



*ΤΣΙΤΟΥΡΑΣΩΤΗΡΙΑ PARENTAL INVOLVEMENT AND MIGRANT
STUDENTS' ACADEMIC PROGRESS; ASSISTANCE AT HOME*



Postgraduate Programme of Studies

Language Education for Refugees and Migrants

Hellenic Open University

Postgraduate Dissertation

**Parental involvement and migrant students' academic
progress; assistance at home**

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Η παρούσα εργασία αποτελεί πνευματική ιδιοκτησία του φοιτητή/της φοιτήτριας («συγγραφέας/δημιουργός») που την εκπόνησε. Στο πλαίσιο της πολιτικής ανοικτής πρόσβασης ο/η συγγραφέας/δημιουργός εκχωρεί στο ΕΑΠ, μη αποκλειστική άδεια χρήσης του δικαιώματος αναπαραγωγής, προσαρμογής, δημόσιου δανεισμού, παρουσίασης στο κοινό και ψηφιακής διάχυσής τους διεθνώς, σε ηλεκτρονική μορφή και σε οποιοδήποτε μέσο, για διδακτικούς και ερευνητικούς σκοπούς, άνευ ανταλλάγματος και για όλο το χρόνο διάρκειας των δικαιωμάτων πνευματικής ιδιοκτησίας. Η ανοικτή πρόσβαση στο πλήρες κείμενο για μελέτη και ανάγνωση δεν σημαίνει καθ' οιονδήποτε τρόπο παραχώρηση δικαιωμάτων διανοητικής ιδιοκτησίας του/της συγγραφέα/δημιουργού ούτε επιτρέπει την αναπαραγωγή, αναδημοσίευση, αντιγραφή, αποθήκευση, πώληση, εμπορική χρήση, μετάδοση, διανομή, έκδοση, εκτέλεση, «μεταφόρτωση» (downloading), «ανάρτηση» (uploading), μετάφραση, τροποποίηση με οποιονδήποτε τρόπο, τμηματικά ή περιληπτικά της εργασίας, χωρίς τη ρητή προηγούμενη έγγραφη συναίνεση του/της συγγραφέα/δημιουργού. Ο/Η συγγραφέας/δημιουργός διατηρεί το σύνολο των ηθικών και περιουσιακών του δικαιωμάτων.



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Abstract

Multilingual and multicultural environments both in society and in education raise the need for constant research on factors that affect nonnative populations' appropriate integration in every country. Recent research has indicated the benefits of parental involvement, especially for diverse families, not only for the students' cognitive progress but also for their psychosocial development. However, specific factors impede a vivid and qualitative parental inclusion especially in the Greek context where teacher- parent partnership is considered a challenging field when referring to diverse populations. Based on this hypothesis, the present study investigates migrant parents' perceptions regarding parental involvement and assistance at home considering their children's homework and self- education. The survey was conducted through semi-structured interviews with parents whose children attend Greek public primary schools in Attiki. The main findings of the research verify the importance of diverse parents' participation in education, the multifarious ways that teacher- parent cooperation benefits all related parties, i.e. students, parents and teachers while they identify specific factors that affect a vivid participation in educational institutions. Specific limitations regarding the present survey are mentioned while the need for further research on the field and from parents' perspective on a higher scale is raised. Finally, a cross- examination of teachers and parents' perspectives is considered as beneficial in order for a more holistic image to be created.

Key Words: parental involvement; migrant parents; primary education; assistance with homework

Περίληψη

Τα πολυγλωσσικά και πολυπολιτισμικά στοιχεία της σύγχρονης κοινωνίας και εκπαίδευσης αποδεικνύουν την ανάγκη για διαρκή έρευνα σχετικά με παράγοντες που επηρεάζουν την ομαλή ένταξη μη ντόπιων πληθυσμών σε κάθε κοινωνία. Πρόσφατες έρευνες αποδεικνύουν τα οφέλη της γονικής εμπλοκής, ιδιαίτερα για πολυπολιτισμικές οικογένειες, όχι μόνο για την ακαδημαϊκή πρόοδο των μαθητών αλλά και για την ψυχοκοινωνική τους ανάπτυξη. Παρόλα αυτά, συγκεκριμένοι παράγοντες δυσχεραίνουν την ουσιαστική και ποιοτική εμπλοκή των γονέων ιδιαίτερα στην Ελλάδα όπου η συνεργασία σχολείου και οικογένειας θεωρείται ένα πεδίο με αρκετές προκλήσεις ιδιαίτερα όταν πρόκειται για οικογένειες διαφόρων πολιτισμικών χαρακτηριστικών. Βασισόμενη σε αυτή την υπόθεση, η παρούσα μελέτη ερευνά τις αντιλήψεις μεταναστών γονέων σχετικά με τη γονική εμπλοκή και τη βοήθεια στο σπίτι λαμβάνοντας υπόψη παράγοντες όπως οι εργασίες των μαθητών για το σπίτι και η αυτομόρφωσή τους. Η έρευνα διεξάχθηκε μέσω ημιδομημένων συνεντεύξεων με γονείς των οποίων τα παιδιά φοιτούν σε ελληνικά δημόσια δημοτικά σχολεία της Αττικής. Τα κυριότερα ευρήματα της έρευνας επαληθεύουν τη σημασία της γονικής συμμετοχής στην εκπαίδευση για πολυπολιτισμικές οικογένειες, τα ποικίλα οφέλη για όλους τους εμπλεκόμενους, ήτοι μαθητές, γονείς, εκπαιδευτικούς ενώ παράλληλα διαπιστώνει συγκεκριμένους παράγοντες που επιδρούν αρνητικά στην ουσιαστική συμμετοχή των μεταναστών γονέων στους εκπαιδευτικούς θεσμούς. Συγκεκριμένοι περιορισμοί της έρευνας αναφέρονται ενώ, παράλληλα, διαφαίνεται η ανάγκη για περεταίρω έρευνα στον τομέα αυτό τόσο από τη σκοπιά των γονέων όσο και ως μια συγκριτική μελέτη απόψεων γονέων και εκπαιδευτικών με σκοπό να δημιουργηθεί μια πιο ολοκληρωμένη εικόνα σχετικά με τη γονική εμπλοκή στην εκπαίδευση για μη ντόπιους πληθυσμούς.

Λέξεις- κλειδιά: γονική εμπλοκή, μετανάστες γονείς, δημοτική εκπαίδευση, βοήθεια με τις εργασίες στο σπίτι

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List of Abbreviations

L1: first language

ZEP: Zones of Educational Priority

Introduction

Globalization and people moving from one country to another have created a new more complicated landscape in contemporary societies. According to United Nations more than 281 million people live in countries other than those they were born in (UNESCO, 2021) leading countries to present diversity and heterogeneity regarding their human dynamic.

Moreover, Europe seems to be an appealing destination for people of African or Asian countries, mainly due to war, political or economic reasons (Czaika & De Haa's, 2015). In addition, migration flows between European countries tend to increase especially now that the war in Ukraine leads many people to leave their homes and seek for asylum in other countries such as Greece (Capital. gr, 2022). As a result, Greece's sociocultural landscape is affected, even though migration has been a constant and timeless phenomenon for the country.

More specifically, in the early 1990's Greece received migrants mainly from neighboring countries such as Albania or Bulgaria, as well as from the former Soviet Union after the communist regime collapsed. During this decade, many Greek expatriates also returned to their home country (IOM, 2000). In the first decade of the 2000's Greece was a destination for refugees from African and Asian countries, e.g. Kongo, Pakistan and Iran as well as China (Gropas & Triantafyllidou, 2005). However, since 2015 when the war in Syria initiated, Greece keeps receiving a constantly increasing number of refugees from the aforementioned country as well as from Afghanistan or Iraq who seek for a way to move to the rest of the Europe (Anagnostou & Nikolova, 2017). All these different populations create a new diverse society in Greece with various cultural, linguistic, religious and societal characteristics and raise the need for an immediate, multifarious and essential integration of the newcomers.

Regarding the education, the Greek government has received specific measures for children and adolescents whose L1 is other than Greek. In 1996 the educational policies adopted a more inclusive perspective with the law 2413/96 which initiated the function of intercultural schools (Karanikola & Pitsou, 2015) while in 2010 Zones of Educational Priority (ZEP) classes were established, leading education in a more supportive and inclusive character regarding students whose L1 is other than Greek (Anagnostou & Nikolova, 2017; Karanikola & Pitsou, 2015). The aim of ZEP classes is to provide migrant, refugee and roma students with intensive lessons to the target language as well as to assist them integrate in the norms of the Greek scholar reality.

In ZEP classes, students' levels of proficiency in the target language are taken into consideration. Students whose level of Greek proficiency is minimum or zero, attend ZEP I classes, while students who have a prior knowledge in Greek attend ZEP II classes to minimize their difficulties. Both ZEP classes aim for the student to be able to attend school with peers in the regular classroom and they function during school hours, i.e. from 8 a.m. to 2 p.m. However, migrant, refugee and rom students are highly encouraged to attend other courses with peers such as Art, Music, Science and Gymnastics etc. in order for the former to interact with other children of their age and to be properly integrated (Charitos, 2019).

In addition, the inclusion of such populations in education benefits also the native children because it promotes respect, equality and acceptance for the other. It also enriches the educational process with new languages and cultures both of which lead to more open- minded future citizens (Gkaintartzi et al., 2015). However, such diverse classrooms raise new challenges for teachers in order for the latter to be able to promote important values in an equal, effective and essential way. Appropriate training, adjustability and various strategies are required in order for education to be truly inclusive. Now, more than ever, vivid cooperation among school staff, students and parents is necessary. In that perspective, collaboration between teachers and migrant parents is crucial.

Based on all the aforementioned assumptions, this research aims at investigating migrant parents' perceptions regarding their children's education; the challenges they face during the assistance the former offer the latter with their homework and the factors that affect their active participation to their children's education and institutions. Parental involvement has been proven beneficial on the field of educational research especially for culturally and linguistically challenging students. However, the research on the field of teacher- parent collaboration is yet at a fetal stage especially regarding the Greek educational reality. More importantly, teachers' perceptions are heard and investigated more often (Block et al., 2014; Gkaintartzi et al., 2020), thus, migrant parents' point of view regarding students' progress and homework presents a scientific interest and can be considered as important in forming a more holistic image regarding parental involvement (Huang & Mason, 2008).

In order for the research aims to be fulfilled, this survey is designed as following. The first chapter refers in parental involvement as a scientific term, in other similar terms, in Epstein's model for school- family partnership and in different types of parental involvement. The second chapter refers to the benefits of parental involvement for all the related parties, i.e. students, teachers and parents. The third chapter concerns factors that affect parental involvement concerning the family and the schools while the fifth chapter presents simple practices that enhance teacher- parent cooperation. The sixth chapter is an analysis of the methodological part of the research, namely the aims, the worldview, the sample, the data collection and analysis, the validity and reliability of the research as well as some ethical issues that were taken into account during the process. The last two chapters analyze the findings of the research as well as some limitations and suggestions for further research.

1. Parental involvement in Education

1.1 Definition of the term

Up until recently, the term parental involvement was not strongly linked with children's academic progress. However, the past few years the research field has turned its interest to the term while parents' involution in their children's scholar progress has been proven beneficial not only for students but for teachers and parents as well (Gkaintartzi & al., 2020; Huang & Mason, 2008). The term parental involvement could be considered as a multifarious term since its meaning might be different for all the parties that it concerns, i.e. teachers, parents, children and educational policy makers (Koehler et al., 2014). Thus, this term is often considered as an umbrella for many sub definitions (Gkaintartzi et al., 2020) or as one that cannot strictly be defined (Koyama & Bakuza, 2017). This means that the term describes all parents' perceptions, behaviors and attitudes towards their children's scholar progress, from students' presence at school to their homework, as well as teachers' perceptions and policies regarding the benefits for students from the parental active participation to school boards (Gkaintartzi et al., 2020; Koyama & Bakuza, 2017).

More specifically, the term parental involvement includes a series of activities and behaviors which take place both at school and at home and concern children's academic progress as well as their mental, psychological and social development (Huang & Mason, 2008; Koehler et al., 2014). It is all the different norms that parents use at home to form their children's social behaviors, standards, academic success and desire for self- evolution as well as the interactions between school and parents and the latters' participation in school activities, festivities or boards (Desforges & Abouchaar, 2003). Thus, parental involvement includes all the direct and indirect ways of parents' inclusion in their children's school progress.

1.2 Other terms related to parental involvement

As it happens for many scientific, multifarious terms, parental involvement can be expressed in literature with different other terms depending on the meaning of the term that needs to be emphasized. For example, a rather common similar term is *parental participation* which concentrates on parents' active inclusion in their children's educational process in multiple ways. More specifically, participation to education process is considered every parental action regarding school activities, teacher- parent meetings and the active presence in school's parents and guardians' association (Lawrence, 2015). Parental participation includes both formal and informal tasks such as prescheduled meetings or informal requests from school for different tasks (Yemini et al., 2015). Even though that is a term very similar to parental involvement, parental participation emphasizes only on one aspect, i.e. on parents' active presence at school and educational issues.

In addition, another term that is used similarly with parental involvement is the term *parental engagement* which can be defined as the constant communication and collaboration between families and school aiming at developing or improving students' academic progress (Hill & Diamond, 2013). More specifically, parental engagement implies an in- depth collaboration between the parties involved which promotes mutual respect, equity, communication and understanding, all of which aim at the parties' mutual goal which is the students' progress. In some research, the term parental engagement is considered more complete because it describes a two- way interaction between school and parents, while parental involvement implies only parents' participation and responsibility (Bromley & Yazdanpanah 2021). On the contrary, other research indicates these two terms as interconnected with the one being the other's continuum both aiming at enhancing students' academic success (Goodall & Montgomery 2014; Liu et al., 2022).

Moreover, the term *educational partnership* presents many similarities with the aforementioned term, i.e. parental engagement. This term also embraces mutual respect and qualitative communication which is ruled by equity and understanding (Koehler et al., 2014). Educational partnership declares that the development and academic success of children can be achieved through an essential and two-way collaboration between school and families. However, such essential collaboration is not always achievable due to power relations or ruling perceptions that parents need to only obey teachers' instructions or vice versa in other cases (Androulakis et al., 2016; Koehler et al., 2017).

Concluding, there are many different terms that attempt to describe collaboration between school and parents aiming at students' academic success and holistic development. Some terms emphasize on one agent, such as parents' active participation, while others promote a more multifarious approach including various factors and behaviors. However, recent research tends to adopt the term parental involvement in order to include, express and emphasize all the factors and behaviors that lead to an essential equal collaboration between families and educational institutions.

1.3 The school- family partnership model

In the early 1990s, research turned its interest in studying and determining the benefits of vivid essential collaboration between schools and families. According to Epstein (1995) the enhancement of relationships and interaction between parents, school staff and students can assist the latter to develop their personalities more holistically and to achieve better academic success. Thus, she described a model which describes the interconnection between all the parties that are involved in education. According to this model, family, school and local community are constantly interact and influence one another, i.e. determine and are determined from each other with students being at

the center of these interactions (Bryan & Henry, 2012; Epstein, 1995) as one can see in the Figure 1 below.

