The Current Situation of Communication Between Families and Schools

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A R T I C L E I N F O	A B S T R A C T

Previous studies have highlighted the lack of research on the communication between Chinese parents and teachers in schools in Spain (Catatonia). This problem is a significant issue that requires further research, as Chinese parents encounter difficulties during parent and teacher meetings in schools in Spain. This study aimed to assess the influence of cultural perception, communication styles, and barriers to parental involvement on the communication between families and schools in Spain. The data for this study was collected from 90 Chinese parents residing in Spain. An analysis of the data was conducted using SPSS 29, utilising Pearson's correlation, and regression approach. The study revealed a noteworthy and meaningful influence of the perception of cultural differences, choice of communication styles, and barriers to parental involvement on the communication between families and schools in Spain. The study proposed policy recommendations to enhance communication between Chinese parents and teachers in Spanish schools.

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1. Introduction

Collaboration and coordination among families, schools, and society is the prevailing focus in educational endeavours (Macia & Llevot, 2019). Parents play a crucial role in shaping their children's education, as family education serves as the foundation for their learning (Anastasiou & Papagianni, 2020). Parents possess a deeper comprehension of their children's character, interests, and other facets (Macià et al., 2021). Teachers face a collective of students rather than individuals, each with unique qualities and differences. To effectively tailor their teaching and nurture overall growth, teachers must possess a deep understanding of their students (Szczygieł, 2020). Conducting the study in families with cross-cultural backgrounds expands the theory of interactional behaviour and enhances the understanding of interactional rationality (Wolf, 2020). Additionally, it offers a valuable perspective for studying home-school communication from a reference and research standpoint. It offers afresh outlook on the research in home-school communication.

The necessity to cultivate talent has grow, It is unrealistic to expect schools to manage this task alone (Baker, Clayton, & Bragg, 2021). Enhancing communication between home and school can significantly boost the effectiveness of education (Moyer & Goldberg, 2020). The influence of communication between home and school will have a lasting impact on students as they progress through life. On the other hand, students' thoughts and behaviors are constantly changing, especially in the dynamic context of two interconnected cultures (Bernad & Llevo, 2016; Macià et al., 2021). Effective communication between home and school is crucial in facilitating their holistic development (Macia & Llevot, 2019; Ng & Cheong, 2023). Drawing on these perspectives, this research study aims to investigate the current state of home-school communication in primary education. Adopted an interdisciplinary approach and examines the Habermasian theory of interactional behavior.

Maintaining effective communication between teachers and parents is a vital component of a teacher's responsibilities, particularly in schools with foreign student populations (Yulianti et al.; Macia & Llevot, 2019). The effectiveness of a teacher's role is partially contingent on the degree of parental cooperation and support. Solid communication between home and school enables teachers to collect essential information about their students, thus enhancing their ability to fulfill educational and instructional duties more effectively (Pozas, Letzel, & Schneider, 2021). This study's significance stems from the communication challenges that Chinese parents encounter when interacting with teachers in Spain. This study acknowledges the generational differences in family education definitions, thus excluding grandparents and focusing on data from 50 Chinese Spanish parents. The data were analyzed using Pearson correlation and regression methods with SPSS 29. Employing the Theory of Interactive Behaviour (TIB), the study investigates the underlying causes of communication issues and offers recommendations to improve home-school communication based on TIB principles. This method serves as an invaluable resource for enhancing communication between educators and families, potentially fostering the exchange of ideas and behaviors in both home and school environments (Anderson, 2020). Therefore, this study tested the following three hypotheses:

H1: There is a significant relationship between perceived cultural differences and communication between Chinese Spanish families and schools.

H2: There is a significant relationship between the choice of communication style and communication between Chinese Spanish families and schools.

H3: There is a significant relationship between barriers to parental involvement and communication between Chinese Spanish families and schools.

2. Literature Review

2.1 Theoretical Underpinning

Parents and teachers, as individuals, collaborate to educate students, thereby forming a relationship in the process (Epstein, 2018). This bond is particularly significant for foreign families in schools, where it develops naturally (Macia & Llevot, 2019). However, communication between home and school represents a dynamic aspect of this relationship, impacting not only the dialogue between parents and teachers but also affecting parental self-efficacy (Poncelet, Macià & Dierendonck, 2023). Habermas' examination (1985) of interaction delves into the complexities of human survival and social interaction amidst modern crises. He posits that through the exercise of rational power, individuals can establish authentic connections by engaging in communication, dialogue, and understanding. This approach can transcend the conventional subject-object dichotomy, fostering a sense of inter-subjectivity. Consequently, this research underscores a fundamental connection between interactional rationality and home-school communication, as both prioritize the domain of human relationships.

