

## THE ROLE OF PARENTAL PARTICIPATION IN CHILDREN'S EDUCATION

Suyunova Dilrabo Mahmudovna

Teacher in School №71

**Abstract:** *This article explicates the importance and benefits of parental involvement in child's education. The fact is exemplified that parents' involvement in their child's learning process offers many opportunities for success- improvements on child's morale, attitude, and academic achievement across all subject areas, behavior and social adjustment. The engenderment of children's education requires the interplay of several factors with parental involvement as a key ingredient in the educational experience. Findings revealed that parents' belief that their participation in their children's education is part of the training they are supposed to give them has motivated them to participate. This study underscores that the most common obstacle to parental participation is the parents' pessimistic attitude towards supporting school where their children are enrolled in, and the "we-don't-care- attitude" among parents. Barriers to parental participation in their children's education include the high cost of living which keeps parents preoccupied with economic ventures, and low self-esteem due to some parents' illiteracy which makes them feel they cannot offer much besides paying their children's school fees.*

**Keywords:** *Parents' motivation, parental participation, school, supervision, teachers.*

### INTRODUCTION

The home is the first school where the personality of children is formed with the authority assumed by the parents. Although it is true, the formation of values is also instilled in schools and universities, even when parents fulfill the duty of being the first educators. The importance of a good relationship between parents and school should be a shared task, in order to reach the goal, to achieve integrity professionals. Specialists point out that it is important to help parents get involved in the education of their children, since it improves the performance in grades, motivation increases and the risk of falling into vices decreases. Parents, who have been considered as one of the stakeholders of the school community, play tremendous roles in the child's educational and environmental transformation; thus, the intensity or extent of participation that parents have in their child's education and school, more often, have to be realized. Many parents, whose children are currently enrolled in a particular school, are enormously concerned, more often being active to assist in their child's classroom, communicating constantly with their child's teachers, assisting with their homework, getting involved with school projects, and discussing their child's individual academic strengths and weaknesses with teachers.

Education of Child should not be only the responsibility of Teachers: Most of the parents and students have a very negative attitude towards our work as teachers. Parents often complain about the lack of motivation of their children towards school and, of

course, for parents, the lack of this motivation is the fault of the teachers. This is happening more and more, especially in high school. It is clear that there are subjects that throughout life have been considered more boring and difficult, as is the case of the subject of Physics and Chemistry. But this attitude can change if we use the appropriate strategies.

We must be aware that in order to achieve better performance from our students in classrooms, it is not enough just to try to give clear explanations in our classes and have a vocation for teaching. Parents are a basic pillar in the student-teacher relationship. Therefore, we must capture the attention of parents, towards our subject, making them participate in it so that they value it and understand it. It is important to make them understand that education is not only the responsibility of teachers but that parents are the fundamental pillars in the educational process, so parents, students, and teachers must hold hands and try to collaborate together in the education of their children.

Several schools, both private and public sectors, have programs designed at intensifying parental participation such as boys and girls scouting, school- community socio-economic projects, disaster volunteer task force, and school- community work brigade. However, increasing parental involvement remains a tough challenge among school administrators and their teachers despite clear programs, concerted efforts, and strong motivations. Importance of Parental Involvement Why do parents have to get involved in their child's education? Basically, parents' involvement in their child's learning process offers many opportunities for success. When parents participate in the school education of their children, they achieve very important aspects in them, such as better school performance, a better attitude of students towards teachers, a positive attitude of parents towards schools, and especially better parent-child-teacher relationships. That is why we must always try to maintain a close relationship with families.

Actual Role of Parent in their Child's Education This relationship does not consist of sending them much homework and that the parents spend hours helping their children to finish them; with this, we would not achieve our objective; upside down. What we should do is try to draw parents' attention to our subject, but how can we do it? Carrying out activities that generate parents' interest, that motivate them to participate in activities that have to work side by side with their children, outside of schools. It further says that family involvement in education helps children to grow up to be productive, responsible members of the society. This means that if we involve the parents in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the students. As parent's involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education. Many researches in developed countries revealed A New Wave of Evidence, The Impact of School, Family, and Community Connections on Student Achievement, the authors state that "most students at all levels - elementary, middle, and high school - want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school." The study further points out that

“when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.” It has been proven time and time again that parents who invest time and place value on their children’s education will have children who are more successful in school.” There are always exceptions, but teaching a child to value education brings a positive impact on their education.

