

Minority parents' barriers to school involvement

*Quantitative study of Polish parents' satisfaction
with elementary schools in Norway.*

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Abstract

There is evidence to show that parental involvement in school is associated with better educational and social outcomes for the child. However, little is known about the motives for parental decisions to become involved. Issues surrounding linguistic and cultural diversity of the students add to the complexity of the relationships between the school and the families, where the attention is drawn towards differences rather than building upon common goals. The egalitarian school system in Norway promotes partnership between parents and schools, for educators, families and community to work together towards the child's educational success.

With the influx of migrant families to Norway, there is a need to look into ways of utilising and evaluating the forthcoming policy through the resources that the parents have to offer.

The purpose of this study was to examine barriers to school involvement from the perspective of Polish parents living in Norway. A convenience sample (N=64) was taken from the population of elementary school parents. The parents were asked to complete a survey questionnaire regarding their experiences with the school, as well as involvement in their child's education to establish what contributes to their satisfaction with the school.

The data analysis shows that the most important aspects of satisfaction with the school are feelings of being welcomed and being familiar with the school regulations. As such, findings in this study support existing research emphasising a need for teacher's diversity training, school's effective ways of engaging families and clear policies in order to create better school environment.

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1 Introduction

1.1 Introduction

In this chapter, I will discuss my interest in exploring how parental involvement is related to satisfaction with school and the questions that arose from studying the literature in particular regarding issues of Polish minority parents' involvement in schooling in Norway.

1.2 Need for the study

The educational policies success is often measured by outcomes of the integration in the society and securing employment in the future. The Economic Analysis Norway report (Berg, Bjørnstad, Gran, & Kostøl, 2016) published last year, presented socio-economic costs of inadequate education of asylum seekers and refugee children. This was estimated to be between NOK 3-4 million per individual. Although the situation of refugee children is far more complex than immigrant children, for example, Polish children in Norway, many of the points from the report are universal when discussing multicultural education in Norway. For example, many of the integration problems into the Norwegian educational system stem from "inadequate language acquisition", where the minority children struggle to compete with their Norwegian counterparts (Fafo, 2016; Slusarczyk & Pustulka, 2016).

One of the important messages from the interviews with the Polish parents residing in Norway (TRANSFAM, 2012), was apparent apprehension towards Norwegian authorities, in particular, child protection services (Barnevern). Many of the Polish parents expressed their concerns about possibilities to "lose" their children to the child protection services. As the school is perceived to be part of the same authority system, this may explain some of the negative attitudes and opinions among Polish parents about the educational system in Norway. Dissatisfaction with curriculum, lack of discipline and difficulties in communication with the school are some of the issues that the Polish parents raised in the interviews commenced in Transfam project (ibid.). On the other hand, there were parents whose opinions were highly positive about the educational system and partnership with the school. The satisfaction with the school seemed to be the crucial phenomena to the parental involvement in schooling. Therefore, I would like to explore what contributes to the satisfaction with the school in Norway among Polish parents of elementary school children.

Also, being a Polish mother myself contributes to my personal interest to find out what triggers and hinders good partnership between home and school in Norway.

1.3 Polish parents in Norway

Immigration accounts for 13.8 % of the total population in Norway, while Norwegian-born to immigrant parents accounted for 3 % as per 1 January 2017. The background of the Norwegian immigration originates in 221 different countries.

The Statistics Norway reported in 2017 that there are 97 200 Polish residents in Norway, which make them the biggest immigrant group in the country. There are no detailed statistics available to estimate how many Polish families or children reside in Norway. Those with Polish parents made up the third biggest group of all Norwegian-born to immigrant parents, with 11 000 after Pakistani and Somali parents (SSB, 2017). The most popular areas for settlement among migrants are Oslo (33%) and neighbourhood smaller towns like Drammen (28%).

Huang et al. (2016) suggest that over half of respondents in a Transfam (2012) study of Polish families in Norway expressed their wishes to settle permanently in Norway. Their commitment was often dictated by the fact that their children started school in Norway. With the decision of staying, the families become a part of the acculturation process. In order to prepare their children to participate in the host and ethnic culture, the immigrant parents have a challenging role to fulfil. This involves attainment of their own competencies in the host country as well as choosing which components of the host culture to integrate into their family lives (Sam & Berry, 2006). The mothers, in particular, seem to be taking on the role of helping the children to adjust to both cultures. For example maintaining contact with the ethnic language and supporting the acquisition of the host country language (Sam, 2006).

Studies assessing complexities of immigrant children's education and parental involvement reveal differences in outcomes between different ethnic groups (Turney & Kao, 2009; Anderson & Minke, 2010; Park & Holloway, 2013). Some research suggests that certain minority groups do better at school if the differences in cultures are smaller (Vedder & Horenczyk, 2006). Wærdahl (2016) advocates on the behalf of Polish children in Norwegian schools, suggesting that their cultural needs may pass unnoticed by teachers due

to the assumptions of similarities in cultures. Ogbu (1992) however argues that some minority groups do well at school even though their cultural background is not similar to the majority group. Ogbu attributes the school success to minority status where differentiation between voluntary and involuntary migration defines the attitude towards the host society. He indicates that incentives in form of future job perspectives or possible economic advantages instilled by family encourage the youth to achieve at school. Research regarding Polish migrant families in Norway refer to the fact that many parents view their immigration as only a temporary choice with a goal to return to Poland eventually (Slusarczyk & Nikielska-Sekula, 2014; Sokol-Rudowska, 2013; Huang, Krzaklewska, & Pustulka, 2016). This uncertainty surely adds to the challenges the migrant families encounter when dealing with cultural and educational adaptations in the host country.

1.4 “Education for everyone”

Egalitarian education is one of the main postulates of Norwegian educational policy. The aim is to provide good learning opportunities for all students, with the inclusion of minority students and children with special needs. A special attention has been drawn to the migrant education in recent years, which resulted in publishing three important documents related to the immigrant children’s education in Norway. The most recent is White Paper No 6 (2010-2013) “A comprehensive Integration Policy – Diversity and Community”. The document covers issues related to the improvement of the educational situation for immigrant children, youth and adults. Another important document concerning the future of migrant education is the policy review conducted by the OECD in 2009. Although Norwegian educational policy has been recognised for its strengths the OECD suggest that the developed strategies to address challenges in educating migrants need successful implementation. The OECD report highlighted performance gaps in reading ability between immigrant and native students, which is the largest performance disadvantage among OECD countries. By the age of 15, first – generation immigrants have fallen behind their native peers in reading by the equivalent of around two years of schooling (Taguma, Shewbridge, Huttova, & Hoffman, 2009). Socio – economic background and speaking a different language at home largely explained the achievement gap between immigrant and native students. Findings also emphasised underrepresentation of migrant students in upper secondary education.

One of the recommendations from OECD report to the policymakers was to develop ways of working with the immigrant parents. It was suggested that municipalities in Norway could offer more learning opportunities for migrant families within local schools. This initiative was successfully implemented in other OECD countries where teachers and parents noticed positive effects on school climate and home – school communication. Parenting courses for parents of younger children and language courses were also among recommendations. In the pointers for policymakers developed by OECD it was also suggested to provide diversity training to both teachers and school leaders at primary and secondary school level. The school environment and leadership play a significant role in creating multicultural and inclusive schools.

The third important document concerning migrant children education is the Official Norwegian Report (NOU) 2010: 7 Multitude and Mastering, Multicultural children, youth and adults in the education system. The committee of the report tackled five main issues affecting students from diverse backgrounds: early effort, long – term second language education, multilingualism as a positive value, the need for competence and implementation challenges.

The policy recognises language diversity in Norwegian schools where the mother tongue is recognised as an important tool in learning Norwegian (Nikielska-Sekula, 2016). The Norwegian Directorate for Education and Training in recognition of minority children needs at school emphasises the benefits of mother tongue when learning Norwegian. Newly arrived children and children who don't speak good Norwegian when starting school are supported through language classes and bilingual teaching staff. The integration policy affords the migrant children the opportunity to be in an ordinary classroom as soon as they acquire basic skills in Norwegian. The Norwegian educational system is characterised by decentralisation, aiming to provide a more individual approach to needs of the specific county, school and child. The shortcoming of this strategy is the support being available only if there is infrastructure, political will and financial resources available to the child in the particular commune and school (Ślusarczyk & Pustułka, 2016). The management of such system implies challenges for the central government to develop measures of accountability, set national educational standards and self – reporting systems, therefore recommendations from OECD report indicate a need for further developments in this area.

Norway's strong political will to become inclusive society is exemplified in two policies: "Action Plan against poverty" (2009), which allocates funds for investments the education of immigrant children and "Action Plan for integration and social inclusion of the immigrant population and goals for social inclusion" for education and language for children and young people (Taguma et al. 2009). The Norwegian Ministry of Labour and Social Inclusion holds responsibility for coordination of work among ministries and Directorate of Integration and Diversity is responsible for advising municipalities, NGO and the private sector. In the OECD report (2009) those departments have been criticised for lack of co – operation.

1.5 Home - school partnership in Norwegian schools

Home - school cooperation in Norwegian schools is a concept where the relationship between parents and school is to work together in order to support the child's outcomes at school. The Norwegian immigration policy is described by scholars as multicultural and egalitarian (Brochman & Djuve, 2013). The egalitarian values are also reflected in the Norwegian educational policy, where term adapted education describes the approach to facilitate education for all. The adapted education concept focuses on providing optimal and appropriate education for all children considering their background, abilities and needs (Ministry of Church and Education, 1984-1985). The educational reforms in the 1980s in Norway were a source of inspiration for other western countries and the 'Nordic educational model' became often cited in international studies (Fasting, 2012).

Although, in principle, both parents and schools are committed to the idea of effective integration the issues arise when it comes to practical collaboration between parents and the teachers as they will come across different perspectives, expectations and communication styles (Slusarczyk & Nikielska-Sekula, 2014; Slusarczyk & Pustulka, 2016). Although the educational policies support the idea of family involvement in children's education their efforts are not always informed by systematic reasons of why parents become involved and how their engagement influences the child's achievements. Additional obstacles occur when different minorities needs should be considered. Polish migration to Norway is viewed as an intro-European movement of labour. This means for example that there are no specific regulations to assist Polish families in Norway, neither set regulations of how to meet Polish children's needs at school (Friberg, 2013; Ślusarczyk & Pustułka, 2015). Which mean, that

the children's educational success will mostly depend on the parental resourcefulness, capabilities and support.

Accordingly to studies concerning Polish families in Norway, many children thrive in schools and their families express satisfaction with the Norwegian school, but there are also families who face socio-cultural barriers, language barriers or obstacles due to unfamiliarity with the educational system. Egalitarian approach to learning in Norway differs fundamentally from the Polish educational values, which are characterised by heavy didactic teaching methods and encouragement of competitiveness. In the opinion poll in 2009 Polish parents living in Poland expressed their expectations towards the school very high. They not only expect a high level of the factual knowledge to be passed on to the children but they also rely on the school to prepare the children for living in the society and shape their moral values (Muchacka, 2014). Although the education reform in Poland recognised the parents' role in school the opinion among Polish parents is that school and family are separate institutions. Parents in Poland collectively get involved in school life usually only if the situation requires them to act upon a specific problem (Slusarczyk & Nikielska-Sekula, 2014). Therefore, although schools and parents may want the best for the children their expectations may vary, especially when cultural differences are considered.

1.6 Aim and organisation of the study

As the above discussion suggest, the parental decisions to become involved in the children's education can be attributed to different motives and factors. When studying minority parent's involvement in school the acculturation issues and cultural barriers must also be considered. I chose to follow a systematic model of Hoover-Dempsey to investigate what contributes to parental satisfaction with school. The model developed by Hoover-Dempsey and Sandler (1997) is one of the most comprehensive to study parental behaviours and have been also utilised to study attitudes of immigrant parents towards school (Tang, 2015). The authors of the model suggest three main factors influencing the parental decision about becoming involved: parents' perception of their role in their children's schooling, feelings of self-efficacy in helping their children to succeed at school and their perception of invitations to become involved. Firstly, parents are more likely to be involved if they feel that this is their duty to be involved, Secondly, parents need to feel that they have ability and skills to

influence positive outcomes for their children and lastly, parents are more likely to be involved if they feel that their input is welcomed and valued by the school. Due to the fact that this study was set up to investigate minority parents' involvement motivations, I added a factor measuring familiarity with the educational system, rights and duties.

The objective of this study is to investigate how self-efficacy, invitations from school, parents' beliefs about their role construction together with familiarity with the legislation influence parental satisfaction with school and decisions about involvement in the children's education.

2 Literature review and Theoretical Model

2.1 Introduction

In the previous section, the influences on the minority parents' involvement decisions were discussed. Parental motivations and obstacles in form of unfamiliarity with the culture, legislation and educational system were also presented as contributors to the research question in this thesis.

In order to discuss the factors influencing parental satisfaction with the school and decisions about educational involvement, I will define parental involvement, present literature review related to Hoover-Dempsey model and discuss background factors. In particular, the aspects, which accordingly to the model and previous research contribute mostly to the parental decisions about their involvement and satisfaction with school. Those are parental role construction; self – efficacy, an invitation from school and familiarity with the educational policy and regulations.

2.2 Concept of Satisfaction with school and Parental Involvement.

2.2.1 What contributes to Parental satisfaction with the school

The positive outcomes of family involvement on child's success in schools have been widely discussed by researchers. Parental satisfaction and a level of their contentment with aspects of schooling are the major contributors to the parental decision about involvement (Kaczan, Rycielski, & Wasilewska, 2012). Satisfaction with the school and positive opinions about interaction with the teachers is associated with more frequent and meaningful engagement and cooperation with the school. The model used in this study illustrates the complexity of interaction between schools and children's families. Studies related to the HDS model emphasise that parental beliefs and opinions held by parents have the key impact on families and school relationship (Green & Walker, 2007; Hoover-Dempsey, Ice, & Whitaker, 2009; Hoover-Dempsey, Brissie, & Bassler, 1992).

In the schools where the teachers make parent involvement part of their regular teaching practice, parents express greater overall satisfaction with the school (Becker & Epstein, 1982). In a study conducted by Epstein and Dauber (1991) examined the connection between school programs of parent involvement, teachers' attitudes and teacher's practices to involve parents in schooling, the link between school programs and teacher's individual practices to involve parents were demonstrated. Which concludes that clear guidelines set up by schools support the teacher's attempts in including families in the child's schooling. More welcoming school environment and appreciation of family's input by the school has been associated with higher parental satisfaction with the school among immigrant parents (Park & Holloway, 2013; Epstein J. L., 1985). Although information about parental satisfaction with the schools in Norway is not accessible to the general public there are studies to suggest that Nordic countries, in general, are satisfied with their educational system (Räty & Kasanen, 2007). To satisfaction with the school among parents contribute many factors, which will have individual exclaim but the satisfaction believes will influence how the parents engage with the school, which is the optimal outcome to be achieved.