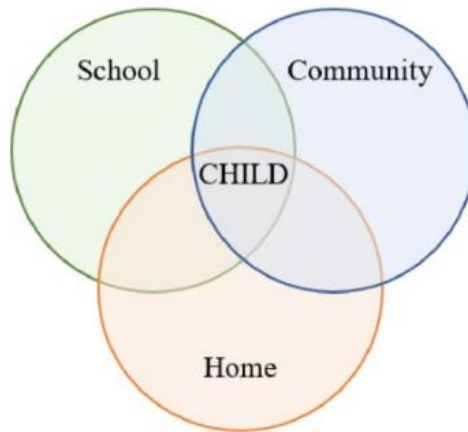


Figure 1. Epstein's model (Smith, 2019)

More specifically, *school- family partnership model* explains and describes all the different ways that a child is trained and assisted in development. Parents educate their children long before the latter attend school while they often assist them with their homework and provide them with guidance during their school age (Goodall, 2018). On the other hand, school aims at the holistic development of children, cognitively, psychologically, emotionally etc. Both parents and school are influenced by societies' norms, thus, the way they interfere to children is also affected by society (LaRoque et al., 2011). In other words, if school embraces and enhances parental involvement on the one side and parents participate actively in their children's education, students will be benefited in multifarious ways. Thus, it is crucial to create the appropriate conditions for essential collaboration between teachers and families to flourish. Even though society's role is also critical as aforementioned, the present study focuses on parent- teacher cooperation and parental involvement.

1.4 Different types of parental involvement

The school- family partnership model explains thoroughly the different types of parental involvement as well as the challenges that might arise during the collaboration between all the related parties, namely students, parents, teachers (Gahwaji, 2019). These types describe different partnership practices and are the following; *a) parenting, b) communicating, c) volunteering, d) learning at home, e) decision making and f) collaborating with the community* (Epstein, 1997 as cited in Ihmeideh et al., 2020). Figure 2 indicates the relationship between these types of partnership which are shortly described below.

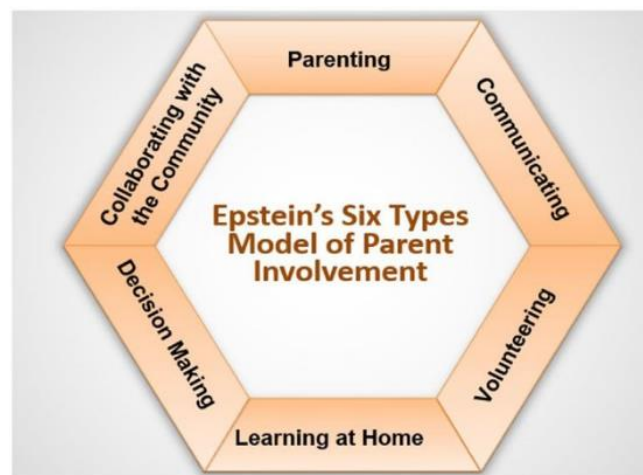


Figure 2. Epstein's six types of parental involvement (Ihmeideh et al., 2020)

- a) *Parenting* includes all the necessary practices that are adopted at home in order to provide children with a supportive learning environment which is appropriate for their age, grade and cognitive level. It refers to children of young age as well as adolescents.
- b) *Communicating* refers to all the practices and norms that are used to establish a normal, regular communication between school and families regarding school policies and students' progress.

- c) *Volunteering* is the encouragement of parents to willingly participate in school events and programs with multiple ways.
- d) *Learning at home* concerns the appropriate guidance for parents from school staff on ways they can encourage and assist their children's self education, e.g. their homework or other activities that can increase their learning abilities.
- e) *Decision making* aims at including parents in important school issues through their participation in parental groups and important meetings.
- f) *Collaborating with the community* refers to services and practices that link school with the society as well as to resources that allow for school to be fully equipped and functional (Epstein, 1995; Ihmeideh et al., 2020).

All the aforementioned types of parental involvement can be separated into three categories; *a) home-based b) school-based and c) home-to-school and school-to-home communication* (Ihmeideh et al., 2020). The first one involves 'parenting' and 'learning at home', i.e. the practices that create a safe, positive environment for students to study at home. It also includes all the materials, manners and means that parents use to assist their children with their study activities. The second one includes 'decision making', 'volunteering' and 'collaborating with the community', namely all the practices that school adopts in order to function, to involve parents in the learning process and to aid them with their children. Finally, the third category refers to 'communicating', which is the regular attempt of school to interact with families or the willingness of parents to create a constant link of interaction with the school staff. It is basically the interaction between teachers and families for informing and guiding one another for students' progress, needs and development (Epstein, 2010).

Another similar distinction can be found in Goodall and Montgomery (2014) who claim that parental involvement is express through three different practices which start from parents' participation at their children's school to parents' holistic participation to their children's learning. These practices begin with *parents' active participation at school*, continue with *appropriate informing about their children's*

learning progress and end with *parents' general participation to their children's learning inside and outside of school* (Goodall & Montgomery, 2014; Newman et al., 2019). This model presents many similarities with the Epstein's aforementioned one in the sense that it includes both in and out of school parental involvement while it considers communication as a vivid interaction between families and school.

Additionally, Koehler et al. (2014) refers to a more distinctive categorization that of Lusse's (2013, as cited in Koehler et al., 2014), where parental involvement is expressed in *home-based* and *school-based activities*. The first one includes practices and guidance to assist parents to help their children with the home studying while the second one refers to parents' participation in school activities and boards aiming at informing themselves and assisting their children with their academic progress. Even though this model indicates the importance of home assistance and school presence for parents, it does not emphasize the importance of communication between all the concerned parties, namely teachers, parents and students. However, in both categories, communication can be implemented for the benefit of the learners.

Finally, the Epstein's model presents a more holistic approach in parental involvement and teacher- parent communication because it involves many practices and norms that lead to a more effective cooperation. However, it assumes that all parents have the same background, desire, spare time and behavior towards their children's learning, an assumption that nowadays does not apply. For example, Epstein's model does not embrace the multiculturalism or the societal differentiation of today's school communities nor it incorporates the power relations and general perceptions that affect sensitive groups such as migrant or refugee families (Jeynes, 2012; Newman et al., 2019). Despite that, it is a useful way of enhancing parental involvement and it can be used as a guide to be adjusted to the culturally diverse of today's school reality.

Conclusion

This chapter examined the term parental involvement, its different definitions and the most important models of teacher- parent collaboration that exist in current research. Parental involvement includes parents, teachers and students' participation and cooperation for the latter's benefit. The aforementioned models indicate that interaction between all parties and prove that essential cooperation can be beneficial not only for students' holistic development and academic success but also for their parents and teachers as will be analyzed in the next chapter.

2. Benefits of parental involvement

This chapter highlights the benefits of parental involvement for all the parties that it concerns, i.e. for children, teachers and parents. It describes the positive effects of essential collaboration in the educational process not only for the children but also for teachers and families.

2.1 Benefits for the children

Recent research has indicated multiple benefits for students when their parents are actively involved with their education and is strongly linked with higher levels of academic performance (Anagnostou & Nikolova, 2017; Block et al., 2014; Huang and Mason, 2008) not only for native students but also for children from culturally diverse or challenged groups such as migrants, refugees or Rom students (Gkaintartzi et al., 2020; Koehler et al., 2017). More specifically, research has indicated a strong correlation between parents' active participation to their children's education with children's higher academic success even for culturally diverse students, when differences of culture, customs and language are taken into consideration (Ereky-Stevens et al., 2019; Huang & Mason, 2008; Valenzuela, 2010 as cited in Vassalo, 2018).

First of all, parents' involvement to the children's education, leads the latter to form a positive behavior towards the learning process and the self- education (Huang & Mason, 2008; Gkaintartzi et al., 2020). Students express this positive behavior through an increased sense of responsibility about their homework and their participation in classroom while it increases their motivation for improvement. Students whose parents are involved in the learning process tend to take initiative more often than those whose parents have not a regular participation (Zengin & Ataş-Akdemir, 2020). They also tend to be more organized, disciplined and concentrated

on their assignments during school hours and at home while they seem to set higher goals (Singh et al., 2004). Such positive attitude leads also to minimizing school dropouts especially for minority students whose percentages of dropouts is quite high (Anagnostou & Nikolova, 2017; Koehler et al., 2017). Thus, parental involvement benefits minority students because it enhances their staying at school and academic progress which provide them with equal opportunities to their future adult life.

In addition, essential collaboration between school and families can assist children with their proper integration and communication with peers. Research indicates that when parents communicate to teachers their concerns about intense relationships between students, these behaviors are appropriately handled and decreased (Domina, 2005). Accordingly, if teachers identify problematic behaviors and are able to communicate them to parents, more often than not, these behaviors are significantly reduced (Zengin & Ataş-Akdemir, 2020). Even children are more comfortable discussing such behaviors with their teachers and parents, if the adults set an example of an open and honest cooperation.

Moreover, the inclusion of migrant and refugee parents in their children's education in a way that respects their beliefs, culture and language, leads students to improve their self-esteem and confidence. It assists them emotionally by feeling accepted and safe in the school environment (Gkaintartzi et al., 2020; Huang & Mason, 2008). The acceptance of diverse identities in school environments and during parent-teacher collaboration creates positive feelings to both parents and students leading the latter to be more willing to attend school regularly and to achieve higher levels of success (Gkaintartzi et al., 2020). Such acceptance can also decrease possible traumas that these students might carry.

Finally, parental involvement is beneficial for students not only for their academic success but also for their psychosocial development. Especially for minority students, vivid cooperation between families and teachers can be proven crucial for their sense of belonging, their emotional development and their academic presence and progress.

2.2 Benefits for the teachers

Parental involvement is not beneficial only for children but also for their teachers. Through a vivid, qualitative cooperation between teachers and families, the former create a more holistic image for their students, which includes the latter's social, psychological and cognitive background (Gkaintartzi et al., 2020). This image assists teachers in developing an in-depth understanding about their classroom dynamic and adjusting their teaching methods, materials and approaches to their students' needs (Bromley & Yazdanpanah, 2021). On the other hand, this kind of communication provides educators with the opportunity to discuss, interpret and solve possible problematic behaviors that might appear during school hours (Huang & Mason, 2008).

In addition, effective and regular communication between schools and families- especially with culturally diverse or minority ones- can assist teachers in developing their professional and humane perceptions. More specifically, when teachers try to reach out and connect with their students' parents, they develop a comprehension about different cultures, customs, languages and traditions. All these elements are parts of a student's identity and assist teachers in connecting with their students and provide them with specific aid (Zengin & Ataş-Akdemir, 2020). They also understand the family's profile and how students are affected by it. More importantly, through this parent- teacher communication, teachers develop tolerance, respect and understanding about different groups of people in society. They comprehend minorities' positions and attitudes and they often develop a critical thinking regarding societal issues (Janks, 2010).

Finally, teachers can be benefited from contacting their students' parents both at a professional and a social level. Such communication builds teachers' tolerance, self-confidence and efficacy at their work and with the community.

2.3 Benefits for the parents

As it is natural, every social interaction affects all the parties. In the case of parental involvement, efficient communication benefits not only students and teachers but also the parents whose children are at school age.

First of all, when parents participate to their children's education actively, they can understand their children's educational needs and provide them with more aimed, effective assistance. According to Epstein (1995) teacher parent collaboration helps the latter to create a supportive environment at home for their children to learn and develop both in cognitive and psychosocial level. Besides, a productive dialogue about students' progress between their parents and teachers enhances parents' confidence and affirms their efforts towards their children's support or-in other cases-provides them with counseling about adjustments that are necessary for children's academic or social improvement (Bromley & Yazdanpanah, 2021).

Moreover, teacher- parent cooperation is proven extremely beneficial for culturally diverse families or minority groups. According to Huang and Mason (2008) regular communication for students' progress can be motivational for parents to become more involved in their children's learning. Especially for migrant, refugee or minority families, teachers' efforts of reaching out and building a relationship for the students' benefits, increases parents' desire to assist their children and nurture them to try and improve themselves holistically both at home and at school (Koehler et al., 2017). Such communication also provides parents with useful tools to overcome linguistic barriers both for themselves and their children.

In addition, teacher- parent cooperation can assist culturally diverse populations to properly integrate in the society. Mutual respect, understanding and the feeling of belonging and be heard are all values that will promote parents and children's sense of belonging in the new country and its institutions (Gkaintartzi et al., 2015; Sekaran et al., 2020). Such values combined with regular communication can lead to sentiments

of trust and overcome of social injustices or perceptions of discrimination (Vitsou et al., 2019).

However, even though contemporary school policies encourage parental involvement in multifarious ways that is often not the case regarding migrant, refugee or minority parents. With culturally diverse groups, communication is often disrupted or filled with prejudice from either party involved due to societal power relations (Androulakis et al., 2016) especially in the Greek context where monolingual and monocultural approaches in education are dominant.

Conclusion

This chapter examined the benefits of parental involvement for all the parties concerned, namely, students, teachers and parents. Active, efficient collaboration increases sentiments of belonging, promotes mutual respect and assist students with their academic success. However, social constructions and prejudice are common obstacles in achieving productive collaboration as it is described in the next chapter.

3. Factors that influence or impede parental involvement

This chapter analyzes the factors that influence parental involvement and often disrupt a productive cooperation between the school and the families. These factors are connected with societal issues especially regarding culturally diverse families as well as with school- related issues.

3.1 School related factors

The teacher- parent collaboration is related to teachers' perceptions and actions. Most teachers are not properly trained to handle multicultural multilingual challenges in the educational environment which often leads to misconceptions regarding the manners they can include migrant or refugee parents in their children's education (Huang & Mason, 2008; Isik-Ercan, 2012). It is also a common phenomenon for teachers to be anxious regarding the involution of students' first languages in the teaching process. They often think L1s as an obstacle to the learning process, leading students and parents to feel the pressure of a quick adjustment (Herzog-Punzenberger et al., 2017). Such monoglossic approaches create misconceptions in the communication process, thus, teachers often interpret migrant or refugee parents' behavior as indifferent.

In addition, teachers' perceptions towards migrant, refugee or minority parents tend to be affected by social stereotypes and present a negative predisposition regarding the involution of diverse families in the students' learning process (Bromley & Yazdanpanah, 2021). They often do not consider families' societal background, working hours, cultural differences, a fact that leads to misinterpretation of parental behavior and reluctance from teachers to try to cooperate with culturally diverse parents (Georgis et al., 2014).

Furthermore, teachers often have low expectations from migrant or refugee students even before they work with the students. Such prejudice is received negatively from

parents who expect from educators to provide children with equal opportunities (Miano, 2011). Similarly, research has indicated that teachers developed negative or even racist attitudes towards minority students and their cognitive skills until they discussed thoroughly with parents and formed a productive cooperation (Cremin et al., 2012; Crozier & Davies, 2007). Even though various studies indicate teachers' negative perspective towards migrant or refugee parents' desire for involvement as well as low expectations from non-native students, they also show improvement after aimed efforts of efficient and productive collaboration between school and families (Cremin et al., 2012).

Moreover, teachers' attitudes towards parents' involvement in the educational process are not always positive. Research has indicated that many teachers feel insecure about parents' expressing their opinion or asking for guidance and more information about their children's support and progress (Cremin et al., 2012; Liu et al., 2022). Even if their experience tends to be positive and beneficial for themselves, their students and parents, they prefer to be more distant regarding parental inclusion because they are afraid of criticism or interference to their work. Thus, they often see parents' involvement as antagonistic and as a conflict of interest regarding their work (Ng & Yuen, 2015).

The aforementioned attitudes and feelings of insecurity and fear are enhanced by teachers' insufficient training on parents' management, especially on diverse populations (Antony- Newman, 2018). This inadequacy can also be noticed in teachers' perceptions and practices' deviation. Even though many teachers see or understand the benefits of parental involvement for their students in theory, they often are reluctant to devote the time and effort that are necessary to build an essential relationship with their students' families (Lowe et al., 2009). Thus, there is often a contradiction between theory and action, leading parental involvement to be considered as a typical unpleasant obligation.

