>
</tr>
<tr>
<td>4.</td>
<td>Mariam</td>
<td>32</td>
<td>Female</td>
<td>Degree</td>
<td>19 years-since birth</td>
<td>English, Gujarati, Bengali, Hindi, Urdu</td>
<td>Muslim</td>
</tr>
<tr>
<td>5.</td>
<td>Ruhana</td>
<td>38</td>
<td>Female</td>
<td>First year of the University</td>
<td>15 years-15 years</td>
<td>English, Hindi, Urdu, Gujarati</td>
<td>Muslim</td>
</tr>
<tr>
<td>6.</td>
<td>Sushpaben</td>
<td>29</td>
<td>Female</td>
<td>12th passed</td>
<td>3 years-3 years</td>
<td>Hindi, Gujarati and little English</td>
<td>Hindu</td>
</tr>
<tr>
<td>7.</td>
<td>Nikas</td>
<td>40</td>
<td>Male</td>
<td>High School</td>
<td>3 years-3 years</td>
<td>Gujarati, Hindi, Urdu, a little English</td>
<td>Hindu</td>
</tr>
<tr>
<td>8.</td>
<td>Aarti</td>
<td>35</td>
<td>Female</td>
<td>High School</td>
<td>2.5 years-2.5 years</td>
<td>Gujarati, Hindi</td>
<td>Hindu</td>
</tr>
<tr>
<td>9.</td>
<td>Nalpana</td>
<td>29</td>
<td>Female</td>
<td>High School</td>
<td>5 years-5 years</td>
<td>Hindi, Gujarati, English</td>
<td>Hindu</td>
</tr>
<tr>
<td>10.</td>
<td>Banna</td>
<td>38</td>
<td>Female</td>
<td>High School</td>
<td>2 years-2 years</td>
<td>Hindi, Gujarati, English</td>
<td>Hindu</td>
</tr>
<tr>
<td>11.</td>
<td>Kalim</td>
<td>32</td>
<td>Male</td>
<td>High School</td>
<td>12 years-12 years</td>
<td>Hindi, Gujarati, Urdu, English</td>
<td>Muslim</td>
</tr>
<tr>
<td>12.</td>
<td>Shivansh</td>
<td>42</td>
<td>Male</td>
<td>High School</td>
<td>3 years-3 years</td>
<td>Gujarati, Hindi, Portuguese, English</td>
<td>Hindu</td>
</tr>
</tbody>
</table>
Table 4.3 Group III Indian Heritage Parent-participants

In the light of the diverse range of participants who participated in this study, there was ample scope for revealing various patterns of PI among different groups of parents, teachers and leaders in WPS, Leicester. Despite their diversity, a common characteristic of the parents, as seen from the table, is that the majority of IHPs have lived continuously in Leicester after their migration, except for a few second generation mothers who were born in different cities of England and moved to Leicester later in their lives. It is also evident from table 4.4 below that a nearly half the participants in this study are newly arrived; these parents may have different levels of knowledge about the British system, limited exposure to English language and consequently they may adopt quite different patterns of PI in order to support their child’s
school and non-school learning. A summary of different migratory statuses of IHP participants is presented below,

<table>
<thead>
<tr>
<th>S.No</th>
<th>Number of years spent in England</th>
<th>Categorisation</th>
<th>Total number of IHPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-5 years</td>
<td>Newly Arrived Parents</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>5 years or more</td>
<td>Settled parents</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Living since birth</td>
<td>Second generation parents</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.4 Summary of IHPs with respect to their time spent in Leicester and England

From the table 4.3, it is explicit that IHPs in this research form a diversified group in relation to their educational qualifications that is summarized below:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Parents' Education Level</th>
<th>Number of Participants</th>
<th>Where the education was taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Primary Level</td>
<td>2</td>
<td>India</td>
</tr>
<tr>
<td>2.</td>
<td>High School</td>
<td>8</td>
<td>India</td>
</tr>
<tr>
<td>3.</td>
<td>Secondary or A Level</td>
<td>1</td>
<td>India</td>
</tr>
<tr>
<td>4.</td>
<td>Undergraduate Level (Who have gone to the university but they have not completed degree)</td>
<td>4</td>
<td>2-India 2-England</td>
</tr>
<tr>
<td>5.</td>
<td>Degree Holders</td>
<td>2</td>
<td>1-India, 1-England</td>
</tr>
</tbody>
</table>

Table 4.5 Summary of Educational background of parent- participants

The participants who have passed secondary school and have not completed their university degrees are represented by the undergraduate level group. Thus, the
current study comprises a diversified range of parents in relation to education level.

In relation to explore multilingual practices among IHPs, I summarized the information from Individual interview and developed the following table.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Language</th>
<th>No of participants, who speak this language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gujarati</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>English</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Hindi</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>Urdu</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Burmese</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Portuguese</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 4.6 Summary of various languages spoken by parent- participants**

From the above table, it is explicit that Gujarati was the most common communicable language among parent-participants followed by Hindi and English. There was only one mother who was a hardcore Gujarati speaker and consequently data from her account was fairly and understandably limited. All Muslim parent-participants knew Urdu. One mother reflected that she had lived in Myanmar for couple of years and consequently, she knew a bit of Burmese. A father, who entered England after spending an appropriate number of years in Portugal, was having knowledge of Portuguese.
Although, the above table demonstrates that 11 out of 17 parents knew English; their level of spoken English was quite different. I, as a researcher, believe it is quite important to explore their level of spoken English in order to understand their patterns of PI. I did this through a little structured part of each interview in which I asked them to define their level of English that is summary below,

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Self Expressed Level of Spoken English</th>
<th>Total Number of IHPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Proficient or Fluent</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Good</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Little or Average</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Very little</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>hardly know any English</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.7 Summary of spoken English level of parent- participant

From above tables, it can be concluded that the school comprises a diverse range of IHPs with different levels of Educational and linguistic background. Gujarati was the most common communicable language and majority of participants knew some English.

4.6 Different Methods of Data Collection

In this study, the prime method of data collection was semi structured interview of each participant. For parents-participants I also used time line and social network map followed informal talk on individual basis. This section
discussed various methods employed in the research and various challenges involved in it.

4.6.1 Interviews

The primary source of my data collection for the current investigation were interviews, which enabled me to facilitate a conversation to encourage the interviewee to express individual perspectives illustrated by examples from real life situations (Cohen et al., 2011). For the current investigation, interviews were the best approach for supporting individual participants articulate their particular, personal ideas, experiences and insights (Diefenbach, 2008); interviews were conducted to open up scope and opportunity for each participant to reflect and analyse their experiences and develop accounts of their individual perspectives (Seidman, 2006) of PI and PE in support of their child’s school and non-school learning in Leicester.

Interviews were also important for investigating IHPs’ behaviours, feelings, and interpretations of their involvement and engagement in their children’s school (Merriam, 1998) which is required for the current qualitative case study. Despite being quite popular and significant for the current investigation, I faced some challenges in conducting individual interviews. For instance, some Indian parent-participants were not enough expressive, whereas a number of teachers and Learning Support Assistants found it time consuming. In order to overcome these challenges, I needed to revise my
interview schedule for teachers and LSAs. In order to collect in-depth data, I used probing based on each participant’s immediate response. Overall, interviews provided a flexible method of data collection and were the major source for workings with participants to support them develop narratives and articulated interpretations of their experiences (Seidman, 2006: 8).

4.6.1.1 Interview Design

The current investigation employed a semi structured interview design that is a focused interview, comprising open ended questions derived from the main research questions (Yin, 2009: 107). The selection of a semi-structured interview approach was based on quite a few reasons. Firstly, it is an effective instrument for achieving an in-depth understanding of PI and PE from individual perspectives (Joseph and Southcott, 2009). Secondly, the semi-structured interviews are less formal, flexible (Foster, 2009), more conversational and participatory (Macionis and Plummer, 2005). Thirdly, it provided appropriate space for informants to share relevant experiences and opinions, as valuable elements in this exploratory qualitative study (Bryman and Bell, 2011, p. 467). Fourthly, the semi-structured design took comparatively short period of time and this was useful because some IHPs, teachers and LSAs were unable to spend long periods of time in interview due to their very busy routines and professional responsibilities.
4.6.1.2 Interview guide preparation

After selecting a semi-structure interview approach, the foremost task was to develop an appropriate interview schedule or a topic guide (Bauer and Gaskell, 2010). I decided to prepare an interview guide as a framework for leading a conversation with a logical and plausible progression of the research topic (Basit, 2010). It had a list of fairly specific topics for an informal, flexible conversation that enabled me to probe the particular areas pertinent to main research questions (Foster, 2009). Themes, in the form of topics were derived from literature and recent empirical studies in relation to main research question. It is explicit from main research questions that I aimed to investigate different perspectives of school personnel and IHPs about PI and PE along with their implied strategies by interviewing them on individual basis. Therefore, I prepared one interview guide for school personnel and another one for the parent participant.

The main themes of interview guide for school personnel were,

1. School strategies in order to optimize PI and PE in their children’s learning (generated from Research Question 2.2).
2. Particular strategies for engaging IHPs (generated from Research Question 2.2).
3. Awareness about IHPs as a group (generated from Research Question 2.2).
4. Individual strategies to optimize IHPs’ involvement and engagement in their child's learning (generated from Research Question 2.2).

5. Broad understanding of PI and PE for supporting children’s learning (generated from Research Question 2.1).

The main themes for IHPs were as follows,

1. Awareness of school strategies, school expectations, opportunities and scope of PI in supporting child’s learning (generated from Research Question 1.2).

2. Parents’ involvement in children’s school based learning (generated from Research Question 1.3).

3. Parents’ involvement in non-school learning (generated from Research Question 1.3).

4. Parents’ expectations of the school (generated from Research Question 1.1).

5. Broad understanding of PI for supporting children’s school and non-school learning (generated from Research Question 1.1).

Keeping in mind that all IHPs do not speak English, the interview guide for parents was translated into Hindi. In order to understand each IHP’s factual information, I added an initial structured part in every interview aiming to collect personal information (appendix 1.2). This
included schooling and linguistic experience of each participant. There were significant reasons for adding this structured part. Firstly, the information was useful in final data analysis in order to examine if the parents’ education, linguistic skills have an impact on their broad understanding of PI. Secondly, this brief information of IHPs enhanced the rigour of the study for informing the reader that the language of the interview was chosen by the participant.

4.6.2 Time lines

The use of timelines is a recent method of data collection in qualitative investigations that enabled me to approach various past experiences of IHPs that might have an impact on their current strategies of PI. In the current investigation, I used a timeline approach as a participatory technique for accessing IHP’s life experiences together with their commentaries and elaborations (Enright and O’Sullivan, 2012) as well as collecting a range of biographical events of their lives that they identified as relevant and salient (Bagnoli, 2009). The use of timelines has been reported as valuable for narrative research and the construction of rich narratives (Sheridan et al., 2011). In the context of my doctoral research I found timeline as a useful method in revealing the stories of IHPs in relation to their current involvement in their child's school and non school learning.

Despite being a recently developed method it has particular significance in those studies in which a phenomenon changes over time such as longitudinal
studies, life history studies and migration studies (cf. Poros, 2001). The technique opened up opportunities for me to develop a personal relationship and rapport with my participants (ibid) because in going through a participant’s timeline I was able to demonstrate, through attentive and sustained listening, my genuine interest in the detailed stories of their lives and experiences. I selected the timelines for the current investigation as an additional method of data collection tool for a variety of reasons.

The use of timelines proved to be an efficient approach for eliciting accounts of changes in IHPs’ understanding of PI and PE over time and for generating data for analysis of the impact of these changes on their recent strategies (Deacon, 2006 in Enright and O’Sullivan, 2012). Asking each IHP to draw a timeline based on their reflections of past events provided a clear framework in which they could articulate in-depth accounts and reconstructions of key milestones and changes in their understandings of PI and changes in their engagement with school over time.

Being asked to construct a timeline also provided each IHP an opportunity to share turning points of their lives and those that have an impact on their current life and parenting role in Leicester. In this way, TL enabled me to access significant biographical events of individual parents and its impact on their current involvement in child’s learning that was further elaborated and interpreted by the participant. I acknowledge that
timelines had the ability to uncover the layers of past and present experiences of IHPs that were not readily represented through language alone (Sheridan et al., 2011) during interviews.

Nevertheless, there were some challenges associated with TL revealed by different researchers and experienced by me. For instance, not everyone was a visual person and therefore it was difficult for some participants (Enright and O’Sullivan (2012). A number of IHPs refused to draw it saying that it was quite difficult to recall and select significant events of their life in few minutes. Therefore, as a researcher, I have got timelines from six parents only. Also, timelines were subjective experience of individuals and this resulted into a non-linear representation (cf. Bagnoli, 2009). Therefore, in order to overcome these challenges I took the following measures,

1. For such parents, who found drawing a timeline without help a difficult task, I took the initiative of drawing a baseline representing the current year as zero point in the middle. I also explained that the left side of zero point represented the turning points of the past life whereas the right of the zero represented future plan in relation to individual child’s future life. This decision of representing time line in two different parts was inspired by a recent study of Black Minority Ethnic parents in London that revealed the most involved group of parents were very ambitious about future of sending their children to the top universities of the world (Vincent et al., 2012). Therefore, in the current investigation, a future timeline
represents parents’ plan towards their child’s future life that can have an impact on their current involvement.

2. I did not restrict them to recall events from a particular point of time so that they had freedom to reflect and retrospect on the most significant events of their lives as experienced by them which had a significant impact on their current lives.

3. Once they completed that, then I requested each participant to draw a future timeline in relation to expected events and time on the right side of the zero point. Once they completed drawing their timelines, it was followed up by an informal conversation asking them to elaborate various events and their current relationship with their child’s school.

Drawing an initial timeline by me was a pragmatic decision in order to help parent participants so that they could reflect on significant events rather than drawing. For instance, after I drew a base for timeline that was completed by a father, who was enabled to share his past life that he stayed in Portugal for ten years before finally settling in Leicester, England with his family. He also disclosed that providing good quality education to his children was the only reason for their family settlement in Leicester. This demonstrates that despite being not highly educated, currently working in a sandwich factory, the father considered education of child as an asset. Overall, drawing a timeline by researcher was also a time saving procedure for allowing the participant to talk at length rather than spending much time in drawing it.
Nevertheless, there were a number of challenges in using timeline in the current investigation.

A number of participants denied drawing it after taking a long time because they were not confident in selecting important incidents of their lives. Some of them found this a difficult exercise. Some participants shared several events of their life but none of those were related to children’s schooling or learning whereas others shared only one or two events from their past thinking as a milestone in life. In relation to the future time line, the majority of parents did not focus on child’s education rather than own future planning, such as, buying a car or a house or going for a trip. One highly engaged mother Ruhana was sure about her two children sending to the university that was reflected in her future timeline, whereas another mother Rushina had no explicit plan for it. Two timelines of Rushina and Ruhana are presented here below.
Overall, accounts developed in conjunction with the timelines proved to be a data source of some significance and richness that was complementary with but distinct from accounts developed through the individual interviews. For instance Rushina was definite about long term planning of her son going to the university after 10 years as an actively involved mother.

### 4.6.3 Social Network Maps

As discussed in chapter one, IHPs form a unique group that is distinguished for its various cultural values and social activities in everyday life. Due to limited time and focus of the interviews, I hardly had any space for exploring parents’ social network through verbal communications. Nevertheless, I believe that it was
relevant to explore the social interactions and networks of individual parents that are typically embedded in their cultural social values. Individual social interaction has the potential to influence their relationship with school. Therefore, in order to access this social interaction, I employed a social network mapping approach that is also known as relational map (Bagnoli, 2009) in the current investigation. The social network focuses on individual routine relationships as a reliable source of parents’ social network and its impact on their relationship with the school.

My inspiration for using social network was mainly drawn upon Poros (2002) and Bagnoli (2009). Poros (2001) employed it successfully in exploration of migrant related topics of migration flow, economic behaviour of Indian migrants in the USA. Bagnoli (2009) used it in examining the identity formation of migrants in different European countries (Bagnoli, 2009). Robinson and Carey (2002) carried out a qualitative investigation about doctors’ migration from India to the UK. While examining various reasons for migration of Indians to the UK and their current lives in the UK, it was revealed that the role of social network for Indians was very important because initial social networks later became support networks and migration networks, in which earlier migrants were obliged to assist those seeking to migrate later (Robinson and Carey, 2002: 97). Therefore, I adopted social network map as a method of data collection that had capability to analyse if social network
of individual parent contributed in their relationship with child's schooling.

Therefore, in the current investigation, the social network, a non-linguistic framework, provided each parent-participant an opportunity of sharing a diagrammatic representation of their social relationship with other community members.

The design of social network map employed in the current investigation is drawn upon Roseneil (2006), who investigated intimated and personal relationship. My strategy of using relational map or social network map for the current investigation was as follows,

1. Each participant was given a paper with a picture of con-centric circles and participant’s name in the centre. Each participant was then requested to draw a map of their current social network.

2. The first concentric circle would have the names of the people with whom the participant interacts on every day basis. The second concentric circle would have the names of the people who are involved in weekly interaction followed by third outer concentric circle for names of people involved in monthly interactions. Finally, the outermost concentric circle has the names of the people with whom the parent interact rarely i.e. once or twice in a year.
3. I also instructed them to use a dotted line for having an indirect communication; two sided arrow for two way communications and one sided arrow for one way communication.

4. Participants were free to either use the name or relation of the people in their network.

5. Once the network map has been drawn, it was followed by an informal talk to approach the in-depth experience of individual parents (Bagnoli, 2009).

The follow up informal talk had the following themes:

1. Inquiry about people and topics of everyday, weekly, monthly and rare conversation.

2. Investigating if any interactions include the child’s education and encourage PI in their learning?

3. Is there an impact on parent’s social network on their current involvement in their child’s learning?

Here are examples of two social network maps drawn by different mothers named Banna, a newly arrived mother and Shailendra, a dad who has spend an appropriate number of years in England.
4.7 Formal Data collection process

The formal procedure of main data collection was carried out during December 2012-June 2014. The initial process had begun in 2012 by piloting my interview guide with five IHPs but those were only to test the instrument and modify it. Soon after, my main research questions were further developed and consequently, I needed to pilot my new instrument before entering the field for main data collection.
collection in December, 2013. The main data collection began with individual interviews with school leaders, followed by parents, teachers and LSAs. The following section demonstrates the detailed procedure of data collection.

4.7.1 Piloting the research instrument

The piloting of the interview took place in two different ways during 2012-2013. Initially, pilot interviews were conducted with five IHPs, who had different educational and linguistic background. Four interviews were conducted in Hindi and one in English. All the interviews were audio-recorded and transcribed. I took notes during all interviews for further discussion, clarifications and exemplifications during follow up discussion. The reason for initial focus of pilot interviews only on IHPs was not having access to any school.

In 2013, when the head teacher of WPS, Leicester agreed to carry out the current investigation in her school, there were appropriate modifications in main research questions and consequently, in research instrument for various stakeholders. So, during this second round of piloting, the interview schedule was mainly discussed with the supervisor. In piloting the interview, we not only modified the interview guide but we also discussed about additional preparation in conducting interviews for a qualitative investigation. This preparation included taking some notes, extra batteries and a clear opening statement about interviewee name, designation and date of the
interview that was very useful in transcription of each interview. On the whole, the piloting process was helpful in refining the overall structure, focus of the interview schedule and resource management for individual interview.

4.7.2 Interviews with School personnel

The interviews of the school leaders, teachers and LSAs were carried out during December, 2013- June, 2014. A majority of school leaders were interviewed in their office during their free time in the school. The head teacher was first to be interviewed and her interview was 75 minutes long. In order to manage it well, I reached a few minutes earlier than our scheduled time with an audio recorder; an extra set of battery; pen and notebook; the interview guide; the Research Information sheet and the Consent form. The interview was very insightful in terms of revealing school strategies; consequently it was useful for further interviews. Each interview began with a statement mentioning interviewee’s name, designation, the date and place of interview. This brief introduction was quite useful in transcription and data analysis. Also, it was a way to show the positive regard to the interviewee for acknowledging the significant role in relation to the research topic. Likewise two other leaders were interviewed in their offices and other three were interviewed in different free available rooms within the school. The shortest interview of school leader was of 25 minutes.
Interviews of teachers and LSAs were quite challenging and it took several efforts to record their individual interviews. Majority of teachers and LSAs found it difficult to spend time for the interview in their busy everyday routine. Nevertheless, I continued making efforts to convince them and finally I succeeded. Interviews of school teachers and LSAs were conducted within the school campus either in their classrooms during break time or in available free rooms. The average time for individual teacher interview was 15-20 minutes, whereas it was 18-40 minutes for LSAs. Throughout all interviews, I continued taking little notes and used those for asking further details for approaching in-depth data.

4.7.3 Interviews, Timeline and Social network with IHPs

Interviews of IHPs were carried out during December, 2013- June, 2014. Each interview was scheduled as per parents’ availability in relation to date, venue and language. Thirteen out of seventeen parents’ interviews were conducted in Hindi as per my negotiation with individual parents. Although, their first choice was Gujarati as a communicable language but my limited knowledge of Gujarati, did not allow me to carry out interviews in Gujarati. The interview guide was useful for enabling me to use the translation during individual interview. In order to keep my participants on ease, I used everyday language and built a friendly environment for achieving authentic in-depth data. Although my planned
average time for each interview was 30-45 minutes, there were considerable variations about length of the interviews. The average duration of individual interview was 20-40 minutes. Interviews of six IHPs were conducted at their homes whereas rest interviews were conducted in school campus in different available rooms. These were conducted on individual basis; however there were only two cases when there was presence of another member that is further discussed in section 4.6. In the beginning, timeline and social network methods were not used alongside the main interview. But I found it quite challenging to access the same participant twice and asking for another time for an activity based conversation; therefore, I decided to organise both at the same time. For other parents, whose interview was carried out at home, I took the opportunity of initially recording the interview and then timeline and social network map were drawn and followed up with a conversation for further exploration.

4.8 Quality of the Research

Maintaining the quality of research is often a challenging task for qualitative studies under interpretivist paradigm. Therefore, I, as a qualitative researcher, took various measures to maintain the quality of the current investigation. These measures can be categorised into three stages: measures taken before the field work, during the field work and after the field work during the process of data analysis and findings.
Before going to the field, I critically analysed and selected appropriate data collection methods, instruments and piloted those which was the first important step for maintaining the quality. Then, during the field work, following the case study protocol, using more than one source for data, asking for exemplifications and clarifications were some of the significant steps followed by me. The third and last measure was honesty throughout the data analysis and presentation of the findings without any biasness. The criteria of maintaining the quality of the current investigation are elaborated below,

4.8.1 Authenticity

In order to achieve authentic accounts of my participants’ interviews, I told them that I was interested in their real life experiences rather than generalised description. During the interview, I adapted the following techniques, which were inspired from Cooper and McIntyre (1994), who employed these in a study of classroom practices.

4.8.1.1 Emphasis on the positive

I began my conversation with each participant to focus on a positive successful aspect of their contribution in child's learning that could be school or non-school learning. For instance, I started interviews of each school leader by asking their role and recent achievements in relation to child's learning and enhanced parental involvement. This encouraged them to talk at length that enhanced my knowledge about the school and its existing policy. The
individual leader's information was further helpful to enhance trustworthiness of findings by sharing the individual stories to my reader for acknowledging how certain decisions were made by these leaders of the school.

4.8.1.2 Open approach in interviews and probing

All the questions were open ended without any biasness. In order to collect in-depth information, I used probing to get more contextual details, examples, clarifications and congruence that optimized my confidence in the authenticity of participants’ accounts. My probing strategies in the current investigation was inspired by Brown and McIntyre (1993); and Cooper and McIntyre (1994). Some common probes employed in the current study were as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Probes</th>
<th>Facet of Authenticity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Is there anything else?</td>
<td>More contextual details</td>
</tr>
<tr>
<td>3.</td>
<td>Can you give me some examples of that?</td>
<td>Exemplifications</td>
</tr>
<tr>
<td>4.</td>
<td>Well, Can you help me to understand what you said?</td>
<td>Simplification- to achieve congruence among some contradictory statements</td>
</tr>
<tr>
<td>5.</td>
<td>How did you feel and what was the response?</td>
<td>Contextual details</td>
</tr>
</tbody>
</table>

Table 4.10 Various probes employed in the current investigation
4.8.1.3 Principle of continuous Empathy and unconditional positive regards

I consistently empathized with participants’ expressed views and expressed my positive regards by showing positive verbal and non-verbal expression. The verbal expressions included calling participant’s preferred name, using appropriate probes requesting for further elaboration. For instance, originally coming from an Indian background, I was aware that calling someone older or respectful by their first name is not accepted positively. Therefore, I called my male participant by their first name followed by a word ‘bhaiya’ (means Brother in Hindi) and female participant's name followed by didi (means elder sister in Hindi). These efforts in terms of personalised words expressed my regard to each parent-participant and encourage them to share in-depth experiences with the child’s school. In addition, some non-verbal expressions were having eye contact, positive face expression, forward posture, maintenance of eye contact, and listening attentively.

4.8.1.4 Building Congruency

In order to enhance congruency in each interview, I followed the technique of asking for clarification of contradictions or inconsistencies in participants’ statements. For instance, Parent Teacher Association was one strategy that was expressed quite differently by certain school leaders, teachers and LSAs. Majority of teachers expressed that the school has got PTA. One LSA
who was earlier an associate governor of the school revealed that she was running PTA related activities for past two years. Later, two leaders expressed that were unsure about PTA in the current years; so I further investigated this with the deputy head who confidently revealed that PTA was not running at the time of study. In order to build congruency, participants in teachers group were also asked to reflect on PTA in order to get in-depth information. When teachers and parents gave generalised accounts about PI, I further requested them to relate their generalised statements to personalised incidents. For instance, when a mother expressed her concerns regarding some challenges with the school, I requested her to share what those challenges were and how those were resolved. It was helpful to achieve much authentic responses.

Also, throughout my analysis, I embraced the divergent opinions and thoughts in terms of distinctive perspectives, experiences and opinions among different participants rather than aiming for congruence in the meanings and interpretations expressed by different informants. These findings from school personnel and IHPs are presented systematically to the readers in further chapters promoting autonomy of the participants without any biasness.

4.8.1.5 Trustworthiness

To maintain trustworthiness in findings from school and parents, I collected data from four different stakeholders (school leaders, teachers, LSAs and IHPs) within the school system that that enabled me to capture and respect
multiple perspectives (Farmer et al., 2006). The study involved seven leaders who were holding different positions in the school; five class teachers and five LSAs who were essentially not working in the same class, seventeen IHPs who had very different educational linguistic background; this wide range of participants shared a range of distinctive experiences in relation to IHPs' involvement and engagement that enables me to access a highly diversified data. Nevertheless, triangulation of data sources in the current investigation does not aim to get a congruent picture rather making constructive contributions in terms of the divergent and distinctive perspectives of different stakeholders along with their subjective reasoning behind those.

Within the field, while interviewing different participants, I took a few measures to maintain the trustworthiness. I provided each participant a Research Information Sheet before the interview. I prepared this sheet in English and Hindi because there were IHPs who knew very little English. So I explained them Research Information sheet in Hindi. Then I got a consent form signed by each of them. I explained them the following points:

1. They have a right to refuse answering any question, have a right to withdraw from any question or from the study anytime.
2. There was no compensation given for the participation.
3. The study is taken for the academic purpose only. Their real life stories will not be used for other purposes.
4. It is participant's choice to select medium of the interview.

After collecting the interview data, the transcripts were sent to each participant for validation of the data before final analysis. None of the changes were made. The current research was open to logic of divergence as much as it was informed by logic of convergence. This is to say that I have confidence in conclusions that I reached were based on accounts from different stakeholders that show a high level of consistency and agreement. However, an important aim of this research was to understand the involvement of IHPs from a range of different perspectives. To explore the perspective of IHPs, the study employed interviews, time-line and social network as three methods of data collection. One of the reasons, I decided to combine different methods, was to open up possibilities for developing a more divergent picture that reflected differences as well as similarities among the perspectives of the different stakeholders particularly in this study.

In order to make it explicit how different parents reflected different patterns of PI, I collaborate tables 4.3, 4.4, 4.5 and 4.7 in chapter 8 under table 8.3 that elaborate the characteristics of parents in different clusters representing diverse patterns of PI. This maintains the trustworthiness of the findings from parents and it is also significant in drawing conclusions. Also, giving my personal details to the readers in chapter one, I enhanced the trustworthiness by letting the reader know my linguistic and ethnic background that enabled me understanding the parents'
language and non-verbal expression during interviews and then analysed the data without biasness. By doing so, the divergent emerging patterns of PI from different parents' perspectives, were a rich source of findings in the current investigation.

A key challenge that I anticipated with regard to divergent findings from different data sets was how to interpret and make sense of any apparent inconsistencies in the accounts of my informants. Rather than viewing inconsistencies as a weakness in my data as a limitation in the quality of the data, I viewed it as a rich opportunity for theoretical development and I added a section of expressing inconsistencies among various group findings. I believe that divergent emerging pattern of PI by different stake holders in the current research are a rich source of findings those may lead to further research in future.

4.8.1.6 Wider Relevance

Due to case study approach in current qualitative investigation, I aim to develop data that is richly contextualized, with lots of examples from practice giving my findings an authenticity or ‘the ring of truth’. I, as a researcher, investigated current strategies of PI from the data and conclusions are drawn with caution and tentatively for IHPs in Leicester and not for a wider population. But I present rich portrayal of the context to my readers enabling them to decide whether the findings can justifiably be applied to their setting in their contexts. Thus there is a possibility of naturalistic generalization, as
explained by Stake (1995). In order to enhance this possibility; I adapted the technique of providing thick description of the research contexts and detailed report of various judgments made by me in the field so that the reader can analyse and decide whether these findings apply in similar settings of their own contexts (Cohen et al., 2007: 141). In order to achieve thick data, I took significant measures for collecting and presenting individual, contextual and cultural details of each participant, whether it was a leader, teacher, LSA or IHPs. Firstly, I presented a summary of Indian cultural norms and values in chapter one along with individual details of the participants (table 4.1, 4.2 and 4.3) and research site in the current chapter. I also implied probing efficiently to reveal individual experiences of the participants those were significant in analysing the verbal data in depth and generating trustworthy findings from various groups of participants.

4.9 Management and quality of field relations

The quality of field relations is an important facet of qualitative research because it influences the quality of data a researcher collects from the key informants.