2.2.2 What defines Parental Involvement

It is commonly accepted that parental involvement is benefiting children's education. The difficulties, however, are encounter when parental involvement shall be described so it's clear to both educators and parents whose involvement is expected. Epstein (2001) defined parental involvement as parent's interactions with children and schools that are intended to promote academic achievements. It's been categorised into: parents communicating with school, volunteering at the school, facilitating children's learning at home, participating in decision making at the school and collaborating within the community to improve the educational system. The further categorization includes home involvement and school involvement.

Bakker & Denessen (2007) claim that the origins of the significance of parental involvement stem from the compensation programs implemented in the 1960's and 1970's in the US and Europe. These programs aimed among other things to encourage the active engagement of mainly low SES (Socioeconomic Status) and so – called ethnic minority parents to prepare their children for a more successful school career. Lareau (1992) argues how schools

privilege certain types of (middle class) family structure and discourse, leading to the construction of an “ideal type” of parental involvement, which almost by definition exclude other, mainly lower class parents, who are missing the required social and cultural capital to comply with educators’ vision of the ideal parent role. Therefore as long as parent involvement is concerned, most literature considers non-parental involvement but discusses parents who are not involved or involved in a not right way (Hoover-Dempsey K. V., 2005).

According to Bronfenbrenner’s ecological approach (1979), the quality of the linkage between family and school is as significant for the healthy development of learners as is the quality of instruction within the classroom or nurturing within the family. Some of the studies claim that, compared to their native peers, immigrant students have relatively weaker education outcomes on average at all levels of education (Taguma, Shewbridge, Huttova, & Hoffman, 2009). The research also shows that minority pupils experience the higher rate of dropout and underrepresentation in higher education. There are a number of obstacles immigrant families may encounter with school involvement like different cultural values, lack of resources, language barriers and limited support network (Reed, Jones, Walker, & Hoover-Dempsey, 2000; Pryor, 2001; Park & Holloway, 2013). Involving minority parents in their children’s education results in positive academic consequences. Thus, there is a need to recognise the positive input the family members can make towards child’s academic outcomes. Indeed, there is some evidence suggesting that the high level of parental involvement is associated with improvement in socio-emotional outcomes (Hoover-Dempsey & Sandler, 1997). When home-school interaction is characterised by open communication and joint decision-making, education becomes a shared responsibility.

Parents’ involvement refers to their roles in educating the children either at home or/and in schools because it can take a different form. For example discussions about school, assistance with homework or volunteering at school. Parental involvement has been categorised in literature as home-based and school-based. The home-based involvement is characterised by direct interaction between the child that include assistance with homework, monitoring the progress and cognitive stimulation. In this way, the parent also has an opportunity to model positive attitudes towards schooling and motivate the children to do well at school. A school-based involvement involves activities such attendance at the parent’s meetings, attending school ceremonies, volunteering at school or assist with school events. Furthermore, through school-based involvement parents have the opportunity to learn more about the child’s

academic progress, the school's culture and organisational structure. By being involved in a child's school life the parents communicate to the child and the school environment that they value and care for their education, which results in a stronger relationship between the parent and the child (Green & Walker, 2007; Anderson & Minke, 2010). Research suggests that immigrant families have high expectations for their children's educational attainment, they value education and are optimistic about the children's future professional success (Suárez-Orozco & Suárez-Orozco, 2001). However, the schools might be unaware of how to utilise those family strengths to support the children outcomes at school, because families' engagement in the child's education can take different forms, priorities and other aspects of ecological context.

2.3 Hoover – Dempsey & Sandler Theoretical Model

The framework that guided inquiries in this study was Hoover – Dempsey and Sandler's model of the parental involvement process (1997). The theoretical model of the psychological process predicting parental involvement developed by Hoover-Dempsey and colleagues (1995, 1997, 2005) has been recognised as one of the more comprehensive and used in international studies. The questions that are attempted to be answered are: why parents do (and don't) become involved in their children's academic development?; what form does their involvement take? and how their involvement could be encouraged and maximised.

Hoover – Dempsey et al. present human behaviour as part of a wider system including personal factors like beliefs and attitudes and environmental factors like social interactions. The model was developed and grouped into 5 levels, where level 1 presents personal beliefs and contextual factors that influence parent's choice of involvement forms (levels 1.5 and 2). The other levels (3-5) present how parents' behaviours influence the children's outcomes.

Only level 1 factors, *Model of the Parental Involvement Process*, and level 1.5 will be discussed in the current study, due to available resources and size of the sample.

Level 1, which describes parental motivations to become involved include four variables: motivational beliefs (role construction and self-efficacy); perception of invitation to involvement (from school, teacher and child); perceived life context (time and energy, skills and knowledge); and family culture.

Level 1.5 describes four forms of involvement: parental values; home-based activities; parent-teacher-school communications and school-based involvement.

Accordingly to HDS model, parent's decision to become involved is based on three general factors: a) parent's beliefs that participating in their children's learning is a part of their responsibility (i.e. *parental role construction*), b) their evaluation of their capabilities in that regard (i.e. *parental self-efficacy*) and c) parental perception of *invitations from school* to be involved.

2.3.1 Parental role construction

How parent perceive their role in their children's education determines how much they will be involved in their children's education. Role construction is related to parents' implicit and explicit behavioural expectations of themselves in how they will be involved in their children's education (Martinez-Lora & Quintana, 2009).

Bronfenbrenner (1979) argue that an individual needs to understand their role in order to be productive within their group. Accordingly to Hoover-Dempsey (1997) parental role construction describes parents' beliefs about what they should do in relation to their children's education. The role can take three forms: parent-focused (parent believes that they are responsible for their child's school success), school-focused (parent believes that the school should take educational responsibility) and partnership-focused (that the responsibility is shared with the school).

Accordingly to Hoover-Dempsey and Sandler (1997), parents' perception of the parental role is likely to be influenced by general principles guiding their definition of the parental role, their beliefs about child development and child-rearing, and their beliefs about appropriate parental home-support roles in children's education. The authors also concluded that parents who feel strongly responsible for their children's academic success or who believe that a partnership with the school is in their children's best interest are the most likely to become involved (Lavenda, 2011). In other words, parents are more likely to get involved if they view their participation as an important part of their role as a parent. Hoover-Dempsey and Sandler (1997) categorised the parent's engagement into passive and active roles in

differentiation of three types role construction where the parents put responsibility for their children's education on themselves, on the school or parent-school relationship.

Role construction is an important factor in analysing differences between native and immigrant parents' involvement with the school. Cultural differences seem to become more apparent in the perception of parental roles among some ethnic groups, such as level of involvement at home and at school (Park & Holloway, 2013). The way the migrant children and the parents engage with the school are influenced by their experiences of schooling before the migration as well as culture. The differences between the educational systems can include the curriculum, ways of communication between home and school, the amount and type of homework or even a dress code. The research suggests that parental role construction may be also related to parental styles in child rearing and their beliefs about child development. The research conducted with relation to parental beliefs about child development and child-rearing concluded that beliefs of conformity and obedience, are related to poorer school performance when beliefs in the importance of developing personal responsibility and self-respect are associated with better educational outcomes (Hoover-Dempsey & Sandler, 1997). In traditional Polish families, the roles of parents and school are separated in educating children. The parents perceive a school as an educational institution, which they should not interfere with and support the child's moral development at home. Tang (Tang, 2015) describes Mexican – American and East Asian Families in the US as having similar attitudes regarding the division of the roles. Findings like those emphasise the fact, that the cultural differences influence the forms of parental engagement in schooling, which might differ from the majority educational structures.

2.3.2 Parental Self-efficacy

A second construct influencing parents' decisions about involvement is the sense of efficacy for helping the children succeed at school. The parents will evaluate their beliefs if their involvement will lead to positive educational outcomes for the child. Parent's sense of efficacy refers to their perceived level of effectiveness in helping their children in education (Martinez-Lora & Quintana, 2009).

Self-efficacy theory provides explicit guidelines on how to enable people to exercise some influence over how they live their lives (Bandura A. , 1997). Bandura describes self-efficacy, as a person's belief that he or she can act in ways that will produce desired outcomes.

The term self-esteem is often mistakenly used as a substitution for self-efficacy. Accordingly to Bandura (1997) perceived self-efficacy is concerned with judgements of personal capability, whereas self-esteem is concerned with judgements of self-worth. There is no correlation between one's beliefs in their capabilities and whether one likes or dislikes oneself. The personal efficacy predicts targets that people aim to achieve and their performance attainments, whereas self-esteem affects neither personal goals nor performance. Self-concept is a view of oneself that is built on feedback from significant others. This portrait is tested by a relationship between the ideal self and actual self and contributes to an understanding people's attitudes to themselves and how these attitudes can influence their outlook on life.

Accordingly, to Bandura (1982), people tend to avoid activities that they feel, exceed their coping abilities but they undertake those, which they judge as within their remits of capability. People with a greater sense of self-efficacy exert greater efforts to deal with challenges, while those who see themselves as inefficacious in coping with environmental demands dwell on their personal deficiencies and perceive obstacles as greater than they really are (Bandura A. , 1982). Hoover – Dempsey et al. (1992) defined parent efficacy as parents' beliefs about their general ability to influence their child's developmental and educational outcomes, about their specific effectiveness in influencing the child's school learning, and about their own influence relative to that of peers and the child's teacher.

The social learning view distinguishes four sources of information, which influence judgements of self-efficacy a) performance attainments, b) vicarious experiences of observing the performances of others, c) verbal persuasion and allied types of social influences that one posses certain capabilities and d) physiological states from which people partly judge their capability, strength and vulnerability (Bandura A. , 1982).

The most prominent source of information provides enactive attainments because those are based on the mastery experiences or interpreted results of one's performance. The more successful experiences the higher perceived self-efficacy and on the contrary than more repeated failures than greater perceived inefficacy.

Another source of information about personal capabilities is vicarious experiences through social comparison. The successes of others who are recognised as similar to ourselves can raise efficacy expectations of our capabilities and also observe similar others who fail despite their efforts can lower beliefs in own capabilities (Bandura A. , 1982).

Positive social or verbal persuasion enhance peoples' believes that they posses capabilities, which will enable them to achieve what they want. If people have self-doubts and social persuasion concentrate on the deficiencies the self-efficacy beliefs will be hindered.

The last informant about one's capabilities is the physiological state. High arousal, anxiety, stress or fatigue often weakens performance (Bandura A. , 1982). The cognitive processing of efficacy information concerns the types of cues people have learned to use as indicators of personal efficacy and the inference rules they employ for integrating efficacy information from different sources (Bandura & Schunk, 1981). In the situations where people are lacking self-efficacy, they can behave ineffectual even if they know what to do.

The transformation from a marital dyad to a family triad increases the challenges of coping demands of the family, work and social life. Although most parents manage to provide their children with secure and developmental environment some will struggle in their role. This may be due to lack of effective parenting modelling or an insecure sense of personal efficacy to manage the family demands (Bandura A. , 1997). Self-efficacious parents are strong advocates for social relations, academic development and emotional wellbeing. They are also successful in interactions with social institutions that play important role in the child's life (1997).

Related to parental involvement, self-efficacy theory suggests that parents make their decision about involvement based on the prediction of the outcomes they can achieve (Hoover-Dempsey K. V., 2005). Those decisions are often based on the personal experiences of parental involvement, experiences of similar others or verbal persuasion of others (Bandura A. , 1997). The families that have an efficacious outlook are also likely to experience greater community satisfaction and attachment because they believe they can change things for the better (1997). Those who believe that have some control over their lives feel more reassured about their communities and have no need to move elsewhere. In today's time, many people choose to migrate either within the country borders to cities or emigrate

further in pursuit to find a better job or lifestyle. Those decisions often bring challenges which can't be foreseen especially when migrations involve sociocultural changes.

Jerusalem and Mittag (Jerusalem & Mittag, 1995) argue that efficacious outlook contributes in many ways to successful migratory adaptations. In their study participants who were reassured about their coping efficacy viewed the process of resettlement as a challenge rather than threats of uncontrollable events. High belief in self-efficacy supports individual's coping mechanisms to face problems with confidence and judge positive events as their personal achievement and negative as a cause of external circumstances. Bandura (1997) stressed that the varied involvement choices that the parent make is the fact that self – efficacy beliefs are concerned not with skills but with beliefs about what one can do with those skills.

The importance of school and family connections for student's success in school has been supported by a growing number of studies. It's been suggested that if the teachers make parent involvement part of their regular teaching practice, the parent feels stronger about their abilities to help their children especially on the elementary level and also are more positive about their contact with the teacher (Becker & Epstein, 1982; Epstein & Dauber, 1991; Gibson & Dembo, 1984).

The parents can instil in their children confidence in schooling and enhance their experiences both in the educational arena and social development. Educational orientated and self-efficient parents will go in a length to ensure that their children take advantage not only from direct teaching but also participate in a range of enriching experiences, which can support their learning like afterschool programs, theatre and library. They are prepared to dedicate a great deal of their time to ensure their children's educational development is stimulated (Lareau A. , 1987).

If family-school involvement is to become more inclusive, schools must involve those parents who are by choice not participating in their children's schooling. This attitude is increasingly important with the decline in the family traditional structure and an increase in the multicultural populations of the school (Bandura A. , 1997). As countries become more ethnically diverse the educational systems face challenges to provide an adequate education. The improved relationships with the larger community enable the participants to build a collective sense of efficacy that leads to academic benefits. In that community, the ethnicity

is supported to build a healthy self-image and a sense of self-efficacy, which then develop competencies and confidence of the parents who chose to be more involved.

Immigrant parents' beliefs about their self-efficacy can be additionally affected by unfamiliarity with the school system where they may not feel confident to influence their children education as it may be different from their own experiences. Their language proficiency to communicate with the school may also be another factor affecting parents' involvement with school.

2.3.3 Invitations to involvement from school

In the third construct of the Hoover-Dempsey Sandler model, it is suggested that the general opportunities, invitations and demands for involvement from school have a major influence on parent's decision about school involvement. The decision about parents' involvement depends on parents' perception that the school staff and environment in general, make them feel as valued participants. The invitations may have a form of requests from the teacher for helping the child at home or engaging in school-based activities.