However, obstacles in productive collaboration between schools and families do not come only from teachers' perceptions or responsibilities. Educational policies do not

provide specific guidelines or instructions for teachers and manners of handling multicultural differences. Thus, -more often than not- parental involvement succumbs to subjective interpretations of every school staff group or parents' willingness to participate (Block et al., 2014). It is also a matter of the school's principal to create a collaborative environment for both parents and teachers to feel welcome and accepted. However, such a responsibility should not only be of one person's because in many cases parents' vivid participation is strongly discouraged (Bromley & Yazdanpanah, 2021; Hill & Diamond, 2013). Moreover, even though global research indicates the benefits of parental inclusion, its application is rather vague on the national level, i.e. in the Greek educational context (Petrogiannis & Penteris, 2014; Zachariadou, 2021).

Finally, even though educational policies try to become more inclusive on paper, in Greece cultural and linguistic backgrounds are still not included in the educational process (Gkaintartzi et al., 2015). This fact not only eliminates diversity from educational institutions but also leads parents and students to homogeneity, while parental participation is exclusively guided from school leading to one-way, unequal management of collaboration (Androulakis et al., 2016).

3.2 Parents related factors

Besides the difficulties that are related to school and prevent parental involvement from becoming truly beneficial and functioning for students, many factors are also related to parents' objective and subjective obstacles.

In particular, much research has indicated that language barriers often discourage parents from communicating regularly with their children's teachers (Block et al., 2014; Bromley & Yazdanpanah, 2021; Georgis et al., 2014). As it is natural, such linguistic barriers are considered as difficulties not only from parents themselves but also from the whole school community (Crozier & Davies, 2007). In addition, parents' lack of fluency in the host country's language often leads to disrupted and

hesitant communication with the teachers. This fact is even more obvious when parents have not achieved high levels of proficiency in their L1s due to disrupted education (Block et al., 2014; Koehler et al., 2014).

Moreover, parents' different cultural backgrounds have formed specific attitudes towards school, education and the manners that they should or should not be involved in their children's learning progress (Vitsou et al., 2019). More specifically, many parents consider their role in their children's education as secondary or unrelated and minimize their interference to support the latter with their homework (Koehler et al., 2014). Some cultures even cultivate power relations between teachers and parents, achieving the former as the experts and only responsible people for children's education, thus, parents do not contact the teachers out of respect for their work (Lopez et al., 2001).

Regarding the Greek context, relative research has indicated that migrant parents have a rather strong opinion in separating their role from that of the teacher's (Androulakis et al., 2016; Poulou & Matsaggouras, 2007). In most cases, parents think themselves as responsible for their children's other aspects of development and behavior such as the social ones while they consider teachers as the only experts to educate students. Thus, separation between school and families is often a norm which is internalized from all the parties concerned.

In addition, different prior school experiences can be extremely confusing not only for students but for their parents as well. According to Dryden- Peterson (2015) disrupted education or constant change of school environments can create anxiety to both students and families until they understand the new norms. For example, many newcomers have attended stricter school environment, thus, student-centered approaches, team work or collaboration might be considered as inadequate at the beginning (Georgis et al., 2014; Sekaran et al., 2020). On the other hand, there are other migrants in Greece who have attended more student-centered environments than the Greek one, thus, they feel that the current system needs many adjustment both from the learners and themselves as parents (Koehler et al., 2017). In short,

multiculturalism exists not only due to parents' origin but it is also expressed through different learning experiences which might create difficulties for a productive two way collaboration.

Even though cultural diversity is present in the educational reality, teacher- parent partnership programs tend to develop a homogeneous perspective regarding the cooperation between home and school. Such monocultural approaches lead to misinterpretation of migrant or refugee parents' behaviors as indifferent or distant (Koehler et al., 2017). From their part, parents need time to overcome cultural and linguistic barriers first for themselves in order to communicate their thoughts properly and secondly for their ability to assist their children and become active members of the new school community.

Furthermore, most migrant parents' societal profile is linked to low-paid and long-hour works. Such social problems, which most migrants face in their everyday life, leave them with minimum free time to concern about their children's education or become active members of schools' boards (Androulakis et al., 2016). The working conditions and the economic difficulties often lead migrants to feel stressed and anxious, while they constantly struggle to provide for their family. This situation is even worse for newcomers or refugee parents who either seek for a job or are restrained to camps until they can move to their target country (Anagnostou & Nikolova, 2017).

Regarding refugee families, they face many more problems when they first arrive at the host country. While the need for work and integration exists, they also need health care, accommodation and psychological support due to possible traumas (Anagnostou & Nikolova, 2017). All the aforementioned issues lead refugee parents to consider education as a secondary issue, especially when the host country is not their final destination (Georgis et al., 2014). Bureaucracy, overcrowded places for living, language barriers and desire for settling down lead refugee children away from school and their parents reluctant to deal with education at the beginning (Anagnostou & Nikolova, 2017). All the aforementioned problems combined with cultural and

linguistic differences create an even bigger distance between teachers and parents, leading parental involvement for refugee parents to be a subject of no interest for themselves (Vitsou et al., 2019).

Conclusion

This chapter examined the factors that influence parental involvement in Greece and globally. Many factors are linked to parents and teachers' subjective perceptions while others refer to societal and psychological issues. Important is also the responsibility of each government in order to promote appropriate integration for migrant and refugee families and create new tools for educators which will embrace multiculturalism and multilingualism in school reality.

4. Practices to amplify parental involvement

Multilingual and multicultural educational environments raise the need for a holistic approach in order for school to respond to students' needs, not only at a cognitive level but also for their emotional and social development as well as for the appropriate integration for the newcomers (Block et al., 2014). Teacher- parent collaboration and the latter's active involvement in children's learning is an essential component for such an approach. More importantly, parents' inclusion needs to be ruled by mutual respect and understanding about different cultures, languages and customs that are existent in school's reality. When parental involvement is considered from that point of view, barriers such as language or norms are eliminated and lead to a more equal two way communication between all the parties (Gonzalez et al., 2005). However, such a communication is not automatic, thus, specific practices and approaches are recommended for the former to be achieved.

An important practice that research has indicated for students' integration and parents' inclusion is translanguaging. According to Voguel & Garcia, (2016) translanguaging is a different practice from bilingualism because it is more flexible and embraces migrants' L1s in a more spontaneous way. While bilingualism tries to add another language to the existent linguistic repertoire, translanguaging allows for non-native speakers to use words from any language they feel comfortable with in order to make meaning (Garcia, 2016). Additionally, translanguaging promotes social equity because it indicates and condemns power relations in society (Gogonas & Maligkoudi, 2019). Besides, the parallel use of the entire linguistic repertoire that a person has enhances his/ her confidence and provides him/her with a strong sense of belonging and acceptance (Garcia, 2016).

However, even though translanguaging assists migrants and refugees on a psychosocial level, it could be considered as a liability when used in teacher parent cooperation and communication. Most teachers do not speak their students' mother

tongues, thus, they cannot communicate their thoughts to the parents properly. On their side, parents cannot express their opinion clearly. A common way of overcoming this barrier is the use of migrant students as interpreter to conversations between school staff and migrant or refugee families (Androulakis et al., 2016; Cole, 2019). Thus, in order for that communication to be essential, adjustability is required not only during a conversation but also regarding the manners of such a communication, i.e. face to face, telephone, e- mail or every other means that teachers and parents find acceptable and functioning (Linse et al., 2014). For example, face to face communication might be proven more effective than written forms because it can be combined with body language, visual aids and facial expressions, while it allows for the speaker to simplify the vocabulary s/he uses in order to become clear (Smith, 2020).

On the other hand, written forms of communication such as notes, official forms or e-mails can be proven helpful when contacting hours are not convenient for migrant or refugee parents due to their long working hours. For example, official notes can be translated with online programs to students' L1s and be sent at home in the families' mother tongues (Koehler et al., 2014; Ladky & Stagg-Peterson, 2008). Another means that might come in handy is the creation and use of the school's website which teachers can update when they can and create a specific space for teacher- parent discussions. In the site or via other online programs, translation can be offered for non- native families while the latter's can be informed about their children's learning in their own time (Bromsley & Yazdapanah, 2021). Moreover, in the school's website, parents can find useful information about school events and projects while they can actively participate by writing or telling their opinion on specific sections. They can also find information about parents' groups and specific actions they take to assist students' development and learning (Bromsley & Yazdapanah, 2021; Vitsou et al., 2019). In some cases teachers and non-native parents can cooperate in creating a multilingual- online or imprinted- dictionary (Vitsou et al., 2019). Such a final product can smooth linguistic barriers but also allows for teachers and families to bond, i.e. to create a relationship based on trust and respect.

In addition, another good practice regarding communication between school and culturally diverse families is the creation of students' personal folders. In these folders, information about their progress, their school attendance, their linguistic, cultural and psychosocial profile can be registered from both teachers and parents in order for both parties to be properly informed about the children's need and development (Koehler et al., 2014). This folder can include terms or sentences in both L1 and L2 languages with the use of the aforementioned dictionary. It can also be provided in electronic forms, where interaction can be asynchronous, i.e. in parents and teachers' preferred time. Such electronic files can be extended not only for collaboration between teachers and families but also between all parents in order for everyone to be an informed active member in the school community (Blaziene, 2012).

Moreover, the use of translanguaging for students' integration and parents' participation in school reality is expressed in many different programs whose main aim is the improvement of migrant and refugee's integration as well as the academic progress of non- native students. For example, the AVIOR project was developed from organizations from six different countries- Greece was one of them- in order to promote non- native students' linguistic, numeric and cognitive success combined with inclusive environments in classrooms (Palaiologou & Koster, n.d.). This project embraced parents' participation in the process. During AVIOR project, parents were present in classrooms reading stories in their L1s and teachers repeated them to the target language. Families and educators also collaborated to decide the appropriate bilingual materials for school- based activities but also for children's homework and practice (<https://avior.risbo.org>). In general, parental involvement was strongly encouraged in many different forms during this project. Parents existed in classroom, expressed their opinion about the multilingual materials, translated activities or study material to their L1s and offered their assistance voluntarily (Kambel, 2019). Such parental inclusion corroborates the relationship between school and families while it promotes respect, acceptance and trust (Kambel, 2019; Koehler et al., 2014).

Another similar but equally important program where Greece- among ten other countries- also participated is the ISOTIS program, which aimed at an equal participation in children's education for refugee and migrant parents by focusing on both school-based and home-based activities. During this program, the use of translanguaging for parents and students was encouraged through the creation of 'identity texts'. More specifically, students collaborated with their parents in creating texts about themselves using both the target and mother tongues in the process (Gkaintartzzi et al., 2020). These texts included parts of children's thoughts, feelings, preferences and cultures, in general, anything that children felt the need to share with others in a way they and their parents felt comfortable to do so (Cummins & Early, 2011). During this project, both students and parents used their whole linguistic repertoire, felt accepted and their confidence and self- esteem were increase (Tsokolidou, 2016).

Furthermore, there are many other practices that enhance teacher- parent relationship and promote inclusion, acceptance and mutual respect. One of them was organized by the NGO DRC and included numerous cultural activities about children and their parents such as Christmas events and book reading in different languages (Vitsou et al., 2019). Another innovative practice is mentioned in Koehler et al. (2014) about teachers visiting their students' homes and interacting with the whole family. This practice was strongly embrace by the whole school community and led to an improvement of relationships between school staff, native and non- native parents which, in its turn, strengthened students interaction and communication. Even though all the aforementioned practices promote indeed parental involvement and embrace diversity, they succumb to teachers or parents' personal initiative. Collective work, educational policies about parental involvement and targeted assistance and support at home for migrant or refugee families are required.

Conclusion

This chapter examined important practices about parental involvement which were mainly based on translanguaging as an inclusive, spontaneous and dynamic strategy for non-native families. Such practices are rapidly emerging in bilingual societies raising the need for inclusive educational policies to re-examine and include parent-teacher partnership as an important aspect of diverse students' development. Support at home for multilingual, multicultural families is also necessary, not only for students' homework but also for their appropriate integration in the new society's norms and customs.

5. Methodology

This chapter analyses the profile of this research. The aim and research questions are presented and justified. The research design and the sample collection are also presented thoroughly. After that, the data analysis is explained, while the survey's validity is examined. Finally, ethical considerations that were taken into account are mentioned.

5.1 Research aim & questions

Multiple research has indicated that parental involvement in the learning process can be extremely beneficial for all the parties concerned, namely for students, teachers and parents (Gkaintartzi et al., 2020; Huang & Mason, 2008). Regarding diverse families the vivid teacher- parent collaboration has proven a determinant factor for students' academic success, social integration and psychological development (Vitsou et al., 2019). Despite that, school- family cooperation is a rather challenging field regarding migrant, refugee or minority parents (Block et al., 2014). Regarding the Greek educational context and parental involvement for non- native families, research is still in a fetal stage, even though there is an increasing interest on the field for the past few years (Petrogiannis & Penteris, 2014). Moreover, even though Greek educational policies tend to become more inclusive, L1s and diverse cultures are still absent in public education (Gkaintartzi et al., 2015; Petrogiannis, 2012). Finally, most research on the field of parental involvement in the Greek educational context interprets teachers' perceptions or pilot experimental projects, while migrants parents' perceptions on the matter are still quite vague (Gkaintartzi et al., 2020; Petrogiannis, 2012).

Considering all of the aforementioned assumptions, this survey aims at exploring migrant parents' perceptions regarding their children's education and the way the

former assist the later at home with their school obligations. Moreover, the research aims at investigating simple practices that parents find useful in enhancing migrant children's academic success. The hypothesis is that in Greece migrant parents feel quite insecure about their participation in their children's study due to linguistic obstacles and the different educational systems that they had attended when they were students (Androulakis et al., 2016; Dryden- Peterson, 2015). Thus, they rarely get involved in students' assignments or academic path. More specifically, this study aims at becoming a practical guide for teachers and non- native parents which will describe simple practices that parents can adopt in order to provide better learning support to their children and become more active in the school- family interaction. Thus, the research questions which are going to guide the inquiry are the following:

- What challenges do migrant parents face regarding their children's academic progress?
- Which factors prevent them from assisting their children with homework and self-education encouragement?
- Which practices can enhance the essential involvement of migrant parents in their children's preparation for school?

5.2 Worldview

Every research design is governed by a specific philosophical perception or, in other terms, a worldview. The worldview that the researcher chooses to adopt during the survey affects and forms the research questions which- in their turn- affect the choice of design, tools, data collection and the way of its analysis (Creswell, 2014). Regarding this research, it follows the *constructivist worldview*.

More specifically, constructivism allows for the participants to be active agents in creating new knowledge on the field of parental involvement. It considers

participants' personal experience and attitudes as determinant factors in forming an opinion about a specific social phenomenon (Creswell, 2014). In other words, during this survey, the researcher aims at creating a specific image about parental involvement and assistance at home which includes parents' perceptions and attitudes on the matter. Constructivism also combines individual perceptions in creating a new theory or opinion (Mills et al., 2006). It combines the researcher's and the participants' attitudes in forming a new holistic image on the examined phenomenon without diverging from the objectivity on the matter (Mills et al., 2006).

In addition, in constructivism the inquirer aims at an in-depth comprehension of the participants' experiences and views on the issue examined, namely on parental involvement and assistance at home. Of course, the data interpretation and analysis is affected by the researcher and the participants' cultural background which leads to the belief that reality is a social construction based on individuals' beliefs, experiences and attitudes (Adom et al., 2016). In the specific study, the researcher's hypothesis about migrant parents' attitudes plays an important role in the interpretation of the data (Creswell, 2014). However, even though subjective factors have a specific role in data interpretation, the detection of repeated patterns in the participants' answers through a scientific analysis approaches the truth about the studied phenomenon.

