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ACADEMIC STUDENT CONFERENCE

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Athanasios Katsoulis, THE PARENTAL FACILITATING ROLE ON LOWER
SECONDARY STUDENTS' MOTIVATION AND ACHIEVEMENT

Area and necessity of Research

- This study is needed since in Greece, according to Matsaggouras & Verdis (2003, as cited in Penteri & Petrogiannis, 2013:12), “the notion of parental involvement hasn’t been explored sufficiently yet”.
- Despite the fact that the relationship of school and family is actually interconnected with the educational practice, it has been discussed in the official agenda of Greek pedagogical practices only the last few years (Penteri, 2011, as cited in Penteri & Petrogiannis, 2013).
- Research must also create an agenda for change or reform, enhancing the lives of the participants (Cohen, Manion & Morrison, 2007:139).

Aim/Focus of the Study and contribution to the scientific community

- Identification of the characteristics and the tension of parental influence on students' motivation and achievement, on behalf of parents' views in lower secondary schools.
- Development of a theoretical model that will describe analytically how parents motivate their children in terms of educational and psychological matters.
- Focus on the effects of socio-economic variables existing nowadays since Greece's creditors became increasingly impatient, demanding tougher measures which then reinforced the vicious cycle of recession (Monastiriotis, 2013:8-9).

Proposed Research Questions

- The main question of this research is “to what extent may parental involvement and other family- related variables influence students’ motivation and engagement with school learning and achievement?”
- Two subquestions: “from one class to the other, the parental involvement increases or decreases?” and “Are there any differences on the level and kind of parental involvement concerning the social status and educational background of parents?”
- A strong mixed methods study should contain the qualitative question, the quantitative question and a mixed methods question (Creswell, 2014:148).

Context for the Research

- Greece is the country most affected by the large refugee flows that the EU has been receiving during the last two years (Triandafyllidou & Mantanika, 2016:33).
- When parents participate in their children's education- both at home and at school- or experience relationships with teachers characterized by mutuality, warmth and respect, students achieve more, demonstrate increased achievement motivation and exhibit higher levels of emotional, social and behavioural adjustment (Fan & Chen, 2001; Henderson & Mapp, 2002; Marcon, 1999; Reynolds, 1991, as cited in Hughes & Kwok, 2007).
- Characteristics of the interactional styles of adults in the home and school contexts may interact, producing cumulative effects, compensatory effects or both types (Crosnoe, Elder, & G.H, 2004, as cited in Kiuru et al., 2012) on children's literacy acquisition.

Mixed Methods Study- Data Collection (Part I)

- The Explanatory Sequential Mixed Methods Design used here involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results and then uses the results to plan the second, qualitative phase.
- The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked. These questions are general and open-ended (Creswell, 2014:274).
- My probability sample will involve 10 lower secondary schools located all around Athens focusing on 500 students that have to give questionnaires adapted to the Greek reality to their parents containing multiple choice questions on a 5 point Likert Scale (Likert, 1932). These must be filled in within 20 minutes and then returned back completed.

Mixed Methods Study- Data Collection

(Part II)

- Moreover, when using demographics the researcher could find in the initial quantitative phase that individuals in different socioeconomic levels respond differently to the dependent variables and, thus, conduct qualitative data collection with individuals representing each of the categories (Creswell, 2014:274).
- Another challenge is whether the qualitative sample should be the same individuals that are in the quantitative one. The answer to this question is positive because the intent of this design is to follow up the quantitative results and explore the results in more depth (Creswell, 2014:274).
- Therefore, my purposive sample will involve semi-structured interviews to 20 parents from the same schools- 10 Greek and 10 foreigners of all social classes- having also in mind that Kanellopoulos (2005, as cited in Cholezas & Tsakloglou, 2008) estimates that over 95% of immigrants' children attend public schools.

Data Analysis and Ethical Considerations

The quantitative and the qualitative databases are analyzed separately and I should not merge them. A direct comparison of the two databases means an inadequate comparison of variables (Creswell, 2014:275). Regarding the quantitative results, factor analysis on the computer is a method of grouping together variables which have something in common, detecting commonalities in the relationships between them (Cohen et al., 2007:560). Software programmes, like SPSS, have the capability for handling non-linear relationships too (Cohen et al., 2007:505).

As for the qualitative sample, I will transcribe the full transcripts of the interviews via analytic aides, like field notes and reflexive journals. LeCompte and Preissle (1993:253, as cited in Cohen et al., 2007:472) see analytic induction, constant comparison, typological analysis and enumeration as valuable techniques for the qualitative analysis.

BERA (2011:5-7) ethical guidelines of anonymity, confidentiality, respect and right of withdrawal will run throughout both phases of the study, besides a consent form to be completed from all the participants and an information sheet forwarded to principals, after government permission.

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Last but not least...

THANK YOU
FOR YOUR ATTENTION

DO YOU HAVE
ANY QUESTIONS?