Data Analysis Process

For the study titled evaluating the importance of parental engagement in a large English primary school the researcher decided to administer a structured interview to the interviewed teachers.

The main reason for administering structured interviews to the teachers in the study was because the researcher wanted to find out specific information related to importance of parental engagement in a large English primary school including:

- To determine what parental engagement means to teachers

- To highlight the most effective forms of parental engagement

- To determine whether teachers prioritise parental engagement

- To determine the main barriers of increased parental engagement in schools

After recording and transcribing interviews, the researcher decided to examine their data mostly through deductive thematic analysis. The deductive approach to thematic analysis comprises examining data based on pre-existing themes (Roberts et al., 2019). The coding structure table below depicts the pre-existing themes that the researcher expected to discover in their data after conducting interviews and evaluating the data.

Themes	Descriptions
Theme#1: Meaning of parental engagement to teachers	Subjective meaning of parental engagement according to individual teachers
Theme#2: Most effective forms of parental engagement	Teachers views of the most effective forms of parental engagement
Theme#3: Prioritization of parental engagement	Teacher views on whether parental engagement is a priority
Theme#4: Barriers of increased parental engagement in schools	The main barriers to increased parental engagement according to teachers

Following a primarily deductive approach to thematic analysis, the researcher eventually used open coding on the interviews. Byrne (2021) defines codes as interpretative labels or statements that summarize specific information relevant to the study questions. The developed codes were then linked to the main themes.

Theme	Code	Interview Excerpt
Theme#1 Meaning of parental engagement to teachers	Partnership between school and parents	*Interview1* *For me it means the partnership between school and parents.*
	Teachers having a good relationship with parents in their class	*Interview 2* *It's about having a good relationship with the parents in your class.*
Theme#2 Most effective forms of parental engagement	School events	*Interview2* *Then there's different layers you can add to that. Like the events we have in school that parents can come in and be part of.*
	Parent visits in the classroom	*Interview2* *There could be parents coming into the classrooms to see things happening.*

Findings

The deductive thematic analysis process led to the development of the themes shown in the table below.

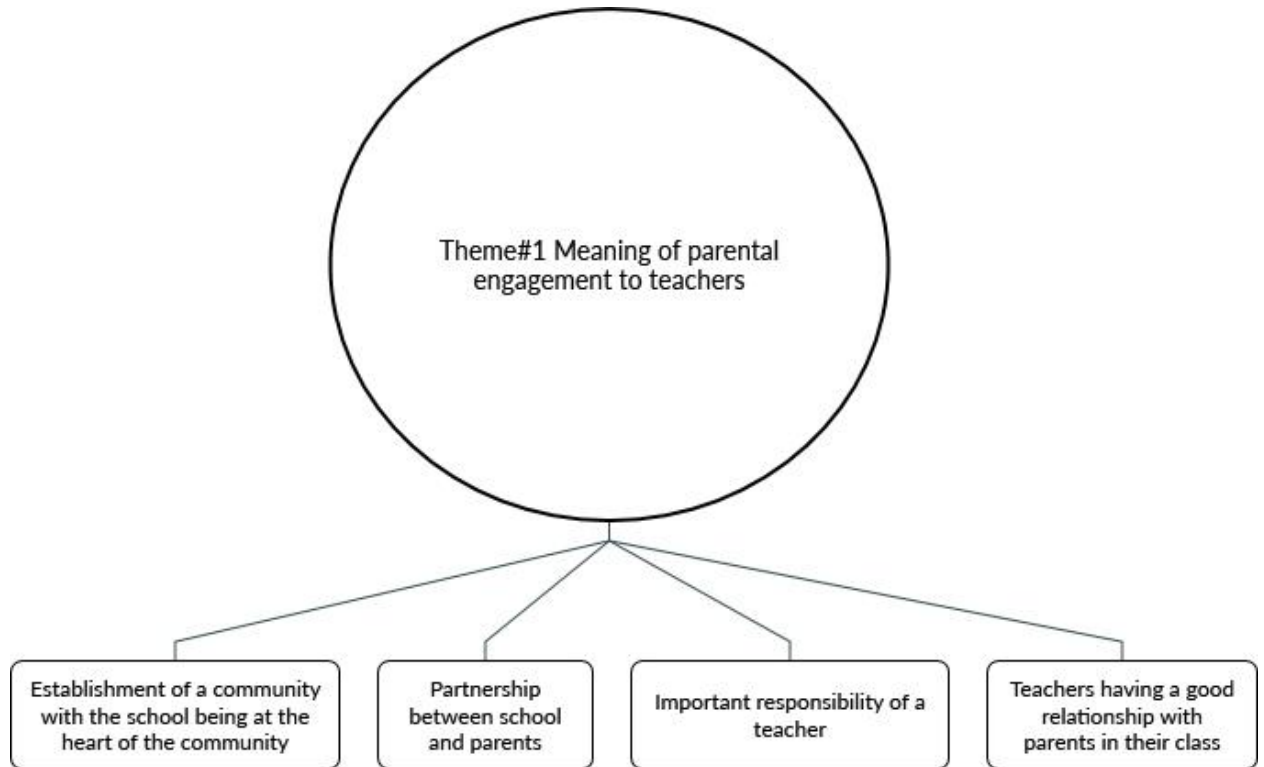| Themes	Descriptions
Theme#1: Meaning of parental engagement to teachers	Subjective meaning of parental engagement according to individual teachers
Theme#2: Most effective forms of parental engagement	Teachers views of the most effective forms of parental engagement
Theme#3: Prioritization of parental engagement	Teacher views on whether parental engagement is a priority
Theme#4: Barriers of increased parental engagement in schools	The main barriers to increased parental engagement according to teachers