Finally, constructivism does not provide a strict theory but, instead, it provides a fertile ground for further investigation and process on the specific subject of the research (Kantzou et al., 2014).

5.3 The Research Design

As aforementioned, the worldview affects and determines the design of each research, thus, this specific study follows the *qualitative approach*. According to Creswell (2014) a qualitative approach aims at an in- depth investigation of the participants' perceptions.

Moreover, the qualitative approach provides the researcher with the opportunity to comprehend the complexity of the specific sample (Creswell, 2014). In other words, the qualitative approach sheds light in migrant parents' point of view regarding their involvement at their children's education as well as their perceptions about assistance at home (Williams, 2007). Thus, the researcher interprets parental involvement and assistance at home through the subjective perspective of migrant parents with specific common features (Cohen et al., 2007).

Finally, in qualitative approach, data collection can be done with the use of various tools, such as interviews, observations, case studies etc., a fact that provides the inquirer with flexibility in the process (Creswell, 2014).

5.4 Sample of the research

The sample of the research was seven migrant parents whose at least one child attends public primary schools in West Attica, Greece. More specifically, all participants were female and at the age of 33 to 47 years old. Most of them are from Albania, i.e. five out of seven participants, while the remaining two are from Russia and are considered returnees in the country. However, they attended schools in Russia and they speak Russian as a first language. Two mothers have three children at school age- primary and secondary school-, two have one child in primary and one in secondary schools, two have one child in kindergarten and one in primary school and the last one has two children that attend primary school. All of their children were born in Greece and attend school only in the host country, i.e. in Greece and neither of them attended school in their country of origin. Finally, one woman is unemployed, three work as employees in different companies, one as a nurse and two as freelancers.

Avalanche sampling was followed in the process in order for the participants' profile to be quite similar. More specifically, the researcher contacted five of the participants through their children's school and these five suggested the last two participants. This

sampling is considered as typical in qualitative research while avalanche sampling was required in order for the participants' number to be sufficient for the research aim (Cohen et al., 2007; Isari & Pourkos, 2015).

5.5 Data collection

In every survey, the choice of the appropriate tool to extract data that service the aim of the study is important. In that particular research, the data collection is conducted via semi- structured interviews with the participants (Appendix 1). Semi- structured interviews allow for the participants to express themselves (Adams, 2015), in that case, they allowed for migrant parents to speak about the ways they assist their children with their homework, the challenges they face during the process and the factors that prevent them from being effectively helpful. However, even though semi-structured interviews provide the participants with flexibility on the matter, at the same, time they guide them around a specific topic, a fact that could not be achieved through narration or a case study (Bell & Waters, 2018; Cohen et al., 2007).

Additionally, semi- structured interviews were proven helpful with the selected sample because migrant parents are not used to be interviewed and they felt insecure at the beginning (Fiddian- Qasmiyeh et al., 2014). With that tool they felt more like participating in a discussion rather than being examined or inquired, so they answered the questions more calmly and focused. However, semi-structured interviews are a time consuming tool because it involves recording and transcribing the participants' answers (Adams, 2015). Despite that, this tool was selected because it involves open-ended questions and follow- ups while they allow for the participant to express him/herself more naturally (Adams, 2015).

Moreover, the formed questions were based in corresponding literature and other similar research on the field of parental involvement concentrating on parents' perceptions (Liu et al., 2022; Newman et al., 2019; Sekaran et al., 2020). The research questions were focused on challenges that parents face regarding their children's

homework, factors that influence their collaboration with school and simple practices they use to promote their children's learning and development (Block et al., 2014; Huang & Mason, 2008). Thus, questions are separated into four major categories; the first one concerns participants' demographic profile, the second one refers to teacher-parent partnership and active participation in school institutions. The third one refers to factors that affect parents' consistency and the final one draws on simple practices that parents adopt to assist their children with homework.

Four interviews were conducted in personal, after arranging an appointment with the participants while three were conducted through Skype on the computer. All the participants first read the questions and expressed queries about miscomprehensions. Then, the researcher explained briefly the concept of parental involvement and asked for the participants' consent to record the discussion. During the interviews, there were some follow-up questions in order for the researcher to adjust the discussion on the aim (Cohen et al., 2007). Then, all the interviews were transcribed verbatim on the researcher's computer. Finally, all the interviews were conducted in Greek because it was the language which both the researcher and the participants were more comfortable with.

5.6 Data analysis

As aforementioned, all interviews were transcribed into a text (Appendix B). After the transcription process, the researcher followed the thematic analysis in order to identify and organize patterns that appeared in the answers because the aim was to extract conclusions through the participants' perceptions and be as less interpretative as possible (Isari & Pourkos, 2015; Vaismoradi et al., 2013). In this survey, the thematic analysis is characterized as both descriptive and interpretative because the researcher aims at both identifying the superficial common features but also relating them to the literature (Gay et al., 2012).

In addition, the thematic analysis is a flexible and clear way to organize systematically all the research material. It is an exploratory method which allows for the researcher to process all the data and make an in-depth interpretation (Braun & Clarke, 2012, as cited in Karanikola & Palaiologou, 2021). In other words, with the thematic analysis, the researcher attempts to identify common elements among all interviews or in one interview as a whole (Vaismoradi et al., 2013). During a thematic analysis, six stages are required in order for the data interpretation to be thorough and systematic.

In the first stage, the researcher reads the data and keeps notes. In the second stage, s/he keeps notes about repeated patterns or themes. During the third stage the inquirer reviews the themes by creating a schema or a conceptual map, then, at the fourth stage s/he turns the themes into categories. In the fifth stage, data are categorized into the main named themes and in the last stage, themes, patterns and data analysis are verified (Isari & Pourkos, 2015; Karanikola & Palaiologou, 2021).

5.7 Research Validity and Reliability

Validity and reliability are two very important issues in research as a scientific procedure. For a research to be considered as validate, findings must be accurate and sufficient. Validity in qualitative research is strongly linked to “credibility, transferability, dependability, and confirmability of the results” (Gay et al., 2012, p. 392). Reliability is linked to the researcher’s approach which needs to be consequent with other similar researches on the field while data need to be collected with the same manners during the whole process (Creswell, 2014; Gay et al., 2012).

Regarding the present survey, specific strategies were considered to ensure that results would be accurate and validate. First of all, the findings were described thoroughly and from different perspectives, namely the literature and participants’, a process that ensures the survey’s credibility. Comparison with literature which provided many similar results but also important differentiation assisted for the findings to be more

realistic and accurate, ensures transferability. Finally, transcriptions of the participants' answers are provided in the Appendix B, and extracts were used during the discussion in order for the researcher to verify his/her analysis which enhances dependability and confirmability (Gay et al., 2012).

Concerning the survey's reliability, it is ensured with specific strategies as well. First of all, the researcher created the questions based on the literature and other previous similar research (Adams, 2015). Secondly, a sufficient number of participants (i.e. seven) were selected in order for the research to be considered as a small scale survey and to draw credible results (Golafshani, 2003; Guest et al., 2011). Finally, all data served the research aim and questions while they were gathered with the same tool, i.e. semi-structured interviews, thus, the study is considered as reliable (Gay et al., 2012).

Furthermore, the research tool, i.e. semi-structured interviews, is a common tool in qualitative research because it allows for the researcher to guide the conversation but also for the participants to express their perspectives more naturally, thus, it is considered a reliable means (Creswell, 2014). Moreover, the questions were similar to previous research regarding parental involvement, assistance at home and migrant parents' perceptions on the matter, thus, they were formed based on literature and other scientific work (Guest et al., 2011). Finally, the researcher and the participants did not have a personal relationship, thus, the latter's answers were not guided by any kind of acquaintance (Golafshani, 2003).

5.8 Ethical considerations of the research

In every research, especially in qualitative ones where participants are active agents for the outcome and are often in a more vulnerable position than the researcher, ethical considerations need to be considered and strategies for them to be handled are necessary. No research aim can be considered as more important than the well-being of the participants (Gay et al., 2012). Thus, for this particular research, participants

were thoroughly informed about the subject and their rights such as the assurance of their anonymity (Isari & Pourkos, 2015; Njie-Carr et al., 2021).

More specifically, the participants felt free to share any information they were comfortable with and were informed that they had the ability to not answer any question they did not desire to do so. They were also informed about the purpose of the recording process, the respect to their privacy and their right to safety- physical and psychological. Thus, all the participants signed a consent form before the initiation of the interviews which legally protects them from all the above (Njie-Carr et al., 2021; Sweitzer & Steel, 2008) (Appendix 2).

In addition, the researcher informed all migrant parents about the process, the purpose of the research and the importance of their participation. A relaxed, friendly environment was created in order for the participants to feel safe and to avoid stress or anxiety (Sweitzer & Steel, 2008). The inquirer was also very cautious about the personal questions that were asked regarding the demographic profile of the participants because research in migrants can raise issues of movement or entering a country, both of which might make the participants feel uncomfortable (Düvell et al., 2010). Finally, demographic information that the researcher requested are not specific, such as area of residence, names or children's schools in order for the participants' identities to remain vague and general.

6. Results

This chapter presents the findings of the research, which are separated into themes, based on the research questions that guide the whole process. More specifically, the results are related with migrant parents' perceptions concerning:

- *Collaboration between migrant families and school*
- *Challenges and factors that impede migrant parents from assisting their children with homework and self- education.*
- *Practices that can enhance parental involvement of migrant parents to their children's preparation for school.*

6.1 Collaboration between migrant families and school

Migrant parents were initially asked if there are regular meetings with their children's school and the ways they usually use to communicate with the teacher and vice versa. All participants said that prearranged meetings exist once a month.

P2: We often have meetings, once a month. They are during a specific day and hour when we can talk with the teachers. I participate as often as I can. I find them important to communicate with the teacher, to see my child's progress and how can I assist, to work as a team.

P4: There are prearranged meetings once a month and, yes, I participate in them to learn about my children's progress and behavior, if there are any problems to solve. We talk about everything.

P5: Yes I participate, it is important, because I do not know the language to assist them. It is important for me to know what my child's progress is and how can I assist her.

Regarding the means of communication, all parents mentioned e-mails and face-to-face appointments as the most common ways. One participant mentioned that she uses her child to transfer messages to the teacher if necessary while another told that she uses the school's number for serious purposes while all of the participants had a positive attitude towards teachers' efforts to communicate and cooperate with them.

P1: Via e-mail and, if necessary, we go to school. (...) Very good.

P3: Both through the phone and via e-mail.

P5: Through my child or via e-mail or we arrange a meeting at school. (...) I was lucky. All these years, I collaborated with excellent teachers.

P4: I am very satisfied. All my children's teachers were very willing to help, very polite, very cooperative.

After that, parents were asked if teachers have suggested any ways to assist their children with their homework. Four parents admitted that teachers helped them sometimes during their children's school years while one parent does not remember something similar.

P1: Yes they have helped me both at a cognitive and a behavioral level.

P2: No, there was no need to or I was not at school if something like that was discussed.

P3: Yes, I have received assistance when my older son needed speech therapy at first grade. The teacher identified the issue and suggested how I could proceed. For example my child had poor visional and hearing memory. Teacher provided me with flashcards so I can use the same examples that she used in the classroom.

In addition, all parents consider a vivid collaboration as important and beneficial. Two parents consider it important for sentimental reasons, three for their children's academic progress and two because they think that, besides students' academic progress, it also helps themselves improve.

P1: Of course it is important because it helps as communicate with our child, how to improve our relationship, how can I assist with homework. It really helps.

P3: Yes of course. It is important for me to know what my child needs.

P5: Yes it is very important since me alone cannot offer to my children the necessary help they need. Due to language barriers, I cannot assist with their homework, thus, it is important to know what my child needs and how can I assist her.

P6: Yes it is important to learn about my children's progress in lessons and if they have problems with other children.

Finally, parents were asked about their participation in the school's parents and guardian's association. Only one of them participates actively in this institution while the other six claimed the lack of time as the most common reason of abstention.

P1: No, I do not have the time to participate, even though I would like to.

P2: To be honest, I do not have the time to participate.

P3: Yes, I participate. We discuss about issues with the teachers, we had one issue with the previous school manager and we all needed to act as a team, for the children, for the building and necessary repairs, for many different issues, it is important to also participate there.

6.2 Challenges and factors that impede migrant parents from assisting their children with homework and self- education

After these initial questions, parents were asked if they participate to their children's studying and if they face any difficulties regarding the assistance they offer to their children with their homework. Five of them are actively involved to their children's studying. One of them does not participate due to lack of time. One's participation is disrupted and depended on her work hours. Most of them mentioned specific

difficulties due to linguistic barriers, such as grammatical rules or dictation. One of them admitted that most of the linguistic phenomena that her children study both at school and with homework are not known to her not even in her L1.

P1: No, due to lack of time.

P3: Very much. For me, Language is very difficult. Math is the same in the whole world. Language though, dictation, due to my attendance at school in my home country I try to apply the Russian linguistic rules in Greek but it is different. Other rules there, other here. God bless Google ((laugh)) it is just so time consuming!

P5: In Language lessons it is very hard for me to help, there are things that I do not even know in my first language.

P6: I try to participate to my younger daughter's studying, to my older I do not know anything. I also do not know very well my younger daughter's homework, when I have the time I check her exercises, I hold the book for her to tell me the lesson.

Considering the importance of their participation to their children's learning, parents were asked if they find such assistance as beneficial for both themselves and their children. All participants emphasized the importance of their participation for emotional reasons and as a motivation for students' learning while they admitted they also use it as an opportunity to self-educate. One participant even mentioned that study time is the only qualitative time they spend with their children due to many other obligations or activities.

P1: Of course it is. It is a way of bonding.

P2: I believe it helps a lot. They study more, they try harder, and they perform better at school. If you are next to them, I believe they study more. If I am next to them, I set an example.

P5: Yes, it is important to help, even a little bit. It also helps me, I learn too.

P4: I participate because we face some difficulties and I want to help because it is the only time we spend together. Due to many obligations, both mine and my children's, it is basically the only time for communication.

Table 1. Factors that impede active participation in children's studying and self- education

	Linguistic barriers	Lack of time
Long hours work.		1
Many extracurricular activities.		1
Difficulties in language speaking.	1	
Difficulties in dictation.	1	
Difficulties in Grammar.	2	
Difficulties in both L1 and L2.	1	

After defining the main challenges that parents face regarding their children's homework, the researcher aimed at identifying the main factors that impede parents' involvement in school's institutions, in their children's studying and in enhancing their children's self- education. Two main themes resulted from the survey, i.e. the lack of time and important linguistic barriers (Table 1). These factors, even though they were also mentioned as difficulties or challenges during homework, they seem to discourage parents from actively being involved in their children's education. One participant mentioned the lack of time and admitted that her son is receiving assistance from her older daughter while the other six participants characterize language as a serious obstacle in providing their children with the necessary help. They emphasized in grammatical and dictation difficulties while they feel the need to seek for help from the internet.

P1: No I do not help; I do not have the time. My older daughter assists my son.

P4: [I find difficulties] usually at grammar and we search online or into the teacher's material to find the answer so I can help them to learn things right.

P3: Many [difficulties]. For me what is hard, is the language lesson. Math are the same for the whole world. Language though, dictation, because I have not attended school here. I try to translate Russian language's rules into Greek but they are different. Other rules exist there, other here. God help Google ((laugh)) it just consumes so much time...