Epstein and Dauber (1991) research focused on the impact of school and teacher invitations indicated that patterns of teacher attitudes and invitations are important to many parents' participation in their children's schooling. Their evidence also shows that when parents have a better relationship with the children's teachers they interact with children more often at home, feel more positive about their abilities to help children with homework and children attitudes and achievements are better. Comer and Haynes (1991) came to similar conclusions when examining schools and communities, where the findings indicated that schools aiming to understand children's families often experience increased involvement from parents and improvement in children's performance.

The research shows that general invitations from school and teacher appear to be very influential on parental decisions about involvement in their children's education (Hoover-Dempsey & Sandler, 1997; Lareau A, 1992; Epstein & Dauber, 1991).

2.3.4 Familiarity with the educational system and regulations

In order to investigate the satisfaction with school and influences on parental involvement among minority parents the familiarity with educational system needs to be considered. The DHS model as a universal assessment tool doesn't include in the questionnaire factors related to knowledge about the educational system. The access to information for immigrant parents in order to enable them to better understand the system has been discussed in literature. Li (Li, 2006) argues for necessity in enhancing immigrant parent's knowledge based on how schools function, including policies, curriculum and philosophies in order to build stronger school-home communication. Lack of familiarity with the educational system along with linguistic barriers were recognised as hinders for parental school involvement among immigrant parents studied by Vera and colleagues (Vera, et al., 2012). The Polish parents in Norway often rely on social capital to navigate through formal and more tacit educational regulations in Norway. Information available about educational policy, regulations, rights and duties in the minority native language is still very general and majority of the documents are only available in Norwegian. This poses a disadvantage to minority parents if they are to advocate on behalf of their child's or their own rights. The home - school partnership guidance (Utdanningsdirektoratet, 2010) is a useful set of principles designed to develop good relationship between the parents and the school. The guideline however doesn't reflect on cultural diversity of the families in schools. The minority parents although given equal rights to be heard and participate in schooling are being expected to adapt to the culturally long existing rules in Norwegian educational system. If the policy doesn't address this commitment, then the parents rely on the cultural sensitivity and willingness of the teacher to work with them.

2.3.5 Language barriers

Individual variables prevent minority parents from participating in their children's school, this includes parents' lack of language proficiency (Pryor, 2001; Li, 2006) other are undervaluing of parental importance, and low level of formal education, which affect their communication with teachers.

Parents' lack of language skills has been found to be associated with lower level of parental involvement at school (Turney & Kao, 2009). Parents who haven't mastered the host country language would often report than other parents problems like not feeling welcomed by school or with finding times to attend school events. Peña (2000) discussed language skills as one of the main barriers that parents raised as obstacle to their involvement with the school. Those issues were also brought up in interviews with Polish parents in Norway (Ślusarczyk & Pustułka, 2015). Pedagogy based on positive reciprocal interaction between teachers and learners, flexibility, facilitation, guidance and collaborative learning enables the academic achievement of bilingual learners. The teachers are aware that teaching multilingual children require from them more planning and more understanding of the children's needs (Krashen, 1996).

2.4 Study objectives and hypotheses

This is a study of factors associated with parental satisfaction with school. A multiple regression analysis will be used to test the hypothesis, a correlational method that examines the association between variables.

The aim of this study is also to explore influences on parental satisfaction with school and their involvement in education within Polish - Norwegian context. The following research questions and hypotheses will be addressed in the study:

1. Hypothesis: The higher parental perception of own capabilities to work with school and feeling welcomed by the school the higher satisfaction with the school. In particular:
 - a) Parental Norwegian language skills are positively associated with satisfaction with school; the better language skills, the higher satisfaction with school.
 - b) Parental self-efficacy is positively associated with satisfaction with school; the higher the parental self-efficacy, the higher parental satisfaction.
 - c) There is a positive relationship between parental role construction and satisfaction with the school. The more parents are inclined to share responsibility for

schooling with the school (partnership between home and school) the more satisfied they are with the school.

- d) Familiarity with educational legislation, rights and obligations is positively associated with satisfaction with school; the better knowledge of rights and duties, the better satisfaction with school.
- e) Feeling welcomed by the school is positively associated with satisfaction with school; the better relationship quality with the school, the better satisfaction with school.

2.5 Conceptualised framework

The background factors such as gender, employment status, a number of children in the family, and language skills are deemed to affect parental educational involvement. However this study will mainly concentrate on the previously studied concepts associated with home and school involvement and those are: self – efficacy, parental role construction and perceived invitations from school. In relation to immigrant parents, the language skills are predicted to be associated with home and school involvement and satisfaction with school. It's hypothesised that parents with a higher sense of self-efficacy, better language skills, role construction orientated on partnership, better legislation knowledge and who feel welcomed by school will be more satisfied with the school. I expect to find this links because parents feeling more confident within those areas are more likely to negotiate circumstances with the school to enable their child to achieve their potential. The previous research also established links between invitation from school, parental role construction and parental involvement in schooling.

The research question of influences on parental satisfaction with school can be illustrated on Figure 2.1. The diagram provided below is only a simplified outlook of relationships between the variables. This study will not investigate direction and causality of relationship but the only association between certain factors.

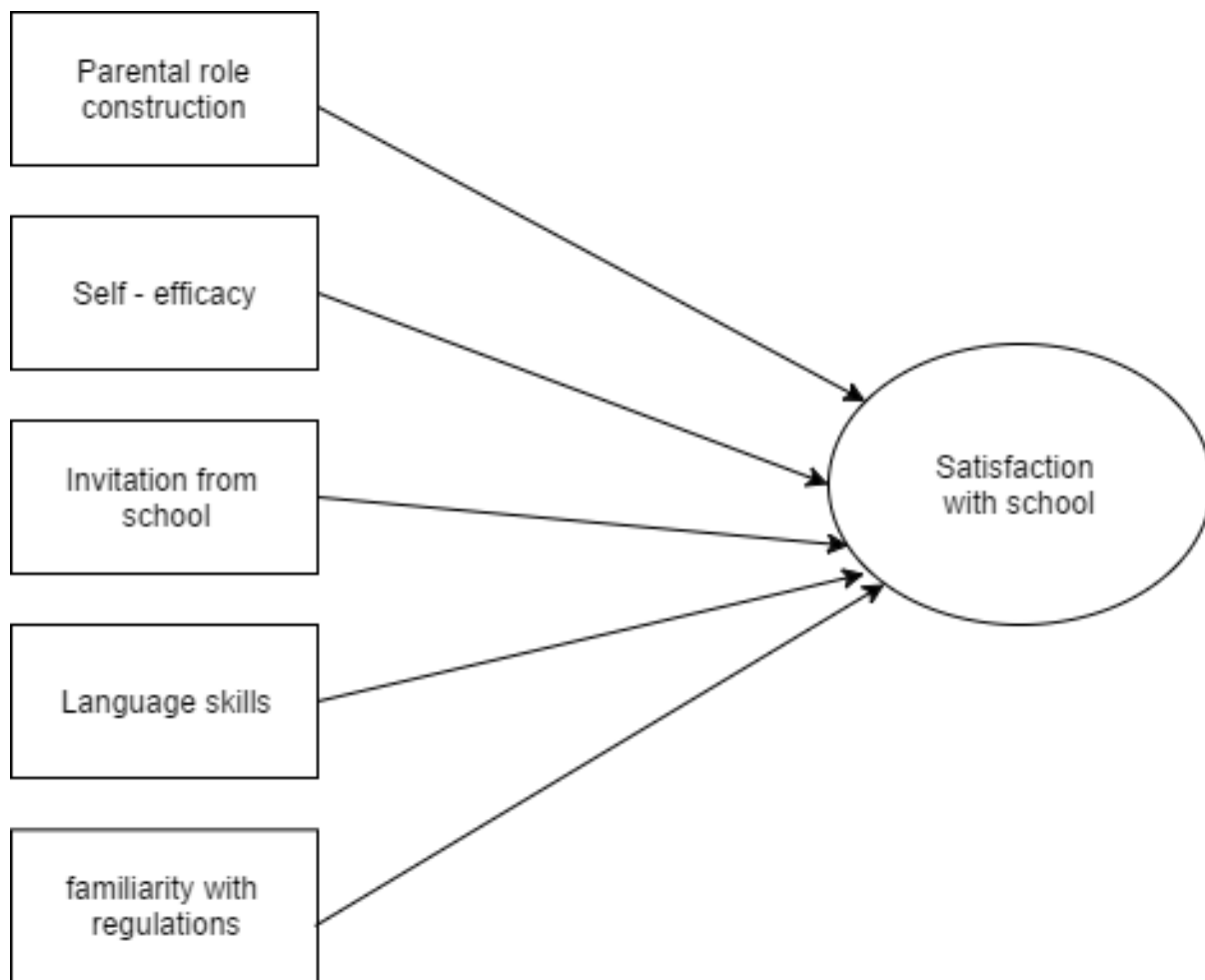


Figure 2.1 Conceptualised framework of factors influencing parents' involvement.

Positive opinions about school and satisfaction with contact with staff is associated with more active participation in schooling, which in turn is associated with better children's academic achievements. Eccles and Harold (1996) suggested that how parents perceive schools might be one of the main predictors of parents' involvement in school like and their role in their children's education. Thus, the satisfaction with the school is a useful platform to provide a framework for discussion about parental school involvement.

2.6 Summary

This chapter provides an exploration of the relationship between parental satisfaction with the school and the family's involvement in the education and the literature review in the concerned field. The research findings indicate that how parents perceive the schools is one

of the main predictors of how they engage in their children's education (Eccles & Harold, 1996). Moreover, parental involvement in children's education has been associated with positive changes in social and emotional functioning as well as better educational outcomes (Epstein J. L., 2001). Hence, the way the parents feel about the children's school should be fundamental in the decisions making about the educational policies.

An overview of theoretical model used in this thesis (HDS) is provided where a number of contributors to parental satisfaction and involvement at school are discussed. Those include parental role construction, parental self – efficacy, invitations from school, familiarity with educational legislation and language barriers. These are the variables that will be assessed in connection with parental satisfaction with the school. The literature review and study of the theoretical model lead to the research question of the thesis being formulated.

3 Methodology

3.1 Introduction

In this chapter, the outline of the process of designing and conducting the study will be presented. The model, which was used as a notion for the survey design and the needs for adaptation of the model, will be discussed. Detailed information about the items analysed in the study will be listed and the Cronbach's alpha reliability coefficient presented.

3.2 Research design

A cross-sectional design was used in the study, also called survey design. This design entails the collection of data on more than one case and at a single point in time in order to collect a body quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of association (Bryman, 2012).

A survey design was based on the Hoover-Dempsey, Sandler Model (1992, 1997), which is one of the most comprehend design for measuring parental motivational beliefs for involvement in school education. The original model was design and tested in Quebec, therefore the concepts had to be adapted to Norwegian school system as well as Polish cultural perspectives. Based on the literature review of international and Norwegian studies concerning parental involvement in education and their opinions about schools a draft survey was designed to capture both the Norwegian educational system values and polish parents' beliefs about their involvement.

Before the final version of the questionnaire was prepared a number of pre-test questionnaires were administrated with parents to ensure that it is comprehensive enough to measure the concept of polish parental involvement in Norwegian educational system. In total there was 16 pre – test surveys conducted with parents, those are not included in the data analysis.

The survey was designed using online program Survey Monkey. The questions in the survey covered demographic details of participants (gender, age, employment status of both parents, number of children in the family, language skills and length of residency in Norway); motivation beliefs for involvement (role construction, self-efficacy, school invitations,

satisfaction with school, familiarity with the school policies) and type of involvement (home involvement and school involvement).

The survey was used to collect and analyse the data, the main researched subject was Polish parents' experiences of collaboration with Norwegian elementary school, their beliefs about home and school involvement as well as their satisfaction with school and the factors that are associated with it.

In this study, determinants to influence of parental decisions to become involved in children's education and parental satisfaction with the school were investigated. The connections with the above factors researched in this study were: background factors as: gender, age of the participant, time spent in the country, language skills, employment status, number of children, number of children in primary school, parental role construction, self – efficacy, invitation from school, familiarity with school policies.

3.3 Participants' background

The link to survey was posted on a two Polish chat-forums (Facebook) for Polish mothers, one consisting of parents in Oslo and the other parents across Norway. A personal network was also utilised in the data collection where friends and family were asked to distribute the survey among their social network. A cover letter explained the purpose of the survey and the anonymity of the process and any of the disclosed information. The survey respondents were anonymous. It is not possible to identify the participants; this project is not reported to the Personvernombud for research, Norsk senter for forskningsdata. The survey was open to participants for the duration of 30 days. A reminder message was posted on the chat forums with the request to complete the survey before the deadline. A total of 74 respondents participated in the survey, 64 respondents answered all or majority of the questions, 10 respondents skipped some of the questions. The 10 participants couldn't be included in the data analysis as their answers were insufficient for analysis consisting mainly only some of the demographic information.

The questionnaire was translated into Polish language and consequently, answers were analysed and published in English.

Polish residents' settlement decisions often are dictated by job opportunity, therefore, many of the families reside in distant locations. The chosen form of data collection was aimed to include those remotely situated residents. However sampling bias occurs as the data was collected via web-survey distributed on a Facebook, which are mostly used by mothers. Although a request for passing on the questionnaire also to partners was stated, only one man answered the questionnaire. In essence, it was a convenience sampling that was used in the study. The advantages of the method include low cost of accessing respondents from different parts of Norway and also providing confidentiality and convenience for the respondents. The method also helped to target only relevant respondents with the criteria in the survey applying to parents of elementary school children between 6 and 16 years old. The limitations include lack of an option to implement sampling procedures, which skews the data considerably among less technically able groups. Therefore, in summary, probability samples and representative populations can't be taken into consideration in this research.

3.4 Instrument and Data collection

The instrument was a self-completion questionnaire including relevant to the study items adapted from research by Hoover – Dempsey and Sandler (Hoover-Dempsey & Sandler, 1997) to measure parental involvement mechanisms. Changing and adding new items intended to reflect on Polish parent's attitudes and beliefs about their involvement in the education of their children. The aspects of the differences in Norwegian educational system to the one considered in the original model also had to be taken into consideration when designing the questionnaire.

The original theoretical Hoover – Dempsey and Sandler model (1997) proposed a theoretical model of the parental involvement process. The model is grounded in educational, developmental and social psychology research to present what forms parental involvement takes and how it influences pupils (Hoover-Dempsey K. V., 2005). The model was constructed into five sequential levels. Level 1, which is used in this master thesis, identified four psychological contributors to parents' decisions to become involved, including 1) parental role construction; 2) parental self-efficacy, how much parents' believed they could improve children's outcomes; 3) parents' perceptions of general invitations for involvement from the school; and 4) perceptions of general involvement from child. Level 2 of the model

generalised that once the parent decides to be involved, contextual factors (eg. Time, distance, perceptions of specific invitations) influenced parents' choice of involvement forms. Level 3 of the model established an mechanism of parental involvement's influence (eg, reinforcement, modelling and instruction) by means which parents affect children's school outcomes. The level 4 implies that the mechanism of parental involvement is related to the child's developmental needs and school expectations. Level 5 represents student's outcomes.

