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THESIS:

The Role of Parents in Children's Education in Early Teenage Years - a case study from "Emin Duraku" primary school in Shtime and "Mehmet Akif College" in Lipjan

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STUDENT DECLARATION

Under my responsibility I hereby declare that this policy brief is written by me, it has never been presented before another institution for evaluation and has not been published in whole or in separate parts of it. The policy brief does not contain material written by another person except as quoted and referred to.

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Thesis:

The Role of Parents in Children's Education in Early Teenage Years - a case study from "Emin Duraku" primary school in Shtime and "Mehmet Akif College" in Lipjan

Teza:

Roli i prindërve në edukimin e fëmijëve në vitet e hershme të adoleshencës - një rast studimor nga shkolla fillore "Emin Duraku" në Shtime dhe Kolegji "Mehmet Akif" në Lipjan.

Tema:

Улогата на родителите во образованието на децата во раните тинејџерски години - студија на случај од основното училиште „Емин Дураку“ во Штима и Колеџот „Мехмет Акиф“ во Липјан

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Abstract

The purpose of this master thesis is to examine the importance of parents' commitment to their children during their educational process, beginning in the early teenage years of the educational journey in the 7th grade. It was based on research findings and questionnaires developed at "Emin Duraku" a lower secondary school located in the city of Shtime, and "Mehmet Akif College" Lipjan, Kosovo.

The aim of the main instrument used was to understand all necessary factors that influence children development on the part of their parents, especially during early teenage. In the early stages of the educational process, this master thesis had the ~~In the early stages of the educational process, this master thesis had the~~ intention to explain that as children often mirror their behavior after the people they spend the most time with, that is why parents shall make sure that they are spending proper time with their children.

This master thesis never had the intention to bypass the importance of communication within the triangle (parent-child-teacher), understanding the fact that teachers are the second parent to the children, making the child and education harmonious with one another. As mentioned, this thesis used as instruments: student questionnaire that included 8 questions and parents' questionnaire which included 14 questions and contained the answers of 60 parents and children from a public and a private school, 30 students each, in which the main intention was to provide the relationship between them and the support that parents already give and should be giving to their children during the educational process.

The results of this master thesis are expected to be useful in the educational development of the child, understanding that the right support from their parents will impact personality, especially in the formation of the child's self-esteem. The parents must convey a belief in their accomplishments, helping them build a positive self-image will help in eliminating the fear of being part of the society.

Keywords: children, parents, support, learning, educational development.

Abstrakt

Qëllimi i kësaj teme masteri është të shqyrtojë rëndësinë e përkushtimit të prindërve ndaj fëmijëve të tyre gjatë procesit të tyre arsimor, duke filluar nga vitet e hershme të adoleshencës së rrugëtimit arsimor në klasën e 7-të. Ai u bazua në gjetjet e hulumtimit dhe pyetësorët e zhvilluar në shkollën e mesme të ulët “Emin Duraku” me vendndodhje në qytetin e Shtimes dhe Kolegjin “Mehmet Akif” në Lipjan, Kosovë.

Qëllimi i instrumentit kryesor të përdorur ishte të kuptonte të gjithë faktorët e nevojshëm që ndikojnë në zhvillimin e fëmijëve nga ana e prindërve të tyre, veçanërisht gjatë adoleshencës së hershme. Në fazat e hershme të procesit arsimor, kjo temë masteri kishte **arsyen** të shpjegonte se si fëmijë, shpesh pasqyrojnë sjelljen e tyre pas njerëzve me të cilët kalojnë më shumë kohë, prandaj prindërit duhet të sigurohen që ata të kalojnë kohën e duhur me fëmijët e tyre.