2.2 Communication Strategy

Research has shown that implementing effective communication strategies between homes and schools is crucial for enhancing students' academic achievements (Tanase, 2023). These strategies include a variety of methods, such as in-person interactions and the use of digital tools and social media platforms (Sutherland et al., 2023). Yet, debates persist about the efficacy of different communication styles, with some studies suggesting that digital tools may not entirely replace the benefits of face-to-face interactions (Hart et al., 2022). The home and school environments significantly influence students' potential, with robust communication channels providing students with better opportunities to realize their potential (McWayne, Melzi, & Mistry, 2022). A reseacher, Flavell (2023) found that effective communication between schools and homes positively affects children's social skills and behavior. Family involvement is also a key factor in student achievement throughout their educational journey, with active parental participation correlating with improved academic performance, sustained learning, and reduced dropout rates (Ross, Kennedy, & Devitt, 2021). On the effective comunication,Thus, establishing effective communication strategy is essential for recognizing and nurturing each student's unique strengths and talents (Griffiths et al., 2022). Lastly, Ivy et al,. (2021) highlighted the broad positive impact of effective school-home communication on children, their families, teachers, and the broader school community.

2.3 Hypotheses Development

Research has demonstrated that the implementation of effective communication strategies between homes and schools plays a crucial role in enhancing student academic achievement (Tanase, 2023). Effective communication strategies encompass a wide range of methods, including both in-person interactions and the utilisation of digital tools and social media platforms (Sutherland et al., 2023). However, there is ongoing debate regarding the efficacy of various communication styles, as certain research indicates that digital communication tools may not fully replace face-to-face interaction (Hart et al., 2022).

According to a recent study by McWayne, Melzi, and Mistry (2022), the environment at home and school plays a significant role in shaping a student's potential. When there is strong communication between home and school, students have a great chance to develop their potential. When there is a strong connection between home and school, students have a great chance to unlock their full potential. A recent study conducted by Ross, Kennedy, and Devitt (2021) highlights the significant impact of family involvement on student achievement throughout their academic journey. The research emphasises that when parents actively participate in their children's education, it leads to improved academic performance, sustained learning, and a decrease in dropout rates. Buren, Maggin, and Kumm (2022) highlight the valuable role that parents play in supporting and enhancing the functioning of the school. In a study conducted by Flavell (2023), it was discovered that establishing effective communication between schools and homes can have a positive impact on children's social skills and behaviour. Stewart et al. (2021) emphasised the importance of fostering effective communication between schools and homes to enhance student learning. According to Griffiths et al. (2022), establishing effective communication between schools and homes can play a crucial role in recognising and fostering students' individual strengths and talents. Ivy et al. (2021) emphasised the positive impact of effective communication between schools and homes on children, their families, teachers, and the school community.

Research has indicated that home-school communication is greatly influenced by cultural background. Various studies have emphasised the potential variations in expectations and communication styles among families from diverse cultural backgrounds (Li & Burke, 2023). In addition, certain Asian families may prefer more casual communication styles. On the other hand, Western families may lean towards formal meetings and written communication (Sianturi, Lee, & Cumming, 2023). Parental involvement is considered an essential element of effective home-school communication. Research has shown that when parents are actively involved in their children's education, it can have a positive impact on their academic performance and social skills (Saltmarsh & McPherson, 2022). Nevertheless, certain studies indicate that parental involvement maybe constrained by work, time, and resources (Conroy et al., 2022), with these factors being particularly noticeable in families from diverse socioeconomic backgrounds. In today's fast-paced world of technology, numerous efficient methods of communication have emerged, creating a seamless connection between home and school. In addition, numerous educational institutions are hesitant to embrace the opportunities presented by the era of big data to facilitate effective communication between schools and families (Graham et al., 2021). However, the integration of technology and

improved communication between parents and schools will foster a stronger connection. However, it can also give rise to numerous challenges (Vassallo, 2022). According to a recent study by Warhurst, Bayless, and Maynard (2022), it was discovered that inconsistent technical adoption and use have significant implications for school-home communication. The findings indicate that when parents and principals have similar technical preferences and expectations, it leads to higher levels of parent satisfaction with the headmaster and school. On the other hand, when there is alack of alignment, it results in reduced satisfaction.