The aim of this study was to use HDS model to explore forms of parent involvement in education specifically suited to Polish parents. The refined instrument employs 56 items and Likert - type response scales: 1= disagree very strongly, 2=disagree, 3=partially agree, 4=agree, 5=agree very strongly; 1=dissatisfied, 2=rather dissatisfied, 3=average, 4=positive, 5=very satisfied; 1=definitely not, 2=rather not, 3=possible, 4=definitely yes. It is hypothesised that these 56 items measure following variables: parental role construction, parental self-efficacy, an invitation from school, satisfaction with school, type of involvement.

Initially, the research questions were formulated before the survey was composed and questionnaire items designed. In order to find out if the questions were clear to the participants a pre-test was conducted on 16 parents who were not included in the main study.

3.5 Measures of variables

Factors impacting parental involvement and satisfaction with the school to be analysed in this study were:

- background factors as: gender (item 1), age of the participant (item 2), time spent in Norway (item 3), language skills (item 4), employment status (item 5), number of children (item 6), number of children in primary school (item 7),
- motivational beliefs: parental role construction (item 8), self – efficacy (item 9), an invitation from school (item 10),
- familiarity with school policies (item 12),

Satisfaction with the school was numbered as item 11 and type of involvement home/school as (item 13).

3.5.1 Background factors

The gender was coded into 1 = 'female' and 2 = 'male'. An open-ended question was asked for participant's age. Duration of the time spent in Norway was coded as 1 = '1-2 years', 2 = '3-4 years', 3 = '5-10 years', 4 = 'more than 10 years'.

The Norwegian language skills was coded as follows: 0 = 'no knowledge of Norwegian', 1 = 'beginner', 2 = 'basic', 3 = 'intermediate', 4 = 'advanced'. In order to specify and help the participants to assess their language mastery the levels of language knowledge were described as: 'beginner' – ability to communicate in simple situations e.g. shopping, greetings, asking for directions, simple conversations; 'basic' – ability to talk about daily topics, understanding commands at work; 'intermediate' – ability to communicate at work, institutions, as well as in social situations; 'advanced' – no problems communicating at work, institutions, as well as in social situations. Subsequently, the language skills were re-coded into: 1 = 'basic language skills' (no knowledge of Norwegian, beginner and basic) and 2 = 'good language skills' (intermediate and advanced).

The participants described their own and partner's employment status in the following categories: 0 = 'unemployed', 1 = 'full time', 2 = 'part time', 3 = 'stay at home parent', 4 = 'full time student', 5 = 'part time student'. However, due to the difficulty to standardizing answers, these were recorded into employment status with the categories: 0 = 'unemployed' and 1 = 'employed'.

An open-ended question was asked regarding a number of children living at home. The question qualifying to further complete the questionnaire was: Do you currently have children attending elementary school in Norway? The available options for respondents were: '1 child', '2 children', '3 children', 'more than 3 children', 'don't have children in elementary school' where the last answer would not allow the participant to continue the survey.

3.5.2 Motivational beliefs

Role construction

The role construction question offered a choice between three categories of parental role construction: 1 = 'I believe that main responsibility for my child education belongs to school while parents are responsible for the moral upbringing', 2 = 'I believe that the main responsibility for my child's education belongs to the parents', 3 = 'I believe that parents have joint responsibility with the school to educate their children'. This question doesn't respond to the original question measuring parental role construction in the HDS model. In the HSD model, the scale included three sub-scales: Parent-focused, school-focused and partnership-focused role construction, where the subscale contained items assessing parents believes (1 = 'disagree very strongly' to 6 = 'agree very strongly') and behaviours (1 = 'never' to 6 = 'daily'). In the pre-test, the respondents seemed to be scoring very high on all of the subscales, which wasn't helpful to recognise the parental preferences concerning role construction. It was actually purposeful to present those three options to the parents. In Poland there it is believed that the school has the main responsibility to educate the child, where Norwegian educational system promotes partnership in educational duties, therefore a direct question has its value to assess parental attitudes concerning educational responsibility in Norway. For the purpose of analysing the impact of parental role construction on the satisfaction with the school, the results from the survey were coded into two groups of interest. Group 1 = 1, which consisted of calculated summed scores of parents who believed that this is either solely school's or solely parents' responsibility to educate the child and Group 2 = 2, who's believed that it is a joint responsibility between home and school for child's schooling.

Self-efficacy

The parental self – efficacy construct was designed to determine parent's motivation to support their children based on self-assessment of their skills. The parental self-efficacy sub-questions were adapted from HDS model. Some of the questions not related to the Norwegian educational system were omitted like for example question related to grades. In total there were 7 sub-questions. All items in the scale used a 1 = 'disagree very strongly', 2 = 'disagree', 3 = 'partially agree', 4 = 'agree' and 5 = 'agree very strongly' response format. Two additional questions were added to the sub-scale, which were reversely scored: 'I can't

help my child because I don't understand the school system" and 'Level of my Norwegian language skills doesn't impact my ability to support my child'. Those two questions were dismissed from further analysis as they indicated to affect negatively the reliability of the scale and after removing those two items the scale's Cronbach's alpha reliability improved to an acceptable value of $\alpha = .82$. The 5 questions used in the data analysis were as follows: 'I know how to help my child to do well at school', 'My involvement in my child's schooling has positive impact on her/his achievements', 'I would complain to school if my child raised concerns', 'If my child has a problem at school we can usually find several solutions'. The total score from the answers were computed for further analysis. The total scores ranged from 5 to 25. The scale has demonstrated acceptable reliability ($\alpha = .82$) in comparison to other research $\alpha = .78$ (Green & Walker, 2007) and $\alpha = .78$ (Anderson & Minke, 2010).

Invitation from school

The parent's perception of general invitations from school was measured using 5 – point numeric scale adapted from HDS model and consistent of 5 items which were assessed on a scale 1 = 'disagree very strongly' to 5 = 'agree very strongly' response format. The respondents rated their answers to the following statements: "I feel welcomed by my child's school", 'The teacher is interested and cooperative when we discuss my child', 'The school takes my opinions and concerns seriously', 'Teachers accommodate my language needs (i.e. provide translator, speak English or clear Norwegian) to ensure that we understand each other', 'I am being invited to school events and meetings'. The total score from the answers were computed for further analysis and ranged from 5 to 25. The Cronbach's alpha reliability coefficient for the scale was $\alpha = .83$.

Familiarity with regulations

The familiarity with the school policy and regulations was a self – constructed question. The items were developed in connection to literature review and observations in polish parent's responses in the previous research. The respondents were asked to assess the level of their knowledge of following 4 items: 'Rights and duties as parents at school', 'School rules', 'How to log a complain at school', 'Collaboration between home and school' on a scale: 0 = 'no knowledge', 1 = 'basic knowledge', 2 = 'good knowledge', 3 = 'very good knowledge'. The total score from the answers were computed for further analysis and ranged from 0 to 12. The internal consistency of the familiarity with policies and regulations was high (Chronbach's $\alpha = .95$).

3.5.3 Satisfaction and type of involvement in education

Dependent variable: Satisfaction with school

The satisfaction with school believes construct was self-constructed. The question presented to the respondents was: 'How satisfied are you with the following aspects of your child's school? The construct included 5 items to be rated on a scale: 1 = 'dissatisfied'; 2 = 'rather dissatisfied'; 3 = 'average'; 4 = 'satisfied'; 5 = 'very satisfied'.

Accordingly, to the scale, the parents were asked to rate the following aspects of schooling: 'the teachers', 'the academic standard', the communication between home and school', 'the order and discipline', 'the way the staff interacts with me'. The total scores were computed in order to be used in analysis with the scores ranging from 5 to 25. The internal consistency of the satisfaction with the school was good (Cronbach's $\alpha = .85$), where the scale has demonstrated acceptable reliability in comparison to study on parent satisfaction with school $\alpha = .80$ (Park & Holloway, 2013).

Parental involvement

The items to measure the parents' involvement in the children's education were adapted from Family Involvement Questionnaire (Fantuzzo & Childs, 2000). Activities related to school-focused and home-focused based involvement were assessed on a 4-point Likert scale: with choices of 1 = 'definitely not' 2 = 'rather not', 3 = 'possible', 4 = 'definitely yes'. The parents reported on their intention to take part in the listed activities related either to school and home-based activities.

For the analysis purposes, the items were split into two categories home-focused and school-focused involvement. The school involvement included 5 items: 'attend general meetings at school i.e. school opening, Christmas play', 'attend a meeting with teacher', 'organise school events', 'become class/school representative', 'arrange/attend meetings to get to know other parents'. The total scores for this question were computed ranging from 5 to 20.

The second set of questions was related to home involvement and included 4 items: 'help with homework', 'provide access to extra resources', 'speak to friends about ways to support your child', 'support the child with things they struggle'. The total scores for the question related to home-based involvement were computed and ranged from 4 to 16.

The Cronbach's alpha reliability coefficient for school involvement was $\alpha = .86$, which is acceptable in comparison to other studies $\alpha = .82$ (Park & Holloway, 2013) and for home involvement rather low $\alpha = .64$. However, when reliability check for scale measuring home involvement was performed it became apparent that one of the items (How likely is it that you will help your child with homework) had a low value of .2. This indicated that the item impacts negatively on the reliability of the scale. After removing the item reliability of the scale improved to Cronbach's $\alpha = .71$. Composites were formed by summing up the raw scores separately in home involvement and in school involvement.

3.6 Method of data analysis

The statistical program IBM SPSS Statistics version for Mac was used to analyse the data. Univariate, bivariate and multivariate analyses were applied. Univariate analysis was used when presenting descriptive information. Correlational analysis was applied to look into findings and associations between variables were analysed through Pearson's Correlations. To test the hypothesis in this master thesis and to determine which items impact satisfaction with the school, a linear regression analysis was used.

3.6.1 Univariate analysis: descriptive statistics

Using univariate analysis is to provide measures of central tendencies: mean, mode, median, standard deviation and frequency. In the following study descriptive statistics present the respondent's background and characteristics.

3.6.2 Multivariate analysis: linear regression

Multiple linear regression analysis was conducted to test the hypothesis in the study, which states that: Parental language skills, an invitation from school, self-efficacy and knowledge of legislation are positively associated with satisfaction with school.

Multiple regression is a statistical method for studying the relationship between a single dependent variable and one or more independent variables (Allison, 1999). The advantage of the multiple linear regression is to control for other variables than the one in the hypothesis.

In the current study, it was demonstrated in the way that while the influence of self – efficacy

on satisfaction with the school was examined the other variables were held constant. Consequently, it is possible to get a sense of the relationship of parental self – efficacy and satisfaction with school even when accounting for the other predictors included in the analysis.

The parameters used in multiple linear regression are the standardised coefficient β (Beta) and the multiple correlation coefficient R^2 (R-square).

The standardised coefficient β can be compared across independent variables with different units of measurement. They tell us how many standard deviations the dependent variable changes for an increase of one standard deviation in the independent variable (Allison, 1999). This is achievable because all standardised coefficients are in the same metric so it is possible to compare them across different variables. The higher the number, the stronger the relationship assuming that β is significant ($p > .05$).

The multiple correlation coefficient R^2 , the adjusted R-square is a modification of the R^2 that adjust for the number of independent variables. The adjusted R^2 is always less than or equal to the original R^2 and the difference gets larger with the increase of the independent variables quantity (Allison, 1999). When the R^2 value is 0 this indicates that the independent variables do not predict any of the variation in the dependent variable. The value 1 signifies that all the change in the dependent variable can be explained by the independent variable.

The current study questionnaire's scale is a Likert-type, therefore, it was possible to add the scores of ordinal variables. The linear regression was selected as a desired method to analyse variance in the dependent variable.

3.7 Assessing the quality of the study: Validity and Reliability

Both the operationalization and the rules governing the definition of the measurements procedure can vary in a quality. At worst, they can provide imprecise, unstable and highly unreliable measurements results or the rules for measurements and quantification plan can be of such nature that the results are thoroughly dependable. The degree of trust is expressed by referring to high or low validity, high or low reliability (Befring, 2004). Internal validity in cross-sectional research is typically weak. Cross-sectional research designs produce associations rather than findings which causal inferences can be unambiguously made

(Bryman, 2012). Due to a small sample, the internal validity in this study was typically weak. Because of the non-random sample validity threat and alternative ways of interpretation of the data needs to be considered in the analysis. In order to test the validity of the conclusions from the study, I will look for evidence that could challenge my conclusions or that tolerate plausibility of the potential threats (Maxwell, 2013). Maxwell (2013) also emphasises that specific validity threats need to be identified and strategies of how to deal with them. The external validity or the generalizability of the study due to non – random technique used in this study also don't allow the writer to draw conclusions to the wider population. Cronbach's alpha is a commonly used test of internal consistency and will be applied in this study to determine reliability.

Reported reliability of the scales in HDS model that were replicated by another researches usually seemed satisfactory (Bakker & Denessen, 2007). Therefore it is accepted that the construct of the HDS model measure parent involvement. The validity of the HDS model is being questioned due to a systematic bias of self-reporting results. The researchers use mostly self – report questionnaires where the parents report on their attitudes and behaviours (2007). Bakker and Denessen (2007) also suggest that bias in ratings of involvement should be considered as a major problem when assessing involvement behaviours and use of observations should be considered in measures of parents' involvement.

Existing research testing the utility of the Hoover-Dempsey and Sandler (HDS) model has confirmed its strength to predict parental involvement at the elementary school level (Anderson&Minke, 2010; Martinez-Lora & Quintana, 2009; Reed, Jones, Walker, Hoover-Dempsey, 2000). Accordingly to HDS model, parent's decision to become involved in the children's schooling depends on the following factors: a) parents' beliefs that participating in their children's learning is a part of their responsibility (parental role construction) and their evaluation of their capabilities in that regard (parenting self-efficacy), b) parents' perception of invitations or demands from school to be involved (Park & Holloway, 2013).

As the instrument in the study was modified the validity and reliability need to be re-established during data analysis.

3.8 Ethical issues

The study complies with ethical standards, confidentiality was assured and optional participation was emphasised to the parents. The results of the study will be made available to the interested parties.