There were a number of challenges that I encountered during my field work. Nevertheless, I made various efforts keeping the ethical norms in my mind; consequently, I was able to develop good relationship
with majority of my participants. The following section demonstrates the details of various strategies developed and adapted by me in building good field relations.

In the initial stage of my investigation in February, 2012, I came across the first major challenge and it was accessibility to the schools of Leicester. Initially, I contacted six schools of Leicester via emails, phone calls followed by personal visits; majority of those expressed interest, however none of the schools allowed me to carry out this investigation in their premises. Perhaps it was due to my outsider's position. Consequently, I refocused my study on IHPs only. I was confident for some IHPs’ participation with whom; I had interaction during weekend spiritual and social meet. My decision was partly successful for carrying out my pilot interviews with four IHPs from this group.

While I was going through my pilot interviews’ analysis, one school head, who was working with my department in a research project, expressed her interest in my project. I then visited her informally and shared an overview of my research project including number of potential participants, interest in her school and possible contribution of the study. She was persuaded and allowed me to carry out this investigation in her school. The head teacher was very supportive and she circulated information of my research project through school newsletter. She also shared this with her staff members in staff meetings. In order to maintain confidentiality, I asked her to allow me to access various potential
participants myself by informal talk within school campus. She allowed me to spend my time in the staff room and at morning assembly where I met majority of my participants. I interviewed the head teacher first and it was quite valuable in contacting with other participants by using some techniques revealed by her.

To maintain my relationship with IHPs, I wore an Indian dress and conversed Hindi during my initial interactions with IHPs. It was quite successful as a few mothers agreed to be interviewed whereas others gave positive response and told that they would ask their husbands if they could take part in the study. During interviews, I expressed empathy to parents’ circumstances and heard their real stories with interest; consequently, I was able to build up a friendly relationship with majority of mothers. This friendly relationship with mothers was significant in approaching the fathers except, in one case, where a dad interacted with me at school campus and expressed his interest in participation. I called him afterwards and both the parents were interviewed individually on a Sunday at their residence. During my interaction with IHPs, I also realised that being a female was also beneficial in maintaining a good relationship with mothers, particularly mothers from a Muslim background.

Another major challenge for the research was availability of teachers and LSAs for the interview for that I needed to make several efforts. For instance, I spent my time regularly in the staff room and contacted teachers and LSAs, who seemed occupied in their routine work under
fixed time table. After a week, one English teacher agreed to be interviewed. Following that, another teacher, a second generation Indian teacher agreed to participate with a condition that she could spend 15-20 minutes only during lunch break. I agreed, revised my interview schedule and carried out her interview during the following week. My consistent presence in the school enhanced my familiarity with various ongoing school activities; it was still challenging to get more teachers and LSAs for interview because even in the staff room, they were mostly occupied with their work or personal interactions in groups. Nevertheless, I kept interacting briefly with different staff members arriving in the staff room at different time, requested them to spend some spare time with me as per their convenience. Finally three more teachers agreed and their interviews were carried out at different dates in their class rooms. One of the teachers, who primarily agreed to be interviewed, denied participating at last moment as there was a problem with one of her students and she needed to call the family immediately in the school. Although, her interview was cancelled and we could not manage it again; it reflects me the teacher’s proactive role of involving parents in resolving child’s school related challenges.

Like teachers, conducting LSAs interviews were also challenging with respect to accessibility, availability and interests. Two LSAs were interviewed in the beginning and then the real challenge came up for others to be interviewed. I met them several times in the staff room but majority of them did not show any interest in the
study. One of them agreed to participate but later denied to be interviewed. She said that she would be fine to complete a questionnaire in her free time that was insignificant due to qualitative nature of my study. It was only one LSA from Somali background, who expressed her interest in taking part in my study. So her interview was carried out the following day in the break time. I continued contacting other LSAs by informal conversation in the school and after several efforts, two more LSAs agreed to be interviewed. In this way, all LSAs who participated in the research were in quite different with respect to their background from each other.

Overall, my field experience was a journey full of challenges but insightful. Out of all that, I developed limited social relationship with different participants except on one case when Rushina, the parent governor came to drop me to my room. Overall, my social relations in the field were partly influenced by my ethnicity, gender and linguistic skills.

4.10 Ethical Considerations

Ethical assumptions were persistently in my mind as a general principle of action (Pring, 2004) throughout the data collection, interpretation and dissemination of the current investigation. These principles guided me to maintain no harm principle, respecting the dignity and confidentiality of participants (ibid). In order to maintain these principles, I approached the participants, who were
competent for sharing appropriate information as a volunteer (Cohen 2011: 78). Before conducting each interview, a Research Information Sheet was given to each participant comprised the following information,

1. A brief description of the purpose, contents, procedures, possible benefits, reporting and dissemination of the research.
2. Right to voluntary participation, withdraw from study at any stage of data collection.
3. Opportunity for participants to ask questions about any aspects of research.
4. Right and obligation of confidentiality of recorded data and non-disclosure of any alternative procedures for researcher’s personal advantage.
5. Maintaining the privacy and anonymity of individual participants.
6. Request for signing the informed consent form.
7. Pursuit of truth throughout the research procedure for avoiding any possible harm directly or indirectly to any participants.

The elements in Research Information Sheet were mainly derived from literature under the ethical guidelines from British Educational Research Association framework (BERA, 2004).

As the research involved a number of participants, who were not able to understand English; I also prepared a research information sheet in Hindi (appendix six). Earlier to conducting interview, I also shared the
embedded values of confidentiality, privacy and anonymity with each parent by informal conversation in their language to make sure their voluntary participation. I also told each participant that they can withdraw from any question or from their participation at any stage of research. Once they agreed for interview, the research information sheet was given and the formal consent was taken on individual basis. Overall, the topic of the study was not particularly of a sensitive nature and hence the participants did not show much concern about disclosing their names; however I used a pseudonym for the school and for each participant. No reimbursement was given to any participants.

In order to maintain privacy and confidentiality of each participant, interviews were contacted on individual basis. There were only two occasions when I found it difficult to maintain the value of privacy. Two mothers insisted to be interviewed together as one of them was quite new to the city and needs to accompany the other to return her home from the school. This was a challenging situation for me whether to respect the participants’ will or maintains privacy. I explained them importance of privacy and finally, they agreed to be interviewed on individual basis, in the presence of each other.

There was another situation when I found it difficult to maintain the value of privacy. It was a father’s interview to be held at their residence, where there was no separate room available. So, I carried out his interview in presence of his wife, who had already participated in my study and
therefore, she was aware of maintaining privacy, confidentiality and anonymity in the research. Although, she was physically there, but she kept engaged herself in kitchen work and she did not interrupt during interview.

4.11 Processes and Procedures of Data Analysis

The processes and procedures of data analysis reflected an inductive approach consistent with the exploratory, open-ended nature of the research and its interpretivist underpinnings. Working inductively with data involved me identifying categories of meaning based on the salient ideas conveyed by various informants.

Data analysis is crucial for every sound research. I gathered data from thirty four individual interviews along with ten timelines and social network maps; consequently I had a collection of rich extended form of verbal data in the form of interview transcript. This thick descriptive large amount of data needed systematic handling and managing in order to draw conclusions and make it explicit to the reader how the conclusions were drawn to answer the main research questions. Thus, I needed a framework that enables me to carry out a systematic analysis of verbal data. In order to employ a framework efficiently, I mainly drew upon Miles and Huberman (1994: 10-11), who demonstrate three main data analysis procedures of Data reduction, data display and conclusion
drawing and verification, as shown in the following figure.

Figure 4.14: Data analysis procedure by Miles and Huberman (1994)

The model of Miles and Huberman (1994) enlightened me that data analysis is not carried out after finishing data collection rather it is an iterative ongoing process that begins after first interview and ends up until the conclusions are drawn. It provided me a holistic picture of data analysis, where there can be several inner steps, depending on selection of distinct form of analysis.

In order to investigate the answers of main research questions, I decided to carry on a thematic analysis due to quite a few reasons. Firstly, thematic analysis was grounded in the inductive nature of data analysis for finding the perception of PI in terms of the meanings and
constructs articulated by informants. Secondly, it also gave me an opportunity investigating the themes by its substantive significance rather than by its frequency (Patton, 2002). Substantive significance implies to the consistency of themes within the study participants (Floersch et al., 2010). Themes are data driven and therefore, the study has capability to finding the answers of main research questions with thick description of contextual details of all its participants.

In order to make my thematic analysis systematic and explicit, I followed the systematic process suggested by Braun and Victoria (2006). The process mainly comprises six steps: Familiarising with data; generating initial codes; searching for themes; reviewing themes; defining and naming themes; and producing the report. My data familiarisation began in the field during my data collection. As soon as I started interviewing the leaders, I began enhancing my awareness about school strategies through information gathered from them. For instance, the head teacher explored the school strategies mainly in four major categories. Firstly, for recently migrated parents, who had very little knowledge of English and British schooling; the main school strategy was to provide extra support to child at school and give time to the family in settling down. Secondly, for parents, who have been in Leicester for comparatively longer period and have settled a bit. For them the school provides various opportunities of developing new skills among parents and makes them capable of supporting child’s school and non-school learning. Thirdly, the second generation immigrant
parents, those were proficient in English and have good knowledge of British schooling. The school provides opportunities for volunteering in school activities and become a part of school administration. Fourthly, the parents, whose children were recognised with a special need (whether it was a gifted child or learning difficulty); the school strategy was to contact those parents immediately through phone call and arrange meeting for informing them the characteristics of the child and encourage them to take regular active roles in their child’s learning. My familiarity with this information was quite significant in exploration of further interviews.

My familiarity with data further enhanced when I started transcribing the interviews. Also, there were four groups of participants: school leaders; teachers; LSAs and IHPs. All interviews were going on simultaneously for each group. Once the transcription was completed, I had loads of verbal data that was difficult to manage. So, I managed keeping transcripts in their relevant folders naming with school leaders; Teachers; LSAs and IHPs. Then I began reducing the transcripts. Reading, rereading several times and highlighting the important chunks was initial stage of data reduction. This was a comprehensive continuous process and I developed memos on each transcript that was useful in revision for coding the significant bits and leaving other. Then I started to focus on one group of transcripts at a time. I also created an index with real name, age, gender along with the pseudonyms. I started using NVivo 7 for sometimes but soon after I realised that I was much comfortable to work on paper and therefore, I
started my data analysis manually by using colourful highlighters, pens and notebooks.

Coding is a crucial aspect of the current analysis (Basit, 2003) that involved a process of data segregation, grouping, regrouping and relinking for finding meanings and explanations (Grbich, 2007). Initial coding is about finding an initial list of ideas from the transcripts. It involves coding the chunks of data keeping the research questions in the mind. In fact, codes were the most basic segments in the transcripts that are evaluated in a meaningful way regarding the phenomenon (Boyatzis, 1998 in Braun and Clarke, 2006: 88). It was an iterative procedure of data reduction (Miles and Huberman, 1994) by selecting important data that was more focused, abstract and manageable in meaningful groups of school leaders, teachers, LSAs and IHPs (Tuckett, 2005).

As I already familiarised myself with data, I then directly started generating codes, from data as follows

- I read the transcript repeatedly, highlighted significant parts and developed memos keeping my main research question in mind. I then generated codes from one transcript. The codes generated in the current investigation were data driven under a grounded approach (Glaser and Strauss, 1967). I then prepared a template of codes, generated from my first transcript.

- I repeated the process for next transcript in the same group, developed the codes and I compared those with the
template of previous codes. After the comparison of two lists, I modified a few old codes; added new codes revealed in this transcript and prepared a new template for further coding. The process was repeated for the rest of transcripts. Coding took several efforts and modifications were needed several times.

• Thus final codes in the current investigation are the outcomes of a recursive, iterative and dialectical process that helps in understanding perspective of each group of participant in the current qualitative research (Weston et al., 2001). To me, it was like keeping diary notes for a repeated experiment to make it more reliable.

• I placed similar codes together and develop some overarching subthemes from those. I placed those in a tabulated form and tried to give a title to each part of the table. Like this I got some themes and subthemes.

• The next step was organising the emerging themes in relation to every research question and develop the findings. Under the main research aim, I aimed to analyse data in two main groups, first to explore school perspective and the second to explore IHPs’ perspectives. Each group has four main units as follows.

<table>
<thead>
<tr>
<th>S.No</th>
<th>School perspectives</th>
<th>IHPs’ Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Availability of School Strategies</td>
<td>Awareness about School Strategies</td>
</tr>
<tr>
<td>2.</td>
<td>Awareness about IHPs’ life and their strategies of PI to support children’s learning</td>
<td>Exploration of IHPs’ lives and their strategies of PI to support children’s learning</td>
</tr>
</tbody>
</table>
Within this iterative process, I also realised that codes within teachers and LSAs were quite similar because most of those focus on academic development of the child and parents’ contribution; their ongoing challenges with IHPs and resolving them. Therefore, I decided to analyse school strategies into two subgroups: leaders’ perspectives and educators’ perspectives.

Finally, the findings from the school and the IHPs were compared with other and then these are verified from other recent empirical studies carried out by numerous researchers in the field.

The framework will be followed throughout the data analysis in order to answer the main research questions.

<table>
<thead>
<tr>
<th>3.</th>
<th>Awareness of IHPs’ expectations</th>
<th>Awareness of school expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>School expectations towards IHPs</td>
<td>IHPs’ expectations from child’s school</td>
</tr>
<tr>
<td>5</td>
<td>Broad Understanding of PI to support children’s learning</td>
<td>Broad understanding of PI to support their children’s learning</td>
</tr>
</tbody>
</table>

Table 4.12: Plan for data analysis in forthcoming chapters
Chapter 5 Presentation and Analysis of data from Educators (Teachers and Learning Support Assistants)

5.1 Introduction

In this chapter, I set out to achieve clear understandings of patterns of school strategies of parental involvement and engagement in general, ethnic minority parents and IHPs in particular in WPS, Leicester. In order to explore various school strategies, I collected generalised accounts of interview data from seven school leaders, five teachers and five Learning Support Assistants (LSAs). Initially, I did not plan to keep teachers and LSAs in the same group; nevertheless after their inductively analysed data, their findings were quite close to each other having a common focus of involving parents for academic support under the available school strategies rather than developing their own strategies. Therefore, I decided to present the findings of teachers and LSAs together in the current chapter and I, collectively, call them educators’ group.

I interviewed five teachers and five Learning Support Assistants (LSAs) in the current research. Six out of ten participants (three teachers and two LSAs) were themselves from Indian heritage and multilingual, as they expressed during their interviews. Khalida (a teacher) was
a British born African and Alexandria was a native English lady. Hasin, (a LSA), a second generation Indian, was also working as an Associate Governor and she used to coordinate Parent Teacher Association (PTA) for past ten years. Mariam (a LSA) was a second generation Gujarati Indian and she was a participant among parents’ group as well, because of her two different roles in the current school. Thus, I can conclude that participants in this group were a combination of different ethnic, cultural and linguistic background that was a source of rich and diverse data.

The chapter is divided in five sections. In section 5.2, I present various school strategies that educators (teachers and LSAs) implement for optimizing parents’ support in enhancing children’s school and non-school learning. In section 5.3, I elaborate educators’ awareness about IHPs’ prominent cultural practices those might have an impact on their involvement to support child’s learning. In 5.4, I discuss educators' awareness of IHPs’ expectations towards them. In section 5.5, I demonstrate what educators expect towards IHPs in her school. In section 5.6, I present broad understanding of PI and PE among educators’ group.

In order to investigate various school strategies that were successfully employed by educators’ group (teachers and LSAs), I read each interview several times and developed memos in each interview transcript. By grouping themes together and then repeatedly re-reading the relevant data extracts under each grouped theme, I gradually developed
provisional subthemes. Further re-reading of relevant data extracts lead me to further split some sub-themes and to merge others. It was through this time-consuming and iterative process back and forth that final themes and sub-themes were developed. A key orientation in my qualitative analysis was to avoid expectations of similarity of themes across the accounts of different participants. The purpose of my data analysis strategy was not to look for instances of convergence only but to be deliberatively open to instances of divergence between participants’ accounts. Through this process, I developed various inductively generated themes from the generalised accounts and these are the focus of presentation in this chapter.

5.2 School Strategies adopted by educators for optimizing PI

The majority of teachers and LSAs expressed confidence in existing school strategies those they were using in everyday life of their school. Teachers also clarified that they were no separate strategies for EMPs, but the school strategies were of wide range those included options for involving parents from different ethnic, linguistic and cultural background. Different teachers revealed it in their narratives,

“I don’t use any personalised strategy because school strategies already provide a wide range
of activities to involve every parent whatever background they are from” - Riya.

“there are no direct individual strategies adapted by me; however I keep talking to each of my parent on regular basis. Like this, they trust me that if I am saying something, they know that there will be some reason for that. So, that’s my strategy but in general I am confident that the school strategies provide good scope for involvement of each parent” - Shakeel.

“there are various school strategies those provide appropriate space to use those as per individual needs, so we don’t need any separate strategy for dealing with individual parents”. – Mariam

Thus, all educators revealed a variety of school strategies that provide direct and indirect support to PI in school based and home based activities. From various interview transcripts, I developed the following themes inductively.

5.2.1 Providing parents' need based support to encourage their involvement in school and non-school learning of the children

All the educators shared a range of school strategies employed with different parents as per their needs in order to provide appropriate level of support for optimizing their involvement in child’s education.
One teacher and one LSA shared that the school makes efforts for parents’ readiness for their active participation in children’s learning since early years of schooling. The LSA (currently working as HLTA), who was initially a Nursery Nurse, told,

“I also do home visits, home visits for children who are going to start the nursery... I go along the parents how they can be helpful to their children”-Pamela.

According to her, the informal home visit gives an opportunity for the school staff to interact with parents, be aware of individual family needs and support them accordingly. This first step of school also encouraged parents in getting involved in child’s schooling.

A teacher and two LSAs shared that the school adapts a policy of involving its parents by taking the individual needs into consideration. Anas, a LSA from Somali background, explored her role of interacting with parents, being aware of their challenges and informing the school about it,

“I try to meet parents informally and then ask about their life. If I come across any problems, I inform the school and then they take the necessary step such as giving the child place in homework club, sending family support worker’s
support to home or whatever is appropriate for them”.- Anas

The role of family support worker for providing non-academic support for families in difficult circumstance was further explained by Khalida, a teacher from African background. Once the teacher recommends, family support worker visits the family and provides necessary non-academic support which is beyond the teachers’ capability because of their highly academic roles in the school. The role of family support worker was particularly significant for less visible parents, families in difficult circumstances and the new comers to England who face difficulties in settling down with very little English. Consequently they are non-responsive and less visible parents in school. Khalida expressed

“even some parents come to school, they are little shy to share the real circumstances which they are going through”- Khalida.

Hary, a LSA working with children with behavioural issues, further added,

“if there is any child not behaving nicely in the classroom; I go and talk to the child. If there is no change on the following day, I do call their parents in and then inform them....most of the time, the problems can be resolved with the help of parents; however they are not always present in the school to talk with”- Hary.
Thus the school has got a strategy of home visit either by the school staff or family support worker for less visible or needy parents.

Apart from the home visit, the school takes individual needs in consideration; this was expressed by Hasin (a LSA and associate governor). She exemplified how the school distributed laptops to the parents whose children were entitled for free school meal. This enabled them to use internet based resources for supporting their children’s learning. Sunita, a teacher, concluded it by saying,

“so, whatever suits them we try to work around that...” - Sunita.

In order to support newly arrived parents with little or no English or low educational level, the school had a homework club that facilitates children to complete their homework in the school. This academic support targets to encourage such parents for visiting the school and getting involved in non-academic activities, it was expressed by majority of educators' interviews. One of them emphasised,

“...If there are parents, who are struggling to help their children because of language, they are not confident, because they did not have school themselves, their children can come to Home Work club, that supports them”- Hasin.
Thus the school strategy were home visits, homework club for newly arrived parents, family support worker for individual family support, encouraging parents’ visit to the school either for academic or non-academic activities. Overall, collecting information about child’s family and taking it in consideration for selecting an appropriate way to support parents and encourage PI in supporting children’s learning was the school strategy.

5.2.2 Space for raising parents’ concerns

Teachers and LSAs expressed various occasions those provide opportunities to parents for raising their concerns directly. One school event that was highlighted by all participants was parents evening, whereas there were ongoing school activities in which the parents were free to bring their suggestions into the school. In order to facilitate informal school ongoing interactions, there were bilingual staff members helping non-English speaking parents.

According to all teachers and LSAs, Parents’ evening provides an opportunity to each parent to communicate with the class teacher of the child. These are organised by the school and every class teacher spends ten minutes with individual parent. In the meeting, the class teacher shares individual target, ongoing progress and challenges, if any, with an individual parent. A teacher revealed,

“We hold regular parents’ evenings to discuss children’s learning and levels to what progress
they have made. If there are any problems or concerns, then it goes home and arranges another meetings or arrangements to discuss those areas” - Riya.

Riya found it quite significant for individual discussion of child’s progress and any concerns, whether it is at school or parents’ end.

The summary of parents’ evening from teachers and LSAs perspective can be concluded as

1. Parents’ evening brings opportunity of more personal sharing between the teacher and the parent. Therefore, it can be accepted as an opportunity for those parents, who are hesitant to talk in front of other parents. One of the LSAs, who was also the co-ordinator of Parent Teacher Association (PTA) argues

   “… make them familiar with the school so that they will be more confident with the school environment. If they are not confident, there are parents’ meeting…” -Hasin.

Thus, parents’ evenings are significant for the parents, who need more personal attention for communication.

2. As per teachers’ narratives, parents’ evenings are highly informative to the parents. This is concluded on basis of Alexandria’s statement, who elaborates it by using “… teacher shares..., teacher tells..., teacher asks...”
these kinds of statements represent a kind of teacher led communication in these meetings. Nevertheless, there is still some space for the parents to remain proactive and raise any concern with the class teacher if they have. Alexandria puts its significance for raising concerns

“we also ask the parent if they need any extra support for their child” - Alexandria.

3. It is an individual meeting of class teacher with each parent for ten minutes in which all the progress and concerns about individual child are discussed. Thus, the parents evening provides opportunity for raising individual concerns or suggestions for supporting children’s learning.

In addition to parents’ evening, an open door policy was acknowledged as one of the significant strategies of involving parents on regular basis by Sunita, a teacher and Hasin, a LSA. They explained that any parent may come in the school to raise any concern or asking for any help. Sunita expressed an open door policy as one of the significant strategy for involving and engaging parents by saying

“Due to our open door policy, the parents can come and visit the teacher or the head at anytime”.- Sunita
Another LSA from Somali background appreciated the school policy by saying,

"if there are any issues, we are more than happy to speak to any parents which is really absolutely fantastic open door policy" - Anas

Although other teachers did not talk directly about open door policy of the school, they mentioned about regular everyday conversations and informal talk with the parents for providing any relevant information to the needy parents and also listening to them if they bring in some concerns. Majority of them acknowledge that by adapting this strategy, parents were efficient to raise concerns immediately rather than waiting for the forthcoming parents’ evening or similar other occasions. Shakeel said in this regard,

“I do several things such as I speak to them after school, if anything is going on”. - Shakeel

In order to facilitate informal conversation for non-English speaking parents, the school had appointed appropriate number of bilingual and multilingual staff.

Two teachers (Shakeel and Riya) and two LSAs (Mariam and Hasin), were second generation Indians and they were able to speak Basic Gujarati whereas two other teachers, Sunita and Salma were capable of speaking Gujarati, Hindi and some Urdu (all three Indian languages). Thus bilingual and multilingual staff felt
more confident in making regular successful interactions with NES parents.

“I know only basic Gujarati but I can understand it better. This makes me able to communicate with parents with little English”.- Shakeel

“I use my language to help them. By informal talk, I make them confident to come forward and seek any help if they need”.- Hasin

Thus, educators expressed that understanding parents' language provides space for frequent regular communication with NES parents, familiarity and understanding of parents' behavior and challenges. The parents recognize them (bilingual teachers) and they are more approachable for parents. Thus, due to bilingual staff there is much space for sharing parents' concern if they have.

5.2.3 Encouraging HBI by enhancing parents' awareness

All the teachers and LSAs acknowledged that majority of IHPs had limited knowledge of English school system except a few second generation or highly qualified parents who were only four in the current study. Therefore, the school takes an active role in informing the parents about school culture, recent teaching methods
those are employed in different subjects and school expectations towards them. In order to enhance parents’ awareness, the school organises forum meetings, workshops and parents’ visit at completion of each section of International Primary Curriculum which are discussed further.

Alexandria, Khalida, Sunita and Pamela expressed forum meetings as one of the main school events that were significant for informing parents about learning target of their children in different year groups. One of them explored,

“What we do is invite parents in the beginning of the school year and we explain some of the different topics children are going to be covering. We briefly demonstrate the ways they can support them (children)”- Riya.

Similarly, other teachers and LSAs demonstrated more details about the forum meetings that are summarised below,

1. It is usually carried out during first or second week of the academic session.
2. All parents are invited.
3. Various ways of available support are explained to the parents.
4. Teachers share curriculum, time table and learning targets aimed to inform the parents their expected participation in achieving the annual target of their child.
5. General school rules, regulations and school ethos are explained.

6. To ensure that all parents can understand the information shared by the school, translation facility is available.

7. It is highly informative in nature and the school initiated activity in which the school leaders and teachers take a proactive role in informing their expectations towards each parent.

Apart from forum meetings, the school organises several parents' workshops aiming to enhance parents’ knowledge and awareness about recent teaching methods used in different subjects, it was expressed by an English teacher,

“these are organised for the parents to give them firsthand experience of various learning methods which are used in the school”- Alexandria.

The aim of these workshops is to develop an understanding and practical knowledge of using school based teaching and learning methods at home, so that the child can be supported at home in an appropriate way. The statement can be critically analysed that the workshops are efforts of the school for sending school lead teaching and learning methods to home rather than giving freedom to the parents to help their children in learning in their own ways by adopting their own methods of teaching and learning. Alexandria revealed purpose of these workshops as follows,
“Informing the school based learning method to the parents so that they can use those to support their child’s learning at home”.- Alexandria

There was no definite schedule for organising these workshops. Khalida revealed that the school is flexible in this respect and that is the teachers’ decision to plan and organise these workshops under the guidance of school leaders. In the current year, Alexandria had not organised any workshop for her class (the interview was carried out in the month of February, 2014) and there was no explicit plan for any workshop till then. She also shared that during previous year, they organised three workshops which were quite successful.

One of the teachers revealed,

“workshops are for all parents, but particular attention is given to shortly vulnerable and a lot vulnerable parents”.- Khalida

She did not explain it further who these vulnerable and more vulnerable parents are. But she gave a reason for this focus,

“these parents need more help as they are not aware how to help their kids at home”- Khalida.

She also told previously that there was a mum’s workshop that was really successful in terms of participants’ learning.
Although, there are workshops for all classes, a few teachers believed that if the parents are involved at initial level, they remain involved for longer term. Therefore, under this perception, teachers organise several workshops for foundation stage, it was revealed by one HLTA,

“We do organize several workshops for foundation stage in which we provide parents opportunity of learning Maths and other subjects. These workshops bring opportunities of teaching basic concepts in everyday life...We give them information about how to help the children and develop good practices with the children, children’s skills as well”.- Pamela.

Overall, the school organises various workshops as per need of the parents in different year groups and in which teachers share the recent teaching methods with the parents, however the school did not expect the parents to be doing same at home. The purpose of workshops was to let the parents have knowledge of school curriculum, firsthand experience of teaching with everyday examples so that they can help children to practice those subjects in everyday life. This was affirmed by two teachers Alexandria and Sunita. The details of school based workshops, revealed by various teaches and LSAs are as follows,
1. Workshops provide firsthand experience of school based teaching to attendee parents.

2. Parents are invited by formal and informal mode of communication. Letters are sent as a formal invitation whereas informal communication between teachers and parents every morning, when they come to drop their child; is used to encourage parents to join ongoing workshops.

3. Session is led by the class teacher who runs certain teaching classes for the parents followed by practice of different topics in particular subject.

4. Subject, topic and schedule for the workshop are prepared by the class teacher and then finalized by school leaders. The topic is sometimes chosen by the teacher from contemporary teaching or it could be on demand of parents.

5. These are entirely teacher initiated programmes usually organized within the school. There is no fixed schedule for these workshops.

In addition to workshops, the school also provides opportunities to parents of observing school based teaching and learning at certain occasions. One of the commonly shared events was completion of a topic of International Primary Curriculum (IPC) that was named as exit point,

“In the afternoon, they do IPC, all the children do and at the end of all the topics, they invite parents to share the children’s progress. Parents come in and they have refreshments,
they can see their children's work, they can ask questions if they want to”.- Hasin

“For example there are six weeks in a term and in sixth week what we do to invite parents to come and see what the children have been doing. That's where the parents can see their child’s individual child’s progress”.- Khalida

The summary of the event, “parents’ visit at exit point”, was revealed by educators,

1. IPC comprises topics from different international cultures in every class and it is a compulsory part of curriculum; therefore, it is expected that EMPs would find it interesting.

2. During the exit point visit, the children remain there and they explain their work to their parents either in English or whatever language their parents understand. This makes parents feel good by seeing their children's confidence in explaining their work.

3. The topics are from the curriculum only, whenever a section is completed, the event takes place.

4. Teachers play an important role in organising this event, but they did not have freedom to select topic and schedule of the event.

Thus, the school was taking initiatives for informing IHPs, what the school expected from them; workshops, in which they can enhance their knowledge and skills about recent teaching methods and encouragement for visiting
the school and observing their child’s learning. Within the first two events, there is always a translator available, whereas in the third event, children work as a bilingual resource.

### 5.2.4 School-Home communication

All educators believed that regular communication between school and home is the key to engage every parent in their children’s school and non-school learning. A frequent teacher-parent communication is significant in sharing new knowledge and ongoing challenges and work in collaboration to overcome those challenges for enhanced learning of children. There were informative versus two way communication; formal and informal communication shared by various teachers. All the LSAs focused on informal everyday interaction of parents with them that they found quite fruitful in terms of maintaining good relationship and keeping the parents informed and engaged in their children’s learning.