Cultural differences can pose challenges to effective communication. When communities with diverse cultural values come together, effective communication can be challenging (Moyer & Goldberg, 2020). The language used by different cultures can often hinder the exchange of ideas and hinder cultural progress by limiting communication between communities.

The comprehension of communication between parents and teachers of children is also influenced by cultural values. Thus, the way cultures are perceived varies, resulting in diverse impacts on individuals' personalities (Chen & Rivera-Vernazza, 2023). Developing a deep understanding of different cultures enables individuals to effectively communicate with others. Similarly, thelimited knowledge and awareness of individuals from diverse cultures pose a challenge to effective communication (Usonwu, Ahmad, & Curtis-Tyler, 2021). Thus, variations in culture give rise to disparities in perception. Individuals with academic prowess recognise and appreciate cultural diversity, fostering effective communication. However, the cultural values of individuals with limited communication skills pose a challenge to their development (Wolf, 2020). It can be quite achallenge for parents and teachers to effectively communicate when they come from different cultural backgrounds with their own set of values and associations.

Communication plays a crucial role in the progress of human knowledge and comprehension (Smith, 2020). Nevertheless, individuals from diverse cultures possess distinct values and methods of communication. At times, this mode of communication is seen as a crucial element that can have a positive impact on individuals, helping them enhance their comprehension and communication skills (Cun, 2020). Meanwhile, the ineffective way of communication leads to misunderstandings among individuals, hindering their ability to work together effectively. The selection of communication style between parents and teachers of children from diverse cultures offers them the chance to foster improved understanding (Bagnall, Skipper, & Fox, 2020). It is important for the parents of immigrants to learn how to effectively communicate within the cultural norms of their new community. Thus, it is crucial to enhance the communication between parents and teachers of the students. Therefore, it is important to adopt a communication style that is flexible in order to ensure smooth communication (Misirli & Ergulec, 2021). The teachers must adopt effective communication strategies to successfully engage with the parents of immigrant students and achieve their communication goals. Therefore, these advancements in communication methods area step towards fostering effective communication (Tessitore et al., 2021).

Dealing with communication across different cultures can be quite a daunting task (Ramírez-Rueda et al., 2021). It is crucial to establish effective communication channels between parents and

their children's teachers, ensuring that there are no obstacles hindering the process. Enhancing communication between parents and children can greatly contribute to fostering a deeper understanding of cross-cultural communication (Myende & Nhlumayo, 2022). Improving communication skills and cultural understanding is crucial for enhancing effective communication. The participation of parents and children in various activities is a crucial element that impacts the enhancement of communication between parents and teachers from diverse cultures (Koskela et al., 2020). Immigrant parents must adapt to new ways of communicating with other cultures and develop appropriate policies to achieve organisational goals. The level of understanding between parents and children plays a crucial role in achieving organisational goals that are strategically important for the advancement of cultural values (Anastasiou & Papagianni, 2020). Thus, it is essential to provide adequate training to parents or offer guidance to help them overcome communication obstacles. Collaborating with individuals from diverse cultural backgrounds can be a more advantageous approach, as suggested by Hutchison, Paatsch, and Cloonan (2020). The improvement of communication and its progress is a key factor in fostering more effective discussions between families and schools.

3. Methodology

3.1 Method

This research employed both quantitative and qualitative methods, a mixed approach that was considered appropriate for collecting and analyzing data to reach the study's conclusions. The analysis was performed using SPSS 29, which involved a variety of correlation and regression tests. Initially, a questionnaire was deployed to collect data and to measure the relationships between the variables, utilizing a 7-point Likert scale for responses. This research succeeded in developing a measurement scale for each variable, addressing the absence of valid scales in previous studies. The scale development process was crucial, adhering to the guidance of Jebb, Ng, and Tay (2021). The first step included a review of the literature to define and measure the variables accurately within the context of this study. A set of items was then crafted for each variable.