The practicability of obtaining data for the study via internet-based forums is one of the main limitations to the study. The instrument used in the study was adjusted to the needs of the topic regarding polish community in Norway, therefore previously established validity of the instrument has its limitation in the concerning study.

3.9 Summary

The chapter presents how the study was conducted and the methods used to collect the data. The cross-sectional study aimed to collect data from Polish parents living across Norway, which was to determine the factors influencing satisfaction with the school and involvement in their children's schooling.

The respondents were approached through an internet-based forum where polish parents of school age children use to exchange their views and seek information regarding life in Norway in general. The 5 pages, the 56-item questionnaire was completed by 74 respondents and 64 questionnaires where the participants answered the majority of the questions were qualified for analysis. The factors considered in the study were: gender, age of the participant, time spent in the country, language skills, employment status, number of children, number of children in primary school, parental role construction, self – efficacy, invitation from school, familiarity with school policies, satisfaction with school and parental involvement in education.

4 Data presentation and discussions

4.1 Introduction

In this chapter, a description of the participants' general profile with regards to their demographic factors, time spent in Norway and language skills as well as satisfaction, motivation believes and type of involvement in the education of their children will be discussed. A discussion on the relationship between the variables and analysis of the association between satisfaction, educational involvement and other factors will be also presented in this chapter.

4.2 Characteristics of the parents in the study

Table 4.1 is a presentation of the main characteristics of the respondents' background information. The sample for this study consisted of polish parents of primary school age children 6 – 16 years old, residing in Norway (N = 64).

Table 4.1 Parent characteristics

Elementary school parents	(N=64) %	Mean	SD.
Gender			
female	98		
male	2		
Age		35	5.1
26-30	23.8		
31-40	65.1		
41-49	11.1		
Time spent in Norway			
1-2 years	17.2		
3-4 years	26.6		
5-10 years	32.8		
more than 10 years	23.4		
Norwegian language skills			
no skills	1.6		
beginner	15.6		
basic	18.8		

intermediate	29.7
advanced	34.4
Norwegian language skills grouped	
basic	35.9
good	64.1
Employment mother	
unemployed	31.3
1 full time	45.3
2 part time	23.4
Employment father	
1 full time	96.9
2 part time	3.1
Children living at home	
1 child	35.9
2 children	50
3 children	7.8
4 children	6.3
Children attending elementary school	
1 child	79.7
2 children	18.8

As shown in Table 4.1, most of the respondents were females. Although it was requested in the introduction letter that the fathers are included in the process only 1 men answered the survey. The reason for this outcome is mainly due to the fact that the questionnaire was distributed among a network of mothers living in Oslo and in Norway. In many cases, this is a mother's responsibility to oversee the child's education in a traditional polish home. Also, this is a common feature in efficacy studies and experience – based studies that the majority of responses in research are provided by females (Bråten & Sønsterudbråten, 2016).

The study aimed to recruit young families in the survey. The respondents reported to be between 26 years and 49 years old with the majority being in their mid 30-ties (Mean = 35; SD = 5.1). The majority of the families had two children 50%, 36% had one child and the remainders of the sample had 3 or more children of the age 0-18 years old.

About 79% of the families had one and 18% had two children attending primary school. The rest of the children were either younger or older than age brackets of primary school (6-16 years old).

The majority of respondents in the current study reported to live in Norway less than 4 years (44%), between 5 –10 years 32% and 23% more than 10 years. This indicates that the participants taking part in the survey in majority immigrated to Norway 5 years ago or longer. This can indicate that the respondents in the study were most likely well settled in Norway.

Considering the time spent in Norway it is not a surprise that the respondents' language skills were quite high. The survey participants in the provided assessment of their Norwegian language skills considered their abilities to be good with 29% respondents describing their skills on an intermediate level and 34% on the advance level. 18% of respondents described their skills as basic, 15% as a beginner and only 1% didn't have any skills in Norwegian. In order to present the division of the group into those who were and who weren't confident in their language skills, the participants were grouped into categories of basic and good language skills. The results showed that 36% of respondents' skills were basic or below and 64% respondents language skills were on the intermediate level and higher (Table 4.1). This may not be a typical distribution considering that over 40% of respondents reported to live in Norway less than 4 years. However taking into consideration that the participants were parents of a school age children they would be expected to have some knowledge of Norwegian.

Figure 4.1 shows that the respondents, who in the majority were mothers, described their own employment status as working full time in 45% with the rest working part-time (23%) or either being unemployed or home stay mothers or students (31%). They described their partner's employment status as full-time employment in 97% cases (Table 4.1). This distribution among mother's and father's employment characteristics is rather typical for a young polish family. Within the Polish community it is still common to observe that the gender roles are split between the father to be the breadwinner, while the mother takes care of the house and family.

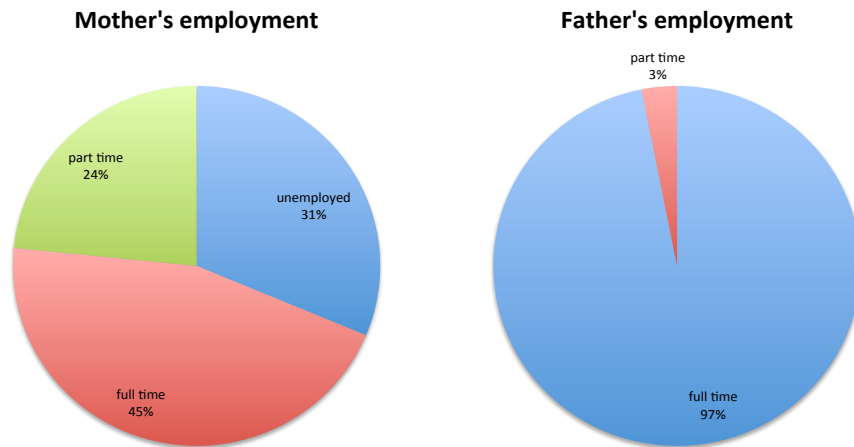


Figure 4.1 Parents' employment

This study didn't go into many details about the participant's characteristics. This was to keep the questionnaire relatively short and also as only a few demographic questions were relevant to research questions i.e. language skills. From the analysis of the demographic data in the study, it seems that the participants can be described as a nuclear family with 2 children, settled in Norway over a longer period of time, have strong language skills with at least one of the parent in the household having a full-time job. There is still relatively limited research regarding Polish families in Norway and their characteristics. However similarly to the current findings, the study (TRANSFAM, 2012) researching life of Polish migration in Norway reported that average age of respondents was 37.5 years old and on average the respondents had 2 children (Ślusarczyk & Pustułka, 2015). Further findings in the same study reported on educational backgrounds of the polish migration in Norway: higher education (62%), high school/technical school graduates (30%) to vocational training (8%), although these findings vary slightly from statistical data (SSB, 2017) 31% higher education and 53% high school, it is evident that the majority of the polish population in Norway have secondary or higher education. In terms of gender distribution SSB reports that 64% of the Polish population in Norway consist of males residents, which could be explained by steady demand for construction workers in Norway. In terms of settlement decisions of polish families in

Norway majority (approximately 50%) of respondents participating in the Transfam project expressed their wishes to permanently settle down in Norway, 15% don't wish to settle in Norway and the remaining 35% is unsure about their future choices (Huang, Krzaklewska, & Pustulka, 2016). Most common reasons for the decision to stay in Norway are stable employment (70%) and children attending school in Norway (30%), (Huang et al., 2016). Accordingly to the cited study, the majority of the Polish workers in Norway are employed in jobs not matching their qualification, those who are older tend to display an association between skills, education and employment.

Although there are statistics available about Polish migration to Norway, those don't distinguish between families with long-term plans to settle and seasonal, temporary workers who are not particularly interested in the Norwegian lifestyle. There is, therefore, a need for more research that will present information about those different groups of migrants and their characteristics.

4.3 Dependent variable: Satisfaction and involvement

4.3.1 Parental satisfaction with school in general

On average respondents were satisfied to very satisfied with the measured aspects of the general schooling, the total scores ranged from 5 to 25 (Mean = 18, SD = 4.4). The factors that were measured in the study were: satisfaction with teachers, academic standard, communication with the school, discipline and interaction with staff. Parents in particular rated teachers very high, more than 78% respondents were satisfied to very satisfied with the teacher of their child. Communication with the school, which characterises important part of the Norwegian educational system, was also described as very satisfactory by more than 60% of the respondents. The aspects of the schooling that respondents rated a little bit lower were discipline at school and academic standard. Discipline is perceived as part of the educational system in Poland and 47 % respondents in this study rated it as average or lower. However, these results indicate that more than half of the respondents were happy with the way discipline was practised at school. Respondents also expressed to some degree dissatisfaction with the curriculum and academic level of Norwegian schools where more than half of the respondents (56 %) who rated it as average or lower. The differences in curriculum between

Poland and Norway are often brought up in interviews with Polish parents and these findings were rather expected and consistent with other studies involving immigrant Polish parents' opinions about schools (White, 2011; Ślusarczyk & Pustułka, 2016).

4.3.2 Home involvement

Home-based involvement is defined in the literature as an interaction between the parent and the child outside of the school (Hoover-Dempsey K. V., 2005). The activities at home are related to the child's needs and include homework, monitoring child progress or providing extra resources to support the child's learning.

With the scores ranging from 4 to 16, the respondents reported on the likelihood of their future involvement in home-based activities related to supporting their children's academic progress. The Mean = 11 indicates that majority of the respondents show commitment to supporting their children's learning at home (Table 4.2). More than eighty percent of parents (82%) reported that they would definitely help their children with homework and support them at home with things that they struggle with at school (80%). The parents were also willing to speak to their friends to find out how to support their children (73%) and provide extra resources to support educational outcomes for their children (68%). These findings suggest that Polish parents are very engaged in their children's schooling at home and take the responsibility for their children's education seriously. Parents play important role in the Polish educational system when it comes to homework, where the parents are responsible for monitoring if the child delivers homework on a regular basis. The parents in this way have an opportunity to learn about their child's current curriculum, needs and progress. The lack of specific tasks assigned to parents by the school in Norway have been mentioned in the literature related to Polish parents' opinions about schools (White, 2011; Ślusarczyk & Pustułka, 2015).

4.3.3 School involvement

School-based involvement engages activities that require parents to participate in activities at school that are generally focused on supporting the child's educational and social outcomes. The scores ranging from 5 to 25 where the higher score indicated more involvement at school activities. Mean of participation in school-based activities was 15.7 (Table 4.2). A large

number of parents reported attending meeting with a teacher (87%) and general school meetings (69%), but fewer were interested in helping in organising events at school (42%), getting familiar with other parents in the class (42%) or becoming a class representative (16%). The reported behaviours in the sample may indicate that the parents' preferences are to partaking in formal requirements for their participation rather than informal, voluntary events. These findings may allude to the fact that voluntary activities and socialising with other parents in the class are unexpected in the Polish educational system. The school and home in the Polish schooling are separate entities and the tacit contributions to the child's education like volunteering or socialising in Norway may be simply unclear to the Polish parents.

4.4 Independent variables: aspects of parental motivational beliefs

In this section, the independent and dependent variables will be discussed in detail. Below are results from the analysis of factors contributing to the parental motivation to be involved in the child's education.

Table 4.2 Means and standard deviations of studied variables (N = 64).

	Min	Max	Mean	S.D
Self-efficacy	5	25	19.16	4.02
Invitation	5	25	19.52	3.99
Satisfaction	5	25	18.65	4.46
Legislation	0	12	6.21	3.77
Home involvement	5	20	11.14	1.24
School involvement	4	16	15.7	3.74

The research indicates, when the parents are more involved in their children's schooling this results in the children being more socially and academically successful in school (Epstein J. L., 2001; Epstein & Dauber, 1991). In effort to identify the ways of promoting parental involvement researchers examined factors influencing involvement, a number of studies indicate that ethnic minorities parents seem to be less involved in their children's education (Ogbu, 1992; Lareau A. , 1987; Ryan, 2011). In this study, three main factors will be

examined that contribute to the parental school involvement. Those are parental perception of their role in schooling; parental beliefs about their capability to support their children; parental perception of being encouraged and invited to be part of the school and familiarity with educational regulations.

4.4.1 Self – efficacy: Parental capabilities to support children at school

Related to parental involvement in children's education, self-efficacy theory suggests that parents' decision about being involved is subjective to their assessment of their capabilities and the possible positive outcomes they may follow (Hoover-Dempsey & Sandler, 1997). In the present study, the measure was based on a scale created by Hoover-Dempsey and her colleagues (Hoover-Dempsey, Sandler, & Walker, 2002). The total scores ranging from 5 to 25 indicated either lower or higher self-efficacy. Table 4.2 shows that mean for self-efficacy for the studied group was high (Mean = 19, SD = 4) with 55% of respondents scoring 19 or more points on the scale. Parental self-efficacy for helping the child to succeed at school construct included parental beliefs about their ability to support the child at school, for example my involvement in the child's schooling has a positive impact on her/his achievements; motivation of the child depends on the parent.

The parents who took part in this study were confident about their capabilities in assisting educational outcomes of their children. In particular, they felt strongly about their abilities in addressing concerns with the school if their child complained (53%) and also respondents strongly believed (39%) that their involvement with children schooling makes a difference in their educational outcomes. Remarkable 66% of the parents felt confident about their abilities to support their children to do well at school. Over 60% of the respondents agreed with the statement that their involvement in the child's schooling has a positive impact on the child's achievement. With regards to responsibility for the child's motivation 61% felt that this is mainly parents domain. These findings suggest that the respondents in the sample feel efficacious when it comes to supporting their children's educational outcomes.

4.4.2 Invitation from school: Encouragement from school to be involved in schooling

Parent's perception of invitation from school has been associated with the parental choice of becoming involved at school (Epstein & Dauber, 1991; Hoover-Dempsey K. V., 2005). The construct in the current study was adapted from HDS model and provided an overview of parental beliefs about schools efforts to involve parents in their children's schooling. The scores ranging from 5 to 25 where the higher score indicated higher satisfaction with the school's attempts to make parents invited to participate in the education of their child (Table 4.2). The Mean for this variable was 19 (SD = 4), which indicates that the respondents in this study generally felt satisfied with the schools' efforts to involve them in the school life. Almost all participants were invited to school events (98%) and 68 % of the parents stated that they felt welcomed by the school. When asked about their language needs being taken care of, the responses were more divided, where over half of the respondents agreed with the statement but about 43% didn't feel that their language needs are considered when dealing with school. Parents were rather satisfied with the way teachers were dealing with their concerns (60%) and they were also positive about the cooperation in addressing the issues (65%). Invitations to involvement from schools and teachers have been recognised as a significant predictor of parental choices to become involved in education in other studies (Epstein & Dauber, 1991; Green & Walker, 2007). In another study of parental involvement, Epstein (1985) found that parents rated the teachers higher in teaching ability and interpersonal skills if the teachers used more frequently practices of parent involvement. The findings from the sample about positive opinions about schools' attempts to engage parents in the education of their children, might suggest that parents generally don't encounter major obstacles in cooperation with school. Apart of one element, where the opinions were less positive, which was accommodating parental language needs.