All teachers shared that there were regular newsletters from school to home and if something relevant comes in between those, additional letters were sent. Majority of letters were in English but the school bilingual office staff was always there to translate for any parents, if they ask for it. A teacher told,

“We do send letters in English most of the time and if someone needs to be translated, the parents can always go to the office and get its translation”.- Shakeel
All the teachers acknowledged newsletters and letters are important source of sending general information from school to home but some of the teachers had more specific agendas for letters.

Two teachers acknowledged the use of letters for sending school strategies to home through these letters.

“we send lots of learning strategies to home aiming to enhance parents' knowledge and understanding of various school based activities and learning methods, so that they can use those at home in order to support children’s learning”.- Riya

“We send strategies home with the children so that parents can use the same method that we use at school...there are website links as well....the children and the parents can see the examples before they go to solve other problems”.- Alexandria.

Thus, from these teachers’ narratives, it could be concluded that letters are used for sharing school teaching strategies with parents for enabling them to employ those in HBI. However teachers and LSAs were not sure if those were regularly read and followed by IHPs.

Apart from formal letters, informal parent-teacher communication was the most effective means of
Bilingual teachers expressed high confidence in maintaining a regular communication about individual child's progress and challenges with IHPs, who have different level of English. Two second generation British Gujarati teachers acknowledged the significant use of a bilingual staff in maintaining a regular communication with NES parents,

“we talk to various parents informally and inform them if their child needs some extra support”. – Shakeel

“For me, its fine as I can speak Gujarati but for other teachers, the school make sure that at least one Gujarati speaking person is there”.- Sunita

A few English Teachers (Alexandria, Khalida, Anas, Hary and Pamela) further analysed it,

“I do make a regular conversation with my parents, but it is difficult sometimes in the morning without my assistant, who usually translate for the parents...my assistant begins at 9 and sometimes, when the parents are here in the morning earlier to that, they find it difficult in conversing with me”- Alexandria

“I think I am very lucky to have Mrs Singh in my class as my LSA, who can speak quite a few
Khalida was a second generation Black African teacher, whereas Alexandria was native English. It is noticeable that in each class, there was either a bilingual teacher or LSA that ensured the success of everyday conversation of each parent with the teachers. Overall informal conversation on regular basis was a successful strategy by ensuring the presence of a bilingual staff in every class.

Three LSAs and three teachers reflected on Parent-Teacher Association (PTA) as a platform for two way communication between parents and teachers for sharing any relevant information about children’s learning in general and if there are any concerns in particular. One LSA elaborated,

“we have a good PTA in the school and they organise different activities in and outside the school”.- Pamela

“they are very solid and very good as if any parents have any issue and come to the teacher. The teacher will make an arrangement on the spot”.- Mariam

One of the LSAs revealed that she had been the coordinator of Parent Teacher Association (PTA) for past
ten years. Consequently she gave a much details information about PTA running in WPS,

“I have been the coordinator of PTA. We used to organise several school events such as we have fund raising. There are parents in the committee and they are from different background. It’s just there to get parents interested in their children’s activities, make them familiar with the school so that they will be more confident with the school environment”.- Hasin

Two teachers demonstrate,

“There is a committee PTA and there are one or two parents’ clubs to help with parents to let them improve themselves and let them be educated and let them learn how to help child. So, everything is in place.”- Shakeel

“There is a PTA. They do lots of fund raising and they do let lots of parents to come in for the fund raising activities they do”.- Riya

Thus, from various teachers and LSAs' perspectives, PTA was a successful school strategy. However, a teacher expressed a different picture of PTA by saying,

“we used to. This was active couple of years ago but currently I have not heard about it, so I am not sure. But we had it in the past.”- Sunita
Thus, it was quite challenging to analyse role of PTA in current context from educators' statements and it needs further investigation.

5.3 Awareness about IHPs’ prominent practices

Majority of educator participants had an Indian background and consequently they were aware of various common practices among IHPs, however staff from non Indian background reflected limited knowledge and understanding of behavior patterns of IHPs. Overall, from the generalized accounts of educators' interview data, following themes emerged,

5.3.1 Proactive, keen and help seekers

Majority of teachers (Alexandria, Khalida and Sunita) reflected IHPs as a group of parents taking interest in their child’s school and non-school learning. Alexandria, an English teacher, reflected,

“I found that they are very interested in how their children are learning”.-Alexandria

Khalida, class teacher of year three, revealed that some IHPs are more active than others,

“I found that some of the Indian parents are quite proactive in coming forward and asking
for advice and support how they can help their children progress.” - Khalida

Sunita demonstrated that IHPs used to visit the school. Parents with limited knowledge of English also remain aware of bilingual staff and they communicate through them,

“We do have quite a good response. We do have parents who come in. Even though their English is not so good, we know and they know that we speak Gujarati, they do come in if they need”. - Sunita

Two teachers (Riya and Khalida) and a Pastoral Care Assistant (Hary) considered IHPs as help seeker that was mainly in two scenarios of academic achievement and behavior modification.

"they ask their class teacher for help in the mornings or after the school, ask for extra homework, get additional tables for example”.- Riya

“a lot of time, parents will come in and seek help if they are facing problems at home. So, we will advise them the children’s strategies that can be used at home such as timeout for children and different ways parents can help their children to learn and overcome the disruptive behaviour”- Hary
Overall, IHPs practice was grounded in their cultural practice of considering teachers as expert, following their advice in assisting their children at home.

Under the scenario of behaviour modification, a teacher Sunita, shared a different experience in which the parents request teachers to motivate children for being discipline and following their routine activities. She explored it further by saying,

“many parents tells us to say to such and such to go to bed early at night, do the homework, not to be rude etc etc. So, we do have parents asking us help to improve children’s behaviour”.- Sunita

Overall, all teachers and LSAs focus that IHPs were keen in their child’s education and they are proactive in seeking help for improved child’s learning and good behaviour in and out of school.

5.3.2 IHPs- A Multi Religious Ethnic Minority Group dominated by Islamic practices

Religious rituals and values remain a necessary part of everyday routine of IHPs in Leicester. It may influence their patterns of PI and relationship with teachers and staff; this was reflected by Sunita,

“There are Hindu parents, Muslim parents and Sikh parents and obviously there are religious
differences as well. For instance, some muslim mothers, sometimes I see them and sometimes, I don’t see them….”- Sunita

All teachers and LSAs were aware that religion is an undetached element in Indian families living in Britain. Pamela, an English HLTA, who began her career as a nursery nurse about twenty years ago at WPS, narrated confidently,

“religion being an important part in living their family life”.- Pamela

Thus, teachers were aware of different religious values embodied in the community around the school. Out of various religious practices, practice of Islam was more evident in generalized accounts of interview data of teachers and LSAs.

All educators were aware that Muslim families make Islamic education as a mandatory for every child of their family since early years. Some non-Muslim staff members considered that going Madrasas (Islamic school) after school consumes appropriate time of child and consequently there is less possibility of parents' HBI in order to support child's learning. They reflected,

“the Muslim families are going off to Madarasa and it is such a massive pressure on the children and parents”- Alexandria.
“we finish school at…3 o’clock and they go home; they have some snacks; they are tired, they have a little rest and 5o’clock they go to Madrasas and they are there till half past seven. They have their main meal when they go home and then it needs to be digested and therefore its around 10 o’clock when they go to bed…Its very strict busy schedule for the parents and children as well”.– Pamela

Focus on Islamic practices in educators’ interviews were due to a major number of Muslim families around the school. It could also be due to a few visible elements of Islam such as unique dress codes, a busy and strict day routines of children due to Madrasas education. Hindu religious practices remained unnoticed by teachers and LSAs because they don’t have formal religious education and dress codes.

5.3.3 Maintaining native values, cultures and languages

Indian culture exhibits certain values like respecting elders, sharing responsibilities with family and community-members, regular conversation with people from native state in their first language, maintaining value of equity in family and community, living in extended families. A system of equity within Indian families was reflected in terms of gender specific roles in families. The high visibility of mothers in school ongoing activities was acknowledged by quite a few teachers Sunita, Shakeel and LSAs including Pamela, Mariam and Hasin.
“…the father is out to work, so it’s the mum who is dropping and picking a child; and also attending the parents evening”. - Sunita

“Indian moms spend much time in child’s school. Consequently, they have more opportunities to learn about schooling” - Shakeel

“There are more mothers than fathers in majority of school events”. - Pamela.

"They (children) are young and so it is the responsibility of mothers to look after them as majority of dads are going to work" - Mariam

Thus most of the teachers and LSAs were aware of mother's homemaker and child rearing role in Indian families. In addition, they were also aware of large and extended family life of IHPs. Teachers and LSAs discussed pros and cons of living in an extended family.

A teacher found that parenting responsibilities are shared within family members that brings a benefit for the mom. She exemplified the support by arguing,

“There are not always moms dropping them off. Sometimes, I have got the grandparents…” - Hasin.
Another teacher acknowledged various challenges of a big and extended family life on Indian mums by saying,

“there could be extended families living together, so there is pressure to look after elderly parents and the expectations of every individual within that households and so, often quite large families with a number of children and they have to cope with different homework going home” - Pamela

Thus, they were aware that different family structure of Indians that may have an impact on mother's accountability and ultimately may influence their involvement in child's learning.

Apart from unique family life, families from Indian heritage also prefer conversing in native language with their family members, closed friends and people from their native state this was revealed by majority of educator-participants. They were also aware that Indian parents encourage their children to learn and practice their native language at home to maintain relationship with native culture. Three teachers and two LSAs, who participated in the current study, were themselves bilingual and they clarified that the school has an arrangement of one bilingual staff in each class that could be a teacher or LSA. Sunita told,
“Majority of IHPs in my class communicate with me in Gujarati and this has developed a trustworthy relationship between us” - Sunita

Despite having this arrangement of having bilingual staff, there are still some challenges revealed by a teacher,

“I do speak a bit of Gujarati and I am normally able to talk to them in Gujarati but there are parents, who speak Hardcore Gujarati and sometimes, it is difficult for me to explain everything in their native language”. - Shakeel

Thus, educators were aware of IHPs’ inclination towards maintaining their family values, gender specific roles and regular communication in native language. All these practices may influence PI in school based and home based involvement.

5.3.4 Raise limited concerns, need personalized attention and translator

Teachers and LSAs acknowledge that most of the time, IHPs accept the school decisions in supporting their children’s learning. One of the teachers explored it in detail,

"Indian parents do tend to accept what you do in school and any report, what written and what’s said and I think they seem quite grateful what we do you know, we do as much as to help their children. We do help with all of our children but
they don’t seem to raise many queries and questions.”- Sunita.

IHPs generally ask very simple questions occasionally, this was expressed by a teacher,

“There are a few parents from Indian Heritage... how they doing, are they okay, these sorts of general questions”- Shakeel.

In case of other concerns, IHPs avoid raising those publically rather they try to discuss it individually, this was reflected by a High Level Teaching Assistant (HLTA), who developed this conclusion from her fifteen years work experience,

“If they have a concern, they do not ask directly among other parents... then after a while they might come back with a question but not straightaway... they look for somebody who is more familiar to them, I think this kind of seeking personal attention is much common”.- Pamela.

Although she was not sure about the reason for this practice, she assumed in further explanation by saying

“...could be language because they can be lost in translation to find the meaning and they are always not as confident to approach somebody that’s another thing”.- Pamela
Pamela’s statement was grounded on assumption that IHPs form a diversified group with average and low level of spoken English and educational background that result into different level of confidence for maintaining regular communication with teachers collectively. Parents with little or no knowledge of English, communicate with the help of a translator, either that is a formal translator or bilingual staff member. Riya explained it,

“…translator is significant in several ways. It might be about parents’ evening, it might be letter we send, it might be general learning or question asked”.-Riya

Overall, educators concluded that IHPs, are decision acceptor, minimum concern raiser and not an open communicator. The focus of their concerns is on child’s all round development and they need personalized attention and a translator for successful communication with teachers.

5.3.5 Attending certain school events when invited by the teacher

IHPs usually turn up for school events whenever they are invited; this was reflected by majority of teachers and LSAs. These events may include academic and social events in the school such as parents’ evening, sports day. However, IHPs do not take initiatives of coming forward
or participate in the other school events themselves. They revealed

“They usually attend various school meetings and other activities, whenever we invite them. But they do not express their interest to come forward themselves”. - Shakeel

”Majority of our parents visit the school whenever we call them...it could be a sports day or assembly or other social events” - Mariam

”All my parents visit me at different occasions of school but for their concern, they talk to me informally every morning” - Khalida

From various educators' statements, it could be concluded that IHPs were visiting schools whenever they got an invitation or call from the school. Hasin, a LSA, explored that usually IHPs interact with the teacher informally on everyday basis, however there are many who do not have appropriate level of English; such parents may not be confident to attend academic school activities due to linguistic barrier but they still take part in non-academic activities; this was revealed by Hasin,

“A lot of our parents are much interested to attend events in which they can show their creativity. In recent events, a number of parents baked and sold cakes in school fete”- Hasin.
Thus, according to educators’ group, IHPs had limited participation in SBA.

5.3.6 Awareness of IHPs’ expectations towards the school

WPS was located in an economically deprived area of Leicester city, so majority of families were not affluent. As discussed in chapter 3, there were newly arrived parents, settled parents and second generation IHPs, who have different level of awareness about schooling, communication skills due to different level of English, ability to express them due to different confident level grounded on their earlier education. Teachers and LSAs were aware of within group difference and consequently, they did not express a unified behavior pattern, however valuing education as an asset and having high expectations towards the child’s school was commonly expressed.

Riya, a British born Gujarati Indian teacher, expressed,

“Education is a valuable asset for Indian families”.- Riya

Khalida, a British born African teacher, supported the Riya and reported,

“There are few families who have come over from India purely because of education. They
want to send their children to English schools”- Khalida

Overall, IHPs were inclined to provide English education to their children that they perceive as a valuable asset for living a valuable life. A teacher mixed her personal life experience in sharing a characteristic of IHPs. According to her, IHP's first priority is providing good education to their child, who said confidently;

“I think they highly value education. Coming from that sort of background myself... You know there are few families who have come over from India purely because of education. They want to send their children to English school. I think they really value that the system we have here”.- Shakeel

The statement was affirmed by other colleagues,

“education is valued in India, they keep children’s education as a priority.”- Hasin

“our Indian parents really value education what we provide in school”.- Alexandria

All teachers and LSAs shared that most of the time, IHPs trust the school and consequently they often accept the teacher’s decision. Another common behaviour among various IHPs from different background was that they all want their children to be a good performer at school
whether it was in academic and non-academic sort of activities This pattern could be due to embedded high value for education among IHPs, they have high expectations towards the school. Riya said,

“IHPs want their children to do extremely well. They have very high level of expectations. They want their children to get the best level possible and they make sure that children are getting all that they should get... They send them to homework club”...- Riya

Khalida, a British born African and class teacher of year four, found

“IHPs are same as any other ethnic minority parents and….Each parent wants their children to do their best if they can”.- Khalida

From generalized accounts of interview data, I can conclude that teachers and LSAs were aware of various parents’ expectations as follows,

IHPs have high expectations towards the school in order to provide best education experiences to their children. Every parent within IHPs group wants their children to perform their best as per their individual capability and interest. IHPs also expect the school to take a leading role for taking decisions in relation to child’s education.
5.4 School expectations towards IHPs

After revealing teachers’ awareness about IHPs’ expectations towards them; I was interested to know what the school expect from these parents. In order to investigate school expectations towards IHPs in support of their child’s school and non-school learning, each teacher was asked to demonstrate if IHPs can do something additional to remain involved and support their child’s school and non-school learning. Teachers shared that IHPs form a diversified group and therefore, it was quite challenging for them to share common expectations from them. Another major challenge for teachers and LSAs were having limited information about HBA, so their expectations were grounded on their assumptions what IHPs do with child at home and what more could be done. Needless to say that my analytical strategy was not based on how many times a theme was repeated rather how important the theme was. The following section demonstrates the emerging themes from various interviews of educators.

A common element among various interviews was IHPs’ trust on school and respect school decisions. Indirectly, the parents assume formal teaching as the responsibility of school. Majority of teachers expressed that IHPs should not rely entirely on the teacher for child’s formal education rather they should come forward and take an active role in everyday child’s learning whether it was school based or home based. Alexandria, an English teacher, expressed
“...there are small things they (parents) can do such as spending little bit of extra time and reading for the children, talking to them, listening to them.....umm...I would say if they do it on one to one basis it will help children to develop their vocabulary and conversation skills which may have an impact on their reading and writing so, just spending some time say for 10 minutes every day on one to one basis would be of great help”.- Alexandria

Acknowledging parents’ responsibilities towards family, this group did not expect every involved parent to remain present in the school on regular basis rather they expressed that despite visiting the school occasionally, these parents can still remain involved and support their children’s learning by adapting school strategies in their out of school activities. Alexandria, Khalida and Shakeel commonly mentioned that parents can keep updated information about their child by attending particular events such as parent evenings, forum meetings and use the school led activities at home. Such parents may build a trustworthy relation with child’s teachers by regular communication and express their interest in child’s learning. They can visit the teacher at end of various sessions that shows their attentiveness and involvement in school initiated learning of their child, this was expressed by Riya.
A teacher describes that good, involved and engaged parents should follow the school rules and practices at home those are sent to them by the school through various means such as letters, meetings and workshops. He said,

“We have set rules and practices. In the beginning of the year, we tell our parents what we expect from them... so what I expect from them is to fulfil the duties as informed by the school”.- Shakeel

Further, a teacher shared a different perspective of following school strategies at home

“...organise the similar activities at home for child’s enhanced learning”.- Alexandria

Overall, majority of teachers considered that following school rules, routines and getting involved in SBAs were some of the things IHPs could do in supporting child’s learning. Teachers were aware that a number of parents had linguistic barriers; teachers reflected that such parents can talk to the child and other parents on everyday basis and stay connected with the school. Nevertheless, whenever the school calls them, they should come and visit the school.
5.5 Broad Understanding of PI in supporting child’s school and non-school learning

In order to investigate educators’ broad understanding of PI in supporting child’s learning; I asked each of my participants to tell what good involved parents do to remain actively involved in their child’s school and non-school learning. Different participants focused on different aspects of PI such as parents’ participation in SBA, raising concerns or seeking help from the school or parenting role and responsibilities. Combining data from all interviews, following themes emerged in explaining educators’ broad understanding of good PI that they assume having capability of providing support to child’s school and non-school learning.

5.5.1 Proactive and determine to help the child

Riya assumed that good involved parents are proactive and they take initiatives in helping their child. They also come forward in various activities for helping their children’s learning at home. They also raise concerns if there are any ongoing challenges those may have an impact directly or indirectly on their child’s learning. Their top priority is to help the child for enhanced learning by all possible means.

They understand that children’s education is not just the sole responsibility of the school or teacher and therefore they don’t rely entirely on the teacher. She said,
“They (children) progress further not just relying on teachers because there is so much they (children) can learn at home”.-Alexandria.

“These parents often remain watchful and read all the letters and other correspondence of the school carefully”.- Khalida.

She further added that they maintain good relationship with people from school and with other parents too so that they can share their ongoing challenges and a feasible way to resolve those. Shakeel explored,

“some of them may not be educated enough and some of them might be facing linguistic challenges, the most important thing is their will to remain involved. My understanding of involved parents is the one, who is watchful and remain attentive to all information send by the school”.- Shakeel

Thus, in teachers’ perception, involved parents are proactive and they seek help if their child is facing difficulties.

5.5.2 Involved Parents have good Communication skills

Alexandria focused on good communicating skills of highly involved parents by saying,
“My expectations (from involved parents) are communicating through letters; through parents’ evening, through our children talking to the children when they go home and talking to the parents what our expectations are”.- Alexandria

According to her, two way communications was a key to PI enabling them to understand the school’s aims, child’s progress and any ongoing challenges if the child is going through, under annual recent target of the child. These parents have update information about school based activities and they also give their input by bringing valuable suggestions, raising concerns and demanding school for organising particular activities if they find valuable. In order to provide opportunity for these parents, the school has

“...parents’ governor’s meetings, where the parents can have their opinion in their child’s progress.... also have individual meetings, where parents are free to come and talk”.- Mariam

Thus, the participants have an understanding of good involved parents are a good communicator with the child’s school. They receive the information from the school and also get back to the school, if they need any clarification, explanations or suggestions. These parents use various modes of formal and informal communications but they continuously remain active and aware of child’s school life.
5.5.3 Aware of child’s capabilities and recent targets

Good involved parents are usually aware of their child’s learning abilities and capabilities, this was revealed by a teacher by saying,

“know what their children’s level are as per their capabilities, know where that child needs to be by the end of the academic year and be ready and willing to help with their homework and projects and give them extra help whenever necessary and communicate with the teacher how to help their child with learning.” - Riya

Alexandria and Khalida focused that the parents should be aware of national expectations for particular year group and compare their child’s progress with it. If they find that their child is far behind, they can seek help from teachers or other relevant people to support the children’s learning whether it is school based or home based. These parents should also be aware of the recent learning target of their child and work in collaboration with teachers to achieve those.

5.5.4 Parenting - fulfillment of basic obligations

Good involved parents must send their children to the school at right time with a packed lunch, this was expressed by Sunita; who considered this as a basic duty of every parents. She also emphasised that maintaining good behaviour of the child is another main responsibility
of the parents. They must prepare their children for living in a multicultural society by monitoring child’s behaviour regularly and informally. This is not possible for the teacher only as children spend most of their time at home; this was supported by Alexandria, Khalida, Hary and Pamela.

5.5.5 Participation in Home Based Activities

Teachers and LSAs assumed that involved parents remain involved in HBA. They do help in completion of homework, organises learning activities under the guidance provided by the school on regular basis. Involved parents also do informal conversation with the child about their school life, read with them every day along with providing any possible support for enhanced learning of the child. These HBA support child’s learning by providing additional opportunities of broadening child’s experiences.

One LSA revealed,

“involved parents usually support their children’s learning at home such as helping in homework, ensuring they do their reading on regular basis”.- Anas

In favour of supporting child’s learning at home, a teacher said
“I feel support at home is important for example sometimes there is a single teacher and an assistant for 30 children at school, but if we compare it with the support at home, it could be just them along with one or two siblings and the parents; so they get lot more attention there, In school they don’t have that much support, so they are not as much likely to progress”.- Alexandria

Riya further added that spending time with children at home, sharing their school experiences i.e. how they are doing at school and remaining aware of child’s everyday learning are some of the characteristics of involved parents. They may or may not be present in school meetings but their involvement in HBA reflects their interest and involvement. Alexandria extended that such parents are a provider of wider life experience to their children rather than assuming the limit of education up to the school only.

5.5.6 Involvement in School Based Activities

Involved Parents usually participate in school activities. But educators acknowledge that the parents may not always be present in all school activities, still they may remain involved by various ways. They should have awareness about various school organised academic and non- academic activities and the events they may attend to provide support to their child's learning.
Attending majority of school based events ultimately enhance parents’ awareness about child’s progress and current system of schooling. If the parents are going through any difficult situations, they can also visit the school and seek help accordingly. The most important part is to remain active and stay connected with the school, even if the parents are not able to visit the school on regular basis. There are several opportunities for parents to enhance their skills and knowledge about British schooling that may help the parents and to their child.

5.6 Summary

The current chapter presented various school strategies revealed by educators (teachers and LSAs). It then revealed educators’ awareness of IHPs’ prominent cultural practices and IHPs’ expectations towards them and it is followed by educators’ expectations towards IHPs. Finally what was the broad understanding of PI and PE for educators was discussed.
Chapter 6- Presentation and analysis of data from School Leaders

6.1 Introduction

In this chapter, I present perspectives of seven school leaders about PI of IHPs. From their generalized accounts of interview data, it was also found what they contributed to the current PI strategies in WPS. All seven leader participants were bilingual and had a Gujarati origin. All leader participants, except the head of the school were second generation British-born Indians. The head teacher revealed that she was born in India and her family moved to England when she was one and half years old. Thus, all leaders could be said as leaders from Indian Heritage; that could be a limitation of the study. Nevertheless, they all had different roles and therefore their narratives provided a diverse range of generalised data with specific examples and series of incidents those were helpful in developing meaningful answers to my research questions. I began developing my findings by analysing each leader’ generalised accounts of interview data transcript inductively keeping the main research questions in mind. Despite having distinctive roles and responsibilities, all leaders acknowledged that PI are significant for each child’s development whether it was school based or non-school learning.

In section 6.2, I present outcomes of interview data in relation to current school strategies that provide scope for optimizing PI in support of child’s learning. In section
6.3, I discuss leaders’ awareness about IHPs’ cultural practices followed by section 6.4 that elaborates IHPs’ expectations from leaders’ perception. In section 6.5, I analysed what the school leaders’ expectations towards IHPs. In section 6.6, leaders’ broader understanding of PI is presented. The chapter ends with a summary of the chapter in section 6.7.

6.2 School strategies in order to optimize PI

Leaders expressed various school strategies and related those to different parents based on their educational, linguistic and migratory background. Different narratives of leaders were highly influenced by their highly specific roles in school administration and governance. For instance, the coordinator of special education, Princi, shared a lot of experience from IHPs, whose child had a special need. Similarly, deputy head, Jini, shared how the school involves parents in discipline maintaining procedure and several other activities. Nevertheless, I inductively analysed data from all leaders and developed the following main themes.

6.2.1 Providing parents’ need base support

All school leaders reflected that the school encourage each IHP to get involved in their children’s learning as per their capabilities and circumstances rather than forcing parents to organise particular activities at school or at home. In order to understand needs of the parents, the school also provides opportunities to the parents to
express their views about their needs. The needs those are shared by different parents remain grounded in development of school strategies; this was revealed by Ratna, the assistant head of the school. She further shared an incident, when some involved parents wanted to buy some reference books, they asked for it. The school took prompt action and bought those books for each child. In this way, the school leaders tried to meet the parents’ need whenever they asked for.

The school provides need based support to each of its parents, it was told by the head of the school,

"one of the most important policies of our school is taking each individual case into accounts".- Kanta

Likewise another school leader expressed it by saying

"we provide encouragement to all our parents and we regularly monitor each child and parents".- Princi

According to school leaders the school used to organise several activities for supporting children and their parents. Supporting children was aimed to provide space and time to newly migrated parents for settling down their lives in a new country with distinct cultural and social environment, learning English, enhancing knowledge about English school system. The head gave solid reasons for it,
“it is very important to support these children as parents are often struggling in settling down in a new country. Majority of them are unaware of the system and they know hardly any English; so we try to support children in order to help these parents. So that the parents do not feel lacking behind”.- Kanta

The activities under this strategy were Home Work Club, providing education on Specific Educational Targets (SET) basis, organising summer school, arrangement of family support worker or home-school liaison and home visits. All the leaders expressed that this strategy had been quite successful for the newly migrated parents to England.

Homework club provides extra support for children to complete their homework in the school. It runs two days every week. It is particularly useful for those parents, who for any reason are unable to support their children in completion of homework. The deputy head revealed in Homework club

“priority is given to such children whose parents are not able to help them in homework. It is normally for the non-English speaking parents”.- Jini

According to head, Home Work Club is designed for recently arrived EMPs. She said,
“...Since they are new and often have quite low level of English, so they need time to settle down their life and be aware of this system, therefore this strategy is to help child for completing their homework in the school”.- Kanta

Another leader, Khan, the chair governor, brought in a different perspective,

“...In a nutshell, the school is giving support to these children and their parents in order to build a trustworthy relationship”.- Khan

Overall, Homework Club was providing academic support to the children. For further support to this group of parents, the school was running a summer school in which the school organised various academic and co-curricular activities for children and there was also opportunity for the parents to come and join certain events. Ms Kanta found that summer school in past year had been very successful and the school was planning to organise a bigger summer school in the coming years. Ms Kanta, the head found that this event was particularly useful for parents with no English and no Education because in summer break, these parents were not able to help anything in children’s learning at home. Therefore, the summer camp brought opportunities to children to learn various skills, parents to come forward and be a volunteer for non-academic part in the camp. In this way, the parents were also engaged with their children. The
Parent governor, also shared about success of this activity by saying,

"last year we organised it first time and we got very good feedback. Parents felt being engaged and the teacher found that these children were not lacking behind after the break". - Rushina

It was a school initiative and that was successful. The head also supported that she began it in the previous year. The parents were able to see the children studying and simultaneously enjoying several other activities such as painting, drawing, sports and so forth. A parent governor told that feedback from parents was positive and therefore, the school was going to organise it in the coming year at a broader scale.

Apart from these indirect supports to parents, the school also appointed a family support worker, whose role was to provide non-academic support to its parents. She used to attend the school for two days in every week. Currently, The family support worker, a second generation Indian lady, had been working in the school for last two years. She was a multilingual and was able to speak five languages including Gujarati, Punjabi, and a bit of Hindi. Her role was explained by Princi, the special education co-coordinator, who experienced that many parents used to seek help for social problems those were not related to children’s schooling. Therefore, the role of family support worker was mainly providing help to the parents for non-academic support. Princi, the special
Education Co-ordinator further shared how parents are referred to get such help,

“Basically, if we have concerns with a parent, we will direct the parent or we will call the parents in ... we talk to them face to face and say that we understand that you are having problems ... we won’t say that you are meeting with family support worker. We tell them that there is someone who might help, have a little chat and that might be of help”.- Princi

Thus, the role of family support worker was quite relevant in helping the parents for any non-academic challenges.

6.2.2 Space for raising concerns and being a part of school governance

All leaders expressed that the school shares all the information of the child with the parents by arranging individual meetings, phone calls or by sending letters. Newsletters are commonly for general information, individual meetings to discuss individual child’s behaviour and phone calls for any matter that the school considered of immediate response. Overall, the strategy was to keep each parents updated and engaged in the learning of the child.

Even if a parent, for any reason, was not able to attend meeting once, the meeting are rearranged, parents are
called in and attention was given by the school leaders and other staff members. In case of no response repetitively, family support worker visited the family in order to get more in-depth information of non-involvement of the parents.