Furthermore, a panel of expert reviewers was assembled to validate the accuracy of these items. They conducted a face validity assessment, scrutinizing the language and content. Based on their feedback, some modifications were made to the scale to improve its clarity for respondents. Consequently, a subset of the sample from the same population was used to perform an Exploratory Factor Analysis (EFA), which affirmed the reliability of the newly developed scale items. Another dataset was gathered, following Jebb et al. (2021), to conduct a Confirmatory Factor Analysis (CFA), which also validated the scale. Thus, the scales crafted for each construct were confirmed to be suitable for data collection.

3.2 Participants

This research utilized convenience sampling to gather data. To ensure control over variables, 20 parents from Catalonia, Spain, were chosen, who has the primary school students in family, specifically excluding any intergenerational linkages to the grandparents' generation. Some

participants were from the same family group, while others were Chinese nationals with an experience of living abroad ranging from more than 3 years to less than 10 years. Consequently, the sample of 20 Chinese parents included divorced families as well. Throughout the survey, respondents' personal information was strictly confidential. As a result, the questionnaire did not include a section for collecting demographic information.

4. Data Analysis and Findings

The results of this study were determined using SPSS 29. Various steps were undertaken to analyse the data. Firstly, the data's normality was tested. The identification of missing values was used to measure the findings of data normality (Royston, 1992). We also tested the mean and standard deviation to confirm the normality of the data. The data contained no missing values, and the mean and standard deviation were within the expected range. In addition, measurements were taken for skewness and kurtosis to further analyse the results. The findings of skewness between -3 and +3 are considered significant. The findings of kurtosis between -7 and +7 are considered significant for any research and normality of data. The reported results confirmed that the skewness and kurtosis were significantly achieved, and there was no abnormality in the data. Furthermore, the Shapiro- Wilk test was performed, and the study found that p-values for all factors were less than <.001. Hence, the normality of data was established, and findings are reported in Table 1.

Table 1

Data Normality

	CFS	PCD	CCS	BPI
Valid	90	90	90	90
Missing	0	0	0	0
Mean	3.256	3.211	3.456	3.378
Std. Deviation	1.488	1.893	1.867	1.827
Skewness	0.071	0.573	0.347	0.426
Std. Error of Skewness	0.254	0.254	0.254	0.254
Kurtosis	-0.76	-0.622	-0.861	-0.762
Std. Error of Kurtosis	0.503	0.503	0.503	0.503
Shapiro-Wilk	0.919	0.895	0.915	0.919
P-value of Shapiro-Wilk	< .001	< .001	< .001	< .001
Minimum	1	1	1	1
Maximum	7	7	7	7

In addition, the results of Pearson's correlation were examined and presented in Figure 1 and Table 2. The Pearson correlation coefficient (r) is widely used for quantifying linear correlations in academic settings. It is a numerical value that quantifies the strength and direction of the relationship between two variables (Cohen et al., 2009). When one variable shifts, the other variable also shifts in the same direction. The p-values were examined to assess the relationships. The study revealed that the p-values for all constructs were less than <.001. Therefore, the study has confirmed that there were significant correlations between all variables. Thus, the data for this research was deemed suitable for further analysis.
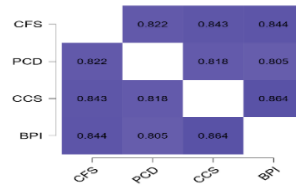
Figure 1. *Pearson' Heatmap.*

Table 2

Pearson's Correlation Analysis

Variable		CFS	PCD	CCS	BPI
1. CFS	Pearson's r				
	p-value				
	Upper 95% CI				
	Lower 95% CI				
2. PCD	Pearson's r	0.822			
	p-value	< .001			
	Upper 95% CI	0.879			
	Lower 95% CI	0.741			
3. CCS	Pearson's r	0.843	0.818		
	p-value	< .001	< .001		
	Upper 95% CI	0.894	0.877		
	Lower 95% CI	0.771	0.735		
4. BPI	Pearson's r	0.844	0.805	0.864	
	p-value	< .001	< .001	< .001	
	Upper 95% CI	0.895	0.867	0.909	
	Lower 95% CI	0.772	0.717	0.801	

Meanwhile, the findings of the model summary were tested. The model summary provides information about the characteristics of the model. The R-value represents the correlation between the dependent and independent variables. A value greater than 0.4 is taken for further analysis. As a result, the R-value was 0.889, which is greater than 0.4. R^2 shows the total variation for the dependent variable that the independent variables could explain. A value above 0.5 indicates that the model is sufficiently accurate in determining the relationship. The results indicated a significant achievement with an R^2 value of 0.790. Adjusted R^2 is a useful measure for understanding the extent to which the results of multiple regression can be generalised and how much the sample results vary from the population. There must be a minimum difference between R^2 and Adjusted R^2. The results indicated a minimal discrepancy between the two values. Therefore, the model summary for this research was established.

