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Bridging School and Community: Stakeholder Insights on Starting a Family-Teacher Organization in a Rural Title I School

♣***Dana J. Tribble***: *College of Education, Arkansas Tech University, Russellville, Arkansas, United States.*

Aubrey B. Holt: *College of Education, Arkansas Tech University, Russellville, Arkansas, United States.*

Louis S. Nadelson: *College of Education, University of Central Arkansas, Conway, Arkansas, United States.*

Krystal Shipp: *College of Education, Arkansas Tech University, Russellville, Arkansas, United States.*

ABSTRACT: *We explored the development and impact of a Family Teacher Organization (FTO) at a school through a comparative analysis of stakeholder perspectives. The research addresses a gap in the literature by examining how parents/guardians, teachers, staff, and administrators perceive and support the FTO. Using a mixed-methods case study design, we collected qualitative and quantitative data to identify common themes and differing viewpoints among these groups. Parents and guardians emphasized the importance of inclusion and success, while teachers, staff, and administrators shared similar perspectives, often linking the FTO's mission to enrichment activities and resources. Our results highlight both shared perspectives and differing viewpoints, with practical implications for fostering effective collaboration in a rural educational setting.*

Key words*: Family teacher organization, Rural education, Secondary education, Stakeholder goals, Title I schools.*

1. Introduction

Family Teacher Organizations (FTOs) play a crucial role in fostering collaboration between schools and families, particularly in primary schools where parental involvement is closely linked to student success (Ozmen et. al., 2016). These organizations often serve as a bridge between the school and the community, facilitating communication, providing resources, and supporting various educational initiatives (Ozmen et. al., 2016). However, the dynamics of FTOs can vary significantly depending on the context in which they operate. In schools, where resources are often limited and the challenges of serving economically disadvantaged students are more pronounced, the effectiveness and support of an FTO can be critical.

Despite the recognized importance of FTOs, a notable gap exists in research regarding the use of comparative analysis of stakeholders, such as parents/guardians, teachers, staff, and administrators, to inform the purpose and enhance support for these organizations, particularly in rural Title I settings. Stakeholders' goals, needs, and expectations can vary significantly, and understanding these differences is crucial for developing an FTO that effectively meets the needs of the school community. Additionally, diverse perspectives may influence how FTOs are formed, sustained, and perceived.

This case study addresses that gap by exploring stakeholder goals during the formation of a new FTO in a rural school in the south-central United States. By analyzing both quantitative survey data and qualitative responses, we highlight similarities and differences in stakeholders' viewpoints to inform strategies that strengthen collaboration and ensure the FTO's sustainability.

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2. Purpose of the Study

The purpose of this case study was to examine the goals and expectations of parents/guardians, teachers, staff, and administrators regarding the role and support of a newly established Family Teach Organization (FTO) at a rural Title I school. Through a mixed-methods design, we sought to identify areas of alignment and difference among stakeholders, offering actionable insights for fostering inclusion, addressing barriers, and guiding the development of the FTO in ways that meet the needs of the school community.

3. Conceptual Framework

The foundation for our conceptual framework is Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979). The theory offers a lens for examining the multifaceted interactions between systems and stakeholders that influence a child's development (Guy-Evans, 2024). This theory emphasizes how various environmental systems, ranging from immediate family and school interactions to broader community and societal influences, affect individuals and their experiences (Elliott & Davis, 2020). By applying this framework, our study can explore how the FTO operates within and is influenced by these interconnected layers (Bronfenbrenner, 1979). Using this holistic approach will enable us to understand the complex dynamics at play, revealing how different stakeholders perceive and support the FTO within the unique context of a rural, resource-constrained educational environment.

4. Review of Literature

4.1. Rural Public Schools and Challenges

The scholarly literature on rural public schools highlights persistent challenges related to resources, funding, and access to education. Showalter et al. (2019) estimated that more than 9.3 million students attend rural schools, yet policymakers often overlook the unique needs of these districts. Essential resources, such as wireless internet, public transportation, and basic necessities like food, clothing, hygiene products, and housing, are not guaranteed in rural areas (Lavalley, 2018).

While many students relied on personal computers, laptops, or tablets with reliable internet during the COVID-19 pandemic, rural students often lacked access to these tools (Gutierrez & Terrones, 2023; Williams, 2021). Limited funding and high poverty rates further constrain resources in rural schools, impacting instructional opportunities and student support services (Cadero-Smith, 2020; Gutierrez & Terrones, 2023). For this study, “rural” is defined according to the U.S. Department of Education, National Center for Education Statistics (NCES, 2007) urban-centric locale codes, which categorize schools based on census data. Three rural classifications are used to describe varying levels of rurality.