Overall, the school was responsible for keeping each parents informed and ask permission for involving children in any out of school activities such as residential camps, tracking. The Assistant Head, Ratna, revealed

“If a child has done something really well or conversely, we will always report it to the parents. We will ask them to come in if it is of a serious nature or we will make a phone conversation and tell that if you want to know more about it we can arrange a time for you to come in and talk to us”. - Ratna

Thus the parents were kept informed about children’s involvement in various activities. The school also encouraged parents to join the school governing body in which they can take decision for many other children too. It was expressed by the chair governor and the parent governor who was from the surrounding community and was efficiently working in the current school governing body. Out of the two, the parent governor shared her story, how she got a negative feedback when her children were admitted firstly in the current school around seven years ago. She told that she always wanted to give her children the best experience of learning. So, she decided
to get involved rather than withdrawing her children. She told that she began to interact with different staff members and then she knew that they were looking for new members for the school governing body. She expressed her willingness and she got this opportunity. She then became parent governor and currently she was working actively and encouraging other parents to come forward and get involved. One chair governor and the associate governor were from different background and they were working in the school governing body for several years. This was emphasised by the Head of the school,

"these governors live in our community, they grew up here and so, they understand the community very well. One governor has been in governing body for twenty years".- Kanta

She further said,

“a group of parents in our school, who know exactly how to support their kids who do a very great job, who are role models...(are) three of those are governors at our school. .. We have a full governing body; parents always want to be in our governing body”.- Kanta

The chair governor, who participated in the research, expressed different views about parental participation in school governing body. He revealed,
“it is an unpaid volunteer job, therefore not many parents come forward”. - Khan

6.2.3 Enhancement of parents’ awareness about schooling and school expectations

Various school leaders shared several efforts to enhance parents’ awareness about SBA. The school organises induction, forum meetings, workshops, offers internet sources and resource packs for families with no internet. The school also involves parents in discipline maintaining system as an active partner and informs them the school challenges as well. Princi shared:

“We have an induction for those parents, who are from a different culture...we try to make sure there is somebody who can speak their language...Because I think it is important for them to understand that we are supported and they can understand our school's expectations and the child does not feel left out and things like that”. - Princi

Although no other leaders talked about induction, there were other ways of introducing parents’ role and practices in the school. All the leaders shared that the school organises forum meetings in the beginning of each session in which every parent is invited. In the meeting, different class teachers share the children’s annual target and also inform the parents what contribution should be
made by them in order to achieve the annual targets. One of the leaders said,

“We always start inviting the parents in the beginning of the year that is forum meeting that explain the parents who their child is and all the expectations what they can expect from us and what their child will achieve from us during the year”. - Ratna.

In addition to forum meetings, the school runs various workshops, in which the parents may get firsthand experience of children’s learning. Despite giving a firsthand experience of teaching and learning, the school leaders did not expect that the parents would repeat exactly the same methods at home, but they acknowledge that such workshops may enhance parents’ knowledge about current methods of teaching and consequently they may develop their capability of at least involving in home based learning. A leader, who was also teaching Mathematics in year five and six, told

“We do certain workshops. For example for year 5 and 6, we do Maths workshop because the parents when they went to school, their Maths’ strategy was very different what there is now”. - Ratna

Although these workshops aim to provide parents’ knowledge of subjective teaching, these were not highly
subjective in nature. It was revealed by another leader, who explored it further,

“we have workshops, we do invite parents and say these are the ways, you can help your child at home.... How can you use everyday objects at home to do counting”.- Jini.

The school leaders were aware that there were several parents with very little or no English, therefore, in organising these workshops successfully, having a translator was the necessity, it was acknowledged by the deputy head,

“sometimes what we realise that parents do not come to workshops, sometimes, they may have a feeling that I am not going to understand that I don’t speak English. So, one thing that we always do, if we are going to offer a workshop, we always offer translation in Somali and Gujarati”.- Jini.

Apart from going to school and enhancing skills, the school also provided various internet resources to all children and families. Jini told that the school website comprises various informative material such as time table and academic practice material such as spellings and educational games. Nevertheless, these internet resources were significant only for the families who have computer and internet at home. Previously, the head had disclosed that the school is located in an economically deprived
area and therefore there were only limited families having computer, laptops and internet facility at home. Consequently, this significant material had very limited significance for majority of parents. Thus, for families with no internet access, the school also took an initiative of providing a resource pack to parents of foundation year. This aimed at encouraging parents’ support in children’s home based learning. About preparation of this pack, a leader told that this was a teacher initiated effort, she gave details by saying,

“one of the early year teachers came to the management meeting and she told how successful it has been...it all don’t have to have be all laminated and you can tell them that cut the card, write the number on it and tell your child to put those in order or something like that. In the cards, you can ask randomly what is this number or whatsoever.... Then the school management realised that it was too much effort for the parents, consequently the school staff prepared the material and since it was already done, they parents responded very well”.- Jini.

The school was also running international primary curriculum (IPC) in the afternoon and at the end of every topic, the parents were invited to come in and join the school to see their children’s learning; this was explored by all the leader participants. The school leader revealed,
“... at the end of each topic, we celebrate by inviting parents... they don’t have to do any kind of learning there but it’s just for making them engaged in their children’s learning”. –Jini

In addition to sharing children’s learning, Parents were also involved in maintaining discipline in the school. This was revealed by the deputy head Jini in her interview. She told that the school used to face a lot of behavioural issues in the past and therefore, the school leaders developed and applied a stage system for maintaining good discipline in the school. The stage system involves parents as a partner in solving the behavioural issues. She explained it,

“every day is a new day and everyday children are on new stages. If you don’t listen your teacher and you carry on, you might go to stage one; if on the same day, you have gone to stage two, the teacher may say that for 10 minutes, just go and sit over there. Every 10 minute if you carry on that kind of behaviour, you may get another 10 minutes in another class. You might again get time out and the behaviour mentor can be called out. It just means that the teacher can carry on teaching and the other children are not missing their education and the person is not disrupting the whole class,...when the children are at stage three or four, we make phone calls to home and involve parents for taking an appropriate decision for their children”.– Jini.
Thus the school leaders believe in involving parents as partner to maintain discipline and minimize any behavioural concerns in the school.

6.2.4 Regular two way formal and informal communication

Sharing information through letters, newsletters, everyday conversations, phone calls, providing individual progress report were several ways to keep parents informed and face to face meetings, space for getting parents’ feedback at different occasions such as forum meetings, parents’ evenings, individual meetings were some of the means of two way communications.

“There are weekly news bulletin and if something comes in between those bulletin, we will obviously send out the letters. ... If a child has done something really well or conversely, we will always report it to the parents”. - Jini

Regarding the language of the letter, another leader told

“it (letter) does goes in English but when it goes, we tell children to explain it to the parents because it is a good way of communication... because all of our TAs speak Gujarati or Hindi or whatever; they will explain it to the parents at the door when children are released”. - Sunita
It can be concluded that the role of bilingual LSAs (TAs) in informal conversation was quite significant this was expressed by a leader by saying,

“... to start with, we do send letters about something very important such as trips and things like that. But TAs will actually explain to the parents okay, we have given this and this is about so and so; so, they are always informed what is going on...”.- Princi

In addition to bilingual LSAs; the school also has an arrangement of translator for successful communication with NES parents. The head told,

"we have staffs who speak a few main languages including Gujarati, Punjabi and Hindi but if we have a parent from such background, which our staff member can’t speak, we do arrange a translator and pay for it”.- Kanta

It can be concluded from her dialogue that the school was ensuring that information conveyed to the parents is understood and adaptable for them whatever linguistic and educational background they are from. In relation to two way communication with non English speaking IHPs, the head acknowledged,

"IHPs often hesitate to ask questions due to language barrier, so... a translator (staff member) sits among the parents and explain
everything to the parents in their language (in parents’ evenings and forum meetings). - Kanta

The strategy of an informal translator sitting among the parents was a school strategy for effective two way communication with non-English speaking IHPs. Providing a friendly environment in which the parents do not have hesitation to share their concerns and circumstances was a successful experience of a leader, who expressed,

“I was working as a translator and sitting among Gujarati parents. One of the mums told me that she has got one small child and her mother in law cannot walk. Her husband goes to work. There is no one else to take care of the house, children and the old parents. She also told that today, she arranged a neighbour to be there and so she could manage to come to parent’s evening. After listening her, I was wandering how difficult it is for her to come over school”. - Jini.

The school was proactive in getting parents’ feedback in forum meetings, parents’ evenings and at other occasions. This was revealed by the assistant head,

“ in parents' evening, we would say to them if there is anything for us that we can do to help you for your child”. - Ratna
Also, the school was persistently making efforts to collaborate parents’ feedback and suggestions in its annual planning. For instance, time table for parents’ evenings were modified for facilitating the parents,

“we start (parents’ evening) straight away at 3.15 because there are lots of the parents who wants to come straight because after 5 o’clock, lots of children go to Madarasa so they like us to start early because some schools don’t start their parents’ evening until 5 o’clock”.- Jini.

Overall, the school parents communication begins with forum meetings in every session and at the end of every session, the school send an annual report to each parent reflecting on their individual child's progress throughout the year. Forum meetings are highly informative in which the school rules are explained and the annual planning of the school for different year children is shared. Finally, the annual report is reflection of individual child’s progress in the light of pre defined aims and achievements. This was explored by all the leader participants.

6.2.5 Parents’ skill development opportunities

All the leaders shared various programmes and opportunities for parents’ skill development. For example, there were subject workshops, class observations and ESOL classes for non English speaking parents. The chair governor said
“There are lots of learning opportunities. I tell them to come forward and grab those”.- Khan

There courses were initially run by Leicester college in collaboration with the school. All the classes and activities were organised in the school campus. The deputy head told that parents were informed and encouraged to join these community based activities. She revealed about ESOL classes,

“it is not only for our parents but its open to anybody from the community...it is only 10 weeks programme”.- Jini.

These classes not only help the parents to learn spoken English, rather it may enhance their language that can also help in achieving a better job in England. The minimum strength for any of these courses was. However, one leader expressed that the participation of Indian parents in those courses is quite limited because of their extended family structure and high family responsibilities. She concluded,

“sometimes even the course coordinator did not get ten persons to continue a course”.- Jini

In order to improve these programmes, parents’ feedback was taken at certain times. During parents evening; bilingual staff interact with NES parents informally to get their response. Princi told,
“there are so many bilingual staff members, they will go around and they will say oh, kem chho, all right chho; they stops talking and give them time to talk”.- Princi

Jini shared how parents’ feedback was significant in improving workshops,

“we did the (Maths’) workshop where the children would come with their parents... a lot of feedback from the parents says that they did not like doing it with their child. They don’t want their children to know that they can’t do it, so one of the responses from the parents was we don’t mind coming to the workshop but we don’t want to have children there... They rather like to see teachers only and they have interest in doing some practical session rather than the sessions in which they are only listening and somebody just explaining to them on board how to do it. We try to do it so they would have their white board, their pad, and we would suggest them rather trying in doing something that is bit like a class you know. Because it has been interactive and practical, I think they have been enjoying it more”.- Jini

Thus the parents’ feedback was taken in consideration to modify the existing school programmes aiming to optimizing PI. Ratna told,
“...in parents evening, We start discussion with parents and then we always have a time for the parents to say, are there any queries or questions like that”.- Ratna.

Thus the school provided space to each parents to share their opinion or concern in the school by various formal and informal means.

6.3 Awareness about IHPs’ prominent cultural practices

Leaders were experienced having worked in multicultural community and consequently, they were aware of IHPs’ life and numerous common practices of this ethnic minority group. Although one of the leaders argued that this group was same as any other ethnic minority group (Princi) whereas the others recognise it as unique due to distinct practices involving different aspects of priorities, routines and challenges which many families go through in their everyday life at Leicester (Kanta). These distinct views of leaders could be grounded in their different roles awareness and experiences from their personal lives, previous work experience and exposure towards various social practices of EMPs.

The main characteristics of IHPs elaborated by different leaders are presented here,
6.3.1 IHPs- a diversified group based on parents’ migratory status and experience of prior schooling

IHPs comprises a group that contains first generation and second generation parents, who had quite different experiences of schooling that ultimately affect their involvement in their children’s schooling. One of the leaders said,

“We have got the parents whose children have been to English elementary or whatever over there in India, but there are some children who have been in a smaller school in India, their parents not very well recognise and do not know very well English. So, there is a difference between the parents therefore, it would be unfair to me to stereotype to say all of them”.- Princi

Thus, according to her, IHPs’ behaviour was grounded in their prior experience of schooling and exposure towards English language. Some of the first generation immigrant parents face linguistic difficulty that remains a challenge in their parenting role in England, this was explained by another leader,

“the parents, who come over here from India, for them to pick up English at a later stage is difficult for them...”.- Khan
Two other leaders reported that IHPs comprises many second generation parents. One of them said,

“Many IHPs (they) have moved to this country where they are second generation...” - Jini

These second generation IHPs are more aware of British schooling, this was highlighted by saying,

“... the second generation, who have their education here in this country are more aware of the system and things like that, so definitely there is a difference because they know there are certain laws, certain things and certain expectations straight away like for example dropping your child at school, You know, they can’t let the child walk from home to school specially when they are younger” - Ratna

The head also expressed IHPs in Leicester into three categories as follows,

“there are some recently arrived parents, who face difficulty in settling down in a new place and learning a new language simultaneously ...there is another group of parents, who are comparatively settled and finally, there are second generation parents, who have got their education in England”. - Kanta
Thus, according to the leaders, IHPs comprises first generation recently arrived parents, first generation settled parents and second generation parents with different characteristics and challenges. Like the first generation recently arrived parents mainly face linguistic barriers and very limited awareness of their child’s current education system as compared to first generation settled parents, whereas the second generation parents are often much efficient but they also have quite busy routines in their lives.

6.3.2 High trust in school and high respect for teachers

IHPs usually believed that formal teaching is the sole responsibility of the school and teachers are the expert of their subjects. Consequently, they don’t get involved in several SBA for avoiding any possible interference in child’s ongoing learning. This was primarily expressed by the chair governor,

“They think that it’s the school’s role to teach them and its not the parents’ role to teach them how to read and write.... its also about their culture where interacting with the school and getting involved in not for them, You Know, or they don’t look at their role as parents getting involved with the school ... its school role to teach. Let the school do their job and my job is just to drop my kids off and pick them up”.-Khan
The statement was primarily explaining a reason for parents’ minimum involvement in SBA that were grounded on their conceptualization of separate role of school and home. Moreover, IHPs believed that teachers are the expert of their subjects and accountable for all formal education. Princi, special education coordinator, shared a recent school incident,

“Once I called a parent in because that little girl was in my SET for literacy and a couple of times, You Know, she was stubborn little girl and she said that no, I am not doing it and I am not doing this easy work but being in that group, I told her that you are new to this country and so, you have to do this first part. Then you move to the next stage. There is a building program because we don’t want a gap and obviously the girl did not understand and the girl said no, I am not doing it. She used to sit there and she would not even look at you throughout the lesson. Then you do have your break time, that’s it. She did not respond at all. She did it a couple of times. Then I said why I am going to speak to the parents what’s wrong. Are there similar issues at home or whatever? Then I called parents and you may not believe what they said to their daughter that your teacher is like your parent and you must listen. They said to me you do whatever you have to do. They felt so awful that she behaved that way. You Know the way they said that your teacher is like your mum in
school because you spend most of your day here and she is teaching you and giving you the right advice.” - Princi

Thus, from the incident it is clear that the parents expressed her gratitude to the teacher and encouraged her child to follow the teachers’ instructions; this shows their strong trust on teachers. The incident also reflects that IHPs are not quite active in coming forward and getting involved in SBA. The leader compared IHPs with other EMPs and concluded,

“They have so much respect for teachers in those countries...that is quite different in this country”. - Princi

This, IHPs have high trust on schools and high respect for teachers that may influence their involvement in SBA. The impact of this characteristic was explicit in other interview data of leaders, who talked about supportive nature of these parents, however having a limited involvement in school based activities.

6.3.3 Supportive and willing to help but have limited knowledge of School Based Activity

Majority of leaders expressed their views that IHPs were supportive and willing to assist their children in learning. Princi, who was the coordinator of special education, said

“Indian parents are supportive, very very supportive”. – Princi
Jini, the deputy head of the school, acknowledge that despite having a will to help and value education, they have limited awareness and skills in order to help children in their learning. She said,

“I think they always donno how to support their children”.- Jini

These parents from ethnic minority group in England had limited awareness and understanding why do they need to go to school and get involved into such activities which they are not aware of. Thus many IHPs remain much involved in HBA as compared to SBA.

6.3.4 Native Values in IHPs’ family life

One of the leaders, Jini shared that religious practices of various families also had an impact on parents’ involvement in their children’s education. She said,

“a number of our children are Muslims and they also go to Madrasa. 2 hours every evening is taken up by Madrasa as well, so children here do not have that time as well….for some parents, religion is the priority”.- Jini

Thus these were the Islamic practices embedded in everyday life of IHPs which were acknowledged by the school leaders. Kanta, the head of the school also said that
“social organisation such as Madrasas, plays a vital role in contacting some muslim parents”.- Kanta

The head of the school also acknowledge that most of the time, mums take responsibility of young children and fathers are the bread winner. Jini, the deputy head told,

“sometimes, when we explain the mums something in their language, they say, fine; I will ask his dad and will let you know. I think in most of the families, fathers take the decisions and mothers are home makers”.- Jini

One of the leaders, the chair governor, told

“majority of Indian families still follow a traditional mode of living in which all uncle, aunts, grandparents live together. The mums are responsible for children’s education and looking after the older people whereas the males goes to work and takes the final decisions of the families”.- Khan.

The similar views were shared by a female parent governor, who was herself a second generation mother,

“They (mums) are not actually dropping the child at the gate rather they are coming to the class and talk to teachers as well as other parents. They are taking active roles in school
trips and other activities. I think mums are seeing as more active and we always have that”.- Rushina.

Following gender specific roles, another characteristic of IHPs family life is having big and extended family that may have an impact on parents’ involvement in school and non school child’s learning. An extended family structure results parenting as a shared responsibility. Consequently, different members of family such as siblings, uncle, aunts and grandparents often make contributions in children’s learning. The chair governor, Khan shared his personal experience, how his elder brother played a vital role in his education during his school life. He further added that this was highly valuable due to his father’s low education and having no experience of current education system and English schooling. He told,

"I relied on my brother because he was 2 years older than me and he relied to his network of friends himself. I was totally relied on my brother to say if I am doing this right? So, it was a case of brother and sister talking and guiding each other... At the same time, I do the same thing to our children make sure that they are going to right stream, right direction and to the right path”.- Khan

According to him, sharing parenting responsibility among siblings and other family members are common in Indian
families. The deputy head Jini also shared that Indian families are either big or extended that brings challenges for the parents to get involved in school based activities. She exemplified it,

“...most of Indian parents have such busy life with their big families”.- Jini

She also shared how she came to know about these kind of challenges while her interaction with a mother when she was working as a translator in a parent teacher meeting, she told,

“...some parents have really large families and hence sometimes, they are looking after their in laws as well as the mums are really busy at home. And they have five- six children at home..they can’t hear the reading and they can’t do the homework stuff like that plus they have got elderly in laws or the parents to look after as well, so sometimes they don’t have time”.- Jini

Overall, there are pros and cons of living in extended Indian families for the parents that may have an impact on their involvement and engagement in children’s learning. For instance, sharing parenting responsibilities with other family members may help in communication, organising home based activities and make contribution in children’s learning.
6.3.5 IHPs- a closely knitted community keeping social reputation and good behaviour as a priority

The head teacher argued that these parents live in closely knitted community that has an impact on their involvement in child’s learning. She shared a positive impact on parents’ involvement in school based activities by saying,

“*IHPs live in closely knitted community and consequently, if one parent is coming to attend meeting, the other parent may come along... all our governors are also from this community those may influence parents’ involvement of IHPs*. - Kanta

There were a number of leaders, who were second generation Indians; consequently, they shared their experience of keeping social reputation as a priority, existence of social stigmas among IHPs.

A leader related her personal life experiences and expressed that social reputation was another priority for IHPs. He supported his view by giving an example from his personal life,

“*if the parents have been in a manual job, they want their child to have good education and go for a comfortable job that is socially reputed and that gives enough money to live a good family life in future. My dad was working in a*
Mr Khan, who was currently working in a post office, revealed that social reputation is a priority for Indian Heritage families and providing good education, achieving socially reputed job were some of symbols of good social reputation among IHPs. Apart from social reputation, there is a common social stigma embedded among Indians is ‘what will others say, if I do this’; was expressed by Khan, the chair governor. He argued that this is a prime barrier for parents’ active participation in certain school based activities such as attending parents’ classes or raising a direct concern in the meetings (expressed by Jini, Kalma and Princi). Princi compared this group with other ethnic minority parents and concludes,

“…generally I think parents with IHs do not come with concerns as much as other parents do”. – Princi

Although IHPs do not raise several concerns, their focus often remains on child’s behavior. All of the leaders highlighted that IHPs have strong affinity towards child’s good behavior and mutual respect to others. A leader shared her experience
“they always ask a question in parents’ evening how their child is behaving. They want to make sure that their child is equally respectful to other adults, nothing really important to them as a parent”. - Jini

Khan, a leader from Indian Diaspora, argued that social reputation had always been a priority for Indian parents. Consequently, there were challenges due to existing social stigma in parents’ joining free English classes, those could enhanced their skills and facilitate them to access various resources locally, Khan revealed,

"We still have that stigma that why is that person going to that classes because they don’t know English and I do". - Khan

According to the school leader, this was a main barrier in joining parents’ classes at the school those were particularly significant for enhancing ethnic minority parents’ skills which may enable them to support their child’s school and non-school learning.

6.4 Awareness about IHPs’expectations

Leaders have good knowledge of IHPs’ life and their challenges in context of Leicester but their distinctive roles and responsibilities towards child and parents resulted into having certain expectations for optimizing child’s school and non-school learning.
Princi, the special education coordinator, who was a second generation Indian, reflected IHPs’ as any other ethnic minority parents who had very different experience of schooling in their native countries. In her experience, these parents find it difficult to understand the reason why school involve parents in their child’s school related decisions. Consequently, majority of them assume that the school should take the relevant decisions for their child. She concluded parents’ expectations in terms of expressing trust in school decisions with minimal understanding of school system by saying,

“what I have noticed that when children are from another country, parents are great absolutely great but they are unable to understand why we call them all the time saying we need your permission to do this or we are going to do this. Their greatness is they say you do what you need to do, its absolutely fine”.
- Princi

Thus, one expectation of IHPs was that the school should take child’s education related decisions without calling them into the school for their approval.

IHPs value education and providing good quality of education was even a reason for some parent’s migration to England, this was expressed by Princi, from her fourteen years of experience dealing with parents from various ethnic, linguistic and educational background. She shared words of a parents who said to her,
“...just teach the children which is fine, You Know, because that is what we are here for”. - Princi

IHPs believed that teaching is the responsibility of the school and their role as a parent does not allow them to get involved in school based activities for avoiding any interference in children’s possible learning; this was primarily expressed by chair of school Governor, by saying,

“They think that it’s the school’s role to teach them and its not the parents’ role to teach them how to read and write.... its also about their culture where interacting with the school and getting involved in not for them, You know, or they don’t look at their role as parents getting involved with the school.(page 11 and 12). ... its school role to teach. Let the school do their job and my job is just to drop my kids off and pick them up....”. - Khan

The statement was primarily explaining a reason for minimal involvement of migratory parents from India in SBA. Also, this highlights a common expectation of IHPs that the school should take sole responsibility of child’s formal education. For taking this accountability of child’s formal education, teachers are highly respected by parents for their valuable contribution. Mr Khan, the chair of school governors, concluded
“As an older generation, they (IHPs) want to see their children to enjoy the easy life... lead onto that profession have a comfortable life style... in the bank, they are the lawyers, they are the barristers, well known professional jobs”.- Khan

In order to make certain career choices for their children,

“they want their children should have good education”.- Jini.

Thus, a common expectation of IHPs towards the school should provide their child various experiences of learning along with academic education that may bring opportunities of all round development of child. This was reflected by the head teacher,

“IHPs respect the teachers and shows high trust in school. Actually they expect from the school that the child should be prepared for future challenges from early age”.- Kanta

Therefore, they have an expectation of providing high quality of education that can lead to all round development of children.

6.5 School leaders’ expectations towards IHPs

Ms Kanta, the head teacher, categorized the parents of WPS, Leicester into four main clusters, having distinctive
properties and consequently, the school has different expectations towards them. She mainly expressed three categories but I think the fourth category of parents reflects those who have a child with special need. The categorization of parents can be represented as follows,

**Fig 6.1 Leader’s expectations towards IHPs in WPS, Leicester**

The categorization of parents in different clusters was based on distinct characteristics of IHPs in relation to their migratory status, knowledge about English language,
The head reported that in order to ensure all IHPs’ involvement in their children’s schooling, it was must to adapt different school strategies those could facilitate different clusters of parents' involvement as per their varied capabilities.

The head explored different school strategies for facilitating each cluster of IHPs in WPS. The following table demonstrates school strategies in order to ensure that there are opportunities for each parents’ involvement. For instance, for newly arrived parents, the school provides support to child’s learning that is an indirect support to these parents, who often find it difficult to get involved in child’s learning activities due to least knowledge of English and English school system. According to the head, this indirect support makes them feel valuable and further encourage them to get involved into their children’s school and non-school learning. A summary of various levels of parents, expectations from different parents and school strategies to involve these groups is follows,

<table>
<thead>
<tr>
<th>S. No</th>
<th>Parents’ category</th>
<th>School Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Newly arrived Parents, who knew little English and little about British Schooling</td>
<td>Providing direct support to child's learning and indirect encouragement to newly arrived parents for involvement in non-academic activities. Home work club; home school liaison, facility of translator and open door policy.</td>
</tr>
<tr>
<td>Level</td>
<td>Settled parents, who migrated at least five</td>
<td>A strategy of regular two way communication, bilingual</td>
</tr>
</tbody>
</table>
2 years ago; they have some knowledge of English and English schooling. staffs; workshops, free parents' classes; and open door policy.

<table>
<thead>
<tr>
<th>Level</th>
<th>These are usually second generation parents, fluent in English and aware of British Schooling.</th>
<th>Opportunity of joining school governing body, being a volunteer, support as per national expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>The parents of children, who have special needs. It is the most difficult level of involvement in relation of challenges.</td>
<td>School initiates communication and encourage parents to reciprocate with the teacher. Provision for individual meetings and providing extra support at the school. SET (Special Education Target) based Education.</td>
</tr>
</tbody>
</table>

**Table 6.2: Expectations of leaders towards IHPs**

SET (Special Education Target) system was adapted by WPS, Leicester. This was highly useful for newly migrated children who may be weak in English but they are good in Mathematical calculations.

This crude division in relation to develop recent school strategies was primarily shared by the head but it was indirectly supported by other leaders. For instance, the deputy head Jini shared a lot of information about parents with little English and school strategies employed with them. Ms Princi, coordinator of special education, focused on PI of children with special needs. Despite her focus on children with special need and their parents, she also reflected that the newly arrived Indian Heritage parents who are highly willing to help their child they find it really difficult due to linguistic barrier. She said
that PI for children with special need has special significance because

“...without anticipatory contribution of parents, it is not possible to provide right form of education to these children”. - Princi

She emphasised that special needs of children is often invisible and therefore remains unobserved at home. It is often the qualified teacher who can observe those patterns in child’s behaviour and may inform the parent. Therefore, it is expected from every parent to stay connected with child’s teacher and sharing experiences. A trustworthy relation between parent and teacher may facilitate collaborative learning opportunities for child at school and at home; searching a special educator, if recommended by the special education coordinator. Princi also shared an incident when there was a child, with severe problems of dyslexia and was not able to complete her education in WPS. She called the parents in and explained them the special needs of the child and she suggested a special school for the child. Although the parents did not have any idea about dyslexia but they followed the school decision. Overall, it was the special education coordinator who took the family to a special school. By sharing this incident, Princi emphasized that her expectations from parents is to be a regular visitor and regular communicator with the school that can keep them aware of child’s school life and any ongoing challenges. In the following network, various school policies revealed by different clusters of parents are presented,
Figure 6.3 Various school programs for parents
6.6 Leaders’ Perception of PI for Optimizing Children’s learning

In order to investigate leaders’ perception of PI, each leader was asked to define the characteristics of involved parents in order to support their children’s learning. Each leader focused on some similar and other dissimilar activities those should be performed by such parents. These activities were mainly associated with leaders’ different positions in the school and also their individual perception of PI. Nevertheless, I could identify patterns of similarity and differences among their interview data. Parenting was the only pattern revealed by the head of the school, whereas all other themes were common among all leaders. After several reading of their verbal data, I observed six distinct kinds of accounts about PI to support children’s learning as follows,

6.6.1 Proactive

All the leaders affirmed that the involved parents should be proactive to remain aware of their child’s learning and take appropriate action to support them. They should remain proactive in the following ways

1. They should know the national expectations and compare their child’s performance and analyses where their child stands. If the child is far behind the parents should help their child and if they can't it, they should seek help from the school how the child can improve-Sunita.

2. The parents should remain proactive along with school for taking any decision about their child. –Kanta.
3. The parents should be proactive in initiating a communication with the teacher and school if there are any concerns about the child- Jini.

4. The parents should take interest in their child’s education and be aware their school life.

**6.6.2 Regular Communicator**

All the leaders acknowledged that regular direct or indirect communication is the key to good parent-school relationships. Therefore,

1. The parents should spend time with their child everyday and interact about their school life.

2. The parents should communicate the class teacher on regular basis and have information about their child’s learning.

3. The parents should read the school newsletters and letters carefully and respond the school appropriately. In case of linguistic challenges, parents may come forward and get assistance from multilingual staff members of the school.

4. The parents should attend various meetings and activities at the school and they should also give their input in terms of feedback into the school.

5. The parents should also interact with other parents; this can enhance their knowledge about various school based and home base learning activities so that the parents can adapt those for their child.
6.6.3 Help Seekers

Leaders were aware of various parental challenges. Therefore, they recommend that parents should come forward to seek help in academic and non-academic fields that may have an impact on child’s learning. Different leaders expressed it,

1. Parents should come forward to seek help if they need to.  
   – Kanta
2. “If you need help, come and talk to members of staffs in the school, we are here to help you”- Khan.
3. Parents should be aware that there are several ways to get assistance for their child’s learning.- Jini
4. If they are newly arrived parents, there are homework club, parents’ classes and informal ways to get help; the parents should come forward to seek help.

6.6.4 Involved in Home Based Activities

PI is significant for the child’s learning and parents can remain involved in HBA. They can organise learning activities on their own, follow school activities and even they can enhance child’s learning by various non-formal activities.

1. The school was aware of various challenges of IHPs and therefore, they expect that parents should be involved in HBA.
2. The school organizes various workshops for the parents. In those workshops, the school teachers provided various
ways of learning activities those can be implemented in everyday life of children. So, the school leaders affirm that involved parents should organize learning activities at home.

