

Chinese Sub-culture and Parental Involvement Strategies: An Anthropological Case Study of a Public School in Eastern America

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ABSTRACT The object of this paper is to reveal the role of subculture in Chinese immigrants in shaping parental involvement strategies at the school. The experimental design of this study relies on participant observation in a public school, located in large urban school district in Eastern America and 34 in-depth interviews to the parents and 8 educators there. The principal observation and conclusion shows the teachers in the school require academic support from the families and the Chinese immigrant families can meet these needs generally through practicing their a large family network and higher expectations for their children's academic achievement. However for the administration perspective of parents' involvement, it requires parents' active involvement in community participation. The Chinese immigrant families tend to fail to satisfy this needs. The subculture of big family network of Chinese immigrants community is lack of tradition of community participation, which impedes them to be active community members within the American school.