Unfortunately, a fraction of this disappointment rests on the fact that the community often places sole blame on the teachers and school heads, when in reality, there is a natural incapability if parents are not mindful of their obligations. For the past five years in the five school districts, the author has often been observing, that some schools in a certain district is influenced by parental involvement at a certain degree. The schools with more parental involvement are almost always the higher performing schools both in academic and nonacademic undertakings. Consequently, the administration and the teachers have become more motivated, more committed, and more active to support the initiatives of the parents. Barriers to Parental Involvement As mentioned earlier, school performance is tantamount to the degree or the extent of parental involvement, thus, it is important to identify the roadblocks that create impact on parent’s participation and the children’s proper education. Important obstacles that constrain parents' ability to become actively involved in their children's education include the teachers' attitudes and the parents’ family resources, among others. These obstacles, however, can be overcome by the school and through teacher’s orientation and training. Based on the author’s personal observations and random interviews with her fellow school administrators, the most common obstacle to parental participation is the parents’ pessimistic attitude towards supporting school where their children are enrolled in.

As we change the attitude of parents, we implement strategies that motivate parents to participate in the education of their children to produce changes that promote educational development and improve the academic performance of their children. As we already know, one of the most important agents in the education of the children resides in the families, this pillar is the first motivating agent of learning, and in it, the first bases of education of all students are established. It is important not to forget, that here the first bonds of union between child and learning in values are generated; therefore, there must be good positive reinforcement from the base regarding this issue.

In whatever age and in whatever context, parents must educate by putting values, genuine behaviors, accepting diversity, and, above all. Various studies have concluded that a learning scenario is more effective when giving containment, trust, and protection against the academic context. Feeling support from parents, then, is crucial for the development of children’s potentialities, nurturing learning expectations, and feeling capable of carrying out new tasks or challenges.

However, this is not enough. Parents should feel part of the learning process and dedicate time to it. If it is children, they must incorporate the habit of study, which keeps

its complexity since to install it, you have to go from one hundred percentsupervision and accompaniment to dose the shared responsibility until the student self-regulates and the habit Study is part of a student’s daily scenario.

Ways to help your child as a parent in education On the other hand, if we are facing an adolescent, all that remains is to offer help, provide support, and, above all, give emotional restraint to the internal conflicts that he faces by listening very assertively. In whatever age and in whatever context, parents must educate by sharing values, genuine behaviors, accepting diversity, and, above all, marching at the individual rhythm that each student has. We must understand that learning is not only memorizing new knowledge but acquiring ne experience, learning skills, and mobilizing generic skills that the student envisions on this path. Posted in National Center for School Engagement, Family Support America shared with its readers the common barriers associated with increasing parental involvement in schools and community programs, as follows: 1. Attitudes - Staff do not feel comfortable talking about issues in front of families. Families don’t trust staff. Staff thinks families are too overwhelmed to participate. Staff isn’t willing to accept families as equal partners. Families think they have nothing to contribute. Staff thinks that families will violate client confidentiality. 2. Logistics - Schools and programs can’t pay for childcare. Transportation is unavailable for families to get to meetings. Meetings are held only during workin hours - or at times inconvenient for parents. Families aren’t reimbursed for the time they take off of work to attend meetings.

3. System barriers - No systems are in place for paying parent leaders for their time and contributions. Staff time can only be paid during regular working hours. Lack of resources available for supporting parent and family involvement.