Kjo temë e magistraturës asnjëherë nuk ka pasur qëllim të anashkalojë rëndësinë e komunikimit ndërmjet trekëndëshit (prind-fëmijë-mësues), duke kuptuar faktin se mësuesit janë prindi i dytë për fëmijët, duke e sjellë fëmijën dhe edukimin në harmoni me njëri-tjetrin. Siç u përmend, kjo tezë përdori si instrumente: pyetësorin e studentëve që kishte përfshirë 8 pyetje dhe pyetësorin e prindërve i cili përfshinte 14 pyetje dhe përmbante përgjigjet e 60 prindërve dhe fëmijëve nga një shkollë publike dhe private, me nga 30 nxënës secila, në të cilin synimi kryesor ishte për të ofruar marrëdhënien mes tyre dhe mbështetjen që prindërit tashmë japin dhe duhet t'u japin fëmijëve të tyre gjatë procesit arsimor.

Rezultatet e kësaj teme master pritet të jenë të dobishme në zhvillimin edukativ të fëmijës, duke kuptuar se mbështetja e duhur nga prindërit e tyre do të ndikojë në personalitet, veçanërisht në formimin e vetëvlerësimit të fëmijës. Prindërit duhet të përcjellin një besim në arritjet e tyre, duke i ndihmuar ata të ndërtojnë një imazh pozitiv për veten do të ndihmojë në eliminimin e frikës për të qenë pjesë e shoqërisë.

Fjalë kyçe: fëmijë, prindër, mbështetje, mësim, zhvillim arsimor

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Chapter I

INTRODUCTION

The information presented is related to the issue of collaboration from the perspective of the parents. As important information that was used in this project is also the collaboration from teacher's perspective, since both play the most important role in the child educational life. From many of the studies made, the best time for parents to get involved in their child life is in their elementary school, which never means that they need to stop being involved when they start to grow up. Family is the primary influence of young children and sets the stage for how they grow and develop (Bronfenbrenner, 1986). The more parents are involved with their children, the more positive learning and general life outcomes occur (Baker, Goesling & Letendre, 2002). Parental involvement will refer to the amount of participation a parent has when it comes to education, through ~~to schooling, whereby~~ children will learn the importance of education.

With regard to parental involvement Lathram, Schneider and Vander Ark (2015) state that,

"Our education system was designed for an era that no longer exists. Our world is changing rapidly, and this has profound implications for how our young people learn. Formal and informal learning options abound. As opportunities and options explode, families face unprecedented amounts of decisions related to education." (p.26)

Considering the fact that education is necessary for the development of a society, it is important to look into the factors that influence the efforts of child in learning. ~~teaching~~. When this pedagogical triangle works, everything will be easier and will affect them physically, emotionally, and socially and will get higher achievement and academic perspective.

According to John T.E Cribb (1999) all evidence points toward parents' support as one of the most important factors in a child's academic success. Unfortunately, many moms and dads are not as attentive as they should be. In overwhelming numbers, teachers claim that students are less motivated academically today than they were ten to twenty years ago, largely because of low parental involvement and supervision. They say that many parents spend less time

with their children, place fewer demands on them, and are less in touch with their school lives. These trends leave teachers in a tough position. Even an excellent school cannot provide a good education without help from home” (p. 606)

Parents must show children the value of education, and how it can be utilized in their daily lives. Providing them with powerful models will greatly contribute to their success in school. Families usually are busy these days with a lot of responsibilities but spending time with their child they must know that it makes them receive many benefits, because feeling loved, valued and important builds self-esteem and self-worth which is necessary for a fulfilling life.

A parent’s first duty is to prepare their children for the educational path, initially ~~journey, shall be~~ that they must teach their children about taking responsibility. They must engage them in active learning, as well as, working independently. These are important assets for development and building studying skills. Children should understand that we all learn through experience and that sometimes failure is the best teacher of all. When parents spend time with their children, they start to identify their strengths, as well as begin to identify areas of improvement, through this they can help them grow as a person and as a good student by helping them reach their fullest potential. If it comes that children ~~if children~~ are not spending time with ~~the~~ ir ~~parents~~ and learning ~~the~~ good behavior, habits and morals, from whom they can learn them, that is the reason that often teachers are usually called as second parents for children, and this is why this triangle must work together.

