PhD Parental Engagement Survey - Codebook

Q1 Consent

Yes (1) No (2)

Q2 Which of the following best describes your Initial Teacher Training?

Undergraduate university-based teacher training course (e.g., BA, BSc or BEd with QTS) (1)

Postgraduate university-based teacher training course (e.g., PGCE or PGDE etc.) (2) School-based teacher training course through TeachFirst (3)

School-based teacher training course through Schools Direct, GTP or SCITT Provider (4)

Other (please specify) (5)

Q3 Did you complete your Initial Teacher Training in England?

Yes (1) No (2)

Q4 Do you have Qualified Teacher Status (QTS)?

Yes (1) No (2)

Q5 What year did you complete your Initial Teacher Training? [Validation 1970-2024]

Q6 During your teaching career, have you received training on any of the topics below? For each topic, please indicate if it was included in your Initial Teacher Training and/or covered by professional development activities since you qualified.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Included in my Initial Teacher Training (1) | Included in my professional development since qualifying (2) | No training received (3) |
| What parental engagement is (Q6\_1) |  |  |  |
| Why parental engagement is important (Q6\_2) |  |  |  |
| Which parental engagement activities are effective (Q6\_3) |  |  |  |
| How to identify and remove barriers to parental engagement (Q6\_4) |  |  |  |
| How to build parents' confidence (Q6\_5) |  |  |  |
| How to build parents' skills (Q6\_6) |  |  |  |
| How to conduct effective parent-teacher meetings (Q6\_7) |  |  |  |
| How to build trusting relationships with parents (Q6\_8) |  |  |  |
| How to engage parents who have had negative experiences of school (Q6\_9) |  |  |  |
| How to engage parents who speak a different first language (Q6\_10) |  |  |  |
| How to engage parents from different cultures or countries (Q6\_11) |  |  |  |
| How to engage parents experiencing poverty (Q6\_12) |  |  |  |

Q7 In your own words, please explain as fully as possible what you think is meant by the term “**parental engagement**”. Please include **examples** of what strong parental engagement looks like. *(25 word minimum)*

Q7\_1 Code assigned to the Q7 free text response by first author

Focused on parental involvement with the school on the school’s own terms. (1)

Focused on parental engagement with schooling and shared agency with parents. (2)

Focused on parental engagement directly with their children’s learning. Recognises the value of activity at home. (3)

Q8 For each of the parental engagement activities below, please indicate to what extent you think they impact on students’ achievement.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Consistently negative impact (1) | Likely negative impact (2) | Inconclusive (3) | Likely positive impact (4) | Consistently positive impact (5) |
| Parents reading with children at home (Q8\_1) |  |  |  |  |  |
| Parents attending school events (Q8\_2) |  |  |  |  |  |
| Parents talking with their children about learning (Q8\_3) |  |  |  |  |  |
| Parents helping with homework (Q8\_4) |  |  |  |  |  |
| Parents setting high academic expectations (Q8\_5) |  |  |  |  |  |

Q9 Please indicate the extent to which you agree or disagree with each statement below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly disagree (1) | Somewhat disagree (2) | Somewhat agree  (3) | Strongly agree (4) |
| I am confident in my ability to facilitate parental engagement with children’s learning in school. (Q9\_1) |  |  |  |  |
| I am confident in my ability to facilitate parental engagement with children’s learning outside of school. (Q9\_2) |  |  |  |  |
| I am confident in my ability to engage with parents who speak other languages. (Q9\_3) |  |  |  |  |
| I am confident in my ability to engage with parents who have had negative school experiences. (Q9\_4) |  |  |  |  |
| I am confident in my ability to engage with parents experiencing poverty. (Q9\_5) |  |  |  |  |
| I am confident in my ability to conduct effective parent-teacher meetings. (Q9\_6) |  |  |  |  |
| I am confident in my ability to identify and remove barriers for parents who are not visibly engaged with their children’s learning (Q9\_7) |  |  |  |  |
| I am confident in my ability to signpost parents to educational resources and educational activities beyond the school gates. (Q9\_8) |  |  |  |  |
| I am confident in my ability to signpost parents to other sources of support for non-educational concerns. (Q9\_9) |  |  |  |  |