4.2. Family Teacher Organizations (FTOs)

Family Teacher Organizations (FTOs) are similar in structure and purpose to Parent-Teacher Organizations (PTOs) or Parent-Teacher Associations (PTAs), serving as nonprofit groups that facilitate collaboration between families and schools (National PTA, 2020). In this study, the term FTO is used because the school community adopted it to reflect a more inclusive approach. We strived to be welcoming to not only parents and guardians but also other family members, teachers, staff, and administrators as members and participants.

Family Teacher Organizations (FTOs) are nonprofit groups composed of parents, guardians, teachers, staff, and administrators who are dedicated to enhancing student learning experiences. FTOs serve as a bridge between families and schools, supporting teachers, collaborating with administrators, and promoting school initiatives that benefit students (Durrani, 2023). Membership is open to any parent, guardian, family member, or school faculty/staff, with volunteering encouraged but not required.

FTOs commonly support field trips, fundraising efforts for campus improvements, and celebrations of student achievements. The organizations emphasize that parent involvement is essential to student success. Research indicates that parents/guardians with low socioeconomic status (SES) face barriers to participation, including financial constraints, transportation challenges, limited access to technology, and language or cultural obstacles (Williams & Sanchez, 2013; Yoder & Lopez, 2013). Additional barriers include limited time, poverty, and lack of awareness of school-based opportunities. Understanding these challenges is critical to designing inclusive and effective FTO programs.

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4.3. Common Structures of FTOs

FTOs typically have a formalized leadership structure, referred to as an executive board, which includes officers such as president, vice president, secretary, and treasurer (Sant, 2020). The president of the FTO typically collaborates closely with the school principal to advocate for students and ensure their needs are addressed (National PTA, 2020). Committees are often established to focus on specific initiatives, such as fundraising, events, or volunteer coordination. Regular meetings provide a forum for communication, planning, and decision-making, ensuring that all members have a voice in shaping school activities and initiatives**.**

4.4. Common Functions of FTOs

Family Teacher Organizations (FTOs) serve a variety of essential functions aimed at supporting students, families, teachers, staff, and administrators. One of their primary roles is to facilitate communication between families and school personnel, acting as a bridge that enhances collaboration (National PTA, 2020). Research consistently demonstrates that effective family–school communication is associated with improved student engagement and achievement (Wilder, 2013). FTOs also support teachers by providing resources, classroom materials, and volunteer assistance, helping to reduce teachers' workloads and enrich the classroom experience (National PTA, 2020). School-based parental involvement, including volunteering and resource support, has been shown to positively influence classroom climate and instructional quality (Boylan et al., 2021).

Additionally, FTOs organize enrichment activities and events that broaden students' educational experiences, thereby fostering engagement and learning (National PTA, 2020). Studies indicate that such extracurricular and school-sponsored activities enhance students' academic motivation and overall engagement (Shute et al., 2011). Promoting inclusivity and equity is another key function, as FTOs work to encourage participation from all families, ensuring all students have equitable opportunities (National PTA, 2020). Finally, FTOs advocate for school-wide initiatives focused on student success and community engagement, helping to coordinate programs and activities that enhance the overall school experience (National PTA, 2020). Evidence suggests that parent groups frequently contribute to governance, decision-making, and the coordination of school-wide initiatives, reinforcing their importance in supporting educational outcomes (Boylan et al., 2021).

The literature highlights the critical roles, structures, and functions of Family Teacher Organizations, as well as the unique challenges faced by rural schools. However, there is a gap in research examining stakeholder perspectives within these contexts. To address this gap, the following section outlines the methodology used in this case study, including participant selection, data collection, and analysis to explore how parents/guardians, teachers, staff, and administrators perceive and support a newly formed FTO in a rural, Title I school.

5. Method

5.1. Research Question

Our overarching research question was, What are stakeholders' goals for their school-based family teacher organization? To help frame our research, we developed the following guiding research questions:

1. What are parents'/guardians' goals for the family teacher organization?
2. How do parents/guardians think their family teacher organization can enhance a school's functions?
3. What are the goals for FTO that teachers, staff, and administrators have regarding their family teacher organization?
4. How do teachers, staff, and administrators think their family teacher organization can enhance their school's functions?

5.2. Participants

We relied on the school demographic data to describe our participants. We did not include any items in the survey to gather demographic information from the participants. The surveys solely focused on addressing the research questions. The participants consisted of two categories: parents/guardians of the students registered at the rural Title I public primary school, and teachers, staff, and administrators working in the

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school located in the south-central region of the United States. We received 27 paper submissions and 49 electronic responses from the 630 surveys distributed to parents/guardians of students attending the school. We also received 27 responses from the teachers, staff, and administrators working in the school. The following demographic information is for the students in attendance at the school: 63.8% of students identified as White, 28.2% identified as Hispanic/Latino, 4.7% identified as two or more races, and 3.3% identified as Black/African American, Native American, Asian, or Hawaiian/Pacific Islander. It is also important to note that three-quarters of the students qualified for free or reduced lunch (78%).