Theme#1: Meaning of parental engagement to teachers

This theme represented the subjective meaning of parental engagement according to individual teachers. When the teachers were asked what parental engagement meant to they provided different responses. One of the teacher's interview 1 stated that parental engagement meant partnership between school and parents.

Interview1

For me it means the partnership between school and parents.

Figure 1: Mind map showing the responses by the participants contributing to the development of the theme meaning of parental engagement to teachers.

Theme#1 Meaning of parental engagement to teachers

| Establishment of a community with the school being at the heart of the community | Partnership between school and parents | Important responsibility of a teacher | Teachers having a good relationship with parents in their class |

Another teacher Interview 2 indicated that parental engagement meant teachers having a good relationship with parents in their class.

Interview 2

It's about having a good relationship with the parents in your class.

Another participant Interview 2 also added that parental engagement was an important responsibility of a teacher.
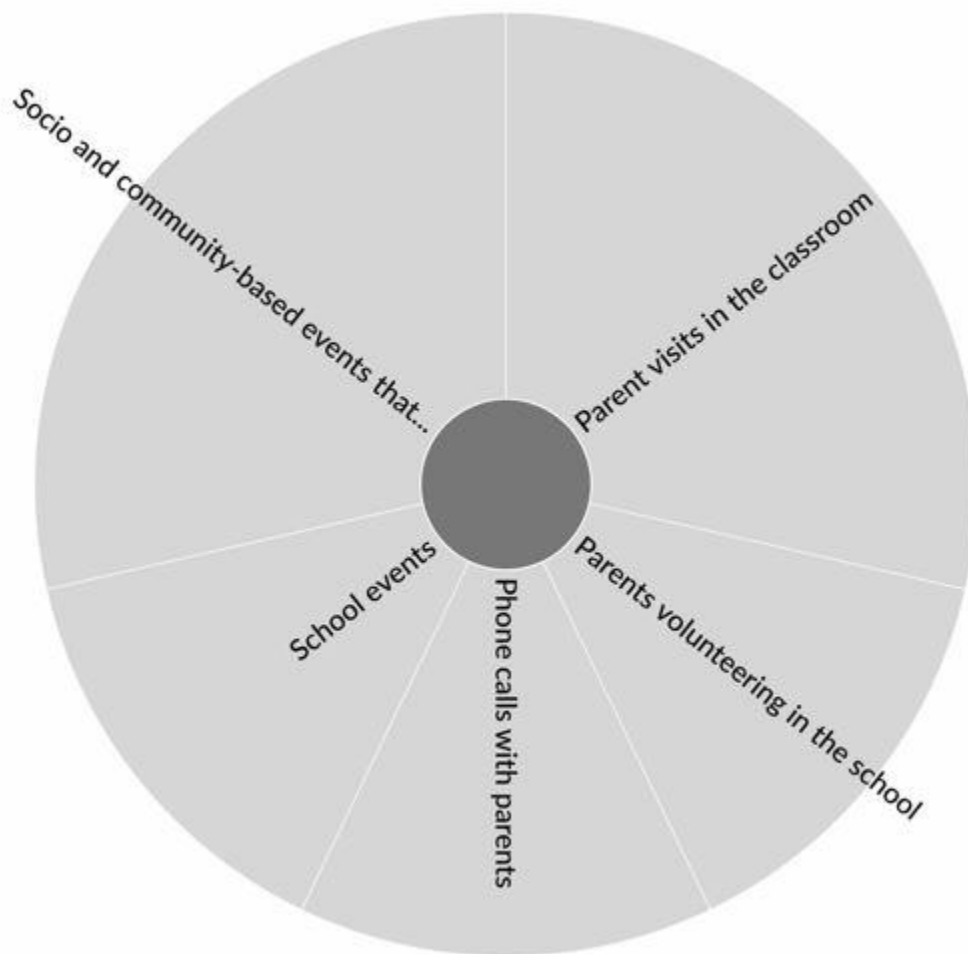
Interview 2