Table 3

Model Summary

Model	R	R^2	Adjusted R^2	RMSE
H_0	0	0	0	1.488
H_1	0.889	0.790	0.782	0.694

The significance of the model was assessed by examining the results of the Analysis of Variance (ANOVA) to determine its impact on the outcome. A confidence interval of 95% or asignificance level of 5% is selected for the study. Therefore, it is crucial for the p-value to be below 0.05, as this research has verified. As a result, the F-ratio was examined to determine how well the model improved the prediction of the variable, considering any inaccuracies in the model. The F-ratio yield efficient model indicates that the value is greater than 1. Therefore, the F-ration was reported as 107.695, indicating a significant level. Therefore, the model was deemed suitable for further analysis.

Table 4

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	155.682	3	51.894	107.695	< .001
	Residual	41.44	86	0.482		
	Total	197.122	89			

At last, the importance of the variable in the model and the extent to which it affects the dependent variable were examined using the coefficients test. This analysis is useful for conducting hypothesis testing in a study. A p-value below 0.05 is required to establish a significant path, as stated by Hair et al. (2019). The results of H1 have confirmed a noteworthy correlation between the perception of cultural disparities and communication between families and schools in Spain. In addition, the study's results revealed a noteworthy correlation between the selection of communication styles and the interaction between families and schools in Spain. Ultimately, the research conducted by H3 has confirmed a noteworthy correlation between obstacles to parental engagement and the level of communication between families and schools in Spain. The findings can be found in Table 5.

Table 5

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	3.256	0.157		20.753	<.001
H_1	(Intercept)	0.726	0.159		4.560	<.001
	PCD	0.236	0.072	0.300	3.281	0.001
	CCS	0.242	0.086	0.304	2.818	0.006
	BPI	0.277	0.085	0.340	3.257	0.002

5. Discussion and Conclusions

The findings of this research strongly supported the relationships based on the empirical data. The study found a correlation between the perception of cultural differences and communication between families and schools in Spain. This relationship was analysed in conjunction with the findings of previous studies to uncover new theoretical insights in the literature. As per Anastasiou and Papagianni (2020), cultural disparities can pose challenges to effective communication. When populations have different cultural values, effective communication can be quite challenging. The wide range of languages found in various cultures presents a major challenge to fostering cultural advancement, leading to restricted communication between

communities. According to a study by Koskela et al. (2020), understanding the communication between parents and teachers of children is influenced by cultural beliefs. As a result, people have different perspectives on various cultures, which can have a significant impact on their personalities. Improved understanding of different cultures promotes effective communication between people from various backgrounds. According to Hutchison et al. (2020), a lack of understanding and awareness among people from different cultures can make effective communication challenging. Therefore, differences in culture lead to differences in perception. People with a strong academic background recognise cultural differences as genuine and develop effective communication abilities. As per Wolf (2020), the lack of effective communication between individuals with diverse cultural values poses a major hindrance to their capacity to prioritise progress. Based on the research conducted by Bagnall et al. (2020), it has been found that parents and teachers often encounter challenges when it comes to effective communication. These difficulties arise from the differences in their cultural backgrounds and beliefs.

In addition, the study emphasised the correlation between communication styles and the interaction between families and schools in Spain. This relationship was analysed in conjunction with the findings of previous studies to uncover fresh theoretical insights in the literature. According to (Chen & Rivera-Vernazza, 2023), effective communication plays a vital role in advancing human understanding. However, people from different cultures have unique values and ways of communicating. Based onTessitore et al. (2021), this mode of communication is considered a significant factor in improving individuals' understanding and communication methods. On the other hand, communication methods that are not effective can lead to misunderstandings among individuals, which can hinder their ability to collaborate efficiently. According to a recent study by Ramírez-Rueda et al. (2021), the way parents and instructors communicate with children from diverse cultures can help improve their understanding and comprehension. It is crucial for parents of immigrants to have a thorough grasp of the proper communication methods that align with the cultural norms of the host society when engaging with others. According to Myende and Nhlumayo (2022), it is crucial to enhance the communication channels between parents and teachers of the students to promote progress. Therefore, it is crucial to adopt a communication style that can easily adapt to ensure smooth communication. According to Moyer and Goldberg (2020), teachers need to use a successful mode of communication to effectively engage with the parents of immigrant students and achieve their objectives. Therefore, these developments in communication methods constitute a progressive approach towards fostering effective communicatin.