6. Methodology

Based on our research goals and the population we sought to gather data from, we determined the most effective methodology for our research was cross-sectional survey research (Creswell, 2018). Furthermore, given the high potential for families associated with the school to be suspicious of authorities intruding on their privacy, we decided to minimize the amount of personal information gathered through the survey and focus on the participants' goals and interactions with the FTO. Our goal was to maximize participation. Thus, we decided to rely on the general school demographics to describe our participants. We also sought to provide quantitative and qualitative data as evidence for the answers to our research questions through the survey items. While we considered the potential for a mixed-methods approach, we did not think we would be able to gather the necessary qualitative data due to the high likelihood of very brief qualitative responses. As a result, we were mindful of the importance of structuring our survey to have alignment between and among the quantitative and qualitative items.

6.1. Survey Development

Given the unique direction and context for our research, we were unable to locate an extant survey that was effectively structured to meet our research goals. Thus, we determined it was necessary to develop a survey. We began by reflecting on the data required to answer our research questions and our desire to gather a combination of qualitative and quantitative data. We were also mindful of creating two somewhat parallel surveys: one for parents/guardians, and another for teachers, staff, and administrators. The goal was to maintain consistency in the concepts while changing the context to ensure alignment with our two study populations: parents/guardians and teachers, staff, and administrators.

The family survey had seven items, including prompts such as “Rank the priorities for the school’s FTO?”, free-response items such as “What resources are absent that your student(s) need to succeed academically?”, and simple selected response items such as “Are you interested in being more involved at your child's school?” The educator's survey included items such as “Rank the priorities for the school’s FTO?” and free-response items, such as “What role would you like to see the FTO play?” and simple selected-response items, such as “Does your school have sufficient funds for classroom projects?”

We had the school principal and two teachers review the surveys. Based on their feedback, we made minor adjustments and followed their recommendations to keep the survey quick and straightforward, thereby increasing the likelihood of participation and meaningful responses.

6.2. Data Collection

In the fall of 2022, we distributed our survey to the parents/guardians of the students attending the school. A copy of the survey was sent home in each student's folder. A total of 630 surveys were sent to the homes of the students. Additionally, a QR code link to the survey was provided to all parents/guardians who attended the school open house, which took place the week before the start of school. To increase participation, we also posted the URL on the Family Teacher Organizations' (FTOs) social media websites and the primary school's social media page. The school teachers, staff, and administrators received the survey through email. Fifty-two email invitations were sent to the teachers, staff, and administrators at the school. All participants were given two weeks to complete the survey and return it to the school if they chose to participate in a paper copy. We received 27 paper submissions, 49 electronic responses from parents/guardians at the school, and 27 responses from the school's teachers, staff, and administrators.

6.3. Data Analysis

6.3.1. Quantitative Data

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We began our analysis by recognizing and segregating the data into two sets: one for administrators, faculty, and staff, and the other for parents/guardians. We then examined our quantitative data using descriptive statistics, focusing on frequency and percentages. We had the constraint of a small sample size (due to the location of the data collection being a small rural school) that did not meet the assumptions necessary to conduct inferential analysis. In our analysis, we segregated the school administrator, teacher, and staff data from the parent/guardian data for consistency and comparison.

6.4. Qualitative Data Analysis

Again, we began our analysis by recognizing and segregating the data into two sets: one for administrators, faculty, and staff, and the other for parents/guardians. The qualitative data from open-ended survey questions were analyzed using thematic coding to identify recurring themes and gain a deeper understanding of stakeholders' goals for the Family Teacher Organizations (FTOs). Each response was carefully reviewed and categorized into *a priori* codes representing themes aligned with our survey prompts. We developed these codes based on the knowledge and research of FTOs, also known as Parent-Teacher Organizations (PTOs), and their respective functions. Additionally, we remained open to the emergence of new codes that aligned with the data but were not previously recognized during the coding process.

We began our coding collectively, discussing the responses and aligning them with the representative code (a priori) or, if needed, we developed a new code (emergent). Our overall goal in identifying codes was to ensure the voices of all our participants were effectively represented. The themes and codes for parents/guardians are listed in Table 1, while those for administrators, teachers, and staff are presented in Table 2.

Table 1. Parents/Guardians Themes, A Priori and Emergent Codes for Analysis.

Theme	**A Priori Codes**	**Emergent Codes**
Parents/Guardians' Goals for the FTO	Fundraising, Educational Programming, Class Parties, Field Trips, Classroom Support	Adjust Curriculum, Inclusion of parents/guardians, Support Teachers, Betterment of Children, Not Sure, Communication Channels, Children's Safety

Table 2. Teacher, Staff, and Administrator Themes, A Priori and Emergent Codes for Analysis.