B: For me personally it's not an additional thing. It's something you do as a class teacher on lots of different levels.

Theme#2: Most effective forms of parental engagement

This theme represented the teacher's views of the most effective forms of parental engagement. When the interviewed teachers were asked the types of parental engagement that are most effective they provided different responses.

Figure 2: Hierarchy chart showing the most prominent responses by participants related to the most effective forms of parental engagement.

One of the interviewed teachers indicated that one of the most effective form of parental engagement was parent visits in the classroom.

> *Interview 2*
>
> *There could be parents coming into the classrooms to see things happening.*

Another of the interviewed teachers opined that parents volunteering in the school was an effective form of parental engagement.

Interview 2

You might also have some parents that volunteer within school as well.

Other effective forms of parental engagement identified by the interviewed teachers included:

Phone calls with parents

Interview1

As well as even things like phone calls

School events

Interview 2

Then there's different layers you can add to that. Like the events we have in school that parents can come in and be part of.

Socio and community-based events that encourage parents to visit the school physically

Interview1

Obviously, for some of our parents, school is a barrier, so I think some of the more social, community based events that get the parents through the door for just a coffee or a chat are really important.

Theme#3: Prioritization of parental engagement

All of the interviewed teachers agreed that parental engagement was a priority.

Interview1

Yes, with my assessment hat on I think it's important that parents know where their children are at and that we are honest with them about that.

Interview 2

B: I think it is. It's very very important because ultimately, they are the customer.

Theme#4 Barriers of increased parental engagement in schools

The interviewed teachers identified different barriers to increased parental engagement in schools.

Two of the interviewed teachers Interview 1and Interview 2 highlighted that there was lack of sufficient time for engagement among both parents and teachers which was a barrier to increased parental engagement in schools.

Interview 1

A: I think a bit of both. At the moment teachers have so much to do. So much paperwork. I think it's becoming harder. It's a harder job than it was. For parents, some have full work and other children care responsibilities. So that's the time element.

Interview 2

Some parents have to work. They haven't got the time. Like me really, my kids have all these wonderful things going on in school and I can't go because I have to be here. So those can be some of the barriers.

One of the interviewees Interview 2 also indicated that language barriers were barriers to increased parental engagement in schools.

Interview 2

B: I think sometimes a barrier can be language. Language barriers can be difficult.

References

Byrne, D. (2021). A Worked Example of Braun and Clarke's Approach to Reflexive Thematic

Analysis. *Quality & Quantity*, *56*(56), 1391–1412. Springer.

https://doi.org/10.1007/s11135-021-01182-y

Roberts, K., Dowell, A., & Nie, J.-B. (2019). Attempting Rigour and Replicability in Thematic

Analysis of Qualitative Research data; a Case Study of Codebook Development. *BMC

Medical Research Methodology*, *19*(1), 1–8.

https://bmcmedresmethodol.biomedcentral.com/articles/10.1186/s12874-019-0707-y