

## Parental Involvement

Parents may have different views of the education system based upon their own experiences. Working class parents may be more likely to blame schools for student failure having experienced labelling, exclusion and sanctions themselves



Middle class parents may have more cultural capital and therefore will have advantages in the education system, both in choosing schools and their involvement in their child's education. Other social groups may not have this advantage and researcher need to be wary of imparting blame on these parents for not having the advantages of other social groups.

Parents of different social backgrounds are likely to have different ways of raising their children and researchers need to be sensitive to this. Indian and Asian parents may have a more authoritative style of parenting than working class parents for example.

Middle class parents are more likely to want to discuss their parenting styles than working class parents. Working class parents may see the researchers involvement as a form of 'policing the family' and as such may be reluctant to provide information to a researcher.

Home factors, such as material deprivation or cultural background may be linked into parent's income, social class or ethnic background. These can be complex issues that require more thorough investigation than some methods, such as statistics allow. As a consequence, researchers may choose Interpretivist methodology to investigate parent involvement in their child's education.