Q10 Please respond to the statements below based on your current school community.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Far too low  (1) | A little too low (2) | About right (3) | A little too high (4) | Far too high (5) |
| The current level of parental engagement **with teachers and school events** is... (Q10\_1) |  |  |  |  |  |
| The current level of parental engagement **with children’s learning outside school** is... (Q10\_2) |  |  |  |  |  |

Q11 Please indicate the extent to which you agree or disagree with the statements below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly disagree (1) | Somewhat disagree (2) | Somewhat agree  (3) | Strongly agree (4) |
| Teachers should be trained to communicate with families. (Q11\_1) |  |  |  |  |
| Teachers should be trained to identify and remove barriers to parental engagement. (Q11\_2) |  |  |  |  |
| Parents and teachers should be equal partners in children’s education. (Q11\_3) |  |  |  |  |
| All parents want their children to receive a good education (Q11\_4) |  |  |  |  |
| Some parents at my school don’t care about their children’s education. (Q11\_5) |  |  |  |  |
| Talking to parents takes up too much of my time. (Q11\_6) |  |  |  |  |
| I know the names of the parents for most children that I teach. (Q11\_7) |  |  |  |  |
| Engaging with parents can have a large positive impact on children’s outcomes (Q11\_8) |  |  |  |  |
| I would like more training on how to engage parents (Q11\_9) |  |  |  |  |
| Parents without academic qualifications can’t effectively support their children’s education (Q11\_10) |  |  |  |  |

Q12 For each of the statements below, please indicate whether you think it **should be part of a teacher’s job** to offer this for all parents, some parents, or not part of a teacher’s job at all.

|  |  |  |  |
| --- | --- | --- | --- |
|  | For all parents (1) | Only for some parents (2) | Not at all (3) |
| Reporting to parents at least termly on their child’s progress (Q12\_1) |  |  |  |
| Regularly communicating with parents about what their children are learning (Q12\_2) |  |  |  |
| Responding to parents’ queries in a timely manner (Q12\_3) |  |  |  |
| Facilitating engagement with learning at home (Q12\_4) |  |  |  |
| Consulting parents on decisions that impact their children’s education (Q12\_5) |  |  |  |
| Building parents’ confidence in supporting learning (Q12\_6) |  |  |  |
| Explaining or demonstrating relevant parts of the curriculum for parents (Q12\_7) |  |  |  |
| Signposting parents to online educational resources (e.g. apps, websites, documentaries etc.) (Q12\_8) |  |  |  |
| Signposting parents to physical educational resources (e.g., libraries, museums, events etc.) Q12\_ (9) |  |  |  |
| Signposting parents to external services for non-educational support (Q12\_10) |  |  |  |
| Seeking information from parents about their children and their family circumstances. (Q12\_11) |  |  |  |
| Meeting with parents at times convenient to them (Q12\_12) |  |  |  |
| Meeting with parents at places convenient to them (Q12\_13) |  |  |  |

Q13 How often do you carry out each of the activities below?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Never (1) | Annually (2) | Termly (3) | Monthly (4) | Weekly (5) | Daily (6) |
| Communicating with parents about payments (e.g. trips, dinner money etc.) (Q13\_1) |  |  |  |  |  |  |
| Contacting individual parents about poor behaviour (Q13\_2) |  |  |  |  |  |  |
| Contacting individual parents about good behaviour (Q13\_3) |  |  |  |  |  |  |
| Contacting individual parents about poor academic progress (Q13\_4) |  |  |  |  |  |  |
| Contacting individual parents about good academic progress (Q13\_5) |  |  |  |  |  |  |
| Communicating with parents about what their children are learning (Q13\_6) |  |  |  |  |  |  |
| Responding to parents’ queries (Q13\_7) |  |  |  |  |  |  |
| Consulting parents on decisions that impact their children’s education (Q13\_8) |  |  |  |  |  |  |
| Working directly with parents to build their academic understanding/ confidence supporting learning (Q13\_9) |  |  |  |  |  |  |
| Signposting parents to digital educational resources (e.g., apps, websites, documentaries etc.) (Q13\_10) |  |  |  |  |  |  |
| Signposting parents to physical educational resources (e.g., libraries, museums, events etc.) (Q13\_11) |  |  |  |  |  |  |
| Signposting parents to external services for non-educational concerns (Q13\_12) |  |  |  |  |  |  |
| Seeking information from parents about their children’s needs or interests. (Q13\_13) |  |  |  |  |  |  |
| Seeking information from parents about their family circumstances. (Q13\_14) |  |  |  |  |  |  |
| Meeting with parents at places convenient to them (e.g., home visits or community meetings) (Q13\_15) |  |  |  |  |  |  |