4. Lacks of skills - Families have never participated in (school-type) meetings/committees. Families are unaware of applicable procedures and policies. Staff isn’t ready to work with families in new ways. Lack of information about the role of families and staff. To offer local schools and districts’ information and materials to expand parent and family engagement in order to decrease the obstacles, if not totally eradicate, and to maximize parental involvement, this article would wish to present this that may also help school reshape parents’ and teachers’ notion on parental involvement in extensive yet simpler terms. This is only achieved in a context where the engine is pro-learning interaction, which implies building a harmonious and mutually collaborative atmosphere. Fathers and mothers tend to be the main benefactors in the educational process of their sons and daughters; therefore, they are closely involved in the course of this, in which their role is transformed according to the school stage in which the minors are.

In the development process of boys and girls, their skills and capacities change as, in parallel, academic demands increase. It is for this reason that the role of parents implies, as a priority, the accompaniment and development of the independence of the little ones, allowing them to advance as responsible and secure beings of what they think, feel, and project in life.

In this way, during the preschool stage, the role of parents lies in establishing structures and habits of independence in the lives of their sons and daughters, since, for the first time, boys and girls face the need to act autonomously, without the immediate intervention of mom or dad.

Given this, it is important to explain what is expected of them and define their responsibilities according to the level of preschool they are in: from doing the task on the day that corresponds to them, preparing for an exhibition or reviewing the material seen in class to internalize the content and strengthen skills as something natural and fun.

Impact of Parent's Good Education on the Child's School Once boys and girls become primary school students, the role of parents continues to change in order to meet the needs of schoolchildren. During the first cycle of primary education, parents have a much more active role in student learning, since they must teach them to take responsibility for their studies and how to do it. They can make a study schedule with the children and teach them to use it to instill the habit and the pleasure to learn. In the same way, they must provide them with different strategies to study and review the different subjects. They must understand that the study techniques must vary according to each subject, or its contents, and they must also consider that what worked for them or their older sons or daughters. Throughout the second cycle of primary education, it is expected that the structure, habits of independence, and the acquisition of responsibilities will be consolidated to allow parents to modify their role. It is at this time that the active involvement that was presented in the previous stage is replaced by accompaniment and support for the students. The levels of independence and responsibility of boys and girls allow them to increase their level of responsibility in carrying out their tasks, projects, and periods of study, being clear that they have the support of their parents if necessary.

Finally, during the secondary stage, young people are expected to finish assuming full responsibility for their academic process, their actions, and decisions. Despite this, parents must continue to be involved in the educational process, providing motivation for their sons and daughters, ensuring that their socio-emotional state is satisfactory, monitoring their interaction with the environment, and guiding their concerns assertively.

It is important to highlight that, despite the fact that it is the educational institution that is in charge of directing the academic aspects in the students, it is the family that is the most responsible for training upright people who provide positive contributions to society, being in charge of promoting boys and girls the values and behaviors that they will develop throughout their lives. This is why the accompaniment, communication, and affection shown by the family throughout the educational process will allow the development of self-confident people, aware that their decisions and actions will be decisive in forging a better future. Some school administrators and teachers confirm the belief and supported the contention that added to the malady is the parents' lack of skills and resources to support their children and the school.

The National Center for School Engagement tried this model and found it very effective based the self-made survey. This model is called Epstein's Framework of

Parent Involvement. It is based on six types of parent involvement identified by Joyce Epstein from the Center on School, Family and Community Partnerships. This author opts to share Epstein's Framework of How Parents Can Become More Involved in Schools as briefly explained below.

1. Parenting - parenting skills are promoted and supported.

2. Communication - communication between home and school is regular, two-way, and meaningful.

3. Volunteering - parents are welcome in the school, and their support and assistance are sought.

4. Learning at Home - help parents understand the educational process and their role in supporting student achievement. Parents play an integral role in assisting student learning.

5. School Decision-Making and Advocacy - parents are full partners in the decisions that affect children and families. The intent is to give parents' voice in decisions that affect their children's education.

6. Collaboration with the Community - community resources are used to strengthen schools, families, and student learning.