3. The parents should help children in completion of their home work.

4. The parents should do reading and spelling with children everyday- Kanta.

5. Parents should maintain a reading record for the child everyday- Kirti.

6.6.5 Parenting

This theme was originally revealed by the head of the school. According to her,

“we want our parents, 100% of the parents to fulfill the basic needs of the children”-Kanta.

When I asked her to explain these basic needs, she explained that

“…children need to go bed on time and they need to get up on time. They have to make sure that they have a breakfast before they come to school otherwise they cannot concentrate”. - Kanta

If the parents are finding it difficult to meet those basic needs the school has arrangements for it such as a breakfast club. For families under vulnerable condition, who cant effort to give their child proper breakfast for any reason, the parent may inform the school and their
children are provided breakfast so that they are ready to start the day. Thus every involved parent should ensure that the child is following a routine such as going to bed at fixed time, sending children school regularly and timely. Another leader focuses that the parents should provide such a home environment that is appropriate for child’s formal or informal learning.

6.6.6 Collaboration with School Based Activities for Children and Parents

The school used to organise various activities for collaborative learning of different parents along with children. There were workshops, various learning classes and several non-academic activities in which parents were encouraged to join. Therefore, school leaders affirms,

1. The parents should enhance their knowledge about current school system, enhance their skills and be a part of SBA.- Kanta.

2. “The school gives you opportunities to learn; come and take it, do not hesitate”— Khan.

Thus involved parents should be aware of various opportunities available in the school and they should make best use of them.

3. One of the leader said “parents should be supportive to the school policies”—Princi.
So, the parents should know existing school policies and provide appropriate support to those by active participation, enhancement of skills and significantly use those as opportunities for children’s enhanced learning.

By these six types of involvement, I developed the following framework to represent various ways of PI for parent in Wilson Primary School, Leicester without any discrimination with respect to their migratory, social or educational status.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive</td>
<td>Be aware of the national expectations and compare where your child stands. Parents should remain proactive along with school for taking an appropriate decision about their child.</td>
</tr>
<tr>
<td>Communicating</td>
<td>Communicate regularly with the child about school life, with teachers about child’s progress or any concerns and with other parents about their strategies of involvement.</td>
</tr>
<tr>
<td>Help Seekers</td>
<td>Parents should come forward to seek help in academic and non-academic fields that may have an impact on child’s learning.</td>
</tr>
<tr>
<td>Involved in Home Based Activities</td>
<td>Parents should learn various activities and organize those at home in order to support child’s learning.</td>
</tr>
<tr>
<td>Parenting</td>
<td>Every parent must ensure a routine for their child that includes going to bed in time, sending the child school regularly and timely with packed lunch and after breakfast in the morning.</td>
</tr>
<tr>
<td>Collaboration with school based activities for children and parents</td>
<td>Every parent should take part in school organized learning Programmes to enhance their skills and employ those in everyday life for supporting their children’s learning.</td>
</tr>
</tbody>
</table>

Model 6.4 Tentative model representing scope of PI in WPS, Leicester.
6.7 Summary

The chapter began with exploration of the school strategies followed by leaders' awareness about various cultural practices of IHPs. It then discusses leaders' awareness about IHPs' expectations and their expectations towards these parents. Finally the chapter closes with the leaders' perception of Parental Involvement.
7.1 Introduction

This chapter is divided into four sections. In section 7.2, I consider parental awareness about their children’s school strategies. In section 7.3, I explore IHPs’ lives and their prominent cultural practices, their strategies of involvement and engagement to discuss prominent cultural values and practices of IHPs involved in the current study. In section 7.4, I present findings related to awareness of IHPs about school expectations followed by IHPs’ expectations towards the school. In section 7.5, I present analysis of how IHPs conceptualise parental involvement and engagement in terms of their verbal explanation and in terms of their action as a regular practice.

7.2 Awareness about school strategies

Different IHPs reflect on their awareness of various school practices in which they were involved. Some parents were more aware than others and parents’ individual awareness was also varied in relation to in-depth details of various school programmes and practices. I analysed the data inductively and after an iterative process of data analysis, the following themes have emerged.
7.2.1 Making parents' aware of recent teaching methods and school Expectations

Some settled IHPs were aware of school workshops for giving firsthand experience of school teaching. A second generation mother explained it,

“They do have sessions for mums and dads to come and learn Maths and English in which they tell how you would get over the Maths problem solving... I don't need those a lot as I have got my education in this country so, I am aware of various teaching methods. These are more useful for people who have got their education in abroad and their methods of teaching would have been quite different and therefore, by doing these classes, they can learn the methods used in school and consequently, they can use those to support their children's learning at home”. - Rafia.

The significant use of these workshops for international parents was further supported by another participant, a settled migrant, by saying,

“They do lots of workshops, in which they tell us how can we help our child at home...teaching here is practical based and quite different from India”.- Nalpana.
However, several other recently arrived parents, particularly parents with low educational background were not aware of these workshops and its significance for their involvement. Mariam and Rushina were two mums who shared information about forum meeting those were useful for sharing school expectations to the parents. Rest of the parent participant did not share any information about forum meetings. Mariam and Rushina were in two different roles, Mariam was working as a LSA whereas Rushina was working as a parent governor.

7.2.2 Parents’ capacity building for supporting children’s learning

The school was providing learning opportunities for parents’ capacity building enabling them to make appropriate contribution in their child’s learning.

A first generation mother, who knew little English and whose child was in year four, revealed,

“when my daughter was in year one and two, they were running family learning courses. Those courses were for the parents and we were given opportunity to learn the methods of teaching used in the school. That was quite useful...now, If I am facing any problem, I may ask her teacher; she explains to me”. -Reena.

Four first generation participants with average English, Sihana, Nikas, Nalpana and Sushpaben, were aware of
free English Learning classes for NES parents, however only one of them had attended these classes successfully. Each parent shared distinctive experiences along with challenges involved in joining free English classes. Sihana, a second generation mother told,

“the school organises free English learning classes for parents, who have little knowledge of English”. - Sihana.

Nalpana, who had migrated to England seven years ago, had joined the English classes at a community centre, shared her experience,

“I was educated but I was not able to understand everything told at my child’s school due to linguistic barrier. Then I joined free English classes and I improved my English. Now I can better support my children in their learning. However, I can speak only a bit”. - Nalpana.

Nikas, a dad, who along with his wife migrated to this country two years ago, was quite keen in joining these classes but they were not allowed to join. He shared,

“The school runs free English classes for the parents. My wife and we both were keen to join that. But later they told, you can only attend free classes when you have completed at least three years in this country”. - Nikas
Sushpaben was very keen to get involved in her child’s learning. She, despite having limited knowledge of English, persistently encouraged her children to practice numeracy and literacy at home every day, revealed a different challenging situation by saying,

“I am highly interested for free English classes and I tried to join. But the school organisers denied for my admission. They say something about our stay in England. Then I looked for paid private classes. They charge a lot and their timing also does not suit me because I am working in a garment factory”. - Sushpaben

From various interviews, it can be concluded that IHPs were aware of English Language classes but they were not aware of recent terms and conditions for joining these classes.

In addition to the distinct classes, the school used to invite parents to visit the school and observe children's performances. Majority of IHPs expressed satisfaction for enabling them to observe their children’s performance. Shailendra, a graduate dad from India, expressed

“there is exhibition that what children have been doing in the school, that time we go there.... don’t know that much about the name of the event”. -Shailendra.
Another dad- participant said,

“It was a sports’ day and my children participated in that. It makes me feel great that my children are learning and participating in various events” – Nikas

Inviting parents in the school events and letting them to observe the children’s performance, providing parents’ classes and English learning classes were school strategy that the parents were aware of.

7.2.3 Space for raising concerns

Majority of participants (Mariam, Ruhana, Sihana, Reena, Rufia, Shivansh and Rushinaa, Shailendra, Pushpaben) were aware of open door policy of the school. Mariam explained it like this,

“In case of any issues, parents are allowed to come and talk to the staff”. - Marium.

Parents with little or no English were aware of multilingual staff availability; one of NES mother revealed

“I and my husband did not know any English, so I always come to the office to understand any letter sent from school....there are two ladies, who speaks Gujarati and they explain me things in Gujarati”. - Aarti.
Only two out of seventeen IHPs shared some incidents of concerns with the school. Sushpaben and Sihana shared some incidents as follows,

“There was some problem with my daughter...The teacher said that my child was not doing a satisfactory work that was not acceptable by me. She had been a brilliant student in her previous school. Also the teacher said that this girl does a lot of show off ...my daughter came home and cried. I visited her principal and told that any child should not be treated like this...she responded me nicely by promising that she would talk to the teacher and it would not happen again”. - Sushpaben.

“My child did something in school and they rang me up. I went to the school and they told me to take care of his behavior. I felt bad because he is a young child and the teacher can modify his behavior herself rather than calling me. It seems like they were blaming me for my child’s unwanted behavior. I don’t like this practice but I did not say anything over there...later I explained my child at home and he never had same complaints again”. - Sihana.

Sushpaben also shared that she raised concerns about homework contents by comparing it with the native
country’ homework pattern and the teacher explained her well the British system.

All participants were aware of parents’ meeting that they regularly attended, nevertheless a limited number of mothers Ruhana, Marium, Rushina, Rafia, Nalpana were aware of opportunities for raising concerns in those meetings. Overall, majority of IHPs shared their preference for an individual meeting for raising any concern. One of them said,

“I myself discuss more things in personal meetings rather than in group because I don’t feel good in raising much concern publically. My child’s school is doing a good job for me”. - Sihana.

7.2.4 Encouragement for involvement in non-academic activities

A number of parents with limited knowledge of English schooling expressed their satisfaction for various school strategies for letting them involve in non-academic activities organized in the school.

The most commonly expressed school strategy in this category was homework club. Sushpaben had difficulty in understanding the pattern of homework and she was unable to support it due to linguistic barrier, finally she decided to send the child to homework club, it was revealed by her,
“homework... in a week... on sheets, which are mostly like exam sheets in India...do not know English and hence I can’t help them...they go for homework club after the school that is really helpful”. - Sushpaben.

A dad, who was working in a bread factory and had passed high school from India, appreciated the concept of homework club by saying,

“The school is also running homework classes twice in the week that is good. This is on Wednesday and Friday. Children can complete their homework in the school only that is good”.
- Shivansh.

Thus, homework club can be concluded as an indirect encouragement to PI by providing support to children that gives a positive reinforcement to their parents to get involved in children’s schooling by other non-academic activities.

Majority of mums found social events such as sports day, school fete were providing them opportunities for seeing their children’s performance and also expanding their social network with other parents. Sihana appreciated various efforts of the school for giving her this opportunity by saying.
“I have got my three children in the school…last time, there was a function, donno the name, my one child performed. I was really happy to see my child’s performance”. - Sihana.

Two other dads shared their knowledge about non-academic events organized by the school,

“I like to go there on sports day as I don’t need to do anything rather I see what my child has been doing”. - Kalim.

“I went there at assembly one day. All children were performing different activities. I stayed there and saw everything”. - Nikas.

A mother, who was fluent in English and had have a university education; said,

“they do some dramas and all and they invite parents to come and watch that”. -Ruhana.

Nalpana shared a recent school event that she attended,

“there was one music event about one month ago and we were invited to attend it...children played various musical instruments such as orchestra, guitar and drum”. - Nalpana

Overall, all the parents were aware of various non-academic events organized by the school in which they
were involved. Some of the events described by other parents were sports day (Sihana); assemblies (Rufia) and school exhibitions (Banna). Thus, majority of IHPs were aware of various non-academic events organised by the school in which the children were participating and the parents were mostly observing.

7.2.5 Regular direct and indirect Communication

All the parents expressed that the school adapted distinct modes of communications those included informative letters from school to home, newsletters, personalised phone calls, individual meetings, parents’ evenings, forum meetings, informal interactions every day, a written annual report of child. Two mothers expressed it differently,

“They send us letters saying during this week, they are doing a research on this topic...they send us newsletter every term”. - Ruhana.

“School keeps sending us letters... Our signatures are required when the children are going somewhere. By signing we confirm the school that our children are going”. - Reena.

Nikas, despite knowing other ways of communication, focused on phone calls from school whenever a prompt action is required, said
“if there is any problem, they call us every time. If there is any concern then they call us in the school... it had happened with my child quite a few times. Recently when she got high cold and fever, the school staff immediately rang us and called. There is no time lagging in it”. - Nikas

The parents were aware of highly informative and regular communication between school and home and letters were the most common means of informative communication from the school. Several kinds of letters were explored such as letters to be read (Ruhana, Baburam, Rushina), letters to call parents in (Nikas), Letters for asking permission for child’s participation (Reena) and letters for informing available parents’ courses (Rushina), letters about home based activities (Baburam).

Banna, a NES mother, with low educational background focused on informal everyday communication, as follows,

“I come every morning to drop him off and that time I meet his class teacher. I ask the class teacher how he is doing and all...so I knew his school life”. - Banna

One of the school events for parent-school communication that was expressed by majority of IHPs was parents’ evenings. Majority of parents found it quite significant in terms of receiving guidance for individual
child. The main characteristics of Parents' evening, reflected by the parents were

* It provides an opportunity of one to one conversation between parent and teacher.

* It is usually of 10 minutes, in which the teacher reports about child’s progress and any ongoing challenges. Overall, it provides an opportunity of individual teacher-parent conversation. A first generation settled Indian mother revealed

“This is highly informative and the class teacher oriented”. - Ruhana.

* Majority of parents acknowledged the significance of parents’ evening as an informative session for enhancing their awareness about individual child’s recent progress and challenges. All parents were regular attendees of parents’ evening and they were trying to follow the teachers’ suggestion in supporting their children’s learning.

* There were only two mothers, who wanted this meeting a little longer because as per their understanding 10 minutes time was not enough for parent-teacher conversation. One of them said,

“I think some parents would like it little bit longer because it is only for 10 minutes.... The teacher has to share the report and I don’t think
that 10 minutes are really appropriate to meet individual parent, who may have more questions or things to discuss. Overall, it's fine, it’s good”.
- Rafia.

Hence, all IHPs were aware of various school strategies those were significantly employed on various parents from ethnic minority population.

7.3 Prominent Cultural practices and IHPs’ strategies of Parental Involvement

This section elaborate various cultural practice of IHPs those may have an impact on their involvement in school based and non-school activities in order to support children's learning. These cultural practices were revealed by various IHPs who participated in the study.

7.3.1 Strong value of religion and gender specific roles in family life

Seven Muslim and ten Hindu parents participated in the current study. All Muslim parents emphasised on their children regularly going to Madarasa and learning the preaching of Quran along with other subjects, whereas four Hindu parents shared practices of prayer and bowing down the heads in front of idols of God and Goddesses. All of them acknowledged that religious practices can help their children in becoming a good human being and a
good citizen. A Muslim dad signified the role of religious education by saying

“it is good for their future. Its religion that tells us if you behave like this, then this will be the outcomes. Current environment here is not good. Many children from Muslim families go on wrong paths such as drugs etc; so I want to train them from now so that they can choose the right path in their life and may avoid any difficulties”. - Kalim.

Muslim children were regularly going to Madrasas and that was a compulsory part of their routine. Some Hindu children were also performing some rituals at home but they were comparatively liberal and not studying their religious books on regular basis. Hindu parents mainly focus on practices such as chanting Shlokas, performing certain rituals such as praying God (idols), touching the feet of elder persons in the family and so forth were performed at home and children were not spending additional time in visiting temple or other religious places on regular basis. One of Hindu mum shared,

“my son bow down hands of Sun God, when he is going to the school”. - Aarti

Hindu parents considers that these practices would help in raising their children as a good human by maintaining spiritual values through religious values. One of Hindu parent told about practicing these,
“I teach them how to worship. How and which shlokas to be chanted in the morning, touching feet of your parents and so on, my children do touch the feet of the God (idols) and other relevant people on the family. My children do all those things on regular basis... these are very important. Because we are Hindus and hence all these religious practice are parts of everyday life”. -Sushpaben

One other Hindu mum argued,

“If children do not learn about religion, how would they live their life”.- Nalpana

So, IHPs were quite involved in their different religious practices at home. Nevertheless, providing religious education regularly and formally was highly prominent among Muslim parents as compared to Hindu families.

Indian heritage families also adapted gender specific roles in which the dads are often breadwinner and mothers are home maker. Majority of mothers who participated in the investigation were homemakers and their husbands were working. Their roles were reflected in quite a few interviews as follow,

“…his Dad goes to work and I have to look after everything else including both the children”.- Sarwati
“My husband goes to work, so it’s me only who come to school every day…I first go to drop my son and then my daughter. Although my daughter is little bit mature and she may walk to school on her own but my husband does not allow that”. - Nalpana

Thus, this unsaid mutual gender specific roles results more mother’s involvement and engagement in children’s schooling whereas the dads remain resource provider and decision taker in the families.

7.3.2 Teaching is the responsibility of teachers and for that they are respected

Majority of IHPs expressed that, formal education is the responsibility of teachers rather than parents. A mum, who was settled in England for last fifteen years argued,

“Even a number of parents (in India) only go up to the school bus and say bbye to the children; they don’t really go to the school at all”. - Reena

Reena further elaborated that in several Indian schools of her native city, parents neither assumed formal education as their major responsibility nor the school allow them to get involved in school based activities as a partner. This was reflected in generalized interview accounts of other parents too as follows;
“Teaching lessons and giving homework is teacher's job. We can’t do that. We can only make our children do what is given by the teacher”.- Sushpaben

A dad acknowledge it by assuming himself responsible for home based support by saying,

“If homework is pending or every work is completed at right time, that’s our responsibility”.- Nikas

Another significant practice of IHPs is giving respect to teachers for their assumed noble job of teaching.

“We do respect our teachers and call them maa’m or teacher and never used to call them by name. Here it is quite different and children call them by name”.- Sarwati.

Despite sharing distinctive examples from their past life from prior schooling, majority of IHPs perceived formal teaching in school was the responsibility of teachers. There were only four mums Mariam, Ruhana, Rafia and Rushina acknowledge their accountability of taking charge of formal education of the child and consequently, they believed in their active participation in various school-based and home based activities for supporting their children’s learning. Out of four, Ruhana was Rushina and Mariam were second generation Indian heritage mothers whereas, Ruhana was one first
generation mother settled in Leicester for past fifteen years.

7.3.3 Parenting as a shared Endeavour within family

Indian Heritage Families often live in extended families and all members of family often share responsibilities. A mother said,

“In our family, we have got his grandparents, maternal uncles and nani at Leicester. Although his grandparents live in another house given by the council, they often come to visit us. My son touches the feet of his granddad and receives blessings from him, whenever he visits us…he (the son) also goes to park with his granddad and they are happy together”. - Aarti

All parents and children, who participated in the current investigation, were living in nuclear families. Despite living in nuclear families, parenting responsibilities were shared between the mom and the elder sibling, who had good command on English. One of the mums revealed,

“sometimes when I find difficulty, my elder daughter helps the younger once”. - Mariam.

She further shared a recent incident,

“one day, recently, my daughter turned around me asking a question about Branjamin Franklin
and I could not answer her straight away. The elder daughter, who has been over that subject at the school, previous two years, she was able to give her the answer”. - Mariam

A father also shared;

“We help as much as we can…whenever they get homework, we help them to do…. Usually, my elder daughter can do homework herself but the younger one needs help, so the elder one helps her”. - Baburam

A mother with average English revealed,

“my daughter first finishes her work and then helps the brother. Sometimes, I and my daughter work with him together”. - Nalpana

Thus, IHPs reflect sharing responsibilities is a common practice among IHPs, this was also revealed from the data of social network of a few parents. All four candidates kept the family members in the innermost circle and they explained that the child’s school life is discussed with them every day.

7.3.4 Good behaviour - a priority of Indian parents

Indians are often recognized by their cultural practices globally. This was reflected in IHPs’ interviews that they
keep mutual respect, respect elders regardless of their background, high respect for teachers, live in harmony by following your own religion and respecting others as a priority in children school life. Majority of them admire sharing things and they highlight on all these values since school assuming that this is the beginning of a forthcoming civilized life.

One of IHPs disclosed;

“I teach my children that how to behave in school with other peers and friends. If some guests come at home, I teach my children how to talk nicely with them. I teach this all to my children at home. I used to train my children in India as well that when someone comes and talks to you, what and how should they talk with them. But my children are little bit shy. If you ask them something, they feel shy and often look down; then I tell them that they should not feel shame in answering anything. If anyone asks you something, you should reply them comfortably without any stress”. - Nikas

A mother participant focus on live in harmony with people from different religions, she told that she teaches to her child,

“Follow your own religion but respect the other religions as well. To be a good human being, respect all the religion, all the people. No matter
whatever background they come, no matter whatever religion they come but I say believe in your own religion but everyone has to go in their own religion, so respect their religion”. - Ruhana

Another mother parent who presumes behaviour as main focus;

“Do teach them how to behave with elders and how to behave with other people”. - Pushpaben

A mother also told that in Indian culture, teachers are being respected and therefore, she herself respects her child’s teacher. She told,

“I am not educated and I don’t know much about the schools here. So, I tell my daughter to listen and follow her teacher”. - Aarti

Majority of IHPs did not share any experience when they had problems with the teachers or other parents of the school as they respected them a lot and assume them as a person of great knowledge and worth for doing a holy job of educating the children.

7.3.5 First language acquisition is a family priority

All IHPs in the current investigation reflected that they were highly willing for their children to learn their native
language. They give different rationale for learning it as follows,

“If my child is 16, and I did not know Gujarati, it would be very upsetting. They need to know Gujarati language. They need to know that initially we are from India”. - Reena

“I teach him some Gujarati, not a lot. But I thought that Gujarati is our mother tongue and if they can’t read and write Gujarati, it’s a shame”. - Mariam

Another second generation mother was keen for her children to learn her native language connects learning of first language with their roots in native country. She spoke

“I don’t want my child to lose its root. Even my mother tongue is Gujarati and I am Indian and my dad is from Gujarat, like I said and he prefers to talk in Gujarati so I try to consistently say things in Gujarati at home. We do repeat words in English and Gujarati, so it’s good to learn dual languages. It is important. Children should not get lost in the school system that who they are”. - Rafia

One of the mums argues that they visit the home town in India where majority of relatives and local people speak their mother tongue. If the children can’t learn their
mother tongue, the mum suspects that they can truly enjoy the life over there. She said,

“since children speak English everywhere in the school, with friends and therefore we speak in Gujarati with them. Even I can speak English but I compel them to communicate in Gujarati with me, so that they can learn mother tongue that will further facilitate them to communicate with several other none English speaking people from our communicate”. - Ruhana

Apart from connecting with native state and native people, a mother gave another significant reason for her children learning Gujarati,

“look, this is highly competitive time in England, When my children go to University and then apply for a job; knowledge of Gujarati can be an additional skill that can also help them in achieving a position”. -Ruhana

One NES mother shared an interesting example of practicing Gujarati and to remain involved was

“We do practice Gujarati at home. Basically we speak Gujarati at home on regular basis. So, when he learns in school, for instance, 1,2,3 then he tells that to me in the evening that in gujarati aik, du, teem, char, panch…”. - Banna
Thus, different mums gave different rationales for their children learning Gujarati, but a common element was Gujarati as a communicable language rather than learning it in depth. A dad said,

“If they can speak Gujarati, its more than enough” - Nikas

Hence, it can be concluded that communication in first language remains a priority for all IHPs, whether they were English speaking or non-English speaking.

7.3.6 Social Reputation is a priority

The majority of IHPs were willing to avoid any complaint of their child and they were also avoiding doing anything that may damage their social image whether it was raising a concern or going to join a curse in later stage of life. For IHPs, social reputation was a priority; it was acknowledged by two of the parents. One of the participants extended its meaning;

“We do take care so that no one complaints our children. If the teacher complains, it does not sound nice at all. If children are not doing work properly, that has a bad impression on our name too, so I look it like this. So, I don’t want to give school for such chances”. Nikas

One of the mums acknowledged that despite being interested, she was not going for classes alone. She argued,
“I don’t know any English and I want to go for its classes but I don’t want to go alone because I asked some of my friends and none of them are going….if I go alone, what will they think about me?” - Aarti

The statement of Aarti was relevant to conclude that IHPs live in closely knitted family and their decisions are influenced by collective actions of the family and community. Social reputation and good behavior in the community are some native values that various IHPs keep as priority.

Thus, from the generalized accounts of interview data of IHPs, some prominent practices among IHPs can be concluded as

1. There are first generation IHPs with very little or no English, IHPs with moderate English and second generation IHPs with proficient level of English.

2. All IHPs are inclined to maintain their native values including their religious practices, learning of native language as a communicable language; however they also encouraged their children to learn English.

3. All IHPs value education as an asset for a better and improved life; so they all encourage their children to follow the school instructions for enhanced learning.
4. Social network plays a vital role at several occasions such as joining a new course, learning a new skill or doing some activity whether it is school based or home based.

5. Several IHPs assume school as a territory of teachers and therefore, they encourage their children to listen and obey the teacher’s instruction rather than joining various school activities as a partner.

6. IHPs are involved in home based learning by various formal and informal means.

7. IHPs avoid raising minimum concerns publically rather they look for a personal meeting to do so. It could be because of their priority of social reputation or assuming teacher as a source of all learning.

7.4 IHPs’ strategies of Parental Involvement

The prominent themes of IHP’s strategies of involvement to support their children’s learning were activities for HBI, limited involvement in SBA, effective communication, imbedding Indian normative values into children by informal ways. Although majority of parents were not explicit about aim of various activities they were involved in, I, as a researcher, had an opportunities to understand it from their real life experiences shared by time lines and social network. Various themes emerged from their verbal data are discussed below,
7.4.1 Involvement in Home Based Activities

All IHPs revealed that they were persistently involved in their children’s learning at home formally or informally. They adapted distinct ways of their involvement such as supporting homework, teaching at home and giving oral practices. Some mothers such as Ruhana, Rushina and Mariam were sometimes organizing learning activities at home, whereas Nalpana, was giving their children practice of school given exercises.

Ruhana explored her child’s routine and her involvement in supporting children’s learning through homework;

“Whatever home work is given, I help them at night.... Madrasas is from 5 to 7... I sit with them and help them in their homework.... I get only 45 minutes and so I need to get it done every day. Then I also teach them some things myself and they do that on regular basis”. - Ruhana

Another mother was making efforts for understanding homework herself and then helping her child;

“*I read and try to understand what is there is the homework and then I teach her... my studies are carried out in India and the methods of teaching in Indian schools are quite different from mainly focus on material given from the school.. It is really helpful*”. - Nalpana
Many parents with low education and low level of English, were involved in their children’s informal learning. For instance, a dad expressed;

“Once my child was supposed to give a speech than I made her prepare. I told her not to keep those notes with her, when she speaks and she prepared it like this, so this was something nice”. - Nikas

Low educated parents, who were not quite fluent in English, expressed that they were involved in informal learning as their children were attending home work club. Some informal ways of learning were exemplified as follows,

“While he goes to bed, his dad makes him practice of counting numbers. He is in foundation year 2 and currently he can count up to 100”. - Sarwati

Another mum, who was a house maker, told;

“Sometimes I work with him otherwise, my daughter and son keep saying story or number and if they ask me anything, such as what this is and how to say that, I answer those sorts of questions”. - Nalpana
Ruhana, with command on English, was using internet resources for supporting her child’s home based learning. She was confident that by using these internet resources, she was providing appropriate guidance to her child. She also acknowledged that teaching methods have been changed widely and it was quite useful for using the school guided resources rather than using her own methods of teaching. She concluded,

“I use internet for helping them in homework and lots of other things like remembering the tables and timetables, literacy reading them stories and telling them stories and many other things”.- Ruhana

She further shared that teaching methods in her school days were quite different from current teaching methods of the child’s school in England. Nevertheless, she found the old methods equally useful. While the school method might seem easy at the moment that can be easily understood by the children, the old Indian methods are worth for future. She said,

“I tell them to do by their way and I do by my way, and then I show and tell them what I do and I will also have a look what they do and then I asked them which is the easier one and which one you find more understandable. At the end of the day, they say, mum, yours is good but mine is something I can tell others what I did. I tell them if you are confused with something,
you can try this. If you are not happy with this, try that. There are more options for them”. - Ruhana

One of parents told that there are several activities those can be performed by the children under parents' guidance and also there are activities those are usually carried out by parents and children.

“sometimes, they give activities which can be done by the children and parents together”. - Baburam

He further added that he tries to follow those activities up to some extend otherwise he just gives the child practice of various school guided activities at home.

7.4.2 Limited involvement in School Based Activities

Majority of parents express their trust in school authorities and consequently their involvement in SBA was limited. Only four mothers, Ruhana, Mariam, Rushina and Rafia were highly involved in their child’s SBA for enhanced child learning.

Teachers in school reflected the specific target of individual children but none of the IHPs revealed that during their interview.
None of the parents shared any experience of recent volunteering. Only two mums expressed their will to perform some volunteering in the school for that they had not got a chance by then. One of them said,

“*whenever I asked them, they reply that the team has been completed*”. - Ruhana.

One common feature of PI was visiting the school whenever invited was commonly found in accounts of interview verbal data.

"*If they invite us, we always go...(he was not sure about the name of assembly)...What do we say that assembly, yes. If there is any programme, we go there. Either I go or if I am working then my wife goes to see what our children and other children are performing*.” - Nikas

“*there is something in school in which they show us what children have been doing in the school, that time we go there.... don’t know that much about the name of the event*. - Kalim

“*There was one music event about one month ago and we were invited to attend It...children played various musical instruments such as orchestra, guitar and drum which was really nice to see. Although my children did not perform, it was good to see it*.” - Nalpana
Thus IHPs were visiting school at different occasions whenever they were called in but only two mums had experience of raising concern. Their concerns were about homework contents and PI in modifying child's behavior those were treated well by the school authorities. A common SBI for low educated mothers was fulfillment of the basic needs of the children in relation to school such as dropping children school at right time, sending children to the school in proper uniform, giving them breakfast before they come to school or sending them to the breakfast club.

7.4.3 Regular Parent-school and Parent-child communication

The majority of IHP’s were first generation and have very limited knowledge about British education system so they were mostly dependent on school for any concerns. They acknowledge that the school has been providing them proper guidance and support at several occasions. They also added that school has also got multilingual staff and therefore, parents with very limited English were also capable of communicating with them. Although, majority of parents did not use translators quite frequently, there was one recent incident shared by a mother, when she used translator for communication with her child’s class teacher, who was English and therefore she was not able to speak any of the Indian language. Some of the themes emerged from IHPs’ interviews for regular communication with the school were informal regular
interaction with class-teacher for seeking help, follow teacher’s and school’s suggestion, bilingual teacher-easy to contact, regular parent-child interaction, sharing school related information, motivating the children.