Theme	**A Priori Codes**	**Emergent Codes**
Teachers, Staff, and Administrators' Goals for the FTO	Inclusion of parents/guardians/Volunteers, Communication Channel, Fundraisers, Supporting Teachers	Supporting Students, Family-Friendly Events, Unsure

6.5. Comparative Data Analysis

In the comparative analysis, we examined the differences and similarities in goals between parents/guardians and the school's teachers, staff, and administrators regarding the establishment of the Family Teacher Organizations (FTO). By comparing quantitative responses, we identified distinct patterns in how each group views the role and effectiveness of FTOs in supporting primary school functions. Additionally, qualitative data were analyzed to compare themes across stakeholder groups, revealing variations in how each group perceives the potential impact of the FTO. This comparative approach provided more profound insights into alignment and divergence among stakeholders, offering a comprehensive understanding of the FTO's perceived value.

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6.6. Trustworthiness

In our study, we established trustworthiness in several ways. First, for the qualitative data, we followed a structured data collection process to ensure consistency and clarity. To enhance accuracy, we coded all the data as a team and discussed our responses to justify our findings. Additionally, we employed *a priori* and emergent coding of the data to capture a holistic view. Collaborative coding discussions took place to ensure intercoder reliability, which reduced bias and enhanced the validity of our interpretations. Lastly, we triangulated our findings to establish the credibility of our analysis. These activities made our research easier to replicate. In addition, it improved the reliability of our analysis, confirmed the accuracy of our findings, and strengthened the trustworthiness of our data and results.

7. Results

7.1. Parents/Guardians Goals for the Family Teacher Organization (FTO)

Our first guiding research question was, "What are parents/guardians' goals for the family teacher organizations?" To answer this question, we examined the coded responses and identified the most frequently noted codes in the data (see Figure 1). We identified the top five goals of parents/guardians regarding an FTO as follows: inclusion of parents/guardians (N = 14), enhancing children's success (N = 10), supporting teachers (N = 7), providing classroom support (N = 5), and delivering educational programming (N = 4). In addition to these codes, the data also indicated the goals for the FTO included a communication channel (N = 3), being unsure (N = 2), and concerns about children's safety, adjusting the curriculum, class parties, and fundraising (N = 1). The four most frequent codes focused on the support and engagement of stakeholders rather than resources for instructional materials, which suggests that parents/guardians were more interested in collaboration and the inclusion of stakeholders than in securing resources for teaching and learning.

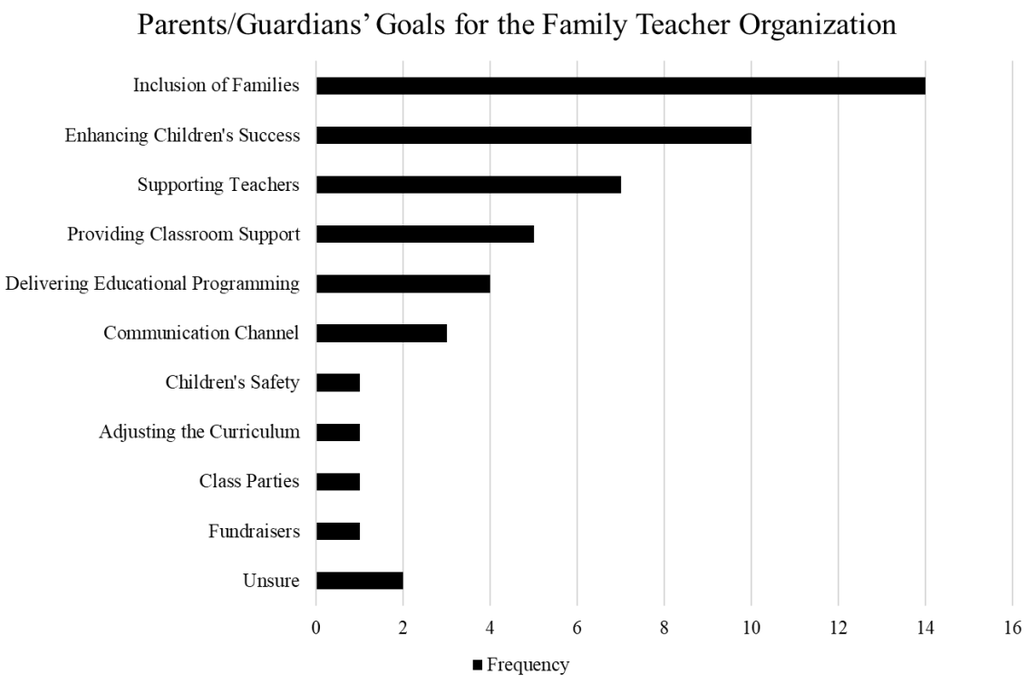


Figure 1. Codes and Frequency of Responses for the Parents/Guardians' Goals for the Family Teacher Organization.