4.4.3 Role construction: Who's responsible for the child's education

Parental role construction for involvement in the children's education can be explained as parent's beliefs about what they should do in relation to the child's education (Hoover-Dempsey & Sandler, 1997). 80% of the respondents believed that the parents should share the responsibility with the school for their children's education, in 17% respondents opinion

it is the school that was responsible for the education and 3% believed was parent's responsibility to educate their children. Taking into consideration the cultural differences in the educational approach, these findings were rather unexpected since the Polish educational system promotes authoritative approach model with its didactic curriculum, while the parents are not expected to interfere with the system.

4.4.4 Familiarity with the school policies, rights and duties

The participants rated knowledge of their rights and regulations in Norwegian educational system. With total scores ranging from 0 to 16 on average, the respondents reported to have basic to good knowledge about educational policies, their rights and obligations at school (Mean = 6, SD = 3.7). The respondents reported to be more familiar with their rights and duties (58%) than complaint procedures (43%), where 21 % parents reported they didn't have any knowledge regarding how to complain at school and 32% had basic knowledge in that field. Interestingly with regards to home-school partnership policy, the answers were almost equally spread across the spectrum of possible answers. Remarkable 26% reported that they didn't have any knowledge about home-school partnership and 20% only basic knowledge. Considering that this is one of the major policies concerning Norwegian educational system those results are alarming. Lack of accessibility to information about school legislation in the Polish language may be one of the obstacles to becoming fully familiar with the school regulations and policies.

4.5 The research question: Contributors to satisfaction with the school

The following section presents the results from the multiple linear regression analysis testing the hypotheses in this study. The tested hypothesis is:

Hypothesis 1: The higher parental perception of own capabilities to work with school and feeling welcomed by the school the higher satisfaction with the school. In particular:

- a) Parental Norwegian language skills are positively associated with satisfaction with school; the better language skills, the higher satisfaction with school.

- b) Parental self-efficacy is positively associated with satisfaction with school; the higher the parental self-efficacy, the higher parental satisfaction.
- c) There is a positive relationship between parental role construction and satisfaction with the school. The more parents are inclined to share responsibility for schooling with the school (partnership between home and school) the more satisfied they are with the school.
- d) Familiarity with educational legislation, rights and obligations is positively associated with satisfaction with school; the better knowledge of rights and duties, the better satisfaction with school.
- e) Feeling welcomed by the school is positively associated with satisfaction with school; the better relationship quality with the school, the better satisfaction with school.

Parental language skills, self-efficacy, parental role construction, knowledge of legislation and invitation from school are expected to be positively associated with *satisfaction with school*.

To determine which of the examined factors in the study contributed most to parent satisfaction with the school, I conducted a linear multiple regression of parent satisfaction with school. For regression analyses, I created five models for each of the parent involvement composites.

The first model contained parental language skills. I started with this variable, as it felt most natural to attribute satisfaction with the school to language competencies among minority parents. In the second model, I added parental self – efficacy to see if any significant effects of parents’ beliefs about their capabilities to deal with the school have on satisfaction with the school. In similar studies self – efficacy was found to have a major effect on parental beliefs about school involvement and satisfaction (Hoover-Dempsey & Sandler, 1997). As a third mediator parental role construction in the third model was introduced. Concerning theoretical model (HDS) used in this thesis parental role construction showed statistical significance in studies concerning minority parents’ involvement at school. In addition due to some fundamental differences between Polish and Norwegian educational system approach, it was important to assess the impact of parental role construction on the school satisfaction. The last of the “personal” attributes to be analysed in the model was familiarity with legislation.

Together with language skills and parental role construction, familiarity with legislation, rights and duties is essential to be analysed where minority parents' beliefs are concerned. All above indicators of parental satisfaction with the school have its origin in the respondents' opinions about their own capability, efficient knowledge and skills to interact with the school. The last contributor to satisfaction was introduced in Model 5 and it was to do with school's capability to interact with the parents: *Invitation from school*. A number of studies identified outreach efforts from school as the main indicator of satisfaction from school, hence in order to weight the personal versus external influence on the satisfaction this variable was left until the end.

The above variables were distributed into five models as shown in table 4.3, where the results from the regression for logarithms of total satisfaction with the school among parents are presented.

Overall, the final Model 5 predicting parental satisfaction with the school was significant ($R^2 = .698$). Examination of the R^2 changed as each new predictor was introduced to the model reveals that each contributed significantly to the overall prediction of parental satisfaction with the school. As shown in table 4.4, Model 1 explains 27.2 % of the variance in *Satisfaction with school* scores, Model 2 explains 42.7 %, Model 3 explains 45.5 %, Model 4 explains 63.2 % and Model 5 69.8 % of the variance.

Table 4.3 Linear regression, dependent variable: Satisfaction with school (N=64)

		B	Beta	p	Adjusted R ²
Model 1	(Constant)	10.341			.272
	Language skills	4.897	.521	.000	
Model 2	(Constant)	4.067			.427
	Language skills	2.875	.306	.011	
	Parental self efficacy	0.505	.448	.000	
Model 3	(Constant)	3.269			.455
	Language skills	2.807	.299	.012	
	Parental self efficacy	0.478	.424	.001	
	Parental role construction	1.838	.170	.101	
Model 4	(Constant)	4.677			.632
	Language skills	1.787	.190	.056	
	Parental self efficacy	0.296	.263	.012	
	Parental role construction	2.026	.187	.031	
	Familiarity with rights and	0.587	.481	.000	

	legislation				
Model 5	(Constant)	2.556			
	Language skills	-0.173	-.018	.866	
	Parental self efficacy	0.069	.061	.583	
	Parental role construction	1.874	.173	.003	.698
	Familiarity with rights and legislation	0.530	.435	.000	
	Invitation from school	0.515	.458	.001	

The association between *Satisfaction with school* and the five variables explored were significant for *Parental role construction*, *Familiarity with rights and legislation* and *Invitation from school*, in Model 5, where *Norwegian language skills* ($p = .86$), *Parental efficacy* ($p = .58$) were insignificant.

4.5.1 The better language skills, the higher satisfaction

Model 1 shows a significant positive relationship between *Satisfaction with school* and the variable *Norwegian language skills* ($\beta = .52$, $p < .0005$), indicating that parents with better *Norwegian language skills* are on average more satisfied with the school.

4.5.2 The higher the parental self-efficacy, the higher parental satisfaction

Model 2 introduces variable *Parental self-efficacy*, which is significantly related to *Satisfaction with school* ($\beta = .44$, $p < .0005$). This indicates that the change in *Satisfaction with school* correlates positively with *Parental self-efficacy*. *Norwegian language skills* continue to be significant in this model ($\beta = .30$, $p < .01$), however, its effect is smaller, suggesting that the previous existing effect of *Norwegian language skills* is moderated by parental self-efficacy beliefs. This indicates that the parents who feel efficacious about their capabilities to deal with the school feel more positive about the school in general and this relationship weakens the relationship with the language skills. Majority tasks involving measuring the parental self – efficacy would require from parents language skills to some extent like in one of the questions: “*if my child has a problem at school, we can usually find several solutions*”. Therefore such correlation between the variables was expected and its effect on the satisfaction with the school. Parents’ overall satisfaction with the school is

associated with how they perceive communication with the school (Epstein J. L., 1985). Parents' self-efficacy beliefs determine in some respect the challenges they are prepared to undertake and how much effort they are prepared to put into the situation to overcome the difficulties to achieve their goals (Bandura A. , 1982). Parents low in self-efficacy in supporting their children educational outcomes are likely to avoid involvement in tasks demanding their efforts for fear of confronting their own inadequacies or that their involvement will not bring positive outcomes either for them or their children (Hoover-Dempsey & Sandler, 1997). It would be difficult to distinguish self-efficacy without the influence of language skills. This appears quite reasonable, as the parents who feel efficacious to support their children in the educational system are more likely to either have good communication skills or don't perceive language skills as a direct obstacle to communication.

The finding from regression analysis in Model 2 suggests that the most efficacious parents who believed that they have adequate language skills to bring positive change were more positive about the school in general.

4.5.3 Partnership role construction contribution to satisfaction with school

In Model 3, a new variable is introduced: *Parental role construction*, which doesn't show a significant association with *Satisfaction with school* ($p = .10$). However, when the effect of *Parental role construction* is accounted for, *Norwegian language skills* ($\beta = .29, p < .01$) and *Parental self-efficacy* ($\beta = .42, p < .001$) remain significant in this model in relationship to *Satisfaction with school*. The effect of both variables decreased its effect slightly in comparison to Model 2. Conclusions from these changes suggest that introduction of *Parental role construction* to the model triggered changes to the effect of *Language skills* and *Parental self-efficacy* on the satisfaction with the school, however, *Parental role construction* wasn't found to be significant in connection to the other two variables. The findings in this study also suggest that the 80 % of the respondents accept the responsibility of being involved in the children's schooling when the remaining 20% parents believed that it was either the school or their own responsibility to educate the children. In the sample presented in this thesis vast majority of the parents adapt to the Norwegian education system approach. This finding could possibly explain why there isn't impact of *Parental role*

construction on *Satisfaction with school* when *Language skills* and *Parental self – efficacy* are accounted for. The *Language skills* and *Parental self – efficacy* significance seem to “override” the importance of *Parental role construction* where satisfaction with the school is concerned.

4.5.4 The better knowledge of rights and duties, the better satisfaction with school

In Model 4, where the variable *Familiarity with rights and legislation* is introduced, is significantly related to *Satisfaction with school* ($\beta = .48, p < .0005$). The effect of *Language skills* is still significant ($\beta = .19, p < .05$) and *Parental self-efficacy* remains significant ($\beta = .26, p < .01$). Although their effects decrease in comparison to the previous model this is signifying that those variables continue to have a strong impact on *Satisfaction with school* even when the *Familiarity with rights and legislation* are accounted for.

Very interestingly in this model *Parental role construction* shows significant association with *Satisfaction with school* ($\beta = .18, p < .03$). A post hoc simple linear regression including *Satisfaction with school* and *Parental role construction* only, reveals a positive correlation ($\beta = .29, p < .01$), but as soon as *Language skills* and *Parental self – efficacy* are introduced to the model, the relationship between *Parental role construction* and *Satisfaction with school* is not significant any longer ($\beta = .17, p = .08$). This might be explained by the finding in this thesis that majority of the respondents are inclined with the Norwegian school system partnership in schooling (*Parental role construction*). Although the respondents might accept the partnership in schooling when *Familiarity with the legislation* is accounted for, the variation in their knowledge about educational regulations might influence the overall *Satisfaction with school*.

Upon the addition of *Familiarity with rights and legislation*, the relationship between the effect of *Language skills* and *Parental self - efficacy* have decreased a little in comparison to Model 3, showing that the confidence gained through being familiar with educational regulations weaken the relationship between *Satisfaction with school*, *Language skills* as well as parental capabilities in dealing with schooling (*Parental self – efficacy*).

4.5.5 The better quality of the relationship with the school, the better satisfaction with school

The final Model 5 introduces variable of *Invitation from school*, which is significantly associated with *Satisfaction with school* ($\beta = .45$, $p < .001$). In this model *Language skills* and *Parental self – efficacy* are insignificant ($p = .86$ and $p = .58$). There is no longer significant relationship between language skills, self – efficacy and satisfaction with the school when *Invitation from school* is accounted for. This is an interesting finding because it indicates that the personal attributers (language skills, self – efficacy, contribute less to the satisfaction with school in comparison to what the school can achieve

Invitation from school appears to be the most influential variable among all the predictors of parental satisfaction with the school and together with *Familiarity with legislation*, they appear to be the main predictors of *Parental satisfaction with the school*. *Parental role construction* lost some of the effect exhibited in Model 4 ($\beta = .17$, $p < .003$), however it is still significant. Parents who believed that education of their children is a joint responsibility with the school (*Parent role construction*) would be more involved at school than parents who believed that parents or school are responsible for the schooling (Jerusalem & Mittag, 1995). Similar conclusions were reported by Deslandes&Bertrand (2010) in a study where parental involvement at school was significantly correlated with school invitations.

4.6 Parental satisfaction versus satisfaction indicators

Multiple regression provides a way of examining the joint impact of the whole set of variables. The results from the current study suggest that the *Invitation from school* ($\beta = .45$), *Familiarity with legislation* ($\beta = .43$) and *Parental role construction* ($\beta = .17$) accounting for remarkable 69% (adjusted R^2) of the variance in *Parental satisfaction with school*. The main conclusion to be made in this study is that parents who feel welcomed by the school and who are knowledgeable about the system are those who are most satisfied with the schools.

Although, the findings of this study are in line with the previous educational research the results of linear regression (adjusted $R^2 = .69$) indicate that I could encounter causality problem in this study. Linear regression doesn't imply direction and with such high R^2 , there may be a question if the independent variable affects the dependable variable or vice versa?

5 Discussion

The literature suggests that the parental involvement has a positive impact on the child's educational outcomes. It is also suggested that a good relationship with the school and school satisfaction contributes to parental engagement in schooling.

The results of this study involving Polish parents' satisfaction with school show that there is significant relationship between satisfaction with the school and parental role construction, familiarity with rights and legislation and invitation from school. In this chapter, I will discuss the findings against the hypotheses and interpret the results. I will then discuss limitations and implications for schools and teachers when working with Polish parents. In the final section, I will include suggestions for further research on parental satisfaction with school with regards to the partnership between home and school.

5.1 Findings and hypotheses

To allude to the questions asked in this master thesis of what influences the parental school involvement decisions, the current study examines how the constructs defined by Hoover – Dempsey and Sandler model contribute to the parental satisfaction with the school. It was neither practical nor possible to include all of the constructs developed in the current study. A considerate choice of Norwegian language skills; parental self-efficacy, parental role construction, familiarity with rights and legislation and school's involvement efforts has been tested by a variety of studies showing to have most influence on parental behaviour (Park & Holloway, 2013; Green & Walker, 2007). To accommodate needs of the minority parents the measures of language skills and familiarity with the educational system and legislation were included in the study.