IHPs said they generally interact with class teacher, whenever they go for dropping their children or picking them up in the afternoon. They were also aware that they could interact with teacher for their concern to their child or about the progress of their child. All the parents were aware of letters from the school but some of them said that they need help in understanding those due to their low level of English. One of dad participant disclosed;

“If they are doing something new, they always inform us... They send us letter on regular basis informing us if something important is happening there”. - Kalim

In case of particular concerns, the school was calling the parents in and for that also, either a phone call or a letter was used as a means of communication. One participant told,

“They send us letters through the child saying if they want mum or dad to visit the school”. - Nikas

The role of teacher was acknowledged by a few mothers by saying;
"I always keep in touch with the teachers. If I am just worried about anything for my child; I will just go straight to the teacher and talk; they are very happy to respond". - Sarwati

“I come every morning to drop him off and that time I meet his class teacher. I ask the class teacher and I become aware of my child’s life in school”. - Aarti

Majority of parents in current research were Gujarati and they knew very little English. The school was offering a translator facility and most of the staff was bilingual or multilingual. According to a newly arrived mother,

“The most teachers can speak Gujarati and so, we, non English speaking parents did not face any challenge in this regard”. - Aarti

One of the NES mothers shared her experience when she recently raised concern in the school,

“She (the teacher) was English, so firstly she did not understand anything in Gujarati. Later she called interpreter and she told me that teaching and learning in this country is very different from India. I said that I am here for my children’s education. I am myself not highly educated. I am only 12th passed that has no value in current context. So, I want best education for my daughter. You know how
The incident shared by this mother reflects the significant role of translators to overcome linguistic barrier. With multilingual teachers, NES mothers can ask any questions easily as compared to English teachers. One of such involved mum discloses,

"we ourselves ask them how my child is doing and then they tell the report and the areas where we can support them at home".- Sushpaben

Some watchful parents ask for teachers' suggestions and stay involved in child's education. One of the mothers shared such experience,

"Couple of months ago, when I spoke to his teacher, he (the son) was bit struggling with Maths problem. I asked his teacher, what should I do and how should I help him. She showed me where he needs help and then I asked her how to help him. She told me to go on this internet site and then you can find this kinds of problems and then we did some examples there. Currently, he is doing good in Maths". -Ruhana

Apart from parent and school communication, there was parent-child regular communication that played a significant role in enhancing parents’ awareness about school based teaching and learning. It also keeps parents
aware and they may take appropriate actions if needed.
Spending time with child everyday and sharing their school experiences was common among some IHPs’ life. This reflected in generalized accountd of interview data,

“When I am free from other work, I sit with them. There is no time limit...it can be hours, 1.5 hrs, 2 hrs”. - Nalpana

“When my child returns from the school, we give them cuddle and hugs. I also ask them how was the day etc. ..For me, that is a part of involvement”. - Mariam

“We sit with them quite often. I tell them that whatever is given or taught at school, practice that at home too”. - Pushpaben

“I talk to my daughter everyday what she has done in the school that day. If she done something in English, Maths or Science. Then she tells me that today my teacher taught me this or that. In fact, she shares me everyday experience of the school”. - Reena

Thus majority of IHPs were spending time with their child and sharing their school experiences to remain involved in their children’s learning.
7.5 Awareness of school expectations

Different IHPs reflect on different awareness of school expectations. Nalpana focus on providing training your child at home, whereas Reena said that the school suggests that every parent must spend time with their child at home. Sarwati said that the school wants us to help in completion of homework. Some of the parents’ quotes, revealed in the interview are as follows,

“they suggest whatever we teach in the week, spend 10-15 minutes with your child at home in working on those areas”.- Reena

“…that train your child at home.... writing, reading and sounds, everything you should train your child. They also work with children and say that the parents should give more practice at home”. - Nalpana

“they also tell every parent to spend minimum 30 minutes time in helping the child's Home Work”. - Panna

“They tell us that the school teacher teaches in the school and the parents should also give regular time to their children at home. We try our best in the school to teacher but afterward, you are the teacher as well. They say, parents are the first teacher of the child. They say we are teacher for certain time but you are the
teacher of your child for full time. So, as a parent, you should make your best efforts to support your child”. - Shailendra

“Its duty of the mother and father, as much as we can work with our child every day; it will be helpful. Even in India also it is same. For a teacher, there are several children but at home, parents have one or two or three children; so as much as the parents pay attention, the child can be more talented”. - Baburam

Overall, the parents were aware of following school expectations:

- Spend time with children every day.
- Assist children in their homework
- Teachers are with children for a limited time and parents are the first teacher of the child as they are with the child most of the day, so parents can teach the children various concepts informally.

In order to investigate the source of this information to the parents, I asked them how they came to know about school expectations. There were two contrasting statements,

”..that this all information is shared in parents’ evenings”. -Shailendra
“they don’t tell us anything directly. We have got friends and therefore, we discuss with them. They tell that the school wants us to help in homework and other learning at home”. - Vikas

Thus different parents use different sources of communication for understanding the school expectations that may also bring a different approach towards adaptation of distinct school strategies.

7.6 IHPs’ expectations towards the school

I also investigated what IHPs expect from their child’s school. Different IHPs expressed different expectations towards the school, depending on their perception of role of school and parents;

“my child gets homework, only once in a week. It is on every Friday…. they should give more practice to the children”. - Sushpaben

“the school should also organise some extra activities as they have been organizing swimming classes for last two years”. - Reena

“When the children are in year 3 or 4, the school should organise family learning classes for these parents, probably once per week or per
month..she further added that such classes are available for year one and two”.- Nalpana

“My only expectations towards the school are that they should provide the best possible training and education to my child so that my child can proceed in life. That’s all”. - Shailendra

“there are more possible ways. For example in India, they do fancy dress, singing competition etc for children. That’s not here. My child is in this school for last one year and I never came across such an activity here...Parents and children love fancy dress etc in Indian school. Children are given a paragraph or a rhyme to remember and say. Children become happy by doing all that”. - Sarwati,

Thus some parents expected that the school should organize more cultural activities those could encourage more IHPs’ involvement.

“there should be some more options for improving writing and spellings. Speaking or communication is common for everyone here. Here most of the calculations are carried out by calculator. In our region in India, even the fisherman can count on finger and do calculations very fast”. - Baburam
“The school should adapt teaching methods through computers and make the classroom more technology friendly. They should not call parents for every small thing rather they should take decisions themselves”. - Sihana

Overall, IHPs as a diversified group, expressed a diversified set of expectations from child’s school that can be summarized as

- School should give homework not only on Friday but also on other days as well.
- Some parents reciprocate that school must organise family learning classes for parents of year 3 and year 4 once a week or a month.
- A father expects the school should take all accountability of providing the best possible training and education for the progress of the child.
- Some other parents expect the school to organise extra-curricular activities like singing and fancy dress.
- Sihana expect the school to take decisions for her child and also provide teaching that is highly technological in nature.

Overall, there was a range of expectations of IHPs expressed by them. These distinctive expectations were based on individual parents’ different understanding of parents’ and school’s role.
7.7 Broad Understanding of Parental Involvement in order to support Children’s learning

There were various views about PI among IHPs who participated in the current study and therefore, parents had different understanding of PI that is discussed below.

Four mothers, Mariam, Rushina, Rafia and Ruhana, who all were fluent in English and have been to the University, had an appropriate number of common attributes with a few differences. They all reflected the following characteristics of an appropriate parental involvement,

- Involved parent remain aware of ongoing school activities by regularly monitoring and communicating with the child and the class teacher. These attributes were supported by a recent study of Black Ethnic Minority parents in London by Vincent et al., (2012).

- Involved parents are often the decision makers. Mariam shared her decisions of what activities her child would participate. She also shared in her timeline that she was determined to send her child to the University in future. Rest three mothers in the cluster shared that they motivate their child in order to take decisions as per parents' guidance.

- Involved Parents raise the concern and seek help from the relevant member of staff in appropriate way. However,
none of them shared any incident when they have actually raised a concern or seek help from the school.

- Involved parents are supportive to the school policies (Rushina) and they can also bring their suggestions in (Rafia). Parents' suggestions may be taken on board if the school personnel found those valuable.

- Involved parents read with the child and help in homework, as per the national guidelines in England.

- Involved parents optimize learning opportunities for their child; maintain child’s behaviour in and out of school. Such parents remain aware of various teaching methods of school and provide necessary guidance to their child. A mother in the cluster revealed her efforts to maintain discipline of her child,

  “if there are any problems, I sit with my child with no cuddle at all and discuss the concern”.- Marium

Thus, in watchful cluster, involved parents remain involved in SBA and HBA both and make appropriate contribution in academic and behavioural development of their child. They were also confident to seek help, in case they need it.

A group of parents (Nalpana, Reena, Shailendra, Nikas, Kalim) believed that PI refers to the parents’ limited involvement in SBA but following school guided
strategies at home. They further added that involved parents seek help from teachers if they have any concern. In relation to resolve a concern appropriately, Reena brought in a unique suggestion by saying,

“… when parents are involved with the school, they should not just get involved individually but rather in groups, so that they can share their individual concerns with each other and help each other too”. – Reena

Shailendra highlighted the significant use of parent spending time with the child, communicate about school activities and encourage them to participate.

“In my understanding, every parent should give some time to their child…people can take out at least 10-15 minutes for their own child, which will be really good for the child’s future. We, are also responsible, as a parent, if our child does not succeed, we won’t be able to blame along on the child or school. They were supposed to be engineer, pilot or doctor and they could not become that, then the parents cannot blame only on child because as a parent, you are also responsible”. - Shailendra

Overall, these five parents trust the teachers and the school; consequently they agreed upon following characteristics of involved parents,
• Involved parents follow the school strategies at home and stay involve.
• Involved parents often visit the school and they remain attentive to the teacher's instructions. In case of any concern, such parents seek help from an appropriate member of staff or may discuss with other parents.
• Involved parents regularly communicate with the child and teacher.

Two mothers Sihana and Sushpaben in the current investigation faced challenge with the school due to their limited awareness about English schooling. They raised concerns with the teachers and leaders to resolve the issues. Thus, according to them,

• Involved parents remain aware of children's school life.
• They are regular visitor of the school.
• They raise concerns if they or their child are facing any challenges.
• Involved parents are keen to enhance their knowledge and be competent to support their children's learning.
• They had high expectations towards their child's school.

Six IHPs Aarti, Baburam, Banna, Sarvati, Shivansh, Barkha reflected their least involvement in SBAs. There were two couples among this group and both of them had a low level of English in order to provide appropriate support to their children. Nevertheless, Sarwati and Shivansh; Banna and Baburam had an older daughter who was a college student at the time of research; she was helping her younger brother, so it was a kind of sharing
parenting responsibilities in a nuclear family. These parents did not have a clear understanding of PI nor were they aware of school expectations. They used their common sense in remaining involved. Due to very limited knowledge of English, they looked for other parents with same native language. Although, this cluster was not explicit in sharing their perception of PI; the following characteristics were implied in their involvement strategies,

- Involved parents send their child to the school regularly.
- NES parents should remain aware of bilingual staff and communicate with them informally every day.
- Involved parents maintain social relationship with other parents from their native country so that they could help each other by exchanging strategies those are adopted by them. This characteristic is quite similar to Bangladeshi parents who used to send their children to such school where there are children from their native country so that they can collect various information from them rather than going to the school (Crozier and Davies, 2008).
- They remain much involved in informal ways of learning at home aiming to religious and moral value development of the child.

Overall, IHPs form a diversified group and different clusters of IHPs have distinct perceptions of PI in order to support child's school and non-school learning.
7.8 Summary

The chapter started with IHPs’ awareness about school strategies followed by IHPs’ strategies of their involvement. After exploring the parental strategies, their awareness of school expectations were analysed and presented and finally parents’ expectations towards the school are revealed from the generalized accounts of interview data of IHPs. The next chapter demonstrates a cross group analysis under the main research questions.
Chapter 8-Discussion and Interpretation

8.1 Introduction

This chapter is aimed at further analysis, discussion and interpretation of the main findings presented in chapter 5, 6 and 7 in the light of existing literature. The chapter is divided into four sections. In section 8.2, I review and discuss the primary aim of this research and formulation of the main research questions those are investigated. In section 8.3, I discuss the main findings with regard to the research questions, drawing on the different kinds of data collected and various tentative models developed inductively from the data. In Section 8.4, I took some cross group (educators, leaders and IHPs) analysis and discuss various findings which were reported differently by different participants. In section 8.5, I evaluate the research methods in terms of their relevance and validity to the research questions, their mutual compatibility in investigating IHPs' involvement in their children's school and non-school learning.

8.2 Aims of the study

In this section, I reconsider my main research questions in relation to my research aim of investigating IHPs' strategies of their involvement in supporting their
children's school and non-school learning. I formulated following two main research questions:

1. How are IHPs in a multiethnic primary school of Leicester involved and engaged in their child’s schooling in order to support child’s school and non-school learning?

2. How does a multiethnic primary school of Leicester involve IHPs in their child’s schooling in order to support their child’s school and non-school learning?

The research questions embody a number of central assumptions that are articulated in chapter one and three under the review of various empirical literatures related to parent-school relationship in the current context. First assumption implicit in the first research question is IHPs form a diversified group of parents with different linguistic, educational and cultural background; consequently distinctive parent may have different understanding of parental involvement and engagement and that is the rational for their involvement in support of their children’s school and non-school learning. Further individual parents' understanding of PI have to work in the current school scenario therefore, it was also important to know up to what extent these parents were aware of existing school strategies, opportunities those generates scope for their active participation in their children’s school and non-school learning. Combining the two, I was able to investigate how individual parent developed their strategies of involvement and engagement.
in order to optimize children’s school based and non-school learning. Having these assumptions in mind, the first research question had three sub-questions as follows:

1.1 What kinds of Parental Involvement do IHPs in a multiethnic school of Leicester consider to be appropriate in supporting the school and non-school learning of their children?

1.2 How aware are IHPs in WPS, Leicester about school strategies, opportunities, scope and expectations for their involvement in relation to their child's school and non-school learning?

1.3 What strategies do IHPs adopt in relation to their involvement in formal and informal activities; and communications with the school?

The second research question was formulated under the fact that recent government policies in England provide autonomy to schools for developing their own strategies which are contextually rich, community needed and significant for achieving the national expectations of Education. Given the review of English policy for involving parents in general and EMPs and IHPs in particular, I needed to investigate what options of PI were available in the school for PI. There were two aspects of these school strategies those were of particular interest to me. One aspect refers to leaders’ recognition of contextual needs in developing particular strategies for IHPs that could be based on leaders’ awareness and IHPs’
practices. The other aspect was implementation of existing school strategies by staff in order to optimize parents’ involvement and also driving these strategies by personalized efforts as per the need of individual cases. Hence, the second research question comprises two sub research questions as follows:

2.1 What kinds of PI do school personnel of WPS, Leicester consider to be appropriate and important in supporting the school and non-school learning of children?

2.2 What strategies does WPS, Leicester adopt in order to optimize the involvement of parents in general, EMPs and IHPs in particular?

All the questions acknowledge importance of perception of individual parents, school leaders and school teaching staffs in the development of authentic understanding of parents’ involvement to support their children’s school and non-school learning. In order to investigate the answers of RQs, I collected data from seven school leaders, five teachers and five LSAs and seventeen IHPs. I kept data from five teacher and five LSAs together in the same group named them as educators’ group. The reasons for keeping teachers and LSAs in the same group were their direct involvement with parents and class teaching and emerging similar themes in their narratives of individual interviews.
Seven leaders who participated in the study hold different positions in the school and therefore, the data collected from them was as diversified as their positions and accountabilities. Therefore, after collecting loads of interview data, it was quite challenging to select significant material and leave the rest. For instance the Inclusion manager shared a number of good stories about children with special needs but I am not able to use those in the thesis because there was no parent with a child with special need. I only selected the main incidents in relation to my main research question that was the primary goal of the current investigation. All leaders were bilingual or multilingual and they all have been in WPS, Leicester at least for five years. Similarly all teachers and LSAs were also from diversified background with respect to ethnicity, linguistic capabilities but having a common role of teaching and dealing with different IHPs.

Data was collected from seventeen IHPs and the main method of data collection was semi structured interviews, informal conversation based on time lines and social network map. As presented details of IHPs in chapter four, IHPs had different range of educational and linguistic background, first and second generation parents with different knowledge of the British schooling. Consequently, I expected that they might not have a uniform perception of PI and the findings in chapter 7 affirmed it that was grounded in their generalized account of interview data. There are a number of possible explanations for that. Firstly, IHPs comprises first generation newly migrated parents, first generation settled
parents and second generation settled parents. Consequently, their perception of PI was also quite different based on parents’ prior experience of schooling that could be parents’ own schooling or child’s prior schooling before joining WPS, Leicester. Secondly, IHPs in the study were from different linguistic, educational and religious background and consequently, there was not a unified perception of PI among all IHPs as outcome of current study, as expected.

8.3 Discussion on various findings under main Research questions

There were similarities and some controversies across the findings of three groups of participants. Therefore, as a researcher, I needed to read, reread and understand the data for making a clear understanding of these divergent findings. The current section presents this analytical discussion on collaborative findings under the main research questions.

8.3.1 Research Question 1.1: IHPs’ perception of appropriate PI in supporting the school and non-school learning of their children

In the findings, there were both unique and similar patterns among four mums Mariam, Ruhana, Rafia and Rushina who revealed high inclination towards child’s academic and non-academic learning. In order to support child’s learning, these parents were equally involved in SBA and HBA. They were participating in school
ongoing activities and organising learning activities at home with enthusiasm and orientation. There was little in common between Mariam and Rushina as both were working in the school Mariam, as a LSA and Rushina, as a parent governor but there was a difference that Mariam was doing a paid full time job whereas Rushina was working as a volunteer.

All four mothers have been to the university but only Mariam had got her degree. Mariam, Rafia and Rushina were second generation Gujarati Indians, whereas Ruhana was a first generation Indian mom settled in Leicester about 15 years ago. Rafia, at the time of research was taking an undergraduate course, whereas Ruhana was a homemaker. Ruhana had an excellent level of spoken English almost same as three second generation mothers. Ruhana shared in her timeline how she left her education (in India) when she got married fifteen years ago and came to settle with her husband in Leicester. They all were fluent in English and they had update knowledge of British education system and details of child’s current school. Having command on English and good educational background, a settled position of family life, being aware of parenting role in England and adapting that in everyday life enabled them to access various resources in and out of school. They were regular communicator with the child and with the school. They were reading school letters, newsletters and consequently they had update information of ongoing school activities and various school events. In case of concern, they preferred talking to the child and the class-teacher directly
in an individual meeting. They all were satisfied for having good relationship with the school. They expressed the teachers in the school as welcoming, responsive and supportive to all parents. Overall, these parents assume themselves as a partner and they adopt a policy of monitoring their child’s work all the time and consequently they remain watchful all time, whether it is child or the school dealing with the child. They were well determined in relation to child’s future and in order to achieve this goal, they remain participatory in school activities and proactive in taking initiatives at home to provide the best possible environment for child’s academic and non-academic development. Ruhana wanted to send her child to a university in future whereas Rafia, Rushina and Mariam leave this decision up to their child if they want to go to the university or for other professional courses. They used to assist child’s homework, encouraging them by organizing several academic activities at home and they always keep a watch on various activities of child, teacher and school. These parents basically prepare children for their future as per their interest by appropriate use of available resources. All mothers in this cluster were well satisfied with the current school and her child’s performance except a few incidents.

Majority of their characteristics were consistent with the second cluster of Vincent et al. (2012) such as keep the school and child under monitoring, focus on all round development of child rather than being highly ambitious towards long term planning, taking initiatives for child’s
learning, regular communication with the school and remain proactive as partner. Thus, I categorized these four mothers as ‘watchful parents’ for their common characteristics as follows:

These mothers were regularly involved in ongoing learning activities at school and at home. Their involvement is grounded on regular observation rather than ambitious long term planning. They were aware of child’s school life and provide necessary support and seek help, if they needed. The common characteristics of "watchful parents" revealed from their findings,

1. They remained proactive for keeping up to date information about school ongoing activities along with various teaching methods curricula and other activities of the school.

2. They regularly assisted children’s homework, read with them and organized various learning activities at home.

3. They all had good relations with the school and were well aware of British schooling and the parenting role in the UK. Overall they were confident for their practices in order to support child's school and non-school learning.

4. They were all well educated and proficient in spoken English that enabled them to participate actively in SBA.
5. Mothers in this cluster can be concluded as partners, who monitor regularly, support appropriately and maintain trustworthy relation with school teachers.

6. These parents had minimum concerns to be raise and even if they had, they resolved it in an appropriate way and avoided challenging the school leaders or teachers (Ruhana). They believed in making collaborative efforts with the school to get a solution rather than taking a radical action.

Two mother-participants Sihana and Sushpaben shared a few incidents of unsatisfactory response from child’s school. In one incident, Sihana was called in the school for a meeting due to her child’s misbehaviour. The school teacher reminded her accountability of monitoring and modifying the child’s behaviour as a partner, whereas the mother assumed that formal education along with good behaviour in the school was responsibility of teachers. Thus Sihana was unsatisfied with such school practice for blaming the parents rather than taking initiatives of modifying the child's behaviour in the school. Sihana's assumptions about role of home and school were grounded on her previous school experience in India, where the school takes charge of all formal education and the parent only support from outside. She, with very little English, had minimum awareness of the British schooling and parenting in England; all these factors lead her to raise such concern. Nevertheless, at the time of research, Sihana expressed satisfaction with her relationship with the school.
Sushpaben, a recently arrived mom, not well educated, had little knowledge of English but she was highly devoted to provide good quality education to her daughters. She expressed a few incidents of disputes with the school. Her one concern was about quantity of homework, whereas the second incident was about teachers’ discriminative behaviour in the class. She had no understanding of homework in certain days only and therefore she raised concerns about it. The teacher responded her by explaining the British system and reason behind limited homework but the mother was not completely satisfied. Her expectation of regular homework could be explained by her personal story in which she shared that in India, her child used to attend a private school and there was plenty of homework on regular basis that kept the child busy all the time. After coming from that background, she was unable to understand the British school system and significance of limited homework. Due to her limited knowledge of English, she was not even able to organise learning activities at home. Nevertheless, on mother's request, the school teacher began to give her some story books to read at home that made the mother a bit satisfied. The mother, at the time of research, expressed her unsatisfaction in this regard.

The mother shared another incident, when her daughter was treated unequal by the class teacher. Her daughter's behaviour was assumed as showy by the class teacher, for that the mother took prompt action of visiting the school
and had a meeting with deputy head, a bilingual leader. In the meeting, she raised concern about ongoing discrimination in her daughter’s class. The deputy head assured her for resolving the issue. At the time of interview, Sushpaben was satisfied with her relationship with the class teacher and other staff members at the school.

The two mothers, Rihana and Sushpaben were watchful but they have a distinct attribute of raising more concerns directly those were grounded in their limited knowledge of English and English schooling. These characteristics were close to the cluster of ‘fighter’ in Vincent et al. (2012); however they both have not taken any radical action stepping out from the boundary of appropriate PI publically. Therefore, I categorised these two as ‘Active partners’ and the main attributes of this cluster are:

1. The parents in this cluster are keen to get involved in their children’s school and non-school learning.

2. These parents have limited knowledge of British schooling and therefore, they face challenges in dealing with the school occasionally.

3. Due to limited knowledge of English, they look for a translator in order to maintain a regular communication with the school.

4. Despite having high ambition and will to provide appropriate support, they were unable to participate
appropriately due to their low education and little knowledge of English. Nevertheless, they seek help and resources as per best of their capability to optimize their child's learning.

5. They were occasional visitor of the school. They have high expectations than others.

6. Even though, their awareness is limited, they were confident to raise concerns in the school as an active partner.

A group of parents (Nalpana, Reena, Shailendra, Nikas, Kalim) comprise parents with different education level and average level of spoken English. They all selected to be interviewed in Hindi that shows their lack of confidence to communicate in English. There were four settled parents and only one newly arrived parents. A common practice among them was following teachers’ suggestions and instructions at home. They all had frequent communication with the class teacher, LSAs and other parents in the school. They attended Parents' meetings and other school events if invited by the school. They want their children to respect their native values and they were taking their children to various community programmes. The most common attribute of this cluster of parents were following school’s instructions as per best of their capabilities, therefore, I named this cluster as 'school followers'. The attributes of school follower cluster are as follow:
1. These parents believed in expert model of school and consequently they were following the teachers’ instruction in and out of school.

2. They were reading stories with the children, telling the stories from native country and they were focusing on value development along with English culture.

3. They had average level of spoken English and they had moderate Education from India. None of the parents in this cluster have received their education in England.

4. All the parents trusted school and they found that WPS was performing well in relation to provide quality education to children and providing appropriate guidance to its parents.

5. Three out of five parents in this cluster have attended English classes and they reflected that enhanced level of English gave them confidence to support their child’s learning.

6. A common attribute was parents spending time with the child everyday; sharing the school life and giving encouragement for improved learning.

Six parents (Aarti, Baburam, Banna, Sarvati, Shivansh, Barkha) had a qualification less than high school and they knew hardly any English. They were satisfied with the school and their regular involvement in school based activities was dropping off and picking up the children
regularly. In HBA, they were involved by various informal means such as telling stories and games from native countries. Both dads were working fulltime and so they were hardly involved in any activity. However they remain involved by informal conversation with the child about their school life and also by arranging resources. Nevertheless, they expressed satisfaction with their relationship with the school.

Barkha was a hardcore Gujarati speaking mother and as a researcher, I found it very difficult to communicate with her during interview. She was in trouble and in need of help, that was persistently told by her during interview; however due to linguistic barrier, she was unable to share what her challenges were and what help she needed. I also found it very difficult to understand her concerns. This affirms teachers’ findings that teachers with little Gujarati face challenges in communicating with hardcore Gujarati speakers (Shakeel and Riya in chapter 5).

Parents in this cluster, sometimes attended the school meetings and other events but they had never raised any concerns, therefore their participation was quite passive in SBA and therefore, I categorised this cluster as ‘passive attendees’ with following attributes:

1. Mothers in this cluster were regular visitor of school for dropping up their children and picking them up but their involvement in other SBA was very little.
2. Their preferred mode of communication was world of mouth. They usually look for a bilingual staff member to have informal communication every morning to keep up to date information about child's schooling. This was in accordance with the head teacher’s statement that word of mouth was the most common strategy of communication in WPS.

3. Both fathers in this cluster had minimum level of involvement in SBA due to their full time job. They shared child's school experience and encourage them to optimize learning rather than guiding or teaching. They also encouraged their children by buying additional learning material for them.

4. First language acquisition was common among this group due to very limited knowledge of English.

5. All parents in this cluster were satisfied with their child's school except Barkha who was unable to express her challenges due to linguistic barrier. By the time of study, none of these parents raised any concern in the school.

6. Majority of the parents had inclination to develop their native values and contacts with native country.

7. Due to their recently arrived migration and very limited knowledge of English; they had very limited knowledge of British schooling and consequently, they were not confident to raise any concern.
8. The common attributes of these parents was fulfilling the basic needs of children such as providing food and sending them to the school on regular basis.

9. None of the parents shared if they have attended any parents’ classes or workshops organized by the school.

10. They had a positive approach towards their child's school and they appreciate their child's learning.

11. They don’t have high expectations towards the school.

12. These parents trust on school and hope for the best for their child.

Although the above section presented distinctive patterns of PI among IHPs, it is also required to relate it to the parent- participants' detail (as given in chapter 5) to understand if parents in each cluster have some common elements those may be grounded in developing their perception of PI in order to support the child's school and non-school learning. Thus, I drew the following tabulated summary of individual characteristics under different clusters.

<table>
<thead>
<tr>
<th>Name of the Cluster</th>
<th>Names</th>
<th>Summary of time spent in Leicester</th>
<th>Educational background</th>
<th>here it was achieved</th>
<th>Level of spoken English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watchful</td>
<td>Marium</td>
<td>Second Generation Parent</td>
<td>Degree holder, England</td>
<td>Fluuent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ruhana</td>
<td>First Generation</td>
<td>Have gone to the India</td>
<td>Fluuent</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>University, Parents</td>
<td>Undergraduates, Parents</td>
<td>England, Parents</td>
<td>Fluent Parents</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------</td>
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<td>------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Rushina</td>
<td>Second Generation</td>
<td>Undergraduate</td>
<td>England</td>
<td>Fluent</td>
<td></td>
</tr>
<tr>
<td>Rafia</td>
<td>Second Generation</td>
<td>Ongoing undergraduation</td>
<td>England</td>
<td>Fluent</td>
<td></td>
</tr>
<tr>
<td>Nalpana followers</td>
<td>First Generation</td>
<td>High School</td>
<td>India</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Kalim</td>
<td>First Generation</td>
<td>High School</td>
<td>India</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Nikas</td>
<td>Newly Arrived</td>
<td>High School</td>
<td>India</td>
<td>Little</td>
<td></td>
</tr>
<tr>
<td>Reena</td>
<td>First Generation</td>
<td>Graduate from India</td>
<td>India</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Shailendra</td>
<td>First Generation</td>
<td>High School</td>
<td>India</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Sihana</td>
<td>First Generation</td>
<td>First year of university</td>
<td>India</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Sushpab ONLINE</td>
<td>Newly Arrived</td>
<td>12th passed from India</td>
<td>India</td>
<td>Little</td>
<td></td>
</tr>
<tr>
<td>Aarti</td>
<td>Newly Arrived</td>
<td>High School</td>
<td>India</td>
<td>Very little</td>
<td></td>
</tr>
<tr>
<td>Banna</td>
<td>Newly Arrived</td>
<td>High School</td>
<td>India</td>
<td>Very little</td>
<td></td>
</tr>
<tr>
<td>Sarvati</td>
<td>First Generation</td>
<td>Primary</td>
<td>India</td>
<td>Very little</td>
<td></td>
</tr>
</tbody>
</table>
Table 8.1 - Summary of various details of parents in each cluster

The table makes it explicit that IHPs' academic qualification along with the information where this was achieved (table 4.5); the parents' migratory status and their level of spoken English (table 4.4); these were the elements those had a direct impact on their perception of PI in order to support their child's learning whether it was school based or home based learning.