P6: Yes, especially in Language. I do not know anything, too many rules. And Math in primary education are easy, in High School I do not know anything.

6.3 Practices that can enhance parental involvement of migrant parents to their children's preparation for school

In the final part of the survey, parents were asked about the ways and the means they use to assist their children with their homework. Most parents mentioned more traditional ways such as holding their children's book, checking their exercises after the children complete them or dictate the things they need to learn and children write. One parent mentioned that her older daughter assists her son, three parents mentioned that they find answers online while one mother admitted that she receives help from a neighbor who is a teacher.

P1: She (i.e. the daughter) explains the homework or anything that my son does not understand.

P3: We search on Google; I also have a kind neighbor teacher who gives me advice and assists me with the dictation.

P5: I sit next to them, I hold the book for children to tell me their homework because I do not know anything so I try to support them by sitting next to them.

P6: I tell them to read a book or search online when they find something difficult.

After that, they were asked if teachers have ever made suggestions about studying at home. Five participants admitted they have received consultation while two do not remember something similar.

P1: They have helped us because (child's name) is having difficulties, they tell us what to do. I do not remember something specific except that I let my son to school's extra hours in order for him to study with appropriate help.

P3: No, I do not remember something specific.

P5: Yes, they have suggested for her (i.e. the daughter) to study more, to be more focused, they need me by their side all the time (aka the children).

P7: Yes, as I mentioned before, my older son has some difficulties, not so much with the courses but mostly with friends, he does not make friends very easily. The teacher assists me because she suggests ways for me to help him, what to say for him to make friends more easily. But she also tells me if he finds something difficult during lessons.

As the last part of the interview, participants were asked to describe other means or ways they use at home in order to enhance their children's self- education. Most parents mentioned more than one ways that they use at home. Four of them encourage their children to read fairytales or watch documentaries in Greek. One also admitted that her child likes to read encyclopedias in Greek. Two of them mentioned movies with Greek subtitles and online searching while one participant only mentioned that her child needs to listen to the teacher. One parent also mentioned artistic activities such as painting or theatrical plays while another raised the need for a tutor to assist her children with their homework (Figure 3).

P2: I tell them to read a book or a fairytale, to watch a documentary.

P3: To read movies' subtitles or a book or search on the internet. If you can afford it, a tutor would be useful.

P4: We watch documentaries, we read fairytales. There are a lot of [ways], if there is time. Painting, theatrical plays, that kind of stuff.

P7: I do nothing else [more than what teachers suggest] but my older son really likes to read encyclopedias or searching for information online, he really likes History. Thus, I let him.

P1: Well, I tell him to be a good student, to do his homework, to ask the teacher for any misconceptions.

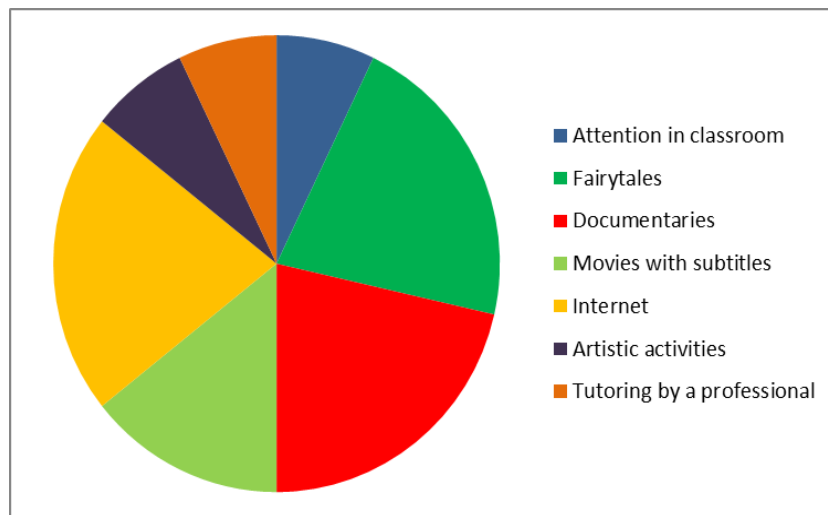


Figure 3. Practices of enhancing self- education at home

7. Discussion

This chapter compares the main findings of the research with other research on the field as well as relative literature, thus, they are examined in a more critical way. Also, limitations of the research are mentioned while suggestions for further research are offered.

7.1 Main findings of the research

In this study, all parents acknowledged the *importance of a vivid qualitative cooperation between families and school* not only for their children's academic success and development but also for themselves, for their ways of nurturing or assisting their children. This finding proves that multicultural families realize the need for enhancing collaboration with teachers, even though they often do not participate in regular meetings. Moreover, interviews indicated the *benefits of parental involvement* not only for students but for their parents as well. Migrant parents realize that having a common ground of communication with the teacher, allows for the latter to have a clear perspective about his/ her students, the former to receive appropriate guidance regarding his/her children's homework or behavior, while, at the same time, students improve themselves both at a cognitive and at a social level and they are motivated to learn.

The most common factor that impedes a regular collaboration between school and migrant families was *the lack of time* according to the interviewees. Even though most parents stressed the importance of collaborating with teachers and participating in parents and guardians' association, they admitted that they do not have the time to dedicate to these activities. However, one parent that participates in both the aforementioned institutions described the multifarious ways that these institutions can assist in students' progress and development. Finally, all parents admitted that they try

to maintain *a regular communication with the teacher mainly via e-mail or in person.*

Regarding homework and assistance at home, all participants pointed out *the linguistic barriers* as the main challenge they have to deal with on a daily basis. Most participants are willing to help their children with homework but they find many difficulties in grammatical phenomena, dictation and linguistic rules. Some of them mentioned that their L1s are so different from Greek that they cannot make a connection between phenomena in L1 and L2. Others admitted that they cannot explain all the phenomena neither in L2 nor in their L1. Thus, linguistic difficulties often lead parents to feeling insecure and trying to be supportive by just observing their children's studying.

In order for migrant parents to overcome such barriers, they admitted that they use many *different practices during homework.* Most participants use more traditional ways to support their children due to lack of linguistic knowledge; they sit next to their children when they study, they dictate so students can write, they hold a book while students narrate and they check the exercises after students complete them. An important number of participants admitted that they use the internet for consultation, especially when they seek for understanding the grammatical rules. They also seek for solutions in teachers' materials or by asking someone native. This means that, even though migrant parents identify language as a barrier, they try to support their children in multifarious ways.

Furthermore, most migrant parents tend to *encourage their children to self-educate with many creative ideas.* Most of them read fairytales with their children in the target language or suggest to them that they read by themselves. A sufficient number watches documentaries with their children about many different scientific aspects. One participant also raised the need for artistic activities as a means of self-educating such as theatrical plays, museums, painting etc. Some of them encourage their children to seek for educational games on the internet or watching movies with Greek subtitles in order to improve their dictation.

Nonetheless, migrant parents seem eager to cooperate with their children and their children's teachers in order for their offspring to improve, to perform well at school and to develop their skills. Even though lack of time and linguistic obstacles often lead to puzzlement, they try to receive advice from teachers or other sources because they want to motivate their children to develop more. Besides that, they find essential participation to their children's learning as a way of self-improvement and a means of learning the target language for themselves as well.

7.2 Literature and findings correlation

This research verifies the importance of parental involvement for multicultural, multilingual families that other research both on the global (Huang & Mason, 2008; Kampel, 2019; LaRoque et al., 2011) and national levels have indicated (Petrogiannis & Penteris, 2014; Poulou & Matsaggouras, 2007). More specifically, all participants-parents acknowledge the importance of their involvement in children's education and the necessity of a vivid collaboration with the teacher. Thus, this study indicates the multifarious ways that teacher- parent collaboration benefits all the involved parties, namely children, parents and teachers (Gkaintartzi et al., 2020).

First of all, findings indicate a strong correlation between parental inclusion and students' academic success (Anagnostou & Nikolova, 2017; Block et al., 2014). Parents' involvement in their children's homework and their regular interaction with teachers motivates students to be more disciplined and organized regarding their obligations towards school and education. Similar findings exist in Gkaintartzi et al. (2020) as well as in Huang & Mason (2008) where migrant parents' presence in students' educational reality leads the latter to achieve higher grades and better performance in educational activities. On the contrary, parents' lack of involvement due to specific reasons is linked to students' lower levels of performance and indifference towards school activities (Block et al., 2014; Huang & Mason, 2008). Finally, this study indicates migrant parents' positive attitude towards their inclusion in students' educational reality which, according to similar research, is considered a

challenge due to power relations, personal perceptions or cultural differences (Bromley & Yazdanpanah, 2021).

In addition, findings verify a strong link between parental engagement and students' emotional development. In this particular study, participants not only think that their involvement assists students with their homework but also enhances parent- child relationship and is considered a qualitative time for the family. Migrant parents who participate in their children's studying notice an increase in the latter's sense of responsibility and their desire to take initiative (Domina, 2005). Moreover, parents tend to feel more connected with their children when they assist with the latter's homework, even though they do not always have the necessary knowledge. One can find similar conclusions in Zengin and Ataş-Akdemir (2020) where teachers admit that parents' inclusion promotes children's development not only cognitively but also emotionally and socially. On the contrary, behavioral issues might come to surface if parents' absence from their children's education is constant (Block et al., 2014).

Furthermore, the present inquiry indicates migrant parents' benefits from their engagement with their children's education. Most participants admit that they want to assist their children because they feel that they also learn the target language and they can communicate with their children in a better more qualitative way. They also consider their participation as critical in order to understand students' educational needs and behavior. According to Epstein (1995) teacher- parent partnership can indeed assist in interpreting in students' needs and behaviors in an essential and effective way. Moreover, Koehler et al. (2017) also finds a strong link between migrant students' essential integration and parents' participation in educational institutions. However, migrant parents' involvement is not always consistent according to both the findings of this research and in Vitsou et al. (2019) due to societal issues such as long work hours or cultural differences.

Moreover, this study verifies also important factors that impede parents' participation in educational institutions. Migrant parents, even though they comprehend the importance of participating in parents and guardians' association, are rarely involved due to long work hours and lack of time (Vitsou et al., 2019). However, they try to be

present in every arranged meeting with the teacher because they want to have a complete image regarding their children's behavior and progress. However, linguistic barriers often incommode communication, especially regarding instructions and consultation for students' homework. Such barriers are considered as obstacles not only from the migrant parents themselves but from the whole school community as well (Block et al., 2014; Bromley & Yazdanpanah, 2021; Georgis et al., 2014). Nonetheless, migrant parents, even though they have important difficulties, they try to be present and involved in their children's education.

The present investigation has also enlightened important practices that migrant families use in order to enhance students' motivation and self- education. Most parents encourage their children to read fairytales or extracurricular books in the target language in order to improve their dictation, grammar and written forms of speech. They find creative artistic activities as useful for their children's holistic development while they often suggest internet as a useful means for achieving knowledge in the target language. Similar suggestions regarding online tools can be found in Koehler et al.'s research (2014) where internet was proven helpful for enhancing teacher- parent communication. However, none of the participants mentioned the necessity of cultivating both L1 and L2 to the students or the encouragement of translanguaging (Garcia, 2016; Voguel & Garcia, 2016) neither at home nor at school probably because monoglossic approaches are still dominant in Greece and power relations might lead parents to the need of abandoning their mother tongues in order for their children to be properly and immediately integrated (Androulakis et al., 2016; Vitsou et al., 2019).

Additionally, most participants acknowledge the important role that teacher has in their children's development. This fact is verified both from their cultural backgrounds which- traditionally- acknowledges teachers as figures of authority (Androulakis et al., 2016; Lopez et al., 2001; Vitsou et al., 2019), but also because they admit that they have received important assistance regarding learning or behavioral issues that came out during their children's school years. Learning difficulties have been identified and behavioral issues have been managed due to

productive and efficient conversation with the educators. Research on the field indicates that, indeed, when teachers and parents work as partners towards students' development and progress, such issues are rapidly identified and properly handled (Block et al., 2014; Koehler et al., 2014) leading to a more qualitative integration of nonnative populations in the Greek educational and social reality.

Finally, all participants in this study characterize their collaboration with teachers as sufficient and have a positive attitude towards school's effort to reach them and cooperate. Even though relative research on the field has shown that teachers characterize migrant parents' involvement as nonexistent or disrupted (Huang & Mason, 2008; Isik-Ercan, 2012), migrant parents consider their efforts and teachers' attempts as beneficial for children despite the difficulties they might face. All participants characterized communication as very good and teachers' counseling as very helpful over the years. Moreover, they acknowledge that teachers are accessible and eager to discuss any aspect of students' progress for the benefit of the latter.

7.3 Possible limitations

Every research process is time consuming and challenging, thus, it is natural to succumb to specific limitations. In this present study the most important limitation is the small sample. More specifically, the participants were seven migrant parents whose children attend Greek primary schools in Attiki. Such a number is considered appropriate regarding the timeframe that the researcher had available in order to conduct his/her survey. However, it is considered as a small scale research leading to the inability of generalizing the conclusions. Thus, the survey's outcomes can only offer a small image on the matter and not create a new theory about parental involvement (Cohen et al., 2007).

Moreover, the participants' origin was only from Albania and Russia. Thus, cultural differences that exist in Greek's educational context are not presented holistically. For example, migrant parents from other countries, Rom, Pomaks or refugees might have different attitudes regarding their participation in their children's education due to societal issues or prior school experiences (Dryden- Peterson, 2015). Thus, a more

heterogeneous sample might have led to more controversial results but to a more complete image regarding multicultural educational contexts.

Finally, even though specific measures were taken in order for the survey's validity and reliability to be ensured, the use of only one research tool, i.e. semi-structured interviews might be considered as a weakness. For example, there were not any pilot interviews in order for the researcher to cross-examine the results. Also, some quantitative tools might have allowed for a triangulation which would have increased the study's validity (Cresswell, 2014). However, this small scale research enriches the field with parents' perceptions on parental involvement, an aspect that is not often under investigation. Thus, it provides a new parameter for further investigation on the field, especially in contemporary societies which become more and more diverse.

7.4 Suggestions for further research

Research on parental involvement regarding Greece's educational context is still at a fetal stage especially considering that parents' inclusion in students' education was up until recently missing from the Greek educational policies (Petrogiannis & Penteris, 2014). Thus, research on this specific area especially regarding diverse populations is considered necessary.

First of all, teachers' perceptions are more often investigated regarding teacher-parent cooperation. This present study though proves that parents' point of view is also necessary and beneficial for investigation. Thus, similar research could be done on a larger scale or in combination with other tools in order to cross-examine specific important findings (Cresswell, 2014). Besides, similar research on a global level has indicated the importance of migrant parents' to be heard and respected not only for their children's academic success but also for the appropriate integration of all diverse populations (Huang & Mason, 2008).

Another important aspect is that of the group that was investigated. Other migrants, refugees, Rom or Pomaks should also be heard because cultural differences, specific attitudes and prior experiences affect attitudes towards school, children's nurturing and parental involvement (Dryden- Peterson, 2015). Such factors though have not yet

been extensively investigated especially in the Greek context where diverse populations coexist and are present in everyday educational reality.

Finally, a cross-examination between teachers and diverse parents' perceptions could also enrich the field of parental involvement with important findings. School- family partnership is a two-way collaboration in order to be efficient and essential. Thus, cross-examination of both parties' perspectives could enlighten practices and strategies that might improve and strengthen cooperation for the benefit of nonnative students.