As we continued our analysis, we examined the representative responses, which enabled us to triangulate the goals of parents and guardians for the FTO (see Table 3). The parents/guardians indicated they perceived the FTO to play a role in the inclusion of parents/guardians, enhance children's success, support teachers, provide classroom support, and deliver educational programming. These were the top five codes noted. One family stated, "more parent involvement," and another stated, "create functions for family and children to attend." Lastly, a family stated, "to really take action, enriching these kids' lives."

Table 3. Code, Frequency, and Representative of Responses for parents/guardians' Goals for the Family Teacher Organization (FTO).

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Code	N	Representative Responses
Inclusion of parents/guardians	14	Informative collaboration for the inclusion of family stakeholders to be better equipped to support the educators teaching our children.
Enhancing Children's Success	10	Assisting parents & teachers to come together to help enrich our children's lives on multiple levels. To teach them to be intelligent, as well as empathetic & caring human beings.
Supporting Teachers	7	Support to the teachers
Providing Classroom Support	5	Connecting parents/guardians and teachers with resources that help students thrive. Filling the gaps.
Delivering Educational Programming	4	Teach as much as possible
Communication Channel	3	Collaboration between Parents, teachers, and students. Offering fun activities and meeting the basic needs of students. Showing full support for teachers by providing volunteer opportunities to parents. Treating the teachers to lunch, snacks, drinks, etc., when possible
Unsure	2	Not sure
Children's Safety	1	Keeping my kids safe
Adjusting the Curriculum	1	I think the FTO should be able to review and approve (or disapprove and adjust & improve) the school curriculum.
Class Parties	1	I would like to see the FTO provide more fun, educational events for the students to attend.
Fundraisers	1	Fundraising, a resource for needs

7.2. Teachers, Staff, and Administrators' Goals for the Family Teacher Organization (FTO)

Our second guiding research question was, "What are teachers, staff, and administrators' goals for the family teacher organizations?" To answer this question, we used the responses from a prompt, "What role would you like to see the FTO play?" We examined the data and provided the most frequently noted (see Figure 2). We found that the three most frequent responses were consistent with those of the parents/guardians, which indicates that the educators also perceived high levels of importance in building relationships and focusing on students' success.

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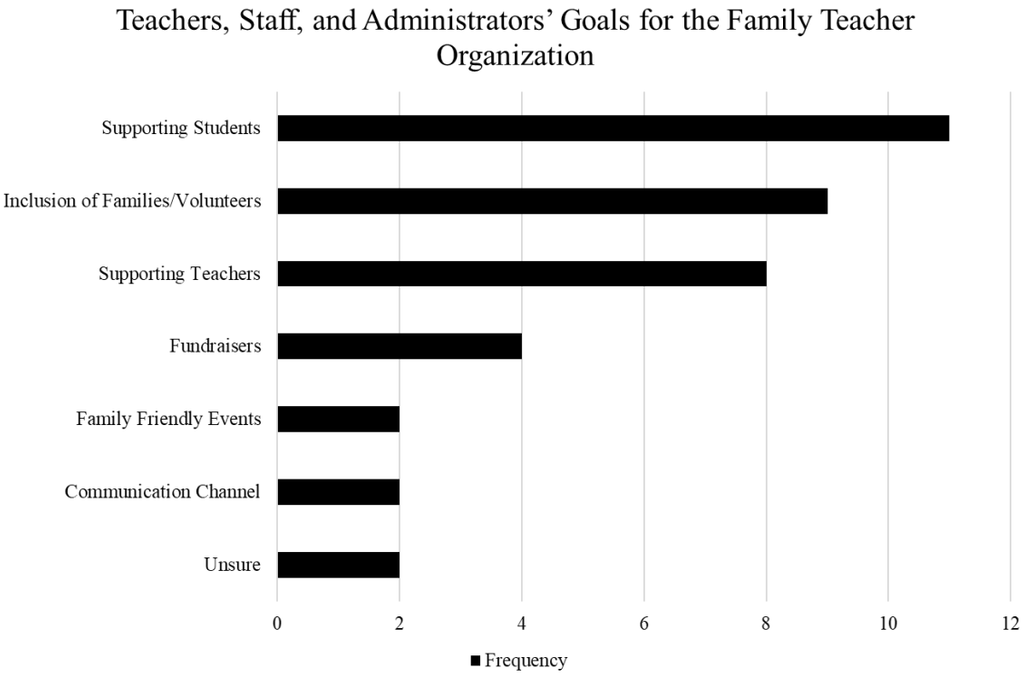


Figure 2. Codes and Frequency of Responses for the Teachers, Staff, and Administrators' Goals for the Family Teacher Organization.