From the above table it is visible that parents in different clusters are not grounded only on their educational and linguistic background only rather these clusters are inductively generated themes from the data by their current practices in relation to support their child's learning. The adaptation of various practices were influenced by their spoken English, knowledge of British schooling that was further influenced by migratory status of individual parents. Various common characteristics of parents in each cluster are presented in model 8.1 that
concludes that IHPs in the current investigation form a diversified group and each group is involved in their children’s school differently. There are some common practices such as value development, sending children school regularly and punctually, visiting the school whenever they are invited; nevertheless there are variations among various cluster practices.

After discussing characteristics of various IHPs in different clusters, developed by me and inspired by various studies of EMPs in England; it is needed to explore further which cluster of IHPs are involved in SBA or HBA or both. In order to make it explicit to the reader, I developed a tentative model 8.2 that is grounded on various cluster's characteristics and their patterns of involvement in their child's schooling for supporting child's school and non-school learning.
**Model 8.2 Appropriate kinds of Involvement for IHPs**

The model explains how IHPs in different clusters, get involved in SBA and HBA. Parents in watchful cluster were equally involved in SBA and HBA by regular monitoring, communicating and raising concerns appropriately, whereas mothers in school followers had comparatively limited involvement in SBA. Although, they attended various school meetings and other activities, they try to confine themselves within informative communication from the school. Parents in
watchful cluster were organizing learning activities on their own but parents in school follower cluster were following the school given tasks activities at home. Parents in active partner cluster had limited knowledge of British school system and therefore, their participation was grounded on their prior experience of schooling. Despite having keen interest, such parents were unable to make an appropriate contribution in school based activities but they were raising more concerns than other IHPs without appropriate knowledge. These parents have moderate education (12 years of college) and very limited knowledge of English that did not let them access various available learning material on school website and from other sources.

The last cluster, passive attendees comprises such IHPs, who have very limited participation in SBA and also in formal children's learning at home. Their only involvement in SBA is visiting the school regularly to drop and pick the children up and have informal conversation with such staff members and other parents, who can speak Gujarati, their first native language. This regular conversation makes them feel involved and valued. Nevertheless, their focus is on HBA within that they remained involved by various informal activities such as storytelling, value development through religious practices, arranging resources those could contribute in all round development of child.
8.3.2 Research Question 1.2: IHPs’ awareness of school strategies, opportunities, scope and expectations for their involvement

All IHPs were aware of certain school strategies for PI those included open door policy, multilingual staff, opportunities for visiting the school and observe school activities; informal every day conversation. Majority of NES parents expressed their awareness of bilingual staff and availability of translator to facilitate their communication with school. All parents were aware of homework club and thirteen out of seventeen parents, were sending their children to homework club; however parents’ knowledge about aims of homework club was quite limited they were also aware of letters from the school but reading or responding the letters were not shared by any of them.

Only two mums Mariam and Rushina were aware of family support worker for non-academic support of any parents, who seek help or whose child was persistently behaving differently and was observed for some help by teachers. Two mothers, Aarti and Barkha, both with low English and low educational background, were in need of non-academic help but they were not aware of any such opportunity available at the school.

IHPs had a brief knowledge of various school meetings: parents’ meetings, forum meetings but they were not aware of distinctive goals of organizing these meetings,
schedule of meetings and opportunity for giving feedback in those meetings.

All IHPs were aware of school invitations for joining the school at several occasions. Majority of these occasions shared by the IHPs were sports day, assemblies, exit points (the parents did not know the name of this event but they referred it by giving some examples). One common feature was attending distinctive school events, whenever they were invited by the teachers, even if they did not have appropriate knowledge about it. This finding affirms the findings of Anderson and Minke (2007) who found in his study that teachers’ specific invitations were more effective than other factors in involving parents in SBA.

Only mothers, Reena and Nalpana have attended parents’ classes and English classes a few years ago, two parents Sushpaben and Nikas, had little knowledge about it and they tried to join but they were refused due to newly arrived migratory status.

A few participants (Ruhana, Rushina and Sushpaben) were aware of phone calls for letting the parents know about anything that needs immediate attention. Open door policy was one of the most commonly known school practice among all IHPs who participated in the current investigation.

IHPs were commonly aware of various formal events and meetings of the school but a few of them (Mariam, Rafia,
Rushina) were aware about detail contents and distinctive aims of the meetings. I argue that the parents, without appropriate knowledge of aims and procedures of various parents meetings, could just be physically present in the meetings but whether they cannot actively participate and benefited is questionable. The most common school strategy was parents’ need based support. This included Homework club for providing support in children’s homework that was appreciated by all parents.

A common practice of passive attendees was visiting the school on regular basis with least awareness of forum meetings or other school strategies and consequently their involvement and engagement in children’s learning was a common sense based practice. They did not see the need to attend all school events rather they attended some social events organized by the school. They were satisfied with their children’s performances and their relationship with the school.

8.3.3 Research Question 1.3: Strategies of IHPs’ involvement in order to support their children’s school and non-school learning

The section is divided in two categories: PI in SBA and PI in HBA. The school leaders and educators reflected in their interviews that there are various opportunities of PI in WPS, however parents in different clusters, can make certain choices in relation to their involvement. In the following section, I co-related availability of various school strategies with different clusters of IHPs in the current study.
8.3.3.1 School Base Involvement

Evidence from various parents’ generalized accounts of interview data concludes that there are three types of activities within school which are carried out by IHPs. These activities are represented below as a tentative model developed inductively by the researcher.

Model 8.3 Model representing IHPs’ involvement in SBA

IHPs in ‘watchful cluster’, ‘Active Partners’ and ‘school followers’ reflected on attending certain school organized events those included academic events such as parents’ evenings, workshops, forum meetings, Parents’ classes and non academic events such as sports day, assemblies. Nevertheless, there were variations within their way of attending or participating in those events.

Parents in watchful cluster were more resourceful because of their university level education and English speaking
ability; consequently their involvement in various school events was active and participatory. All four mums in watchful cluster attended various school ongoing activities and events; monitored the child and school regularly; and experienced its positive impact on child learning whether learning was carried out at school or at home.

Out of four mothers in watchful cluster, Rushina was a parent governor; Mariam was working as a LSA whereas Ruhana was keen to do some volunteering in the school. Thus I can conclude that mothers in watchful cluster were either a member of school community or willing to be a part of school governance. Rushina, the parent governor also revealed that being in school governance was not for her own benefit rather she was willing to help various parents to give a voice in the school and encouraging other parents to get involved in their child's schooling for making a real contribution. None other parents from any other cluster expressed their will to become a part of school governance. Thus, parents in watchful cluster look forward to become a part of school governance.

Parents (Sushpaben and Sihana) as active partners perceived themselves as involved parents for attending certain school events such as parents’ evening and forum meetings. However their perceptions of PI were quite different from watchful parents. They both perceived formal teaching as the entire responsibility of the school, they had moderate education and knew little English; and had limited knowledge of British school system and
education policies; therefore even after having a strong will of involvement, they faced more challenges and raised more concern rather than support in learning. Hence they remain active attendees in meeting; however their actual participation is quite limited because of their limited knowledge of British Schooling and linguistic barriers.

Parents in third cluster ‘school followers’ also perceive themselves as involved in school activities for attending school events such as workshops, forum meetings and parents’ evening occasionally. But none of them have ever raised any concerns. These parents visit the school, whenever they were invited by the teacher. This finding affirms a finding of Anderson and Minke (2007) that specific invitations from teachers had the highest impact on PI as compared to various other factors. Nevertheless, these parents attend the events, follow the teacher's instruction and don’t raise any concern, consequently their involvement in school based activities is little passive. The cluster comprises three fathers and two mothers, who followed teachers’ instructions in order to support child’s learning at home. The reason for this pattern was not evident in the data but one possible explanation for this pattern could be Indians parenting role and belief in ‘expert model of schooling’, in which the educator is considered as an expert for providing all guidance and motivation to the learner.

The cluster of ‘passive attendees’ comprises six parents all with very little English; and their education level was
below high school. Overall, parents in this cluster hardly participate in any school organized activity, but they perceived themselves as involved by performing three distinct activities: firstly they were dropping off and picking up the child in the school. Secondly, they sometimes attended parents’ meetings and some non-academic activities of the school. Thirdly, they were involved in informal everyday conversation with bilingual school staff and other parents. Assuming physical presence as a symbol of PI in SBA has coherence with O’Donoghue’s findings about working class mother with low education, who were frequent visitor of children’s school, assumed themselves as involved mothers; but they had several negative experiences in terms of non-verbal communication. IHPs in the current investigation did not share any negative experience of being disrespected or given strict instructions. All parents in this cluster expressed satisfaction with the child’s school. One possible reason for this finding could be availability of a number of bilingual staff from Indian origin, school personnel’s awareness about IHPs’ cultural practices that resulted into development of a trustworthy relationship between the school and home.

8.3.3.2 Home Based Involvement

After discussing various findings in relation to SBI, I now turned to discuss IHPs’ findings in relation to their non-school or home based learning. Although non-school learning may take place out of home as well but in the current investigation, I particularly focus on PI in HBI
that refers to various activities of home in which parents and children take place and those have a goal to support child's learning. From various inductively collected data, I developed the following tentative model to represent how various clusters of IHPs remain involved in HBA.

**Fig 8.4: IHPs' patterns of Home Based Involvement**

HBI is significant for making real contribution to child’s learning (Harris and Goodall, 2009; Desforges and Abouchaar, 2003). PI to support non-school learning refers to distinctive HBA those are planned and organized by the parents. On the basis of generalized accounts of IHPs' data, HBAs can be of three types: parent organized activities, parent supported activities and natural learning activities at home.

Parents in watchful cluster were adapting all three kinds of learning activities. Ruhana shared her involvement in teaching at home, in which she explains problem solving with the help of school method (parent supported activities) and then she was explaining the problem with...
her own method (parent organised activity) and she was
developing the family environment as a site of pedagogy
(natural learning family environment). Others mothers in
watchful cluster were supporting school based learning in
terms of completion of homework, reading with child and
sending them for a religious education classes. All four
mothers in this cluster were Muslim and they expressed
preserving children's ethnic and religious identity as a
priority. This pattern of preserving ethnic and religious
identity among South Asian families had also been
recognized by other researchers such as Crozier and
Davies, 2008; Conteh and Kawashima, 2008. Regular
Islamic education can also lead to construct a Muslim
identity, as acknowledged by Basit (1996). Even though,
all four mums in watchful cluster were Muslim and have
strong affinity towards preserving their native identity;
they were actively participating to optimize their
children's learning. This finding has a similarity with a
recent research in Malaysia in which the researcher
acknowledges that parents with a higher level of
education tend to have greater involvement in their
children’s education (Vellymalay, 2011).

Parents in ‘school followers’ cluster were not organizing
any learning activities themselves rather they were
relying upon school for giving homework and other
activities in which they were always helpful to their
children. A possible reason for this practice of not
organizing any learning activities could be due to parents'
moderate education from their native country, average
knowledge of English and their perception of PI as
supporting the school to achieve the educational target. Another common practice among school followers was ongoing regular conversation with the child about school life, informal learning by arranging additional resources at home such as books, computers or mobile phones.

The cluster of ‘passive attendees’ comprises four mothers and two dads all with very limited knowledge of English and with low academic qualification. These parents had very limited knowledge about current schooling and consequently they were unable to organise any activity at home. Consequently, they were supporting informal learning by modeling the child for good behavior and giving them religious practices, first language acquisition (all), providing good food and emotional support (Banna); informal learning at home in Gujarati (Aarti), arranging resources for learning (Shivansh and Baburam). Overall, they were providing a natural learning environment at home and making contribution in holistic development and wellbeing of their children.

Thus, IHPs in the current study adapts distinct patterns in non-school learning of their children depending upon their education, linguistic capabilities and perception of their parenting role.
8.3.4 Research Question 2.1: School personnel’s perception of appropriate PI in supporting the school and non-school learning of children

In order to investigate the school perspective of an appropriate PI, I interviewed seven school leaders, five teachers and five LSAs. It is clear from brief background in chapter six, that all leaders have a unique role and distinct background; consequently their perception was also influenced by their current position and previous experience. All participants in school personnel group were bilingual or multilingual with good awareness about prominent cultural practices of IHPs. Also, their perception of PI was closed to Epstein’s description of possible PI that has been appropriately used by various researchers worldwide. Nevertheless, the leaders have modified it as per contextual needs of school and its families in order to optimize the opportunities of PI in general and particular for ethnic minority group of IHPs.

The school staff reflected that involved parents are proactive that was defined by each group in a slightly distinctive manner. School leaders elaborated it for being aware of national expectations of the child’s year group and then compare where the child stands. If the child is far behind, the parents should make efforts for improving the child’s performance in collaboration with the school. The teachers and LSAs group elaborated that involved parents are proactive, responsive and determine to help
the child. Teachers in the current research acknowledge that majority of EMPs in WPS, have got their education in their native countries and majority of them also have low level of English; therefore it was quite difficult for them to understand that there are some national expectations and the parents' could support their children to achieve those. Thus the educators’ group expected that involved parents may adapt a feasible way of knowing the child’s performance from the class teacher and support them accordingly. In case of any concern, the parent should take appropriate action by seeking help from the school, other family members or the community members. Out of all this process, the most important is that the parents should be determine to help the child.

The next characteristic of involved parents was being an effective communicator. The leader group advised that parents should regularly communicate with child, school personnel and with other parents. According to school leaders, involved parents spend some time with the child on regular basis that may enhance their awareness about child’s school life including any activities or ongoing challenges. This enhanced awareness may lead to appropriate action of parents whether it is in terms of organizing a learning activity, seeking help from teachers or raise a concern in the school. In addition, an involved parent also remains in contact with the school teachers and leaders so that they can get regular guidance in order to provide right form of support in optimizing children’s learning. Communication with other parents is significant for sharing strategies of involvement, helping each other
by sharing or translating the necessary information provided by the school. This is significant for IHPs because IHPs form a diversified group of parents with distinctive educational, linguistic and migratory background.

In order to explore parental perspective in this regard, I collected data in terms of social network maps. Social network map of each parent was analysed in order to investigate the communicative practice of parent-participants. Three out of six parent participants, reflected that they were spending time with their child at home every day in order to know their school life; mothers and fathers were also sharing the school experience with each other so that they can provide the best possible support. But there was hardly teacher’s name in the social network of the parents. Four parents who drew relational map in the current investigation were from passive attendees cluster, whereas one was from school follower cluster and one from watchful cluster. Rushina, a mother and parent governor, from watchful cluster kept teachers and other parents in her everyday interactive circle as she was an effective communicator that had an impact on her involvement with the school.

The teachers’ group further focus on two way communication of parents with the school that included responses to formal letters, phone calls, direct communication of parents with school personnel. I argue low educated and parents with no English may not have confidence to remain very active in maintaining two way
communication with the school, nevertheless they may feel more comfortable in listening through their child or other parents from their native country background for relevant information. This was reflected in number of parents’ interviews that informal everyday conversation was the most common successful strategy of involvement in child’s school.

**Parenting:** The school leaders explored that PI refers to the parenting for parents' contribution in maintaining discipline to ensure the school attendance and a home routine for the child. Home routines aimed parents’ sending children bed at fixed time, sending children to the school at right time after giving them proper breakfast and a packed lunch, not going on holidays in the middle of the session to avoid any gap in ongoing study. The head teacher shared her personal experience that Indian parents are sometimes not very good in making their children follow a routine. The outcome of late sleep for children is often a poor concentration in the school activities and finally it may have a negative impact on child’s attainment in the school.

The teachers’ group expected involved parents to ensure the children’s attendance and maintaining good behaviour in and outside the school. Parents were also involved in current discipline maintaining system of the school, grounded on different stages.

**Collaboration with SBA for children and parents:** The school personnel consider that an appropriately involved
parent usually participates in SBA and enhance their skills to organize various activities at home for enhancing children’s learning. The teachers’ group assumed that involved parents can adapt all school initiated activities in their HBA for enhanced learning of the children. Educators were aware of various challenges of IHPs' lives and therefore, they perceived involved parents may visit the school occasionally but they should remain aware of various ongoing school activities in order to organise similar activities at home. The teachers’ perception can be criticized for treating each parent equally and avoiding their individual needs, capabilities and abilities for supporting children’s learning in and outside the school.

**Parents' involvement in Home Based Activities:**
Involved parents usually spend some time with their children every day at home for supporting their learning in different forms; this was commonly reflected in all interviews of school personnel. Teachers’ group emphasize on particular activities such as involved parents help in completion of homework and they give reading and spelling practices to their children on regular basis. However, the head of the school acknowledge that a number of IHPs have very limited knowledge of British schooling and English; therefore, even if they were willing, they were not capable of providing this kind of support to their children. But they can still remain involved in informal learning of the children that may encourage the children and give warmth to improve their attainment in the class. Although, a number of previous studies found that HBI remained unrecognized by school
teachers (cf Crozier and Davies, 2009), it was quite different in the current investigation as school personnel focus on HBI and support to children for their enhanced learning. In order to encourage HBI, the school some initiatives such as providing a resource pack to parents of foundation year, laptops to those who did not have access to internet at home. The parents gave a positive feedback about these efforts. Also, the school leaders and educators expected that parents must spend sometimes with the child at home and discuss about school life, encourage them to do good and keep themselves informed. In case, the parents have any concern, they can always visit the school and seek help.

**Involved parents are school followers and help seekers:** The majority of school personnel expressed that involved parents should be following school strategies and seek help if they need. They argued that due to demographic nature of the current school, it was difficult for each parent to get aware of wider expectations of schooling; consequently the easiest way for involved parents could be aware of the school academic and non-academic ongoing activities and follow those at home. This practice was actually reflected by four mothers in watchful cluster. These mothers were also aware of national expectations but they acknowledged that following the school activities and guidance could be an easy and ideal practice for common parents and they may seek help from school in case of any difficulty. The school leaders revealed that there is support for academic challenges as well as for non-academic
challenges of parents. So, every involved parent, if struggling, should seek help from the school.

**8.3.5 Research Question 2.2: School strategies adopted in order to optimize the involvement of parents in general, EMPs and IHPs in particular**

The school leaders and educators were aware of prominent cultural practices of IHPs which were significant in developing particular school strategies for encouraging PI of IHPs. During each interview, I aimed to investigate the principal themes of school strategies and how successful or challenging that strategy has been for IHPs. School personnel told that the school was not discriminating its parents on any basis such as ethnicity, social background or linguistic background rather the school strategy was to adapt an integrated programme that may provide space for all parents to get involved for optimizing their child's learning. They do acknowledge that the school was located in a deprived area of Leicester and most of the families were economically not affluent. Also there were several Muslim families, newly arrived families from India, settled parents; and some second generation Indian families so all the school strategies were revolving around these parents. The head argued newly arrived parents from India had limited knowledge of English and they were not aware of British education system; therefore they were the most challenging target for active participation in SBA. The school leaders acknowledged their awareness about various challenges
of IHPs and consequently, the school had a wide range of strategies to support the parents and encourage their involvement in child's schooling. These programmes included running a home work club; offering breakfast club; organizing summer school; appointing a family support worker from multilingual background. In educators’ group, it was revealed that the school has a provision of home visit before a child joins the school. Home visit was also revealed as an initiative taken by the charter community schools in order to maintain a transparent relationship between the school and home (Smith et al., 2011).

8.3.5.1 Need based Support to families and encouraging their involvement in Non-Academic Activities at school

All the leaders and educators collectively reported that the school aim to encourage non-academic involvement of newly immigrant parents with limited knowledge of English and British schooling by supporting children as per their educational needs. The main school programmes revealed by the leaders and teachers were homework club, family support worker, home visits by family support worker for any non-academic major issue raised by the teacher and nursery teacher before the child join the school to be aware of family circumstances. Pamela revealed how the school prepares the families for getting involved into children’s education by taking initiative of family visit by nursery teacher before the child begins coming to school. Pamela had been working in the school
since last fifteen years, initially as a nursery nurse and then currently as a HLTA. She added that by doing a home-visit, the school can be aware of the family members, family structure and the home environment. During the visit, the school staffs interact with different family members and also encourage them to visit the school. To me, it appears a readiness step for parents’ involvement in children’s schooling and it is significant for the recently arrived parents, who did not have any prior experience of British schooling.

One of the school initiatives, discussed by all leaders and educators’ group were running a homework club that provided an opportunity of homework completion in the school. It aimed to facilitate newly arrived parents’ life enabling them to engage in non-academic activities of the school. Homework club is a direct support for the children but it is indirect support for low educated parents with very limited knowledge of English and British schooling or the family in difficult circumstances who were unable to provide any support in completion of homework. Jini, the deputy head, shared a case, where the family had five children, the mother was mentally disturbed, the father was only earning member and thirteen years old elder daughter was taking care of the entire family. The school leaders expressed sympathy to such vulnerable families. Offering free school meals and support in completion of homework might make the family feel valued and may encourage them to get involved in non-academic activities. All the parent-
participants were aware of homework club and majority of them were sending their children to the club.

Apart from homework club; there are online learning resources on school website those can be used by parents and children for non-school learning. As the school was located in a deprived area of Leicester, the school leaders took further initiatives such as distributing laptops to the parents whose children were entitled for free school meals (Hasin, a LSA and associate governor of the school) and also arranged some workshops for providing training of using these net based resources (Jini, the deputy head of WPS, Leicester). The school efforts seems valuable, however none of the IHPs in the current study shared any evidence of receiving and using laptops from the school. There were only two mums in watchful cluster, Ruhana and Mariam, who talked a bit about learning material available on school website.

8.3.5.2 Appointment of a family support worker and informal academic support

Leaders in WPS, acknowledged that due to ongoing migration, there are newly arrived first generation migratory parents, who neither have knowledge of British system nor English; thus after coming to the UK; they are often in double jeopardy of settling down their families and supporting their children's learning. Hence, in order to support such families, the school appointed a home-school liaison, a multilingual lady from Ethnic Minority community, who has good knowledge of local system and
who can also speak Parents’ language. The school named her as ‘family support worker’. At the time of research, the family support worker was from a Gujarati background and she was available in the school for two days and during other days she was visiting families and assisting them as per their requirement. The role of family support worker or home-school liaison was also reported by Verstappen (ca 2011), that was in relation to Samworth Enterprise Academy of Leicester. Verstappen (ca 2011) further explored the role of community social worker in organizing some school based activities such as coffee mornings to encourage PI. In the current investigation, family support worker was not organising any such school based events rather she was visiting families and parents after the recommendation of teachers or leaders of the school. None of parent-participants shared any story where they received support from family support worker.

Organizing a summer school for children, in order to avoid them lacking behind, was a six weeks activity organised by the school. Majority of IHPs in the current investigation knew little English and consequently the children from Indian Heritage families might lack behind during the summer break of six weeks. Thus, the school ran this programme in community centre and asked the parents if they want to be a volunteer. This strengthened the school bonding with families and also improved children’s learning that is ultimate goal of PI. Some of the parents Rushina, a parent governor; Ruhana, an actively involved mother also reflected in their interviews that summer school has been a successful activity of the
school. Rushina, the parent governor, further explained that the school was planning to organize a bigger summer school in the coming year. Thus, the school was organizing distinctive activities for a direct support to children and an indirect motivation to each parent to get involved through informal activities.

8.3.5.3 Strategy for effective school-home communication

The school personnel acknowledged the value of parents’ feedback for improving the quality of education and consequently they keep several open options for maintaining two way communications between school and home. The school sent regular newsletters; organized various individual and group meetings for all parents and also make phone calls to the families for occasional communication for any concern that needed an immediate action. The leaders were confident that despite being in English, letters were rich source of informative communication and the school has multilingual office staff in order to help NES parents to understand those. All IHPs in the study reflected that letters are sent by the school but there was no evidence if those were read and understood by each of them. Sending letters in English and expecting majority of parent either to read themselves or to understand it with the help of a bilingual staff was different from charter community schools in which, letter were first translated into parents’ language and then send home to keep the parents informed about ongoing school activities (Smith et al., 2011).
In order to facilitate two way direct communications, the school organised parent evenings, forum meetings and individual meetings and a bilingual staff member was regularly present. Also, majority of school staff at reception desk was bilingual, welcoming and helpful to each parent. Overall, the school took various initiatives to keep its parents informed about various school ongoing activities and events.

In order to achieve parents’ feedback on individual basis, parents' meetings are the most effective means in which every individual parent has a 10 minutes time with the class teacher that provides an opportunity of individual teacher- parent interaction. In order to optimize parents’ attendance in parents’ evenings, the school took two main initiatives. Firstly the school organised parents’ evening immediate after the school and secondly provision of rearranging the parents’ meeting, if a parent can't make it. This is significant for parents to get individual attention from teacher and share the progress of the child. According to school leaders and educator’s group, parent evenings provide opportunity for any parent to have an individual conversation, ask any questions from the teachers and they can also bring their concerns or suggestions in.

Continuing the discussion of space for raising concerns for parents, three leaders reported phone calls to children’s home for informing any information that needed a prompt action. Two leaders shared two recent
incidents when the parents were informed to visit the school promptly and then a discussion was carried out. The school found phone calls were successful strategy for a conversation with parents. One incident was about unwanted behavior of the child whereas the other one was about special need of the child. The parents visited the school just after receiving phone calls and then the proceedings was carried out. Overall, phone calls were successful strategy to get parents in and involve in the procedure. Nevertheless, it was school initiated mode of communication with a prompt response from parents. None of the parent shared if they have ever made a phone call to the school for any concern. Therefore, the parents had limited knowledge of various means of communication with the school.

One of the most commonly used and explored policy was open door policy of the school that allowed any parents to visit the school and raise their concerns in an appropriate way. Parents were also aware of that and both mothers in ‘active partner’ cluster shared how they employed this policy when they found a reason to raise a concern in the school. Both the mothers were satisfied with the policy and they were able to resolve the issues. The leaders also acknowledge that majority of IHPs had got their qualification from India that was not in English and therefore, it remained a constraint against IHPs’ active participation due to insufficient knowledge of English and very limited awareness about British Education system, this was also found in several previous studies which were focused on SAPs (cf Huss-Keeler, 1997; Crozier
and Davies, 2007; Conteh and Kawashima, 2008; Crozier, 2009). Thus, parents may have concerns due to their least knowledge about current education system and hence the school authorities found worth having an open door policy, resolve the misconceptions immediately and maintain a trustworthy relationship with each parent. Parents in all clusters were using open door policy for frequent regular communication and role of bilingual staff was also important in making this strategy successful.

8.3.5.4 Opportunities for parents' skill development

The school leaders revealed that the school used to organise various parents’ classes and workshops to support parents’ skill development so that they can support appropriately in their child’s HBA. The practice of school had some similarities with charter school; however the school was not offering any community partner programme to facilitate these courses, as charter community schools (Smith et al., 2011). The leaders of WPS, Leicester shared how the parents’ feedback or suggestions were taken in consideration in organizing these classes. Jini, the deputy head shared that the parents did not want their children to sit along in the workshops, therefore the school has reorganized the workshops and currently, at the time of study, there were only parents attending these workshops. Another leader, Kalma, told that some parents of year 4 and 5 demanded to have a workshop for Mathematics in order to update their
knowledge of recent teaching method and the school took their demand in consideration. Although, none of the parents shared any incident when they brought in any suggestions and the school worked on it. Parents from watchful and school follower cluster shared some experiences of attending these workshops and enhancing their skills those enabled them to organise similar activities at home.

The school leaders and teachers shared that the school was running International Primary Curriculum (IPC) and within that curriculum, there is a system of inviting parents at the completion of each section that the teachers called exit point. The parents were invited to visit the school, observe the school activities organized in particular year group. There was no translator involved in the event because children remain there and explain their work to their parents in whatever language the parents prefer. Educator’s group said that this builds a confidence among parents that their children are learning in the school. The leaders commonly reflected that majority of IHPs were visiting the school at exit points and overall this was a successful strategy to involve parents. The parents in their interview explored this event but they did not know the name of the event.
8.4 School strategies with distinctive findings among various groups of leaders, educators and IHPs

Some school strategies revealed a gap amongst different stakeholders of leaders, school educators and parent-participants in the current study. The following section presents a critical analytical discussion about such strategies:

8.4.1 Workshops and English Language skills Development Programmes

The school personnel shared that WPS runs skill development workshops and free English Language Classes for its parents aiming to enhance parents' skills for improved involvement and support to children's learning. Free English Language Classes are mainly for NES parents and the courses were for ten weeks and open to anybody from the community, this was informed by one of the school leaders. The leader also shared the prime challenge in running these classes and it was 'sometimes not getting a minimum required number of ten participants to run a course'. I, as a researcher, asked her the reason for such poor participation; the leader revealed that IHPs usually have extended families, the dads are working and consequently, the mothers are taking charge of all family responsibilities. Consequently, they are unable to manage their time for ten weeks course.
From parents' perspectives; majority of IHPs in the current study were aware of these courses. Two mothers (Nalpana and Reena) completed it a few years ago and they acknowledged that joining this course enhanced their confident for actively supporting in child's learning. However, two newly arrived parents (Nikas and Sushpaben) shared a different story.

Nikas and Sushpaben have been to England for last two years. The parents value education and they both were keen to get involved in SBA as well as HBA but they found it very difficult without appropriate knowledge of English. They went to the school and expressed their will to join the English speaking course but their admission was refused. Nikas told that course coordinator denied his admission because he had not completed three years in England, whereas Sushpaben was unclear about the exact reason but she expressed that she was told something about her stay in England.

This is quite contradictory outcomes from two groups of participants, as a school leader saying that they don’t even get minimum number of participants for the course whereas two highly willing parents were not given admission just because they were newly arrived parents. Thus by comparing school personnel and IHPs’ accounts of interview data, it could be concluded that there is a gap between what is said and what is happening actually. Refusing the admission of two highly willing and needy parents' admission raises the issue of social justice in the school why the school reduced some parents' desire to
collaborate in reality. It could be because of policy structure or inappropriate guidance of statuary body running these courses whoever underpinned the three year wait. Thus, further research is needed to find out why WPS runs free English classes for anybody from the community and refused to admit two newly arrived parents who probably need it most and who are keen to join as well. Thus there is a different between rhetoric and reality that needs to be revised.