The results from statistical analyses supported the hypothesis 1 c), d) and e) in this thesis. In another words, the results of the multiple linear regression show that parents who perceive the school making bigger efforts to involve them in schooling and find schools welcoming (*Invitations from school*) and feel knowledgeable about Norwegian school system, regulations and legislation (*Familiarity with rights and legislation*) together with beliefs

about shared responsibility for their children education (*Parental role construction*) are more satisfied with the school.

The parental language skills a) and self – efficacy b) were found to have less effect on the satisfaction with the school and the effect of these predictors disappeared when the invitation from school was accounted for.

Although results from the current study haven't fully supported the HDS model there were a few relevant findings to suggest that there are ways to strengthen parental involvement at school. Firstly, school outreach efforts were positively associated with the school satisfaction and appear to be the strongest predictor of parental satisfaction with school. These findings conclude with those of other researchers' that parents' perceptions of general invitations for involvement from the school, influence parents' decisions to become involved (Hoover-Dempsey K. V., 2005; Epstein J. L., 1985; Eccles & Harold, 1996). Secondly, familiarity with the educational regulations and legislation seem to support the parental confidence to navigate through the school system, therefore contribute to overall satisfaction with the school. Finally, to a lesser extent but still significant, the parental role construction was found to be one of the contributors to the parental satisfaction with the school.

Despite the fact that parental satisfaction with the school survey has been part of a regular practice in Norway, the results are not accessible to general public. Courtesy of Norwegian Directorate of Education and Training (Udir), I have obtained data regarding Parent Survey in Oslo schools commenced earlier this year. Although, in previous years the school participation in the Parent Survey was optional, in 2017 all Oslo schools were obliged to collect opinions from parents. The survey was sent out to 67595 parents of children attending 1st to 10th grade. The survey response was about 50%. In comparison to the findings in this study parents of children in primary school (barneskole) in the Oslo Parent Survey reported that they are satisfied with communication between home and school. Over 87% respondents were very satisfied or satisfied when only 6 % was dissatisfied with the communication. Remarkable 91 % of the parents believed that they “are well received when they contact the school” and only 3 % disagreed with this opinion. With respect to familiarity with the legislation, the respondents' opinions were more divided. 80 % parents believed to have sufficient knowledge about what is expected from them concerning cooperation with the school. In comparison in this thesis, 53 % Polish parents reported to be familiar with the school's expectations. To the question, if the school made parents aware of their rights and

duties in school 58 % respondents agreed with the statement and 14 % disagreed with the statement, further 17 % neither agreed nor disagreed. Similar results were achieved in the current study with 56 % of the Polish parents being familiar with their rights and duties. However, the complaint procedures at school were only made familiar to 34 % of respondents in Oslo parents' survey, where 27 % reported to be unfamiliar with the legislation and 21 % neither agreed nor disagreed with the statement. Polish parents, in comparison, described their knowledge about complaint procedures as very good or good in 45 % cases.

The results concerning Polish parents experiences with school and parents in general in Oslo are fairly similar apart from expectations from school as per their role in schooling.

5.1.1 The importance of language skills

The findings that parental language capabilities are associated with greater school engagement were concluded in previous research (Park & Holloway, 2013; Hoover-Dempsey, Brissie, & Bassler, 1992). Furthermore, Lareau (1992) suggests that minority parents who experience stigmatisation and mistrust the school personnel might result in a less frequent participation of the parents in the school life. The language barriers might lead to conflicting expectations between the school and the parents, which can result in dissatisfaction and anxiety for parents (Ryan, 2011; Sales, Ryan, Lopez Rodrigues, & D'Angelo, 2008). In addition, White (2011) in her study of integration issues of Polish immigrants in the UK accurately point out that language is a crucial factor without which social skills have no use. Nevertheless, with regards to the current study the parental language skills weren't found to be significant in relation to school satisfaction when the invitation from school was introduced to the model. Though, it must be noted that 2/3 of the respondents described their skills as good or advanced. It's also worth mentioning that one of the resources available to migrant parents in Norway is a translator who can facilitate parent's communication with the school. This may conclude to the fact that respondents in this study had strong language skills or had access to resources, therefore language factor didn't appear to be significant or add much variance to the results of satisfaction with the school.

5.1.2 Capacity to deal with schooling

Parental self – efficacy factors show to correlate with parental satisfaction with the school in this study up to the point of considering effects of feeling welcomed by the school. Other research regarding parental self – efficacy established results to suggest that parents higher in efficacy seem to be more likely engaging in children’s schooling (Bandura A., 1982; Hoover-Dempsey, Brissie, & Bassler, 1992). Hoover – Dempsey et al., (1992) demonstrated that self – efficacy was associated with more hours classroom volunteering and more hours spent in educational activities at school. In previous studies, parent involvement in school was found to be associated with parent’ perception of self – efficacy (Grolnick et al. ,1997; Watkins, 1997). When the parents believe they are able to effectively influence their children’s education, they may be more willing to become involved and satisfied with the outcomes and the relationship with the school. In this study however, the influence of parents’ sense of efficacy on school satisfaction was limited. The direct effect existed only to the point of introducing to the model invitation from school. These findings conclude with previous research (Deslandes & Bertrand, 2010; Reed et al. , 2000) however, they are contradictory to the initial expectations where self – efficacy was predicted to be influential variable to parental involvement. It appears as self – efficacy could be a more complex construct, which requires a more in-depth measures (Anderson & Minke, 2010).

5.1.3 Parental role in education

Hoover – Dempsey & Sandler (1997) identified parental role construction as the most important construct in the parental decision to become involved in their children’s education. The current study’s results regarding parental role construction and satisfaction with the school support previous research findings, where the parents who believed that education of their children is a joint responsibility with the school would be more involved at school than parents who believed that parents or school are responsible for the schooling (Jerusalem & Mittag, 1995; Deslandes & Bertrand, 2010). Noteworthy 80 % of respondents in the current study expressed their opinion that this is a joint responsibility between home and school to educate the children. The interesting finding in this thesis is that despite a clear division between school roles and family roles in Polish education it seems that the minority parents

living in Norway might be more favourable towards educational postulate of shared responsibility for the children's schooling. Furthermore, those parents who accept their equal part of responsibility in the child's education appear to be more satisfied with the school in general.

5.1.1 Regulations, rights and duties

The importance of understanding the host country's school system in the context of successful integration has been widely discussed by researchers (Anderson & Minke, 2010; D'Angelo & Ryan, 2011; Nikielska-Sekula, 2016; Ślusarczyk & Pustułka, 2016). *Familiarity with rights and legislation* factors including rights and duties, school rules, complaint procedures and home – school partnership, have been shown to correlate with *Satisfaction with school*. Parents who perceive themselves as knowledgeable about their rights, duties and educational school system in general, on average are more positive about the school. The majority of the research investigating minority parents' involvement at school concentrate their efforts to find the barriers, which affect the relationship with schools, which are situated in parents (Kim, 2009). Kim (ibid.) highlights that attention should be drawn also towards school barriers in the pursuit of greater collaboration. In the attempt of reducing the barriers in the school system a broader inclusion approach is needed, to include school staff training, providing access to resources and training for parents. Brilliant (2001) suggested in her research that immigrant parents who participated in training to navigate them through unfamiliar school system were participating in the child's schooling more actively. Qualitative data obtained within Norwegian context of Polish immigrant parents indicates that Polish parents are not culturally prepared or understand the local practices while their children enter education (Ślusarczyk & Pustułka, 2016). The decentralisation of the school system in Norway means, that there isn't a universal and consistent introduction program for immigrant children and their parents to schooling in Norway. It is common among Polish parents to rely on a social capital to encode both the official and those unspoken school rules. In order to empower the immigrant parents as active participants in their children's education, access to resources and information should be provided for the parents to acquire adequate knowledge about their rights and duties. Brochures containing information about policy translated into minority languages often appear to be vague and simplified (Lareau A. , 1992) and schools seldom recognise that the lack of clear policies regarding parental

involvement may be contributing to parental hesitations to become involved (Kim, 2009). On the contrary, parents who are participants of school training programs, which include policies that emphasise active parental participation in schooling shown to be more involved.

5.1.2 Feeling welcomed

As expected, the school outreach efforts in form of invitations from school demonstrate a positive relationship with satisfaction with the school. Some scholars suggested that how the parents perceive schools, may be one of the main predictors of the parents' involvement in school (Eccles & Harold, 1996). The importance of school attempts to involve the parents in schooling has been widely discussed by researchers (Vera, et al., 2012; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Epstein J. L., 1985; Martinez-Lora & Quintana, 2009; Epstein & Dauber, 1991). Epstein (1985) in her study about teachers engaging parents in schooling found that parents with high - involvement teachers had more positive opinions about schools. Similar conclusions were made in research conducted by Comer & Haynes (1991) where it was suggested that the school as an organisation when trying to understand families of the students often experience increased parent's involvement. Teachers who share similar beliefs with parents about involvement make more contact with parents who other teachers describe as difficult to get involve (Epstein & Dauber, 1991). Immigrant parents, in particular, might find involvement with school difficult due to a number of factors like differences in curriculum, cultural differences or language barriers as previously discussed. However, parents who feel that their involvement is needed and valued seem to have more positive views about school and engage more both at home and at school (Hoover-Dempsey & Sandler, 1997). Hoover – Dempsey & Sandler (ibid.) strongly advocate that there is evidence to suggest that teacher's attitudes and invitations are important to many parents' decisions about participation in children' schooling. Also, Epstein's findings support the conclusion that stronger teacher involvement practices are positively related to higher trust that the parents expressed towards the school (Epstein & Dauber, 1991). The benefits of intentionally creating opportunities and demands for parental involvement as well as welcoming environment by the school seems crucial for the effective home-school partnership.

5.2 Discussing the findings: Partnership between home and school

The way schools care about children is reflected in the way schools care about the children's families. (Epstein J. L., 1995).

A key factor in the level of parental satisfaction with schools was revealed, in this study, to be a welcoming environment of the school and knowledge about the school system. The analyses show that matters that might seem very important, such as language skills or capabilities in dealing with school issues come secondary and have less impact on overall satisfaction with the school. Of all the statements concerning parental satisfaction with the school, in particular, two questions regarding satisfaction with the teacher and satisfaction with home-school communication were linked to overall satisfaction with the school.

Previous research concluded that the negative experiences that parents encounter with the school have a strong effect on their assessment of satisfaction with the school (Räty, Jaukka, & Kasanen, 2004).

Epstein (1995) argues that whenever the educators view the pupils as children, they are likely to see both the family and the community as partners with the school in children's education and development. As partners, the school and the parents, recognise their shared interest and responsibilities and they work together to provide better long-term opportunities for the children. Findings in studies regarding home – school partnership suggested that parents and principals rated higher teachers' overall teaching ability and interpersonal skills if the teachers more frequently used practices of parent involvement (Epstein J. L., 1985). These findings suggest that the teachers' confidence may be increased by positive feedback and thus, encourage them to continue to use involving practices in their work.

Although the benefits of parents' involvement may be tacit to educators, the factors which encourage parents to decide to become involved are complex and often not given enough attention when focusing on children's education. The success of the relationship between the school and immigrant families might depend on the particular teacher, their attitude and awareness about the specific cultural implementations. In addition, some researchers attribute the positive school environment mainly to the leadership and principals, who set regulations

and objectives and send the message to teachers and communities that home-school partnership is valued (Kim, 2009).

5.2.1 Minority parents barriers to school involvement

The main objective of this study was to analyse barriers to involvement specific to a particular minority group in Norway, which is the Polish community. Research exploring parental involvement among diverse cultural groups concludes that certain ethnic groups may demonstrate different values and approaches to their children education (Lareau A., 1992; Park & Holloway, 2013). It is also likely that immigrant parents' involvement is partially attributable to their language skills, familiarity with the educational system in the host country and their socioeconomic status. The research involving Polish community in Norway suggests that the migratory choices made by the parents are supported by conscious decisions about their children's future (Ślusarczyk & Pustułka, 2016). The current study also contributes to the findings that Polish parents in Norway are determined to support their children education and help them to succeed in the future sometimes even to the extent of their own careers or dreams.

The White Paper (Regjeringen, 2012) introduced in 2012 emphasised equal opportunities for children with the immigrant background. In response to the on-going needs of the multicultural pupils in Norway the government suggested solution in form of introducing diversity training for teachers and school leaders; providing support for learning at home such providing mentors from immigrant backgrounds and supporting parents; strengthening accountability of schools and encouraging knowledge sharing between municipalities; monitor progress and use formative evaluation at all levels – classroom, school and system (Reviews of Migrant Education OECD, 2009). The importance of mutual understanding between home and school to support the child's learning is crucial for the child's educational development. The school influences not only the child's intellectual development but also their social and beliefs' systems. The two spheres of home and school continuously impact each other and may at times contradict values implemented by the other, such risks are greater when the immigrant parents navigate within the less familiar environment (Ślusarczyk & Pustułka, 2015). Polish parents who mainly experienced competitive and graded educational attainment school system themselves might find it challenging to follow the

“laid-back” principles of the Norwegian schooling. Research findings suggest that the Polish parents who have older children and who have more experience with the Norwegian educational system have more positive opinions about schools (ibid.).

Findings from this study contribute to the literature calling for the focus to be shifted from what families do to promote children’s academic success to how the school involves migrant families in education.

5.3 Study limitations

Although Hoover – Dempsey and Sandler’s (1997) theoretical model provides in-depth exploration of factors influencing parental involvement there are a limited number of studies that evaluated empirically the model (Green & Walker, 2007; Tang, 2015). That fact caused limitations to opportunities of direct comparison of the results from the study. On the other hand, the current study provides further support to the model in the field of educational involvement of immigrant families.

In most studies, parental involvement has been distinguished between involvement at home and involvement at school. Propose of the current study was to determine the factors, which can contribute to a more successful partnership between these entities as far as child developmental outcomes are considered. In addition, the questionnaire created was to capture the implications of Polish parents’ beliefs about their involvement in Norwegian schools and to address the hypothesis.

Although this study provides some indication that there are factors to be considered when discussing influences on immigrant families’ educational involvement, it is important to consider these findings in light of the study’s limitations. First of all, the analyses for this study were limited by the relatively small sample. Thus, future studies should involve a wider population sample and if possible recruit more male participants in the study. Secondly, the focus of how to improve the home-school partnership should not only be on the barriers for minority parents but also on the school barriers. The future studies would benefit from including teachers’ and principals’ opinions. In addition, cross – sectional data was used to investigate and ascertain factors, which contribute to the parental involvement. However due

to the cross – sectional nature of the analysis the direction of associations are unknown, therefore for example it was unclear whether higher parental self – efficacy led to more satisfaction with the school or whether more satisfied parents felt more efficacious. For the future reference, possibly a longitudinal research could contribute to establishing the variables direction. Additionally, the questionnaire’s based data is prone to bias in responding. There is always a risk that the respondent will answer influenced by feelings or accordingly to common expectations. As such, these effects can be problematic when interpreting the relationships between independent and dependent variables. Similarly, self – reported data can jeopardise objectivity and accuracy, however in the current study the main interest was in establishing respondents’ subjective views and beliefs.