Additionally, this study has established a clear correlation between obstacles to parental engagement and the level of communication between families and schools in Spain. This relationship was analysed in conjunction with the findings of previous studies to uncover new theoretical insights in the literature. Interacting with individuals from different cultures can present an ongoing challenge in communication, as highlighted by the research of Misirli and Ergulec (2021). Efficient communication between parents and children's teachers should be unhindered and appropriat. Improving the connection between parents and children through strategic methods can greatly help in developing a thorough understanding of cross-cultural communication. According to Bagnall et al.

(2020), improving communication can be accomplished through deliberate improvements in cultural values and enhanced communication skills. The active involvement of parents and children in a range of activities plays a vital role in fostering effective communication between parents and teachers from different cultural backgrounds. As per (Smith, 2020), it is crucial for immigrant parents to adapt to new cross-cultural communication methods and implement effective policies to successfully accomplish organisational goals. The level of understanding between parents and children plays a vital role in achieving important organisational goals that support the development of cultural values. As per the research conducted by (Usonwu et al., 2021), it is crucial to ensure that parents receive sufficient training or guidance to overcome any barriers that may impede effective communication. Working together with people from diverse cultural backgrounds is a more beneficial and carefully considered approach. As per (Cun, 2020), the focus on improving communication between families and educational institutions is crucial for fostering better discourse.

6. Conclusion

The current research developed new relationships that area significant contribution to the body of knowledge because this research was designed to address the loops in literature. To begin with, this study empirically confirmed that there is a relationship between the perception of cultural differences and communication between families and schools in Spain. This relationship was inconsistent with the findings of previous studies. Accordingly, the statistical findings of this research confirmed that there is a relationship between choice of communication styles and communication between families and schools in Spain. In the previous studies, this relationship had no concluding discussion due to inconsistency in the finding. Lastly, the study also provided empirical evidence of a correlation between obstacles to parental engagement and communication between families and schools in Spain. Previous studies in the field have not provided a definitive discussion on this relationship. Therefore, the study has determined that the results of this research hold great importance in the field of academia. Additionally, this research aims to address the gaps left by previous studies, providing a more comprehensive understanding of the topic. This research makes a valuable addition to the existing body of knowledge. They will prove invaluable to future scholars seeking to comprehend the intricate connections between research variables.

Just like its theoretical significance, this research also holds practical value in enhancing communication between Chinese parents and school administrators and teachers in Spain. The study suggests that it is important to appropriately consider the perception of culture and its differences between Chinese parents and staff of Spanish schools. This approach can help foster a deeper understanding and enhance effective communication. In addition, the study emphasises the importance of selecting an appropriate communication style when fostering effective communication between Chinese parents and school staff in Spain. The study emphasises the importance of establishing a consistent level of communication between all parties involved in order to effectively discuss students' educational progress. The study, on the other hand, revealed the obstacles that Chinese parents face when trying to communicate with teachers in Spanish schools. Thus, it is crucial to establish a comprehensive framework that can eliminate these obstacles and

enhance communication between parents and teachers. To achieve this objective, it is crucial for school administrators to enhance and establish effective policies that can assist Chinese parents and Spanish teachers in enhancing their learning experience.

7. Limitations

However, the study found that there is a positive and significant impact of perception of cultural differences, choice of communication styles and barriers to parental involvement on communication between families and schools in Spain. However, there are some limitations of this research which are required to be addressed by scholars in future studies. Firstly, the scholars are required to investigate further factors that could influence the communication between Chinese parents and schools in Spain. This research only determined three factors, namely perception of cultural differences, choice of communication styles and barriers to parental involvement. Thus, it is recommended that future research be conducted using qualitative data and employing an interview-based approach to ensure the acquisition of meaningful results. As a result, the study has primarily examined Chinese parents in Spain, although there are also other immigrant groups present. Hence, further research is necessary to enhance the breadth of their study and gather data from diverse immigrant communities. Additionally, it is important to assess the effectiveness of their communication with the staff of Spanish schools. By doing so, it would make a valuable addition to the existing research that lacks this information.

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