8.4.2 Issues related to Madrasa and Home based learning of Muslim children

All school personnel were aware of Muslim children’s regularly attending classes at Madrasa. Pamela, HLTA, who has 15 years experience of working in WPS, explored the routine of Muslim children. Muslim children go to Madrasa for two hours from 5 pm to 7 pm, after finishing their school at 3. After returning from Madrasa at 7 pm, they do not have any spare time for learning at home as they are supposed to go to bed about 10 pm. However, a Muslim mother Sihana from watchful cluster revealed that she spends 45 minutes with her child helping in home work or doing some learning activity at home every day. Thus, there is a gap between Pamela’s assumption of generalized routine of Muslim children and their real life. Pamela’s assumption about Muslim children’s family life in relation to learning at home could be grounded in her English life style that could be quite different in Indian Heritage families. This finding of the study is quite similar to a study of Crozier et al. (2008) in
which teachers assumed SAPs as uninterested and uninvolved but the researchers found that the parents were providing motivation and aspirations to their children. Pamela also assumed all Muslim IHPs as the same, however Ruhana's narratives arguably clarified that individual parents may have their own priorities resulting into different practices of involvement.

8.4.3 Volunteering in the School

Providing parents' opportunity of being a volunteer was expressed as a school strategy by leaders group, whereas this remained absent in educators’ interviews. Two leaders, the head teacher and the deputy head teacher, shared that the school hardly get any parent to work as a volunteer. It was also evident in the parents’ data that none of the IHPs have done any volunteering in the school in the recent session. But one mother of watchful cluster, a settled first generation IHPs, revealed that despite being highly willing to be a volunteer in the school, she was not given this opportunity.

In this regard, the deputy head revealed that the level of spoken English of first generation IHPs was often inappropriate and therefore the school leader were not confident to let them work as a volunteer in the school. Ruhana had excellent English and was keenly interested to become a volunteer, but her candidature was denied due to school assumed values. She was a bit disappointed for not getting this opportunity of volunteering but she did not raise any concern about this matter rather she
continued focusing on her support to her child's learning. Her behavior has similarity with watchful BME parents of London, who avoided raising concerns in the child's school for avoiding being called pushy (Vincent et al., 2012). This finding of the study for not giving volunteering opportunity to the first generation IHPs, was based on leaders' assumption that all first generation IHPs do not have appropriate level of English, that was not the reality. This finding is quite similar to other studies in which the school dealt parents on ground of school assumed values those could not always be the reality (cf. Crozier and Davies, 2007; Conteh and Kawashima, 2008).

8.4.4 Parent Teacher Association (PTA)

There was a gap in findings from educators' group and leaders' group about PTA in WPS, Leicester. A number of teachers (Riya and Shakeel) explored that the school used to have a successful PTA and various activities were organized by it during last year but none of those shared any recent events during the current session. Hasin, one of the LSAs, who had been the coordinator of PTA for past ten years, also revealed that the school had a successful PTA under her coordination. Nevertheless, another teacher, Sunita, also supported them by saying that she was not sure if a PTA was running at the current session. In the leaders' group, the deputy head Jini, revealed that PTA was not running currently in WPS when the study was carried out. Thus, there was a gap in knowledge and understanding of leaders and educators
about PTA such as "why it is not running in the current session?" that needs further investigation.

**8.5 Tentative model of PI in WPS, Leicester under Epstein's framework**

As discussed in previous chapters, the school provides a range of strategies for optimizing PI in general and EMPs in particular. The school leaders and educators were explicit in revealing that the school has various opportunities for ensuring all parents to get involved in their child's school and non-school learning. Out of all these strategies, some were more commonly employed by all IHPs whereas others had limited to particular clusters such as watchful parents or school follower clusters of IHPs. Thus, I developed the following tentative model of Parental involvement in relation to IHPs' involvement in WPS, Leicester.

<table>
<thead>
<tr>
<th>Type of type</th>
<th>Description of type</th>
<th>Name of IHPs’ cluster</th>
<th>Examples of various activities of involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1</td>
<td>Basic obligation of families</td>
<td>All clusters-watchful, school followers, Active partners, Passive attendees</td>
<td>Provide proper food, sending children school regularly and punctually</td>
</tr>
<tr>
<td>Type 2</td>
<td>Basic Obligation of Schools-maintaining a regular communication</td>
<td>Watchful cluster, school followers</td>
<td>Letters, phone calls, face to face meetings, Informal parent-teacher, parent- parent and parent- child communication on regular basis,</td>
</tr>
<tr>
<td>Type</td>
<td>Involvement at School</td>
<td>Watchful Cluster</td>
<td>Active parents</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Phone calls, face to face meetings with leaders and teachers, informal regular communication with child and other parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Passive attendees</td>
</tr>
<tr>
<td></td>
<td>School followers</td>
<td></td>
<td>Watchful cluster</td>
</tr>
<tr>
<td></td>
<td>Active Partners</td>
<td></td>
<td>School followers</td>
</tr>
<tr>
<td></td>
<td>Passive attendees</td>
<td></td>
<td>Active Partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Passive attendees</td>
</tr>
<tr>
<td>4</td>
<td>Involvement in Learning Activities at Home</td>
<td>Watchful cluster</td>
<td>School followers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School followers</td>
</tr>
<tr>
<td>Type</td>
<td>Involvement in Decision-making, governance and communication</td>
<td>Watchful parents</td>
<td>Being school governor, volunteering, regular communicator with the teacher and child, responsive to school letters,</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>School followers,</td>
<td></td>
<td>Everyday informal communication with other parents, their child and staff members. They aim to utilize the school given instructions in supporting children’s education at home.</td>
</tr>
<tr>
<td></td>
<td>Active Partners</td>
<td></td>
<td>Regular communicator with the child, parents from their native state and with bilingual staff member, who can speak parents’ native language</td>
</tr>
<tr>
<td></td>
<td>Passive Attendees</td>
<td></td>
<td>Informal communication with other parents from their native background and child at home, least formal communication due to least knowledge and understanding of</td>
</tr>
<tr>
<td>Type 6</td>
<td>Collaborations with Community Organization</td>
<td>School Followers</td>
<td>British Schooling</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------</td>
<td>------------------</td>
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</tr>
<tr>
<td></td>
<td>Only two parents from school follower cluster were involved in a spiritual social group.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8.6 School strategies and their implementation by various clusters of IHPs

Thus, from the above discussion, it can be concluded that the school provide a diverse range of activities to all of its parents, whether they were first generation, second generation or settled parents. The school also ensures that each parent get an opportunity of remaining involved in some school based activities and also they are encouraged to get involved in home based activities. The school also encourages all parents to communicate with school on regular basis and seek help if needed.

From the table, I draw the following conclusions,

1. Different clusters of IHPs have different perceptions of PI. Parents in Watchful cluster have enhanced awareness of the British schooling and therefore, they are equally involved in school base and home based activities, whereas all IHPs in rest of the clusters have limited involvement in SBA.

2. Section 8.4 expressed some areas about which there was difference in what was said by school personnel and what was experienced by IHPs. That raises the concerns about social justice issues in the school why such
conditions under policies are not analysed and modified by the school leaders.

3. As expressed by leaders they have quite specific ideas about type, frequency and nature of PI from second generation IHPs, Settled first generation IHPs, newly arrived IHPs and parents with specific need child. This raises the challenge for various PI as they would need to fit in the school assumed criteria of involvement rather than making their own choices how they want to get involved. This again causes a concern about social justice towards some parents, who expressed different sorts of involvement they were looking for (a mother in watchful cluster wanted to do some volunteering and had not been given that opportunity. In contrast, a mother from active partner cluster expressed her trust and she expressed the school to take more responsibility in terms of decision taker for the child rather than involving parents as a partner in everyday child's school life).

4. IHPs in the current study expressed their trust on school; all parents in different clusters perceived themselves as involved in child's learning but their scope of involvement in SBA was influence by their educational background (the qualification and where it was achieved); knowledge of spoken English, migratory status influencing their knowledge of British schooling.

5. All IHPs were involved in HBA and they adapted different sorts of strategies of their choices that included organising learning activities, help in homework, informal
learning of native language and cultural native value development.

6. Parents in various clusters prefer different modes of communication with the school. Informal communication with bilingual staff, with child and other parents from same linguistic background was common among parents in school follower cluster, active partner clusters and passive attendees clusters; whereas letters were highly significant for IHPs in watchful cluster.

8.6 Research Method analysis in terms of their relevance and validity to the research questions

The current study was carried out as a case study grounded on the interviews of seventeen IHPs and seventeen school personnel. The rationale for taking this investigation as a case study was embedded in its capability of collecting in-depth data and contextual details of each participant. The main source of data collection as semi-structure interviews those were carried out on individual basis at different venues. I acknowledge that interviews demonstrate a snapshot of a particular point in time and the parents’ focus of involvement in their child’s school and non-school learning that necessarily do not remain static over their children’s school life (Vincent et al., 2012). In order to analyse the impact of previous life incidents of the parents on their current involvement, I also employed timeline and social network map methods for collecting addition data. Being
an innovative method, use of timeline and social relational map was partly successful because a number of parents refused to draw it saying that it was a difficult exercise for them. This was perhaps due to the fact that all of them were not spatial people, but some of them needed a little help in explaining and drawing the timeline. Finally I had data from six IHPs, who drew a timeline followed by an informal talk. I found there were few consistencies outcomes such as all IHPs placed migration to England as one of the significant event of their life; sending their child to the university and sending them for a good professional career that included bank jobs, doctors, engineers and three mums reflected that giving birth to a son was also significant for them. This confirmed Khan, a leader’s narratives that Indian families have inclination to send their children to high reputed jobs and therefore, they encourage child to study well in the school. In order to investigate parental involvement practice in depth, I also employed relational map with a number of parent-participants. The data from relational map was significant in order to analyse that IHPs were living in closely knitted community and they help each other. Nevertheless, usefulness of these innovative methods was quite limited for two reasons. Firstly, all parent participants were not spatial and they took a long time to draw timeline and relational maps. Secondly, some participants denied doing the exercise as they were not confident in drawing. Another challenge in the current data collection from parents was their availability for two different exercises due to mothers’ extremely busy family life. Some of the parents agreed to attend second round of
timeline and relational map interviews; however they could not manage their time and apologized from the researcher. Therefore, I acknowledge that the significance of timeline and relational map interview was quite limited.

8.7 Summary

The chapter revised the aims of the current investigation and then various findings from different groups are discussed under main research questions. It then presents a cross group analysis and a few areas of findings those revealed distinct outcomes from different stakeholders. The chapter then analysed different methods of data collections in the current investigation. Finally, in the next chapter, main implications, limitations and key recommendations will be discussed.
Chapter 9: Conclusions and Implications

9.1 Introduction

The aim of the study was to elicit the IHPs' and school strategies of PI from parents’ and school personnel’s perspectives. Data was collected from thirty four different participants who shared their views on parents’ participation, engagement and involvement in school and home settings for the children. Adopting an interpretive perspective, Indian heritage parents from WPS, Leicester city were interviewed on individual basis, exploring lived experience of their participation in their children's schooling.

The chapter is divided into four sections. In section 9.2, I present a summary of the main findings and their key implications. This section will also highlight the rationale for and an indication of possible areas for improvement in terms of learning lessons from other schools those work in other multicultural context and deal with ethnic minority parents. In section 9.3, I discussed various limitations of the current investigation. In section 9.4, I demonstrate the implications of the investigation in term of policy making, practices and recommendation for future research. In section 9.5, I reflect on my experiences throughout the journey of my PhD, the lesson learnt during the course of the research and the personal and professional development that has possibly taken place throughout this journey.
9.2 Summary of main findings and key implications

Different leaders, educators (teachers and LSAs) and parents have quite different understanding of PI and its aims in relation to support child’s school and non-school learning. After analyses of data, I develop the following conclusions,

1. PI of IHPs was influenced by prior schooling experience, whether it was in terms of their schooling or the child’s schooling in native state. The parents’ educational background was significant but their own schooling experience was a prominent factor in developing their perceptions of PI and accordingly adopting distinct strategies of involvement.

2. The study found that individual parent's educational qualification, distinct migratory level (newly arrived, settled, second generation) and English speaking ability were significant in their participation in SBA, whereas their self efficacy, aspirations native values and native identity development were significant for HBA.

3. All IHPs expressed a trustworthy relationship with the school, except a few incidents of disputes those were because of parents’ and school' assumption about each other.
4. IHPs form a diversified group with distinct linguistic, educational and social background. Parents in watchful cluster were highly involved in their children’s school and non-school learning, whereas parents in school follower cluster had limited involvement in SBA but they remained involved at home by following school instructions. Despite having least knowledge of British schooling, some parents try to remain highly involved in SBA and they raise more concerns than others (active partner cluster) due to their limited knowledge and high expectations. Parents with low education and very limited knowledge of English perceives themselves as involved by informal visit of school and through informal communication with the child, bilingual staff and other parents with same native language.

5. All IHPs were regularly engaged in their children’s non-formal learning at home.

6. Several IHPs had limited scope of their involvement in SBA due to limited awareness of British schooling, available school strategies, conditions involved in attending parents’ classes and sometimes due to other personal reasons such as looking after family in absence of spouse.

7. All IHPs exhibit high dispositions towards native value development in terms of learning native language, religious practices and native culture. The role of religious education was more visible among Muslim families, who focused on sending their children to
Madrasa on regular basis as compared to Hindus families for practicing only a few Hindu rituals at their home.

8. All the parents expressed a will to preserve their native identity but they also want to prepare their children to live in a multicultural England. Only one mum expresses her will to return to India when her daughter gets into teen age, but she also expressed her will to send her daughter to good university of England.

9. The school has appropriate number of bilingual staff from different ethnic background that developed a multicultural environment in the school. In every class, there was a bilingual staff member to facilitate NES parents' regular communication with the class teacher. Having an appropriate number of bilingual staff in every class was a successful strategy in terms of maintaining a friendly relation with numerous parents.

10. Regular informal communication of parents with school staff developed a trustworthy relation between IHPs and school.

11. The school was located in an economically deprived area of Leicester and therefore, majority of families were vulnerable. Hence the school strategies were developed under this assumption that the families served are not affluent.

12. The parents with limited knowledge of English resulted into limited awareness of school strategies that
finally restricted these parents' limited involvement in school based activities.

13. There was a number of school strategies such as appointment of a family support worker, parents’ skill development classes to enhance their skills were rarely known to majority of IHPs. Therefore, the school needed to take initiatives to enhance parents’ awareness.

14. The school leaders offered limited opportunities of volunteering in the school that is grounded on leaders' assumed perception of IHPs’ rather than collecting their details about individual educational and linguistic capabilities and then train them to participate.

Despite having a vast range of involvement strategies, the scope of different IHPs’ involvement is limited due to existing school policies. Why the school restricted two newly arrived IHPs, who were keen interested to improve their English, for joining free English classes? This raises an issue of social justice why the school leaders kept such condition of three years conditions for joining free English classes?

15. There were certain areas such as PTA; volunteering opportunities for EMPs in the school, policy in relation to free English Language classes for Parents are some of the areas those need further investigation.

16. Home visits by school staff or family support worker was quite significant for making the school aware of true
family circumstances and then encourage parents to remain involved accordingly.

9.3 Limitations of the current study

The current study explored distinctive perspectives of three groups of stakeholders: school leaders, educators, and Indian Heritage Parents in Wilson Primary School of Leicester. The city is renowned for its multicultural, multi-religious activities with several affluent families from different ethnic and cultural backgrounds, but WPS was located in an economically deprived Muslim-dominated area. Consequently, all school leaders and educators kept Islamic values in mind throughout their interviews. Thus, the current research has the following limitations:

1. The study was carried out in one school that was located in Muslim dominating economically deprived area of Leicester, so I do not claim to generalise the findings on other schools of Leicester.

2. The data collection was carried out in 2013-2014 and therefore, the outcomes of the research are bounded to that particular time period because this was a specific time when there had been a recent change in the UK government. The conservative government had taken over the office from labour government in 2010 and the new government provided more autonomy to the school in place of making a national uniform policy and advising each school to implement it.
3. Within the IHPs, there were 13 mother participants and 4 dad participants; therefore it can be argued that the main findings in the study highlight the mother’s perspectives and I don’t have any explanation for that. I discussed in previous chapters, my initial plan was to get involved an equal number of mothers and fathers; but the availability of parents changed my sampling strategy in the field and therefore, it remains a limitation of the study.

4. Data was collected by semi structured interviews of individual parents followed by time lines and social network methods. Despite having significant aims for revealing the important life events of parents and significance of social network in order to maintain PI; use of Time lines and social network was partly successful. Some parents denied participating, some others took a long time and then finally told that it was difficult to recall things and draw it on paper. They further added that they need a preparation for such participation. I found that it was quite difficult for parents with low education.

5. Nevertheless, by social network map; a few parents reflected how their relationship with other parents was significant for collecting important information of the school and remain involved in HBA.
9.4 Implications for policy and practice, recommendations for future Research

The study indicated a number of avenues for future research regarding different aspect of the topic. The present study explored the topic in the light of the views of school leaders, teachers, LSAs and certain parents from Indian Heritage. Although, I initially plan to carry out this investigation with five different schools and include equal number of fathers and mothers, I needed to change my decision due to access and resource issues. An interesting extension, therefore, of this study would be to conduct a future research from equal number of mothers and fathers and also a third category of school stakeholders that was school administrative staff, who often assistant and deal with many different NES parents. As a qualitative case study from one school, the study was not aimed at wider generalisation in terms of implications, although there is always a room for natural generalisation. The current school could learnt some lessons from parents’ perspectives and may develop some additional policies, however a number of parents still need more motivation and encouragement to enhance their involvement and engagement in order to support children’s school and non-school learning.

Interviews demonstrate a snapshot of perspectives or events with recent examples of incidents. Some people, who are less expressive (such as Barkha, who only knew hardcore Gujarati) found it quite difficult to share relevant data. Therefore, for future research, I would include
observations in methods of data collection that could be followed up with an interview for understanding the different perspectives.

Two mothers raised concerns about regular more practice work and making the classes more technology based rather than involving parents as a partner in every activity. These suggestions needed to be analysed properly by policy makers in making any future policy.

**9.5 Reflections and conclusion**

Reflecting back, towards the end of this thesis, on the journey from the beginning; I find it an enlightening and challenging experience. In 2010, when I began my PhD, my focus was on linguistic barriers of South Asian Parents and therefore, my knowledge was uni-dimensional and quite simplistic. But with the ongoing journey PhD, I explored literature that enhanced my understanding of other significant factors such as ethnic cultural practices, role of educational background of IHPs, availability of school strategies and so forth. Literature review gave me an opportunity to refine my research questions and I was more focused to carry out this study.

Before starting my field work, it was also necessary to select a theoretical and conceptual framework for the study. After exploration and analysis of various theoretical frameworks in relation to parental involvement
and engagement employed by various researches, I found that Epstein's framework was quite popular for providing a range of activities of parental involvement. Thus, I selected it the most appropriate framework for taking this study.

After starting my field work, I faced numerous challenges such as accessibility to schools in Leicester, challenges regarding teachers’ interviews and contacting new IHPs, these challenges compelled me to do certain changes in my research; nevertheless, these were great opportunities of learning and enhancing my knowledge about field, about methods of data collections and about challenges in qualitative studies for outsiders. I also faced some challenges in employing two recently developed methods of data collections timeline and social or relational map for completing data collection from parents, however I am confident that I could use those in future research with little more preparation and practice.

After the analysis of data, I developed separate models for parents' school based and home based involvement, a network map showing various opportunities of parental involvement and finally combining all these I developed a tentative framework for IHPs involvement and engagement in their children's school and non school learning. The tentative framework developed by the researcher covers various groups of IHPs and their different patterns of involvement. Overall, it was an enlightening journey; I have been a good learner for
learning various lessons and acknowledging those in my journey.
(Appendix 1)

Basic information about each IHP

Place of the interviewee……………………………………

Time…………………………………Date ……………

1. Your name………………………………………………

2. Your Age…………………………………………………

3. Your sex…………………………………………………

4. Ethnicity………………………………………………

5. First language…………………………………………

6. Other communicable languages……………………..

7. Knowledge of English……………………………………

   *Proficient   * Good   *Average   * Below Average

8. What language do you prefer for interview………………

9. Highest Academic Qualification…………………………

10. Where you acquired this qualification……………………

11. Place……………………………………………………

12. Country…………………………………………………

13. Name and location of your first primary school………

14. How long have you been to England…………………..

15. How long have you been to Leicester…………………..

16. Contact details of the participant

17. Mobile number…………………………………………

18. Address………………………………………………..
(Appendix 2)

Research Project Information Sheet (for parents)
Parents with Indian background- time to take part in an interesting study in Leicester.

• I am a Post Graduate Research student and my research aims to explore parents’ views on Parental involvement and their relationships with Wilson Primary School, Leicester.

• To take part, you should be of Indian origin with any ethnicity such as Indian, Ugandan, Tanzanian, Kenyan or English.

• I am particularly interested in your real life stories of every day interactions with the school staff and your engagement in supporting your children’s learning whether it is school based or out of school. I am also keen to know your experiences with your child’s current primary school in Leicester.

• Each interview will be first audio recorded and then transcribed. The interview transcript will be provided to you to ensure that nothing has been missed out or incorrectly recorded. This is also an additional opportunity to modify information. Only after your review will the information is used for data analysis.

• The interview is conversational and will be arranged in two shifts. Each shift may take approximately 30-40 minutes of your time. The interview time and venue will be arranged as per your convenience.

• In case, you prefer to be interviewed in Gujarati, Hindi, or Urdu; please don’t hesitate to let me know. I can speak Hindi and Urdu myself but for Gujarati speaking Parents, I will make some alternative arrangements of bringing an interpreter.

• The names and identity of participants will not be disclosed in any report. Consequently, there is no possible harm in participation.
• It is an opportunity for you to share your thoughts and experiences which could contribute to future policy development for optimising parental involvement and engagement in relation to supporting children's learning. I would also like to acknowledge that without your participation, the study cannot be completed successfully.

• Participation is totally voluntary and you will have a right to ask questions, not to answer any questions or withdraw at any time, if you wish.

• If you agree to take part or have any queries, please do get in touch with me at 7405241455 or am614@le.ac.uk.

• You could send me a text and I will call you back at a convenient time to give you further details to schedule an interview.

• Thank you very much.

Yours Faithfully,

Anupma Mishra (Anu)

The school of Education,
University of Leicester
email id: am614@le.ac.uk
Research Project Information Sheet (for school)

A study about Indian Heritage Parents-school relationship in Leicester.

- I am a post graduate research student and my research aims to examine Indian heritage parents’ relationship with their children’s primary school in Leicester.

- To take part, the school should be serving children from Indian origin and dealing with Indian heritage parents along with other ethnic groups.

- I am particularly interested in exploration of the school strategies for optimizing the involvement of IHPs in support of children’s school based learning and its impact on IHPs’ involvement in their children’s school based learning. In order to examine the phenomenon in-depth, I would like to interview the head teacher, relevant senior leaders, class teachers, the parent governor and IHPs on individual basis.

- Each interview will be first audio recorded and then transcribed. Each individual interview will last for approximately 30-40 minutes. The interview schedule and venue will be arranged as per the participant’s convenience. IHPs’ interview can be recorded in English or their preferred Indian language such as Hindi, Gujarati or Urdu.

- Each interview transcript will be provided to each participant to ensure that nothing has been missed out or incorrectly recorded. This is also an additional opportunity to modify the information. Only after their review will the information be used for data analysis.

- Participants’ privacy, confidentiality and anonymity will maintain throughout the data collection, analysis and reporting. Consequently, there is no possible harm in participation. In order to follow the ethical guidance by
BERA, 2004; an ethical approval is obtained from the University of Leicester.

- Participation is totally voluntary and each participant has a right to ask questions, not to answer any questions or withdraw at any time, if they wish.

- If you agree to take part in the study please do get in touch with me at 7405241455 or am64@le.ac.uk for any further details or to schedule an interview.

Yours Faithfully,

Anupma Mishra

The school of Education,

University of Leicester
(Appendix 4)

Open ended Questions for IHPs and School personnel

Interview guide for school leaders:

1. (warming up question) Pls tell me about your role in the school and what are your main responsibilities?
2. Tell me your School strategies in order to optimize PI and PE in their children’s learning?
3. Tell me if you employ any particular strategies for engaging IHPs?
4. How do you differentiate IHPs from other ethnic minority parents?
5. What are your Individual strategies to optimize IHPs’ involvement and engagement in their child's learning?
6. What do you understand by an appropriate PI and PE for supporting children’s learning (generated from Research Question?)

Interview guide for school Teachers and LSAs:

1. (warming up question) Pls tell me about your role in the school and what are your main responsibilities?
2. Tell me your strategies in order to optimize PI and PE in their children’s learning?
3. Do you use other specific strategies on your own? Please share those as well?
4. As per your experience, what are the schools’ main expectations from each of its parents?
5. As per your experience, what are the main expectations of IHPs from the school?
6. How do you differentiate IHPs from other ethnic minority parents?
7. What are your Individual strategies to optimize IHPs’ involvement and engagement in their child's learning?
8. What do you understand by an appropriate PI and PE for supporting children’s learning (generated from Research Question?)
Interview guide for IHPs:

1. (warming up question) Pls tell me briefly about your family life.
2. What are the recent school strategies, opportunities and scope of PI and PE in supporting child’s learning for you?
3. What does your child school expect from you?
4. How do you get involve in children’s school based learning?
5. How do you get involved in children's non-school learning?.
6. What are your expectations from your child's school?
7. What do you understand by an appropriate PI and PE for supporting children’s school and non-school learning?
Informed Consent Form

A study about Indian Heritage Parent-school Relationship in Wilson Primary School, Leicester

Researcher’s name: Anupma Mishra

1. I confirm that I have read and understand the Research information sheet for the current study. The purpose of the project has been explained to me by the researcher.
2. I understand that my participation in the study is totally voluntary.
3. I understand that while information gained during the study may be published, my real identity will not be disclosed and my personal details will remain confidential. The information provided by me will be used with honesty only for the academic purposes.
4. The researcher will respect the privacy, confidentiality and anonymity in data collection, data analysis and information presentation. My identity will only remain with the researcher until she completes her study.
5. I am also aware that I have the right to ask questions, not to answer any questions and I may withdraw from the study at any stage if I wish.
6. I understand that I may contact the researchers for any further inquiry, if I require. In addition, I may contact the Research Ethics Coordinator of the School of Education, University of Leicester, if I wish to make a complaint relating to my involvement in the research.
I…………………………………..(name) agree to participate in the study.
Signature ………………..
Date………………… Place ………………………
Appendix six

(अनुसंधान योजना सूचना शीट)

भारतीय मूल के माता पिता- लेस्टर में करे जाने वाले अनुसंधान में प्रतिभाग करने हेतु

१. मैं एक पोस्ट एजुएट रिसर्च छात्रहूँ तथा मैं भारतीय मूल के माता पिता का उनके बच्चे के विद्यालय में प्रतिभाग के विषय पर अनुसंधान कर रही हूँ।

२. इस हेतु आपको भारतीय मूल का होना आवश्यक है। यदि आप स्वयं को भारतीय समझते हैं तो आप इस अनुसंधान में प्रतिभाग कर सकते हैं।

३. प्रतिभाग करने वाले माता या पिता का कम से कम एक बच्चा विल्सन प्राइमरी स्कूल, लेस्टर में अध्ययनरत होना चाहिए।

४. यह अध्ययन आपके जीवन के सच्चे अनुभवों को उजागर करने हेतु है ताकि माता पिता के अनुभवों, विद्यालय में उनके प्रतिभाग तथा उनके द्वारा सामना की जा रही समस्याओं से समाज और राष्ट्र को अवगत कराया जा सके।

५. अनुसंधान का उद्देश्य पूर्णतया शैक्षिक है अतः समस्त प्रतिभागियों के नाम तथा उनकी पहचान को गोपनीय रक्खा जायेगा। अनुसंधान में उनके स्थान पर काल्पनिक नामों का प्रयोग किया जायेगा ताकि प्रतिभाग करने वाले किसी भी
व्यक्तित्व को किसी तरह की किसी समस्या का सामना न करना पड़े।

६. अनुसंधान में प्रतिभाग करने वाले प्रत्येक प्रतिभागी का व्यक्तिगत इंटरव्यू लिया जायेगा तथा इसकी ऑडियो रिकॉर्डिंग की जाएगी। तत्पश्चात ऑडियो रिकॉर्डिंग को नोट्स के रूप में लिखा जायेगा तथा फिर इन सबकी मदद से अनुसंधान के मूल प्रश्नों के उत्तर प्राप्त किये जायेगे।

७. इंटरव्यू नोट्स को उपयोग करने से पहले उन्हें प्रत्येक प्रतिभागी को भेजा जायेगा ताकि यह सुनिश्चित हो सके की अनुसंधान कर्ता ने उनके द्वारा बताई गयी किसी भी बात में कोई परिवर्तन नहीं किया है।

८. इंटरव्यू या तो अंग्रेजी भाषा में या फिर हिंदी में रिकॉर्ड किया जायेगा। ऐसी दशा में यदि कोई प्रतिभागी अंग्रेजी तथा हिंदी बोलने या समझने में असमर्थ है तो उसके इंटरव्यू हेतु एक अनुवादक की व्यवस्था की जाएगी।

९. प्रत्येक प्रतिभागी को किसी भी प्रश्न का उत्तर न देने, अपनी प्रतिभागिता किसी भी समय वापस लेने और प्रश्न पूछने का अधिकार है।

१०. इंटरव्यू सामान्य बोल चाल की भाषा में लिया जायेगा जिसमे लगभग 30-40 मिनट का समय लगेगा। इंटरव्यू लेने का समय
तथा स्थान प्रतिभाग करने वाले की सुविधानुसार तय किया जायेगा।

१०. अतः भारतीय मूल के माता पिता के लिए ये अनुसन्धान उनके अनुभवों तथा विचारों को प्रकट करने का एक अवसर प्रदान करता है। आपके द्वारा इस अनुसन्धान में प्रतिभाग भविष्य में इंग्लैंड के विद्यालय में अभिभावक की भूमिका विषय पर पालिसी निर्माण हेतु उपयोगी हो सकता है तथा यह विद्यालय को नवीन पालिसी के निर्माण के साथ साथ अपनी वर्तमान पालिसीस पर पुनः विचार करने हेतु भी उपयोगी हो सकता है।

Thank You

Kind regards,

Anupma Mishra

Researcher, School of Education

University of Leicester
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