Q14 Which of the following best describes your communications **with individual parents**?

I rarely communicate with individual parents and my focus is on providing group information. For example, I use mostly mass communications such as letters or online posts to give whole class updates. (1)

I sometimes communicate with individual parents and my focus is on responding to concerns. For example, I reply to queries and reach out to them if there is a problem. (2)

I often communicate with individual parents and my focus is on two-way communication. For example, I have two-way conversations with parents about positive and negative developments related to their child’s behaviour and learning. (3)

I regularly communicate with individual parents and my focus is on proactively building relationships with them. For example, I seek parental input, learn about their individual context and follow up regularly to build trust over time. (4)

None of the above (5)

Q15 What **prevents** **you** from engaging with parents more (please select all that apply).

Nothing – There are no barriers that prevent teachers engaging more with parents. (1)

Lack of time (2)

Lack of training (3)

Lack of confidence (4)

Lack of resources (5)

I don’t feel it is part of my job (6)

Other (please specify) (7)

Q16 What **prevents parents** from engaging more **with teachers and school events** (please select all that apply).

Nothing – There are no barriers that prevent parents engaging more with teachers. (1)

Parents not caring (2)

Parents lacking skills (3)

Parents not speaking English (4)

Parents too busy to attend events (5)

Parents not being able to arrange child care (6)

Parents not being able to afford transport costs (7)

School events held at inconvenient times (8)

School events held in inconvenient places (9)

School events are intimidating for parents (10)

School staff not speaking community languages or providing translation (11)

School events not allowing parents to bring younger children (12)

Attitudes of school staff are off putting for parents (13)

Other (please specify) (14)

Q17 What **prevents parents** from engaging more **with learning at home** (please select all that apply).

Nothing – There are no barriers that prevent parents engaging more with learning at home (1)

Parents not caring (2)

Parents lacking skills (3)

Parents not speaking English (4)

Parents too busy to engage with their children’s learning (5)

Parents lacking confidence to engage with their children’s learning (6)

Parents don’t know how to engage with their children’s learning (7)

Parents don’t have educational resources at home (e.g. books, games, apps etc.) (8)

Parents are unaware of education resources in the community (e.g. museums, libraries etc.) (9)

Other (please specify) (10)

This final section includes questions about workload, stress, self-efficacy, social status and parenthood. We are interested in whether any of these factors relate to teachers' parental engagement practices.  
   
The next four questions ask you about your feeling and thoughts **during the last month**. In each case, please indicate **how often** you felt or thought a certain way.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Never (1) | Almost never (2) | Sometimes (3) | Fairly often (4) | Very often (5) |
| In the last month, how often have you felt that you were unable to control the important things in your life? (Q18\_1) |  |  |  |  |  |
| In the last month, how often have you felt confident about your ability to handle your personal problems? (Q18\_2) |  |  |  |  |  |
| In the last month, how often have you felt that things were going your way? (Q18\_3) |  |  |  |  |  |
| In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? (Q18\_4) |  |  |  |  |  |

To create the Perceived Stress Scale (PSS-4; Cohen et al., 1983): Recode as 0-4 instead of 1-5. Reverse Q18\_2 and Q18\_3. Then add together Q18\_1 + Q18\_2R + Q18\_3R + Q18\_4. Higher values indicate more stress.