As we continued our analysis, we examined the representative responses, which further supported the goals of teachers, staff, and administrators for the FTO as a means to support students (see Table 4). The teachers, staff, and administrators also indicated that they perceived the FTO to play a role in the inclusion of parents/guardians and volunteers, as well as in supporting teachers. These were the top three codes noted. One participant stated, "Additional resources for those unable to participate for any reason," and another said, "Assisting those in need…" Additionally, participants indicated that they played a role in supporting the teachers. One participant suggested, "I would love to see them volunteer throughout the year for different things…"

Table 4. Code, Frequency, and Representative of Responses for Teachers, Staff, and Administrators' Goals for the Family Teacher Organization (FTO).

Code	N	Representative Responses
Supporting Students	11	I would like FTO to partner with the school in providing the best set of resources for our students…
Inclusion of parents/guardians/Volunteers	9	…provide support for parents in navigating ways to be involved in their child's education… I would love to see them volunteer throughout the year for different things, parent night, or just even during the day at school, lunch, car line, bus line, party days, etc.
Supporting Teachers	8	Support for staff. Sometimes we need an extra set of hands and eyes to help with the students. Sometimes we can miss important things because we are so busy.
Fundraisers	4	Fundraising
Unsure	2	I'm not sure what they usually do.
Family Friendly Events	2	Creating family-friendly events here at the school.
Communication Channel	2	A bridge between teachers and parents…

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7.3. Stakeholders' Goals for the Family Teacher Organization (FTO): Enhancing Primary School Functions

Our third guiding research question was, "What are the goals stakeholders think an FTO should focus on to enhance primary school functions? " To answer this question, we used the same prompt from the parents/guardians survey and the teachers, staff, and administrators survey. The prompt stated, "FTOs operate differently at every school. In your opinion, what should be the top focus areas for the FTO?" We provided codes based on our knowledge and research of FTOs and parent-teacher organizations (PTOs), and asked the participants to rank the 10 categories in order of importance. We examined the identified responses and the most frequently noted categories in the data from the family survey (see Figure 3). The participants tended to focus more on supporting activities, but they also maintained some focus on acquiring materials and equipment.

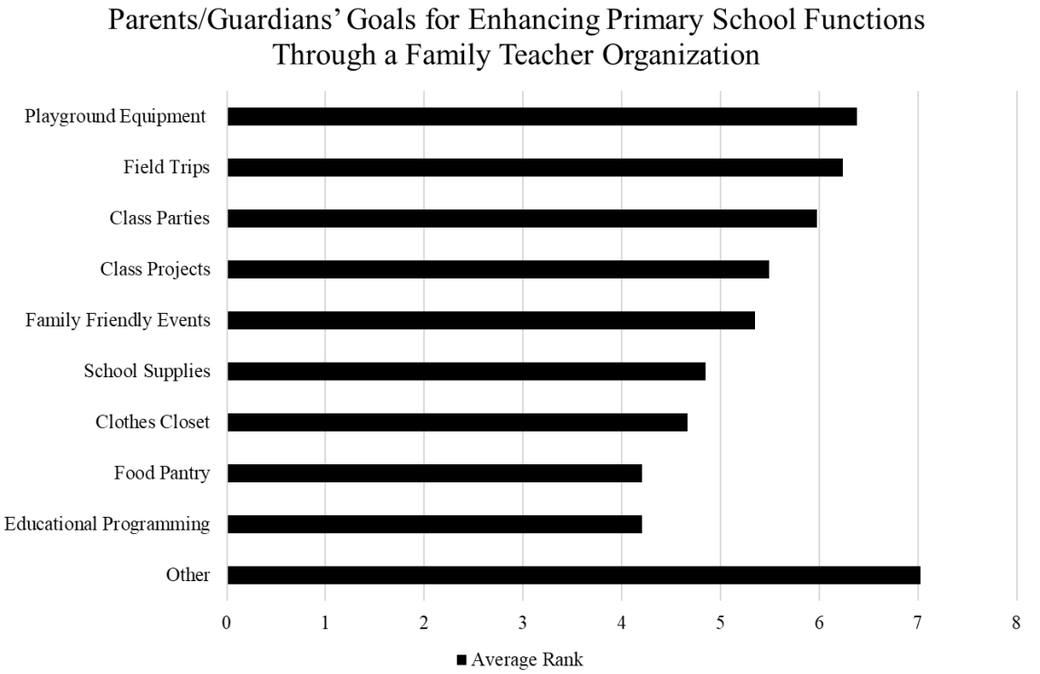


Figure 3. Codes and Average Rank of Responses for the parents/guardians' Goals for Enhancing Primary School Functions Through a Family Teacher Organization (FTO) Based on the 10 Categories Provided.