**The Benefits of Parental Involvement** This author firmly believes that parent-teacher partnership makes tremendous impact on children's education. Conversely, the strong collaboration of parents with school authorities can create "tsunami of improvements" in both physical and academic performance of the school. Hence, school administrators have to boldly encourage parents to get involved and make "storm surge of contribution" to help achieve the school's missions and goals. In her article Working Together, Parent - Teacher Partnerships posted in the net recently states that the best tip for school success is to make sure that parents and teachers are working together as allies. Sometimes, though, it can seem that there's a chalk line drawn down the middle of your child's life. At home, a parent knows best his own child from head to toe - his academic potentials, social skills, innate attitude - to mention a few, while a teacher may know only a tip of an iceberg about who the child really is. Academically, perhaps, a child's potential may surface, as well as her social development with peers. Home and school environment combined may create a fuller understanding of a student; thus, a teacher can identify where to tap to benchmark a child's performance level. On academic achievements pointed out the influence of parental involvement on a student's academic success should not be underestimated. The article stressed the importance of support system that a student gets from home is equally important as his brain power, work ethics and genetics which all work in the accomplishment of his goal in life. Furthermore, students with two parents operating in supportive roles are 52% more likely to enjoy school and get straight A's than students whose parents are disengaged with what's going on at school. This is especially

the case during the earliest years of schooling, in Kindergarten through the 5th grade, when students with active parents are almost twice as likely to succeed.

Conclusion Parental participation refers to the extent to which parents or guardians devote their resources such as time, finances and knowledge to help their children in their educational endeavours. It comprises all activities that are undertaken by parents regarding the education of children such as supervising children to do their homework and attending different programmes in their schools. Several factors are responsible for the level of parents' participation. This includes busy schedules of parents, poor cooperation from some teachers and the feeling of low self-esteem on the part of some parents. An issue that comes to the fore in the discourse of parental participation in children's education is inequality of various forms of opportunities. As extensively explained, a key barrier to parental participation emanates from poverty and low standard of living by some parents. As a result, they are unable to devote much time to their children's education due to the long hours of work. This shows that income inequality among its numerous consequences, to an extent translate into inequality in parental participation.

Considering that income inequality is high in Uzbekistan as a developing country, the persistence of such developmental anomaly will continue to inhibit some parents' ability to play active roles in their children's education. Considering that studies have shown that parental participation contributes to improved academic performance by children, it is crucial that efforts are made by parents, teachers and schools' authorities to overcome the barriers that impede parents' involvement. The achievement of this will promote communication and resultant healthy collaboration among parents and teachers as partners in children's education. Such healthy communication and relationship would encourage high parental participation

#### LIST OF REFERENCES:

1Conway, K. S. (2008). Parental involvement strongly impacts student achievement, New Research Finds. Retrieved January 01, 2014, from <http://www.teachthought.com/learning/the-effect-of-parental-involvement-on-academic-achievement/>

2Parental Involvement in Child's Education: Importance, Barriers and Benefits G Madrigal Sapungan, Ronel Mondragon Sapungan [https://www.researchgate.net/publication/283539737 Parental Involvement in C hild%27s Education Importance Bamers and Benefits?enrichId=rgreq-7ff359ef1d3886b4c85f3364dde59a6d-](https://www.researchgate.net/publication/283539737_Parental_Involvement_in_Child%27s_Education_Importance_Bamers_and_Benefits?enrichId=rgreq-7ff359ef1d3886b4c85f3364dde59a6d-)

3Lauri King, Top 5 Skills Needed When Graduating from High School, March 7, 2020. <https://maxpt.net/blog/top-5-skills-needed-when-graduatingfrom-high-school/>

4Partnership21. Curriculum and Instruction: A 21st Century Skills Implementation Guide. The Partnership for 21st Century Skill, 2009. [http://www.p21.org/storage/documents/p21-stateimp\\_curriculuminstruction.pdf](http://www.p21.org/storage/documents/p21-stateimp_curriculuminstruction.pdf).

5The European Qualifications Framework: supporting learning, work and cross-border mobility. Luxembourg: Publications Office of the European Union, 2018, p.