Q19 Please indicate the extent to which you agree or disagree with each of the statements below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree (1) | Somewhat disagree (2) | Neither agree nor disagree (3) | Somewhat agree  (4) | Strongly agree (5) |
| I will be able to achieve most of the goals that I have set for myself. (Q19\_1) |  |  |  |  |  |
| When facing difficult tasks, I am certain that I will accomplish them. (Q19\_2) |  |  |  |  |  |
| In general, I think that I can obtain outcomes that are important to me. (Q19\_3) |  |  |  |  |  |
| I believe I can succeed at most endeavours to which I set my mind. (Q19\_4) |  |  |  |  |  |
| I will be able to successfully overcome many challenges. (Q19\_5) |  |  |  |  |  |
| I am confident that I can perform effectively on many different tasks. (Q19\_6) |  |  |  |  |  |
| Compared to other people, I can do most tasks very well. (Q19\_7) |  |  |  |  |  |
| Even when things are tough, I can perform quite well. (Q19\_8) |  |  |  |  |  |

To create the New General Self-Efficacy Scale (NGSE-8; Chen et al., 2001): add all items together (no recoding or reversing required). Higher values indicate higher self-efficacy.

Q20 How many hours are you **contracted** to work per week? [Validation 0-55]  
*Reference points for teachers working in English state schools:  
 Full time = 32.5 hours per week  
 0.8 FTE = 26 hours per week  
 0.6 FTE = 19.5 hours per week  
 0.4 FTE = 13 hours per week  
 0.2 FTE = 6.5 hours per week*

|  |
| --- |
|  |

Q21 How many hours do you **actually** work in a typical week? [Validation 0-100]  
*Please include all work completed both at home and in school.*

Q22 My current workload is...

Manageable (1) Unmanageable (2)

Q36 Think of a ladder with 10 steps representing where people stand in the United Kingdom. At **step 10 are people who are the best off** – those who have the most money, the most education, and the most respected jobs. At **step 1 are the people who are worst off** – those who have the least money, least education, and the least respected jobs or no job. **Thinking back to when you were a child at school**, where would you have placed your family on this ladder? [1-10] The MacArthur Scale of Subjective Social Status (Adler et al., 2000)

Q23 Are you a parent? [If no, skip to Q25]

Yes (1) No (2)

Q24 Do you currently have school-age children?

Yes (1) No (2)

Q25 What is your gender?

Male (1) Female (2) Non-binary (3) Prefer not to say (4)

Q27 Which of the following best describes your ethnicity?

White (4) Asian (5) Black (6) Mixed or multiple ethnicities (7)

Other ethnic group (please specify) (8)

Q26 How old are you? [Validation 20-70]

Q28 How many years have you been teaching? [Validation 0-50]

Q29 What level do you teach?

Primary school (4) Middle school (5) Secondary school (6)

Q139 What year group(s) do you teach? (please select all that apply)

Reception (1)

Year 1 (2)

Year 2 (3)

Year 3 (4)

Year 4 (5)

Year 5 (6)

Year 6 (7)

Year 7 (8)

Year 8 (9)

Year 9 (10)

Year 10 (11)

Year 11 (12)

Year 12 (13)

Year 13 (14)

Not applicable - My role is not class-based (15)

Q138 Which of these best describes your role in school?

Classroom teacher (1) Senior leader (2) Headteacher (3)

Q106 Which of the following best describes your school type?

Mainstream state school (1)

Mainstream independent school (2)

Special school (3)

Pupil referral unit (4)

*The last two questions ask for some important contextual information about your school.   
If you are not sure, you can find the information at: https://www.find-school-performance-data.service.gov.uk/  Enter the name of your school, click 'absence and pupil population', the information will be displayed in the table.*  
  
Q143 Approximately what percentage of children at your school are eligible for free school meals? 0-100% Don't know or N/A

Q144 Approximately what percentage of children at your school do not speak English as their first language? 0-100% Don't know or N/A

**End of questions. Thank you so much for your time.**