We used the same prompt that stated, "FTOs operate differently at every school. In your opinion, what should be the top focus areas for the FTO?" We provided the same codes, based on knowledge and research of FTOs and Parent-Teacher Organizations (PTOs), and asked the teacher, staff, and administrator participants to rank the ten categories in order of importance. We examined the identified responses and the most frequently noted categories in the data from the teacher, staff, and administrators survey (see Figure 4). We found the teachers, staff, and administrators tended to place more focus on acquiring materials and other physical resources for student learning rather than on activities.

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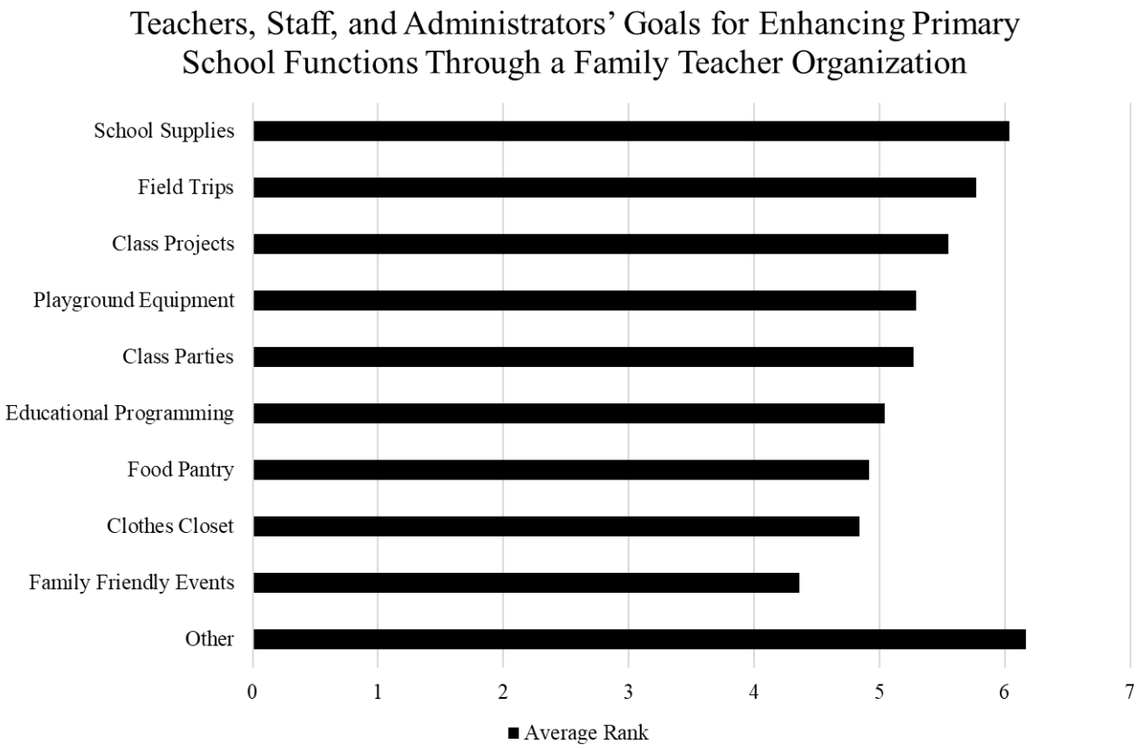


Figure 4. Codes and Average Rank of Responses for the Teachers, Staff, and Administrators' Goals for Enhancing Primary School Functions Through a Family Teacher Organization (FTO) Based on the 10 Categories Provided.

As we continued our analysis, we reviewed the representative responses provided for "other" in our average rank survey prompt. Representative responses from the "other" category on the parents/guardians surveys included basic needs being met (such as food and clothing), as well as providing opportunities to learn about STEM, life skills (e.g., using good manners, community building, kindness), and mental health. Representative responses from the "other" category on the teacher, administrator, and staff survey included volunteering, providing students with resources, showing appreciation for teachers, and after-school programs.

7.4. Discussion, Implications, Limitations/Delimitations, and Future Research

Our goal for this research was to detail the perceptions, expectations, and interactions within a family teacher organization (FTO) among parent/guardians and educators (teachers, staff, and administrators). We employed a cross-sectional survey methodology to collect data from stakeholders within a rural, Title I school district in the south-central United States. Our findings have multiple implications for establishing and maintaining FTOs in similar communities.