In light of the above conclusions, reliability and validity for this study are considered acceptable, however, the readers should be aware of limitations related to respondent bias, content validity and causality.

5.4 Further research recommendations and implications for educators

I ought to believe, that this study contributes to a general understanding about Polish parents’ obstacles to involvement in Norwegian schools. At the same time, new questions arose regarding implications for the school and immigrant families’ partnership. One of the considerations that future studies should be investigating is community support, neighbourhood characteristics and social capital for more comprehensive understanding of immigrant parents’ engagement in education. To study partnership between the school and the parents it would be desirable to include in the study opinions of the teachers about the matter. The findings of both sides’ opinions would be the next step in recommendations for policy makers to develop comprehensive programs of school and family partnership.

The importance of teacher efforts to include families in schooling was a substantial finding in this study, together with a need to educate the parents about their rights and duties within the Norwegian educational system. Thus, attention to teacher diversity training, promoting effective communication and conflict resolution skills is needed in order to create better ways of working together.

6 Conclusions

The current global mobility of population is the highest in human history, which results in many school systems with monolingual and monocultural pupils, which are the exception rather than the rule (Cummis, 2000). The matters of integration of migrant students have been researched on an international scale in many studies.

Parental perception of the school determines their engagement in the child's education at home and involvement with the school (Eccles & Harold, 1996). Therefore, a need for increasing parental involvement in child's schooling should be recognised by educational policy makers as well as the school staff.

This study focused on understanding the influence on parental decision to become involved in the child's education. The emerging findings in this thesis revealed that invitations from school, together with familiarity with educational regulations are the most influential variables when Polish minority parental involvement is considered. It's important that the school staff recognise that the minority parents are involved in a variety of ways depending on their personal and cultural beliefs and should build upon their strengths and challenges. These conclusions are promising as how to increase the parental involvement, because the teachers' and school's practice can be influenced much easier, than the individual family's practices.

The attention from minority parents' deficiencies should be redirected towards the ways of empowering the families and strengthening their relationships with the schools supported by the teachers' outreach practices. The tacit rules how to navigate in the school system should be replaced with accessible policies, procedures and guidelines to enable minority parents' more visible participation in their children's schooling.

The school's caring attitude, positive communication and the existence of school policies and effective school leadership can only support the positive outcomes for the future education of immigrant children.

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7 Appendices

Questionnaire in English.

1. Demographic characteristics.

1. What is your gender?

Female Male

2. What is your age?

3. Please indicate which of the following statements best describe your norwegian language skills.

No knowledge of norwegian.

Beginner (ability to communicate in simple situations e.g. shopping, greetings, asking for directions, simple conversations).

Basic (ability to talk about daily topics, understanding commands at work).

Intermediate (ability to communicate at work, institutions, as well as in social situations).

Advanced (no problems communication at work, institutions, as well as in social situations).

4. Please describe your employment situation.

	Me	My partner
Full time employed	<input type="radio"/>	<input type="radio"/>
Part time employed	<input type="radio"/>	<input type="radio"/>
Stay at home parent	<input type="radio"/>	<input type="radio"/>
Full time student	<input type="radio"/>	<input type="radio"/>
Part time student	<input type="radio"/>	<input type="radio"/>
Unemployed	<input type="radio"/>	<input type="radio"/>

5. How many children age 0-18 years currently live with you?

6. What is gender of your child? *Please answer the rest of the survey only for one child who attends primary school (grunnskole).*

Female Male

7. What grade is your child in?

2. Motivation Beliefs.

1 Role construction

2 Self efficacy

3 General invitation from school

8. Please indicate which of the following statements best describe your believe about responsibility for your child's education? Please mark only one.

- I believe that main responsibility for my child's education belongs to school while parents are responsible for the moral upbringing.
- I believe that main responsibility for my child's education belongs to their parents.
- I believe that parents have joint responsibility with school for education of the child.

9. On a scale from 1 (Disagree very strongly) to 5 (Agree very strongly), please indicate how much you AGREE or DISAGREE with each of the following statements:

	Disagree very strongly	Disagree	Partially agree	Agree	Agree very strongly
I know how to help my child to do well at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in my child's schooling has positive impact on her/his achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation of the child depends on the parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't help my child at school because I don't fully understand the educational system here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would complain to school if my child raised concerns about the way he/she is treated by other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If my child have a problem at school we can usually find several solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of my norwegian doesn't impact my ability to support my child at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always find ways to help my child with their problems at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Invitation from school

10. On a scale from 1 (Disagree very strongly) to 5 (Agree very strongly), please indicate how much you AGREE or DISAGREE with each of the following statements:

	Disagree very strongly	Disagree	Partially disagree	Agree	Agree very strongly
I feel welcomed by my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher is interested and cooperative when we discuss my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school takes my opinions and concerns seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers accommodate my language needs (i.e provide translator, speak english or speak clear norwegian) to ensure that we communicate well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am being invited to school events and meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Satisfaction with school

11. On a scale from 1 to 5 how satisfied are you with your child's school?

Dissatisfied

Very satisfied

I am satisfied/dissatisfied with the school my child attends.

I am satisfied/dissatisfied with the teachers.

I am satisfied/dissatisfied with the academic standard of the school.

I am satisfied/dissatisfied with the communication between home and school.

I am satisfied/dissatisfied with order and discipline at the school.

I am satisfied/dissatisfied with the way staff interacts with me.

12. On a scale from 1 to 5 how satisfied are you with your child's school?

	Totally disagree	Partially disagree	Neither agree or disagree	Partially agree	Totally agree
I am satisfied with the support my child receives to make progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the way school informs me about the child's progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the way school informs me how to help my child with their school work/homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tasks given to my child at school are not challenging enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Below are some statements about how you as parents/guardians evaluate your own knowledge about education legislation and regulations and school's expectations towards you. Tick the appropriate box for each statement to show how much you agree or disagree with the statement.

	Totally disagree	Partially disagree	Neither agree or disagree	Partially agree	Totally agree
I have a good knowledge about our rights and duties as parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school informed us about adapted learning/support our child can get at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good knowledge about how to log a complain at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncertain about what is expected from us as parents in collaboration between home and school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As parents we dare to state our honest opinion about the school or the teacher as this would have detrimental impact on our child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Type of involvement (home involvement versus school involvement)

14. Please rate how likely you are to respond POSITIVELY to each of the following:

	Very unlikely	Unlikely	Likely	Very likely
Attended general meetings at school i.e school opening, christmas inauguration?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended meeting with teacher (føreløremøte, utvikling møte).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took part or was involved in organising school activities i.e school trips, school disco etc?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you or your partner are part of parents representatives i.e FAU or class budget keeper?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrange/attend meetings to get to know other parents in the class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check and if necessary help with the child's homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide access to any of the following: books, websites, computer programs, visits to museums in order to support your child's learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak to your friends to find out about ways to support your child's learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your child at home with things that he/she struggles with at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questionnaire in Polish.

1.

Zapraszam państwa do udziału w badaniu opinii polskich rodziców na temat norweskiej szkoły podstawowej.

Pomimo tego że polskie dzieci w norweskich szkołach integrują się bez większych problemów według norweskich nauczycieli, niektórzy polscy rodzice nie do końca zgodzą się z tym stwierdzeniem. Moja inspiracja do poniższej ankiety powstała w trakcie współpracy z projektem Transfam który prowadzi badania na temat życia Polaków w Norwegii. Ankieta ma na celu zebranie informacji o doświadczeniach, satysfakcji oraz wiedzy na temat norweskiej szkoły wśród polskich rodziców.

Badanie jest anonimowe a informacje będą wykorzystane jedynie do analizy statystycznej w pracy magisterskiej.

Dziękuję za państwa udział, ewentualne pytania proszę kierować na adres mailowy.

Justyna Mroczkowska
justynmr@student.uv.uio.no

1. Płeć.

kobieta mężczyzna

2. Pana/i wiek?

3. Jak długo mieszka pana/i rodzina w Norwegii?

- 1-2 lata
 3-4 lata
 5-10 lat
 ponad 10 lat

4. Proszę wybrać stwierdzenie które najlepiej opisuje pana/i znajomość języka norweskiego.

- Brak znajomości języka.
- Poziom początkujący (umiejętność komunikacji w prostych sytuacjach jak zakupy, powitania, zapytania o drogę).
- Poziom podstawowy (umiejętność prowadzenia rozmowy na tematy codzienne, rozumienie poleceń w pracy).
- Poziom średnio-zaawansowany (umiejętność komunikacji w różnych sytuacjach, ale jeszcze brak swobodnego porozumiewania się).
- Poziom zaawansowany/biegła znajomość (swobodna komunikacja w pracy, urzędzie jak i w kontaktach towarzyskich).

5. Forma zatrudnienia.

	Ja	Moj partner
Zatrudnienie w pełnym wymiarze pracy.	<input type="radio"/>	<input type="radio"/>
Zatrudnienie na pół etatu.	<input type="radio"/>	<input type="radio"/>
Rodzic wychowujący dziecko.	<input type="radio"/>	<input type="radio"/>
Student w pełnym wymiarze godzin.	<input type="radio"/>	<input type="radio"/>
Student w niepełnym wymiarze godzin.	<input type="radio"/>	<input type="radio"/>
Bezrobotny.	<input type="radio"/>	<input type="radio"/>

6. Ile dzieci w wieku 0-18 lat obecnie mieszka razem z panem/ią?

7. Czy mieszkają obecnie z panem/ią dzieci które uczęszczają do szkoły podstawowej w Norwegii (barneskole trinn 1-7)?

- 1 dziecko
- 2 dzieci
- 3 dzieci
- więcej niż 3 dzieci
- Nie, nie mam dzieci w wieku szkoły podstawowej

2.

8. Proszę zaznaczyć JEDNO stwierdzenie z którym się pan/i najbardziej zgadza:

- Uważam że szkoła jest odpowiedzialna za edukację mojego dziecka a rodzice są odpowiedzialni za wychowanie moralne.
- Uważam że główną odpowiedzialność za edukację dziecka ponoszą rodzice.
- Uważam że szkoła i rodzice ponoszą wspólną odpowiedzialność za edukację dziecka.

9. W skali od 1 (zdecydowanie się nie zgadzam) do 5 (zdecydowanie się zgadzam), proszę zaznaczyć w jakim stopniu zgadza się pan/i z poniższymi stwierdzeniami:

	1 zdecydowanie się nie zgadzam	2 nie zgadzam się	3 zgadzam się tylko w pewnym stopniu	4 zgadzam się	5 zdecydowanie się zgadzam
Wiem w jaki sposób mogę pomóc mojemu dziecku w nauce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moje zaangażowanie w naukę dziecka przynosi pozytywne efekty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motywacja mojego dziecka do nauki zależy ode mnie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nie jestem w stanie pomóc mojemu dziecku w szkole ponieważ nie do końca rozumiem tutejszy system edukacji.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeśli moje dziecko czułoby się krzywdzone w szkole poinformował/a bym szkole o problemie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W przypadku kiedy moje dziecko ma problemy w szkole jestem w stanie znaleźć kilka rozwiązań.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poziom mojego języka norweskiego nie ma wpływu na to jak mogę wspomóc moje dziecko w szkole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. W skali od 1 (zdecydowanie się nie zgadzam) do 5 (zdecydowanie się zgadzam), proszę zaznaczyć w jakim stopniu ZGADZA się pan/i z poniższymi stwierdzeniami:

	1 zdecydowanie się nie zgadzam	2 nie zgadzam się	3 zgadzam się tylko po części	4 zgadzam się	5 zdecydowanie się zgadzam
Czuję się mile widziany w szkole mojego dziecka.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nauczyciel mojego dziecka wykazuje zainteresowanie i wyraża chęć współpracy gdy rozmawiamy na tematy mojego dziecka.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Szkoła traktuje moje opinie i uwagi poważnie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nauczyciele w szkole mojego dziecka dostosowują się do moich potrzeb językowych (np. oobecność tłumacza, rozmowa po angielsku lub używanie prostych sformułowań po norwesku) aby nasza komunikacja przebiegała sprawnie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jestem zapraszany/a na wszystkie szkolne uroczystości i spotkania.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.

11. Jak ocenia pan/i poszczególne aspekty składające się na poziom szkolnictwa w szkole pana/i dziecka.

	1 zdecydowanie negatywnie	2 raczej negatywnie	3 przeciętnie	4 pozytywnie	5 zdecydowanie pozytywnie
Kompetencje nauczycieli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poziom nauczania.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Komunikacja pomiędzy szkołą a domem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizacja i dyscyplina w szkole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sposób w jaki jest pan/i traktowany/a przez personel szkoły.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Proszę ocenić pana/i stopień znajomości poszczególnych przepisów szkolnictwa w Norwegii.

	1 brak znajomości	2 słaba znajomość	3 dobra znajomość	4 bardzo dobra znajomość
Prawa i obowiązki pana/i jako rodzica w szkole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regulamin szkoły (regelverket i grunnskolen).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedura składania skarg w szkole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Przepis na temat współpracy między domem a szkołą (hjem - skole samarbeid).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.

13. Jakie jest prawdopodobieństwo że w przyszłości pan/i lub partner/ka weźmie udział w poniższych aktywnościach związanych z nauką dziecka:

	1 zdecydowanie nie wezmę udziału	2 raczej nie wezmę udziału	3 możliwe że wezmę udział	4 zdecydowanie wezmę udział
Udział w szkolnych uroczystościach typu rozpoczęcie roku szkolnego lub przedstawienie świąteczne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Udział w spotkaniu z nauczycielem (førelæremøte, utvikling møte).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizacja wydarzeń szkolnych typu wycieczki szkolne, dyskoteka.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reprezentowanie interesów rodziców np. w radzie rodziców (FAU) lub skarbnik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uczestnictwo w spotkaniach w celu zapoznać się z innymi rodzicami w klasie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pomoc dziecku w odrabianiu zadania domowego.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zapewnienie dziecku materiały typu książki, strony internetowe, wizyty do muzeów w ramach pomocy naukowych.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rozmowa ze znajomymi na temat pomocy dziecku w nauce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pomoc dziecku w nauce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>