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Appendices

Appendix 1- Interview questions

A. Δημογραφικό Προφίλ

1. Πόσο χρονών είστε;
2. Πού εργάζεστε αυτή την περίοδο;
3. Έχετε κάνει κάποιες σπουδές; Αν ναι, σε τι;
4. Πόσα παιδιά έχετε;
5. Τι τάξη πάνε;
6. Έχουν γεννηθεί εδώ ή στη χώρα σας;
7. Έχουν φοιτήσει σε σχολείο της χώρας σας ή μόνο στην Ελλάδα;

B. Ερωτήσεις σχετικές με συνεργασία σχολείου και οικογένειας

8. Υπάρχουν καθορισμένες συναντήσεις με το σχολείο των παιδιών σας; Συμμετέχετε σε αυτές; Ναι ή όχι και γιατί;
9. Ποιος είναι ο πιο συνηθισμένος τρόπος να επικοινωνείτε με τους δασκάλους των παιδιών σας;
10. Πώς επικοινωνούν εκείνοι με εσάς;
11. Θεωρείτε σημαντική τη συνεργασία σας με το σχολείο; Τι οφέλη πιστεύετε ότι υπάρχουν για εσάς και τα παιδιά σας από μια καλή συνεργασία με το σχολείο;
12. Πώς κρίνετε την επικοινωνία των δασκάλων με εσάς για την πρόοδο του παιδιού σας;
13. Έχετε βοηθηθεί σε ζητήματα μάθησης ή συμπεριφοράς των παιδιών σας από τους δασκάλους του σχολείου; Με ποιους τρόπους;
14. Συμμετέχετε στον Σύλλογο Γονέων και Κηδεμόνων; Ναι ή όχι και γιατί;

Γ. Ερωτήσεις σχετικές με τη βοήθεια για το διάβασμα στο σπίτι

15. Συμμετέχετε στην προετοιμασία των παιδιών σας για το σχολείο; Γιατί συμμετέχετε/ δεν συμμετέχετε;
16. Συναντάτε κάποιες δυσκολίες στο διάβασμα των παιδιών σας; Ποιες είναι αυτές;
17. Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για αυτά;
18. Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για εσάς;

Δ. Ερωτήσεις σχετικές με τις πρακτικές που χρησιμοποιούν οι γονείς για να ενισχύσουν τη μόρφωση και την αυτομόρφωση των παιδιών

19. Με ποιους τρόπους βοηθάτε τα παιδιά σας με τις εργασίες τους στο σπίτι;
20. Ποιους τρόπους σας έχουν προτείνει οι δάσκαλοι; Εφαρμόζετε κάποιον από αυτούς;
21. Ποιους άλλους τρόπους χρησιμοποιείτε για να παρακινήσετε τα παιδιά σας για διάβασμα;
22. Ποιους άλλους τρόπους θα προτείνατε;
23. Υπάρχει κάτι άλλο που θα θέλατε να προσθέσετε;

Appendix 2- Consent form

- 1. Τίτλος Έρευνας:** «Parental involvement and migrant students' academic progress; assistance at home [Γονική συμμετοχή και ακαδημαϊκή πρόοδος μεταναστών μαθητών: βοήθεια στο σπίτι]»
- 2. Στοιχεία επικοινωνίας επιβλέποντα:** Ελληνικό Ανοικτό Πανεπιστήμιο, Καρανικόλα Ζωή

3. Σκοπός και μεθοδολογία της Έρευνας

Η παρούσα μελέτη γίνεται στα πλαίσια της φοίτησης της ερευνήτριας στο μεταπτυχιακό πρόγραμμα σπουδών του Ελληνικού Ανοικτού Πανεπιστημίου «Language Education for Refugees and Migrants» και στοχεύει να ερευνήσει τις απόψεις μεταναστών γονέων σχετικά με προκλήσεις που συναντούν στη συνεργασία με το σχολείο των παιδιών τους, παράγοντες που επηρεάζουν αυτή τη συνεργασία και πρακτικές που χρησιμοποιούν για να βοηθήσουν τα παιδιά τους με τη μελέτη στο σπίτι. Η ερευνήτρια ακολουθεί τη μέθοδο ποιοτικής έρευνας μέσω ημιδομημένων συνεντεύξεων στοχεύοντας στην εκ βαθέων ανάλυση των ερευνητικών ερωτημάτων. Οι συνεντεύξεις θα πραγματοποιηθούν είτε διά ζώσης, είτε μέσω Webex ή τηλεφώνου και θα ηχογραφηθούν. Αφού απομαγνητοφωνηθούν, τα δεδομένα που θα προκύψουν θα κωδικοποιηθούν και θα κατηγοριοποιηθούν.

4. Συμμετέχοντες

Περίπου 10 μετανάστες γονείς που μένουν σε συγκεκριμένη γεωγραφική περιοχή.

5. Πιθανό ρίσκο

Δεν υπάρχει «ρίσκο».

6. Εμπιστευτικότητα

Όλες οι πληροφορίες θα κωδικοποιηθούν. Οι συμμετέχοντες θα παραμείνουν ανώνυμοι και καμία πληροφορία για την ταυτοποίησή τους δε θα δημοσιοποιηθεί κατά τη διάρκεια των συνεντεύξεων αλλά και στην ανάλυσή τους. Η ερευνήτρια θα διαφυλάξει με ασφάλεια όλα τα δεδομένα και θα καταστραφούν μόλις ολοκληρωθεί η ανάλυσή τους.

7. Εξουσιοδότηση

Εξουσιοδοτώ την ερευνήτρια για τη συλλογή και χρήση των δεδομένων μου αμιγώς για το σκοπό της συγκεκριμένης έρευνας, προς μελέτη, παρουσίαση και δημοσίευση αυτής.

8. Συμμετοχή

Η συμμετοχή μου στην παρούσα έρευνα είναι εθελοντική.

9. Αποχώρηση από την έρευνα

Έχω τη δυνατότητα να αποχωρήσω ή να αποσύρω τα δεδομένα μου σε οποιοδήποτε στάδιο της έρευνας.

10. Κόστος

Δεν υπάρχει κανένα κόστος από τη συμμετοχή μου στην έρευνα.

Συμφωνώ να συμμετάσχω εθελοντικά στην έρευνα

Ναι

Θα μου επιδοθεί αντίγραφο του έντυπου συγκατάθεσης.

Ο/Η Συμμετέχοντας/ουσα (Ολογράφως): _____

Signature:

Date:

Ο/Η Παραλαμβάνων/ουσα το έντυπο: _____

Signature:

Date:

Appendix 3- Transcriptions

Participant 1

I: Πόσο χρονών είστε;

P1: Είμαι 47.

I: Πού εργάζεστε αυτή την περίοδο;

P1: Εργάζομαι σε μία εταιρία (... όνομα εταιρίας).

I: Έχετε κάνει κάποιες σπουδές; Αν ναι, σε τι;

P1: Έχω τελειώσει Γυμνάσιο και Λύκειο.

I: Πόσα παιδιά έχετε;

P1: Έχω τρία.

I: Τι τάξη πάνε;

P1: Η μεγάλη δουλεύει, η μεσαία είναι στο πανεπιστήμιο και ο μικρός είναι στο δημοτικό.

I: Έχουν γεννηθεί εδώ ή στη χώρα σας;

P1: Εδώ, εδώ και τα τρία.

I: Έχουν φοιτήσει σε σχολείο της χώρας σας ή μόνο στην Ελλάδα;

P1: Μόνο εδώ έχουν κάνει όλα τα σχολεία.

I: Υπάρχουν καθορισμένες συναντήσεις με το σχολείο των παιδιών σας; Συμμετέχετε σε αυτές; Ναι ή όχι και γιατί;

P1: Ναι, ναι, ναι στο δημοτικό υπάρχουν, αλλά στο πανεπιστήμιο δε μας έχουν καλέσει, μάλλον είναι αλλιώς τα πράγματα.

I: Ποιος είναι ο πιο συνηθισμένος τρόπος να επικοινωνείτε με τους δασκάλους των παιδιών σας;

P1: Με e-mail κι άμα χρειαστεί πάμε κι από κοντά.

I: Πώς επικοινωνούν εκείνοι με εσάς;

P1: Με τον covid μας έστελναν e-mail, φέτος πάμε κι από κοντά.

I: Θεωρείτε σημαντική τη συνεργασία σας με το σχολείο; Τι οφέλη πιστεύετε ότι υπάρχουν για εσάς και τα παιδιά σας από μια καλή συνεργασία με το σχολείο;

P1: Ναι είναι σημαντικό για να ξέρω για το παιδί καλύτερα, να μιλάμε από κοντά για τα μαθήματα, για τη συμπεριφορά.

I: Πώς κρίνετε την επικοινωνία των δασκάλων με εσάς για την πρόοδο του παιδιού σας;

P1: Ικανοποιητική είναι.

I: Έχετε βοηθηθεί σε ζητήματα μάθησης ή συμπεριφοράς των παιδιών σας από τους δασκάλους του σχολείου; Με ποιους τρόπους;

P1: Ναι ναι ναι φυσικά, πάρα πολύ με έχουν βοηθήσει ειδικά με το τρίτο παιδί και στα μαθήματα και στη συμπεριφορά.

I: Συμμετέχετε στον Σύλλογο Γονέων και Κηδεμόνων; Ναι ή όχι και γιατί;

P1: Συμμετέχω όποτε προλαβαίνω, θα το ήθελα πολύ αλλά δεν προλαβαίνω. Όταν μπορώ συμμετέχω.

I: Συμμετέχετε στην προετοιμασία των παιδιών σας για το σχολείο; Γιατί συμμετέχετε/ δεν συμμετέχετε;

P1: Όχι δε βοηθάω εγώ, δεν προλαβαίνω. Βοηθά τον μικρό η κόρη μου η μεγάλη.

I: Εσείς γιατί δεν το βοηθάτε; Σας δυσκολεύει κάτι, από θέμα χρόνου;

P1: Όχι από θέμα χρόνου κυρίως.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για αυτά;

P1: Βεβαίως είναι να τα βοηθήσω.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για εσάς;

P1: Τι εννοείται;

I: Εννοώ τι συναισθήματα έχετε; Ότι βελτιώνεται η σχέση σας ή ότι είναι πιο χρήσιμο για τα παιδιά;

P1: Και για μένα. Δένεσαι καλύτερα.

I: Με ποιους τρόπους βοηθάει η κόρη σας τον γιο σας με τις εργασίες τους στο σπίτι;

P1: Εξηγεί τις ασκήσεις, ό, τι δεν καταλαβαίνει ο μικρός.

I: Την κόρη σας ποιος τη βοηθούσε;

P1: Τότε είχα χρόνο και τη βοηθούσα εγώ.

I: Ποιους τρόπους σας έχουν προτείνει οι δάσκαλοι; Εφαρμόζετε κάποιον από αυτούς;

P1: Μας έχουν βοηθήσει με το διάβασμα, επειδή ο (...όνομα παιδιού) δυσκολεύεται, μας λένε τι να κάνουμε να τον βοηθήσουμε. Δε θυμάμαι κάποιον τρόπο συγκεκριμένο, εκτός από το ολόημερο που τον άφηνα να τον βοηθάνε εκείνοι.

I: Ποιους άλλους τρόπους χρησιμοποιείτε για να παρακινήσετε τα παιδιά σας για διάβασμα;

P1: Δηλαδή;

I: Το ενθαρρύνετε να διαβάζει;

P1: Ναι ναι φυσικά!

I: Πώς το ενθαρρύνετε;

P1: Ε του λέω να είναι καλός μαθητής, να κάνει τις ασκήσεις του, να ρωτάει τη δασκάλα άμα δεν καταλαβαίνει.

I: Ποιους άλλους τρόπους θα προτείνετε;

P1: Όχι δεν έχω σκεφτεί κάτι.

I: Άρα αισθάνεστε ικανοποιημένη με το σχολείο;

P1: Ναι ναι καλά αισθάνομαι.

I: Σας ευχαριστώ πολύ!

P1: Εγώ ευχαριστώ.

Participant 2

I: Πόσο χρονών είστε;

P2: Είμαι 33 ετών.

I: Πού εργάζεστε αυτή την περίοδο;

P2: Αυτή τη στιγμή εργάζομαι σε μία εταιρεία (...όνομα εταιρείας) στην (...όνομα περιοχής).

I: Έχετε κάνει κάποιες σπουδές; Αν ναι, σε τι;

P2: Έχω τελειώσει δημοτικό και γυμνάσιο στη χώρα σας.

I: Πόσα παιδιά έχετε;

P2: Έχω δύο παιδάκια.

I: Τι τάξη πάνε;

P2: Η μία πάει έκτη δημοτικού και ο άλλος πάει νήπιο.

I: Έχουν γεννηθεί εδώ ή στη χώρα σας;

P2: Έχουν γεννηθεί στην Ελλάδα.

I: Έχουν φοιτήσει σε σχολείο της χώρας σας ή μόνο στην Ελλάδα;

P2: Μόνο στην Ελλάδα.

I: Υπάρχουν καθορισμένες συναντήσεις με το σχολείο των παιδιών σας; Συμμετέχετε σε αυτές; Ναι ή όχι και γιατί;

P2: Έχουμε συχνά συναντήσεις περίπου μία φορά το μήνα. Είναι μία συγκεκριμένη μέρα που πηγαίνουμε και μιλάμε με τους δασκάλους. Ναι όταν μπορώ συμμετέχω. Τις θεωρώ σημαντικές για να επικοινωνήσω μαζί με τη δασκάλα να δω πώς πάει το παιδί μου στα μαθήματα και που μπορώ να βοηθήσω και εγώ, να είμαστε ομάδα.

I: Ποιος είναι ο πιο συνηθισμένος τρόπος να επικοινωνείτε με τους δασκάλους των παιδιών σας;

P2: Συνήθως οι δάσκαλοι μας στέλνουν email ή όταν μπορούμε μιλάμε και από κοντά.

I: Θεωρείτε σημαντική τη συνεργασία σας με το σχολείο; Τι οφέλη πιστεύετε ότι υπάρχουν για εσάς και τα παιδιά σας από μια καλή συνεργασία με το σχολείο;

P2: Βεβαίως το θεωρώ σημαντικό γιατί μας βοηθάει στην επικοινωνία με το παιδί μας, πως μπορούμε να βελτιώσουμε τη σχέση μεταξύ μας, πως μπορώ να τη βοηθήσω στα μαθήματα. Βοηθάει πολύ.

I: Πώς κρίνετε την επικοινωνία των δασκάλων με εσάς για την πρόοδο του παιδιού σας;

P2: Μέχρι τώρα η επικοινωνία με τους δασκάλους είναι καλή.

I: Έχετε βοηθηθεί σε ζητήματα μάθησης ή συμπεριφοράς των παιδιών σας από τους δασκάλους του σχολείου; Με ποιους τρόπους;

P2: Όχι δεν έτυχε ή μπορεί να μην ήμουν εκεί την μέρα που συζητήθηκε κάτι τέτοιο.

I: Συμμετέχετε στον Σύλλογο Γονέων και Κηδεμόνων; Ναι ή όχι και γιατί;

P2: Όχι γιατί δεν μπορώ, δεν προλαβαίνω λόγω εργασίας.

I: Συμμετέχετε στην προετοιμασία των παιδιών σας για το σχολείο; Γιατί συμμετέχετε/ δεν συμμετέχετε;

P2: Ναι συμμετέχω για να δω τι διαβάζουν, πως διαβάζουν, να τους βάλω σε μια σειρά. Όσο μπορώ.