7.5. Family's Goals for the Family Teacher Organization (FTO)

We found that the parents/guardians perceived the FTO as a connector between the school and home, and they shared that the FTO enhanced their opportunities to be more involved in their students' learning and provided support for teachers. We speculate that parents/guardians held preconceived expectations and visions for their roles within the FTO and the opportunities the FTO affords, which is consistent with the findings of Ozmen et al. (2016). The school is located in a region where there are multiple school districts, some with well-established FTOs. Thus, it is likely that the parents/guardians had conversations with parents/guardians from the other local districts and learned about the work of the FTOs, which informed their knowledge and expectations for their involvement. A potentially fruitful direction for future research would be to conduct interviews with parents or guardians to gain a deeper understanding of their expectations and vision for the

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FTO. Another important direction for future research is the exploration of how parents/guardians rely on the FTO to build relationships with the teachers, staff, and administrators in their student's school.

7.6. Teachers, Staff, and Administrators' Goals for the Family Teacher Organization (FTO)

We found that the teachers, staff, and administrators held three goals for the FTO: supporting students, involving parents/guardians/volunteers, and supporting teachers. The primary function of the FTO was to support students, which included connecting families to the school. The FTO goal to support students and connect families with the school aligns with research highlighting parent (or family) teacher organizations being critical conduits for bridging home and school, thereby enhancing collaboration and positive student outcomes (Shute et al., 2011; Wilder, 2013). We speculate that teachers, staff, and administrators perceive the FTO as a critical resource for recruiting parents/guardians to assist in the classroom and school activities, thereby enhancing their child's learning. A necessary direction for future research is to determine whether the expectations of teachers, staff, and administrators regarding parent/guardian involvement are being met.

7.7. Stakeholders' Goals on Enhancing Primary School Functions Through a Family Teacher Organization

We found that the parent/guardian FTO stakeholders tended to perceive the primary focus for enhancing school function as meeting students' basic needs (e.g., food, clothing) and expanding educational opportunities (e.g., life skill classes, community building). The parents/guardians perceived the FTO to be a crucial support structure that stretches beyond academics to support emotional, psychological, and physical well-being. Our finding aligns with Wilder (2013) and Shute et al. (2011), who detailed how families consider parent organizations as a means to connect home and school, serving as a conduit to address broader student needs. A direction for future research might be to examine the outcome of educating families on the common functions of an FTO, while also considering how expanded expectations can be incorporated to meet the diverse needs of students.

We found the teachers, staff, and administrators tended to emphasize FTO goals that involve volunteering, providing resources for students, and showing appreciation for the teachers. The responses highlight their perception that the FTO has the potential to alleviate the workload of teachers, staff, and administrators by coordinating volunteers and supplying classroom resources. These goals align with Boylan et al. (2021), which indicates that parental involvement in schools enhances instructional environments and teacher effectiveness. A direction for future research is to examine how schools and FTO stakeholders can create shared goals that maximize the organization's contributions to both academic and non-academic outcomes.

8. Limitations and Delimitations

Several limitations and delimitations of our research impacted our results. First, the sample size of our study could have always been larger. A larger sample size would have significantly enhanced the reliability and validity of the study. Additionally, the study was conducted at a single school, with a primary school as its focus. Increasing the number of schools in the study could have taught us more about the goals of the FTO at similarly structured schools. The data collected and analyzed from the single school we used may vary due to differences in demographics, resources, and culture.

Secondly, another limitation of our study is that the data were all self-reported. This limitation of our study could have introduced bias into the data. Participants may have answered the questions based on how they felt society would have wanted them to be answered. Additionally, the data were collected through a survey. Additional impactful data could have been collected if follow-up questions had been asked during an interview. Also, the stakeholders included in this study were internal only. We did not include the voice of those who are community members only.

The third limitation was the survey design. One of the questions was in a rank system. These predetermined codes did not completely enable the participants to create these themes or codes independently. However, this question included an "other" option, allowing participants to provide more detailed information. The open-ended questions were limited, and maybe if they weren't, participants could have fully expressed their goals for the FTO.

Lastly, the fourth limitation is that the data was collected from a single FTO. A potentially fruitful direction for future research is to conduct a comparative case study that includes data collection from multiple

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Corresponding Author: Dana J. Tribble

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FTOs to determine the level of consistency among the groups. Such future research would enable researchers to determine whether the findings are unique to a single organization or a broader context. Additionally, including multiple FTOs could highlight variations in goals and structures that may be influenced by organizational size, culture, or geographic location. The inclusion of numerous FTOs would increase the reliability of the results.

9. Conclusion

We conducted this study to explore the goals of the parents/guardians, teachers, staff, and administrators regarding the role of a Family Teacher Organization (FTO) in enhancing primary school functions. By further exploring the goals of these stakeholders, we gained a deeper understanding of how to support this school. We were provided with these stakeholders' values in terms of an FTO, which included the success of students, support for teachers, and fostering a collaborative partnership between parents/guardians and the schools of this specific primary school. Our findings highlight the importance of a well-functioning FTO to enhance primary school functions while supporting both the academic and non-academic needs of students through strong partnerships.

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*Corresponding Author: Dana J. Tribble

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