I: Συναντάτε κάποιες δυσκολίες στο διάβασμα των παιδιών σας; Ποιες είναι αυτές;

P2: Ναι. Στη γλώσσα συνήθως πιο πολύ, γιατί τα μαθηματικά είναι πιο εύκολα. Όταν μπορώ να συμμετέχω στο διάβασμα το κάνω.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για αυτά;

P2: Πιστεύω πως ναι βοηθάει αρκετά. Στο να διαβάζουν πιο πολύ, πιο συνειδητά, να είναι πιο καλά διαβασμένοι. Αν κάθεται από πάνω τους πιστεύω ότι θα διαβάσουν πιο πολύ.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για εσάς;

P2: Είναι ωφέλιμο γιατί είμαι και εγώ δίπλα τους και με βλέπουν ότι προσπαθώ να τους βοηθήσω κι όσο μπορώ κάθομαι.

I: Με ποιους τρόπους βοηθάτε τα παιδιά σας με τις εργασίες τους στο σπίτι;

P2: Συνήθως μπορώ να της κρατήσω το βιβλίο να μου πει το μάθημα ή να της πω την ορθογραφία και αυτή να τη γράφει.

I: Ποιους τρόπους σας έχουν προτείνει οι δάσκαλοι; Εφαρμόζετε κάποιον από αυτούς;

P2: Ναι μου έχουν προτείνει για παράδειγμα να κάθομαι όταν διαβάζει να της πω να μου πει το μάθημα ή να είμαι όσο μπορώ μαζί με το παιδί όταν διαβάζει.

I: Ποιους άλλους τρόπους χρησιμοποιείτε για να για να παρακινήσετε τα παιδιά σας για διάβασμα;

P2: Τους λέω να διαβάσουμε κάποιο εξωσχολικό βιβλίο, κάποιο παραμύθι, να δούμε κάποιο ντοκιμαντέρ. Αυτά.

I: Ποιους άλλους τρόπους θα προτεινάτε;

P2: Δεν έχω κάτι άλλο να προτείνω.

I: Υπάρχει κάτι άλλο που θα θέλατε να προσθέσετε;

P2: Δεν έχω κάτι άλλο να προσθέσω.

I: Σας ευχαριστώ πολύ.

P2: Εγώ ευχαριστώ.

Participant 3

I: Πόσο χρονών είστε;

P3: 44.

I: Πού εργάζεστε αυτή την περίοδο;

P3: Αυτή τη περίοδο εργάζομαι στο γενικό κρατικό Νοσοκομείο (..... όνομα νοσοκομείου).

I: Έχετε κάνει κάποιες σπουδές; Αν ναι, σε τι;

P3: Βεβαίως. Έχω σπουδάσει δύο ιατρικές σχολές, είμαι νοσηλεύτρια και το δεύτερο πτυχίο είναι μαία.

I: Πόσα παιδιά έχετε;

P3: Δύο.

I: Τι τάξη πάνε;

P3: Δευτέρα δημοτικού και έκτη δημοτικού.

I: Έχουν γεννηθεί εδώ ή στη χώρα σας;

P3: Εδώ στην Ελλάδα.

I: Έχουν φοιτήσει σε σχολείο της χώρας σας ή μόνο στην Ελλάδα;

P3: Μόνο στην Ελλάδα ναι ναι.

I: Υπάρχουν καθορισμένες συναντήσεις με το σχολείο των παιδιών σας; Συμμετέχετε σε αυτές; Ναι ή όχι και γιατί;

P3: Ναι βεβαίως. Βεβαίως συμμετέχω, θέλω να δω πώς πάνε τα παιδιά μου, αν έχουν καμιά δυσκολία.

I: Ποιος είναι ο πιο συνηθισμένος τρόπος να επικοινωνείτε με τους δασκάλους των παιδιών σας;

P3: Τηλέφωνο.

I: Πώς επικοινωνούν εκείνοι με εσάς;

P3: Και με το τηλέφωνο και μέσα στο mail.

I: Θεωρείτε σημαντική τη συνεργασία σας με το σχολείο; Τι οφέλη πιστεύετε ότι υπάρχουν για εσάς και τα παιδιά σας από μια καλή συνεργασία με το σχολείο;

P3: Ναι βεβαίως. Είναι σημαντικό να ξέρω τι χρειάζεται το παιδί μου.

I: Πώς κρίνετε την επικοινωνία των δασκάλων με εσάς για την πρόοδο του παιδιού σας;

P3: Μια χαρά, καλή, ό, τι ζήτησα και ρώτησα μου έχουν πει.

I: Έχετε βοηθηθεί σε ζητήματα μάθησης ή συμπεριφοράς των παιδιών σας από τους δασκάλους του σχολείου; Με ποιους τρόπους;

P3: Ναι ναι πολύ. Δε μου έρχεται τώρα κάποιος τρόπος.

I: Συμμετέχετε στον Σύλλογο Γονέων και Κηδεμόνων; Ναι ή όχι και γιατί;

P3: Να σας πω την αλήθεια δεν προλαβαίνω.

I: Συμμετέχετε στην προετοιμασία των παιδιών σας για το σχολείο; Γιατί συμμετέχετε/ δεν συμμετέχετε;

P3: Μόνο εγώ τα βοηθάω, ο άντρας μου δουλεύει πολύ και δεν έχει υπομονή και δε βοηθάει. Τα παιδιά ότι παίρνουν είναι από μένα.

I: Συναντάτε κάποιες δυσκολίες στο διάβασμα των παιδιών σας; Ποιες είναι αυτές;

P3: Πολύ. Για εμένα τι είναι δύσκολο, η Γλώσσα. Τα Μαθηματικά είναι σε όλον τον κόσμο ίδια. Η Γλώσσα όμως, η Ορθογραφία, επειδή εγώ δεν έχω πάει σχολείο εδώ προσπαθώ να παίρνω τη ρώσικη γλώσσα και να κάνω περίπου τα ίδια, αλλά είναι διαφορετικά. Άλλα υπάρχουν εκεί και άλλα εδώ. Καλά να είναι το Google! ((laugh)) απλά πιάνει πάρα πολύ χρόνο.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για αυτά;

P3: Βεβαίως!

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για εσάς;

P3: Και για μένα είναι γιατί είναι σαν να πάω κι εγώ σχολείο μαζί με τα παιδιά μου.

I: Με ποιους τρόπους βοηθάτε τα παιδιά σας με τις εργασίες τους στο σπίτι;

P3: Κοιτάμε λιγάκι το Google, έχω και μια καλή γειτόνισσα δασκάλα που μου δίνει συμβουλές και με βοηθάει στην Ορθογραφία

I: Ποιους άλλους τρόπους χρησιμοποιείτε για να για να παρακινήσετε τα παιδιά σας για διάβασμα;

P3: Να διαβάζουν τους υπότιτλους από ξένες ταινίες στα ελληνικά, διαβάζουν κανένα βιβλίο.

I: Ποιους άλλους τρόπους θα προτεινάτε;

P3: Αν έχεις οικονομική άνεση, καλό θα ήταν να έρχεται ένας δάσκαλος να τα βοηθά.

I: Υπάρχει κάτι άλλο που θα θέλατε να προσθέσετε;

P3: ((nodding negatively))

I: Σας ευχαριστώ πολύ.

P3: Τίποτα.

Participant 4

I: Πόσο χρονών είστε;

P4: Είμαι 38 χρόνων.

I: Πού εργάζεστε αυτή την περίοδο;

P4: Είμαι κομμώτρια.

I: Έχετε κάνει κάποιες σπουδές; Αν ναι, σε τι;

P4: Επάνω στην κομμωτική.

I: Πόσα παιδιά έχετε;

P4: Έχω δύο αγόρια.

I: Τι τάξη πάνε;

P4: Τρίτη γυμνασίου και έκτη δημοτικού.

I: Έχουν γεννηθεί εδώ ή στη χώρα σας;

P4: Εδώ στην Ελλάδα.

I: Έχουν φοιτήσει σε σχολείο της χώρας σας ή μόνο στην Ελλάδα;

P4: Ναι έχουν πάει μόνο εδώ στην Ελλάδα.

I: Υπάρχουν καθορισμένες συναντήσεις με το σχολείο των παιδιών σας; Συμμετέχετε σε αυτές; Ναι ή όχι και γιατί;

P4: Υπάρχουν καθορισμένες συναντήσεις μια φορά τον μήνα και ναι συμμετέχω για να δω πώς πάνε τα παιδιά, αν έχουμε κάποια θέματα να λύσουμε, τη συμπεριφορά τους. Για όλα συζητάμε.

I: Ποιος είναι ο πιο συνηθισμένος τρόπος να επικοινωνείτε με τους δασκάλους των παιδιών σας;

P4: Συνήθως από κοντά ή μέσω mail.

I: Κι εκείνοι το ίδιο με εσάς;

P4: Ναι ναι.

I: Θεωρείτε σημαντική τη συνεργασία σας με το σχολείο; Τι οφέλη πιστεύετε ότι υπάρχουν για εσάς και τα παιδιά σας από μια καλή συνεργασία με το σχολείο;

P4: Θεωρώ πολύ σημαντική τη συνεργασία με τους δασκάλους, όπως είπα και πριν βλέπουμε τα αδύναμα σημεία τους, τη συμπεριφορά τους, πού είναι καλά, πού χρειάζονται βοήθεια.

I: Πώς κρίνετε την επικοινωνία των δασκάλων με εσάς για την πρόοδο του παιδιού σας;

P4: Μέχρι στιγμής, με όσους δασκάλους έχω συνεργαστεί ήταν πολύ καλή.

I: Έχετε βοηθηθεί σε ζητήματα μάθησης ή συμπεριφοράς των παιδιών σας από τους δασκάλους του σχολείου; Με ποιους τρόπους;

P4: Έχω βοηθηθεί όταν ο μεγάλος μου γιος χρειάστηκε λογοθεραπεία στην πρώτη δημοτικού. Η δασκάλα του το είδε, μου είπε ότι υπάρχουν κάποια θέματα και πώς να κινηθώ και έτσι έγινε. Ας πούμε είχε κακή οπτική και ακουστική μνήμη. Μου έδινε η δασκάλα κάρτες για παράδειγμα το άλφα να μην το λέω εγώ στο παιδί αυτοκίνητο και εκείνη αγελάδα, να λέμε το ίδιο.

I: Συμμετέχετε στον Σύλλογο Γονέων και Κηδεμόνων; Ναι ή όχι και γιατί;

P4: Ναι συμμετέχω κι εκεί, συζητάμε για προβλήματα με τους δασκάλους, είχαμε ένα θέμα για παράδειγμα με την παλιά διευθύντρια που έπρεπε όλοι μαζί να δράσουμε, για τα παιδιά, για το κτίριο αν χρειάζεται κάποια τεχνική εργασία, για πολλά θέματα, είναι σημαντικό να συμμετέχουμε κι εκεί.

I: Συμμετέχετε στην προετοιμασία των παιδιών σας για το σχολείο; Γιατί συμμετέχετε/ δεν συμμετέχετε;

P4: Συμμετέχω γιατί αντιμετωπίζουμε κάποιες δυσκολίες και θέλω να βοηθώ γιατί είναι κι ο μόνος χρόνος που περνάμε μαζί. Λόγω πολλών υποχρεώσεων και δικών μου και των παιδιών, είναι ουσιαστικά ο μόνος χρόνος για επικοινωνία.

I: Συναντάτε κάποιες δυσκολίες στο διάβασμα των παιδιών σας; Ποιες είναι αυτές;

P4: Μερικές φορές ναι, συνήθως στη Γραμματική και ψάχνουμε στο internet ή στους κανόνες που έχει δώσει η δασκάλα να βρούμε τη λύση και να τα βοηθήσω κι εγώ να τα μάθουν σωστά.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για αυτά;

P4: Πιστεύω πως ναι.

I: Οι δάσκαλοι σας έχουν προτείνει κάποιους τρόπους να βοηθάτε τα παιδιά με το διάβασμα στο σπίτι;

P4: Ναι όπως είπα η δασκάλα της πρώτης δημοτικού μου είπε κάποιους τρόπους για να διαβάζει το παιδί πιο καλά.

I: Εσείς ποιους τρόπους χρησιμοποιείτε στο σπίτι για να βοηθήσετε τα παιδιά σας με το διάβασμά τους;

P4: Λύνεις τις ασκήσεις και τις βλέπω εγώ, ή κρατώ το βιβλίο να μου πουν την ιστορία όταν έχουν, τέτοια πράγματα.

I: Ποιους άλλους τρόπους χρησιμοποιείτε για να για να παρακινήσετε τα παιδιά σας για διάβασμα;

P4: Βλέπουμε ντοκιμαντέρ, διαβάζουμε κάποια παραμύθια... αυτά.

I: Ποιους άλλους τρόπους θα προτείνατε;

P4: Είναι πολλά αρκεί να υπάρχει χρόνος. Ζωγραφική, θέατρο, τέτοια πράγματα.

I: Υπάρχει κάτι άλλο που θα θέλατε να προσθέσετε;

P4: Όχι δεν έχω κάτι άλλο.

I: Σας ευχαριστώ πολύ.

P4: Να είστε καλά.

Participant 5

I: Πόσο χρονών είστε;

P5: Είμαι 12 χρόνια στην Ελλάδα.

I: Πού εργάζεστε αυτή την περίοδο;

P5: Δεν εργάζομαι, είμαι σπίτι με τα παιδιά.

I: Έχετε κάνει κάποιες σπουδές; Αν ναι, σε τι;

P5: Δεν έχω κάνει κάποιες σπουδές, έχω τελειώσει μόνο 8 χρόνια που είναι το σχολείο στην Αλβανία, δημοτικό και γυμνάσιο.

I: Πόσα παιδιά έχετε;

P5: Τρία.

I: Τι τάξη πάνε;

P5: Ο μικρός είναι νήπιο, η δεύτερη είναι Δευτέρα δημοτικού και η μεγάλη έκτη δημοτικού.

I: Έχουν γεννηθεί εδώ ή στη χώρα σας;

P5: Στην Ελλάδα.

I: Έχουν φοιτήσει σε σχολείο της χώρας σας ή μόνο στην Ελλάδα;

P5: Μόνο στην Ελλάδα.

I: Υπάρχουν καθορισμένες συναντήσεις με το σχολείο των παιδιών σας; Συμμετέχετε σε αυτές; Ναι ή όχι και γιατί;

P5: Ναι υπάρχει, προσπαθώ να συμμετέχω και για να λέμε πώς πάνε στα μαθήματά τους.

I: Ποιος είναι ο πιο συνηθισμένος τρόπος να επικοινωνείτε με τους δασκάλους των παιδιών σας;

P5: Ή μέσω του παιδιού ή μέσω mail.

I: Πώς επικοινωνούν εκείνοι με εσάς;

P5: Με mail ή κανονίζουμε συνάντηση στο σχολείο για κάτι σημαντικό.

I: Θεωρείτε σημαντική τη συνεργασία σας με το σχολείο; Τι οφέλη πιστεύετε ότι υπάρχουν για εσάς και τα παιδιά σας από μια καλή συνεργασία με το σχολείο;

P5: Ναι πολύ σημαντική αφού μόνη μου δεν μπορώ να προσφέρω κάτι στα παιδιά λόγω της γλώσσας, δεν ξέρω να το διαβάσω ή να το γράψω, οπότε είναι σημαντικό να ξέρουμε πώς πάει το παιδί και πώς να βοηθήσω κι εγώ.

I: Πώς κρίνετε την επικοινωνία των δασκάλων με εσάς για την πρόοδο του παιδιού σας;

P5: Πολύ καλή, έχω την τύχη να έχω καλές δασκάλες στα παιδιά μου.

I: Έχετε βοηθηθεί σε ζητήματα μάθησης ή συμπεριφοράς των παιδιών σας από τους δασκάλους του σχολείου; Με ποιους τρόπους;

P5: Από την πρώτη τάξη και από το νηπιαγωγείο των παιδιών, επειδή δεν ήξερα να μιλήσω ελληνικά και προσπαθούσαν πολύ να μου πουν τι να κάνω, να καταλάβω κι εγώ, προσπαθούσαν πολύ. Και τώρα που μιλάω αλλά δεν ξέρω τα μαθήματα με βοηθάνε πολύ να καταλάβω. Και στο διάβασμα και στο πώς πάει το παιδί.

I: Συμμετέχετε στον Σύλλογο Γονέων και Κηδεμόνων; Ναι ή όχι και γιατί;

P5: Όχι δε συμμετέχω λόγω χρόνου, δεν έχω χρόνο.

I: Συμμετέχετε στην προετοιμασία των παιδιών σας για το σχολείο; Γιατί συμμετέχετε/ δεν συμμετέχετε;

P5: Συμμετέχω όσο μπορώ γιατί δεν τα καταλαβαίνω και όλα, στη Γλώσσα καθόλου.

I: Συναντάτε κάποιες δυσκολίες στο διάβασμα των παιδιών σας; Ποιες είναι αυτές;

P5: Στη Γλώσσα είναι πολύ δύσκολο για μένα να βοηθήσω και να εξηγήσω, λένε πράγματα που δεν τα ξέρω ούτε στα Αλβανικά.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για αυτά;

P5: Ναι όσο μπορείς να βοηθήσεις είναι σημαντικό, έστω κι αν είναι ελάχιστο.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για εσάς;

P5: Ναι ναι με βοηθάει πάρα πολύ, μαθαίνω κι εγώ και βοηθάω.

I: Με ποιους τρόπους βοηθάτε τα παιδιά σας με τις εργασίες τους στο σπίτι;

P5: Κάθομαι δίπλα να μου πούνε τα μαθήματα γιατί δεν τα ξέρω οπότε τα κάνουν και εγώ προσπαθώ να είμαι δίπλα τους.

I: Ποιους τρόπους σας έχουν προτείνει οι δάσκαλοι; Εφαρμόζετε κάποιον από αυτούς;

P5: Ναι μου έχουν προτείνει να διαβάζει λίγο παραπάνω, να συγκεντρώνεται, με θέλουν συνέχεια δίπλα τους.

I: Ποιους άλλους τρόπους χρησιμοποιείτε για να για να παρακινήσετε τα παιδιά σας για διάβασμα;

P5: Τους έχω πάρει βιβλία να διαβάζουνε και να βλέπουν τηλεόραση ή internet να μαθαίνουν κι από εκεί.

I: Ποιους άλλους τρόπους θα προτείνατε;

P5: Ό, τι έχω κάνει έχει δουλέψει οπότε δεν έχω κάτι άλλο.

I: Υπάρχει κάτι άλλο που θα θέλατε να προσθέσετε;

P5: Ότι όσο προσπαθείς για κάτι, μπορείς και να το καταφέρεις.

Participant 6

I: Πόσο χρονών είστε;

P6: Είμαι 36.

I: Πού εργάζεστε αυτή την περίοδο;

P6: Είμαι υπάλληλος στο ((όνομα εταιρίας)).

I: Έχετε κάνει κάποιες σπουδές; Αν ναι, σε τι;

P6: Έχω τελειώσει το Λύκειο στην Αλβανία.

I: Πόσα παιδιά έχετε;

P6: Δύο κορίτσια.

I: Τι τάξη πάνε;

P6: Το μεγάλο είναι στη Δευτέρα Λυκείου και το μικρό στην έκτη δημοτικού.

I: Έχουν γεννηθεί εδώ ή στη χώρα σας;

P6: Εδώ στην Ελλάδα.

I: Έχουν φοιτήσει σε σχολείο της χώρας σας ή μόνο στην Ελλάδα;

P6: Εδώ εδώ.

I: Υπάρχουν καθορισμένες συναντήσεις με το σχολείο των παιδιών σας; Συμμετέχετε σε αυτές; Ναι ή όχι και γιατί;

P6: Ναι δίνουμε συνάντηση μια φορά τον μήνα από κοντά. Δεν πάω πάντα, άμα δε βολεύει το πρόγραμμα με τη δουλειά. Δουλεύω με βάρδιες.

I: Ποιος είναι ο πιο συνηθισμένος τρόπος να επικοινωνείτε με τους δασκάλους των παιδιών σας;

P6: Συνήθως στο mail ή τηλέφωνο ή από κοντά.

I: Πώς επικοινωνούν εκείνοι με εσάς;

P6: Το ίδιο, άμα είναι κάτι σοβαρό παίρνουν τηλέφωνο και μιλάμε κι από κοντά.

I: Θεωρείτε σημαντική τη συνεργασία σας με το σχολείο; Τι οφέλη πιστεύετε ότι υπάρχουν για εσάς και τα παιδιά σας από μια καλή συνεργασία με το σχολείο;

P6: Ναι είναι σημαντική για να μάθω πώς πάνε τα παιδιά στα μαθήματα, άμα έχουν κανένα πρόβλημα με τα άλλα παιδιά.

I: Πώς κρίνετε την επικοινωνία των δασκάλων με εσάς για την πρόοδο του παιδιού σας;

P6: Μια χαρά είναι.

I: Έχετε βοηθηθεί σε ζητήματα μάθησης ή συμπεριφοράς των παιδιών σας από τους δασκάλους του σχολείου; Με ποιους τρόπους;

P6: Ναι με έχουν βοηθήσει. Μια φορά η μικρή μου η κόρη είχε πρόβλημα με έναν συμμαθητή της, την κορόιδευε. Μίλησα με τη δασκάλα και αυτή μίλησε με τα παιδιά και λύθηκε το θέμα.

I: Συμμετέχετε στον Σύλλογο Γονέων και Κηδεμόνων; Ναι ή όχι και γιατί;

P6: Όχι, δεν προλαβαίνω με τη δουλειά.

I: Συμμετέχετε στην προετοιμασία των παιδιών σας για το σχολείο; Γιατί συμμετέχετε/ δεν συμμετέχετε;

P6: Προσπαθώ να συμμετέχω στη μικρή, στη μεγάλη δεν τα ξέρω καθόλου. Στη μικρή δεν τα ξέρω καλά, όταν προλαβαίνω ελέγχο αν διάβασε, αν έκανε τις ασκήσεις.

I: Συναντάτε κάποιες δυσκολίες στο διάβασμα των παιδιών σας; Ποιες είναι αυτές;

P6: Ναι ειδικά για τη Γλώσσα. Δεν τα ξέρω καθόλου, πολλοί κανόνες. Και τα Μαθηματικά στο δημοτικό τα καταλαβαίνω αλλά στο Λύκειο είναι πολύ δύσκολα.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για αυτά;

P6: Τι εννοείτε;

I: Τα βοηθάει να συμμετέχετε στο διάβασμά τους; Πώς τα βοηθάει;

P6: Ναι ναι! Έχουν καλή σειρά. Άμα τα αφήνω τελείως μόνα τους δε συγκεντρώνονται, δε διαβάζουν.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για εσάς;

P6: Ε ναι, ξέρω πού δυσκολεύονται και ξέρω κι άμα διαβάζουν.

I: Με ποιους τρόπους βοηθάτε τα παιδιά σας με τις εργασίες τους στο σπίτι;

P6: Επειδή δεν τα ξέρω καλά, συνήθως ελέγχο αν έχουν κάνει τις ασκήσεις ή κρατάω το βιβλίο να μου πουν το μάθημα.

I: Ποιους τρόπους σας έχουν προτείνει οι δάσκαλοι; Εφαρμόζετε κάποιον από αυτούς;

P6: Οι δάσκαλοι μου έχουν πει να κάνω πιο πολλές φορές την Ορθογραφία, στην πρώτη, στη Δευτέρα τάξη. Μου έχουν πει να κάνω κι επανάληψη την προπαίδεια.

I: Ποιους άλλους τρόπους χρησιμοποιείτε για να για να παρακινήσετε τα παιδιά σας για διάβασμα;

P6: Δηλαδή;

I: Εννοώ για να διαβάζουν με πιο μεγάλη όρεξη, κάνετε κάτι συγκεκριμένο εσείς; Ή για να γίνουν καλύτερα σε κάτι που δυσκολεύονται;

P6: Τους λέω να διαβάζουν κανένα βιβλίο ή να ψάχνουν στο internet για κάτι που τα δυσκολεύει.

I: Ποιους άλλους τρόπους θα προτείνατε;

P6: Πιστεύω ότι άμα έχεις χρόνο μπορείς να διαβάζεις κανένα βιβλίο μαζί με τα παιδιά. Ή άμα δυσκολεύονται πολύ, να τα στείλεις φροντιστήριο.

I: Υπάρχει κάτι άλλο που θα θέλατε να προσθέσετε;

P6: Όχι.

I: Ευχαριστώ πολύ!

P6: Να είστε καλά!

Participant 7

I: Πόσο χρονών είστε;

P7: Είμαι 37 χρονών.

I: Πού εργάζεστε αυτή την περίοδο;

P7: Δεν εργάζομαι κάπου, είμαι σπίτι με τα παιδιά.

I: Έχετε κάνει κάποιες σπουδές; Αν ναι, σε τι;

P7: Έχω τελειώσει το Γυμνάσιο και το Λύκειο στην Αλβανία.

I: Πόσα παιδιά έχετε;

P7: Δύο αγόρια.

I: Τι τάξη πάνε;

P7: Το μεγάλο είναι στην έκτη δημοτικού και το μικρό στο νήπιο.

I: Έχουν γεννηθεί εδώ ή στη χώρα σας;

P7: Εδώ εδώ.

I: Έχουν φοιτήσει σε σχολείο της χώρας σας ή μόνο στην Ελλάδα;

P7: Μόνο στην Ελλάδα.

I: Υπάρχουν καθορισμένες συναντήσεις με το σχολείο των παιδιών σας; Συμμετέχετε σε αυτές; Ναι ή όχι και γιατί;

P7: Ναι υπάρχουν, μια φορά το μήνα συνήθως. Συμμετέχω γιατί ο μεγάλος μου γιος έχει κάποιες δυσκολίες και θέλω να ξέρω τι χρειάζεται και για τα μαθήματα και για τη συμπεριφορά του.

I: Ποιος είναι ο πιο συνηθισμένος τρόπος να επικοινωνείτε με τους δασκάλους των παιδιών σας;

P7: Με mail ή από κοντά.

I: Πώς επικοινωνούν εκείνοι με εσάς;

P7: Κι αυτοί το ίδιο.

I: Θεωρείτε σημαντική τη συνεργασία σας με το σχολείο; Τι οφέλη πιστεύετε ότι υπάρχουν για εσάς και τα παιδιά σας από μια καλή συνεργασία με το σχολείο;

P7: Πολύ σημαντική. Ξέρω τι χρειάζεται το παιδί μου, τι να προσέξω. Βλέπει και το παιδί ότι το προσέχω.

I: Πώς κρίνετε την επικοινωνία των δασκάλων με εσάς για την πρόοδο του παιδιού σας;

P7: Πολύ καλή όλα τα χρόνια, ήμουν τυχερή.

I: Έχετε βοηθηθεί σε ζητήματα μάθησης ή συμπεριφοράς των παιδιών σας από τους δασκάλους του σχολείου; Με ποιους τρόπους;

P7: Ναι. Όπως είπα ο μεγάλος μου γιος έχει κάποιες δυσκολίες, όχι τόσο πολύ στα μαθήματα, αλλά με τις παρέες, δεν κάνει εύκολα παρέες. Η δασκάλα με βοηθάει γιατί μου λέει πώς να το βοηθήσω, τι να του λέω για να κάνει πιο εύκολα φίλους. Αλλά μου λέει και για τα μαθήματα αν κάτι τον δυσκολέψει.

I: Συμμετέχετε στον Σύλλογο Γονέων και Κηδεμόνων; Ναι ή όχι και γιατί;

P7: Όχι, δεν προλαβαίνω.

I: Συμμετέχετε στην προετοιμασία των παιδιών σας για το σχολείο; Γιατί συμμετέχετε/ δεν συμμετέχετε;

P7: Ναι μαζί διαβάζουμε. Του έχω κι έναν δάσκαλο να τον βοηθά κάποιες φορές, όμως ελέγχω κι εγώ τις ασκήσεις του, του κρατάω το βιβλίο να μου πει το μάθημα.

I: Συναντάτε κάποιες δυσκολίες στο διάβασμα των παιδιών σας; Ποιες είναι αυτές;

P7: Ναι με τη Γλώσσα πιο πολύ. Άλλοι κανόνες, άλλη ορθογραφία. Είναι πολλά και δεν τα ξέρω.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για αυτά;

P7: Πολύ. Συγκεντρώνονται πιο καλά και βλέπουν ότι κι εγώ ασχολούμαι μαζί τους, νιώθουν πιο καλά.

I: Πιστεύετε ότι το να βοηθάτε τα παιδιά σας με το διάβασμα είναι ωφέλιμο για εσάς;

P7: Ναι μαθαίνω κι εγώ ((laugh)).

I: Με ποιους τρόπους βοηθάτε τα παιδιά σας με τις εργασίες τους στο σπίτι;

P7: Πιο πολύ τους κρατάω το βιβλίο, ελέγχω άμα έκαναν ασκήσεις ή αν κάτι δεν το κατάλαβαν.

I: Ποιους τρόπους σας έχουν προτείνει οι δάσκαλοι; Εφαρμόζετε κάποιον από αυτούς;

P7: Δε θυμάμαι κάτι συγκεκριμένο, συνήθως μου λένε ότι τα πάει πολύ καλά. Μόνο έχει πολύ άγχος και προσπαθούμε να το διαχειριστούμε, να μην τον πιέζουμε πολύ.

I: Ποιους άλλους τρόπους χρησιμοποιείτε για να για να παρακινήσετε τα παιδιά σας για διάβασμα;

P7: Δεν κάνω κάτι άλλο αλλά ο μεγάλος θέλει πολύ να διαβάζει εγκυκλοπαίδειες ή να ψάχνει πληροφορίες για την ιστορία στο internet, του αρέσει πολύ η ιστορία. Οπότε τον αφήνω.

I: Ποιους άλλους τρόπους θα προτείνετε;

P7: Κάποιες φορές βοηθάει ο δάσκαλος. Και βιβλία να διαβάζουν τα παιδιά, κι αυτό βοηθάει.

I: Υπάρχει κάτι άλλο που θα θέλατε να προσθέσετε;

P7: Όχι δε σκέφτομαι κάτι άλλο.

I: Σας ευχαριστώ πολύ!

P7: Κι εγώ!

Υπεύθυνη Δήλωση Συγγραφέα:

Δηλώνω ρητά ότι, σύμφωνα με το άρθρο 8 του Ν.1599/1986, η παρούσα εργασία αποτελεί αποκλειστικά προϊόν προσωπικής μου εργασίας, δεν προσβάλλει κάθε μορφής δικαιώματα διανοητικής ιδιοκτησίας, προσωπικότητας και προσωπικών δεδομένων τρίτων, δεν περιέχει έργα/εισφορές τρίτων για τα οποία απαιτείται άδεια των δημιουργών/δικαιούχων και δεν είναι προϊόν μερικής ή ολικής αντιγραφής, οι πηγές δε που χρησιμοποιήθηκαν περιορίζονται στις βιβλιογραφικές αναφορές και μόνον και πληρούν τους κανόνες της επιστημονικής παράθεσης.