To be an effective parent for a child during their educational process, parents must be involved, informed, intentional and inspirational. Covering all the major themes, a book that provides practical advice and guidance to have a successful parental support during the educational stages says that “Parents should be involved in their children’s lives; they should promote student-centered learning, exploring options for how, where and when their children can learn; they should encourage college and career preparation by ensuring that they are progressing at a pace that is right for them (and they shouldn’t feel bored or overwhelmed); they should learn alongside their child and involve them in the world of adult work” (Bonnie Latham, p. 188).

When parents include themselves in the education process of their children, generally the result may be considered as a useful and stimulating one. In this aspect, parents are generally linked and take action under their own parental attitudes, which are transferred throughout their presentation of reciprocal confidentiality regarding the children's capabilities and their general learning capacity which guides them with regard to achieving success over the learning, considering education as a complex process education as a complex process. Therefore, parents should get involved in supporting their children in doing their homework, as in this way they offer their parental support as one of the key strategies leading towards a successful education of their children at school. Educational level of children in the family depends more on the level of the parent's education, so this factor strongly affects family relationships and the successful development of children (Matilov, Naum. 2002).

Parents and teachers are the two most important educators in a child's life. Parents are the primary educators until the child enter nursery or begin school and they continue to have a major influence on their children's learning throughout school years and beyond. On the other side, mothers are always closer to their children (Beqja Hamit, 2002). Parents are their children's strongest role model and greatest influence. Children all the time imitate parent's values and types of behavior. (Kasapi, Gjylmsere, 2013) But, if parents have a good effect in their children's daily lives, and most significantly in their daily schooling, the future will be more beautiful and prosperous. (Colanoiq, Vera. 1972)

Primary school teachers can encourage parents to be more involved in their child's primary school education. Schools could take some or all of the steps that will make parents feel more engaged in their child's life. Parents can be invited to the school to learn more about the teachers, staff, and facilities at the school. Parents could also share their talent or devote time to volunteering inside the classroom. They could even be asked if there are any particular topics they believe is missing and needs to be incorporated in the school curriculum.

Children learn from how much their parents value the education in general, thus developing communication with children about their school life leads to creating regular communication which is one of the best ways a parent can help their child to succeed. The positive parental

involvement is the key. Also, parental expectations should include their attitude and the importance they show towards teachers and school. This thesis offers a line of arguments ~~This thesis offers~~ and an introduction to main theories of learning and development from birth to primary schooling including brain, emotional and social development, and an introduction to what motivates learners to learn and to make them understand about how learning takes place.

1.1 Significance and purposes of the thesis

The study is supposed to provide particularly to the knowledge base on the specific role of the parents' involvement in educational processes. It may help the schools to examine the need to increase parents' involvement and the necessity to improve home environment and establish best strategy for the school and the parents to improve parents' involvement in educational processes.

In the essence, the study is to envision, firstly, the study is expected to discover appropriate school methods or ways through which parents could be involved in encouraging primary school children academic development. Parental involvement plays a significant role in child educational progress, a good relationship between parents and children in primary age, can achieve good result and can define the children to adjust their learning process.

Therefore, in this study it is important to analyze the differences between private school and public school, where parents are more involved and why. To find this out, I am going to take questionnaires in both schools and try to have a conversation with the teachers about the level of parent involvement.

This research is about how schools, their teachers and parents should work with children in a way that allows them to work things out for themselves. A guide ~~A book~~, that tells you how you should teach your child to love knowledge and become a better person by practicing it around everyone and everything they can perceive affecting their learning process in a positive way. Also, by being in touch with the teachers of their children, parents can be able to bring out what their child is really able to do and how they are progressing.

1.2 Structure of the thesis

This paper consists of five chapters divided into introduction, literature review, methodology, findings and discussion and conclusion.

The first chapter includes introduction which provides a stronger parental involvement in children educational progress and an overview about their relationship. Significance and purposes of the thesis is the following section, and finally general and specific objectives of the study.

The second chapter comprises literature review, whereby the main focus is to examine the importance of parents' commitment to their children during their educational process, beginning with the early stages of educational journey. The role of effective partnership between teacher-student-parent is to define the exemplary methods that many teachers use to achieve higher result in child education.

The third chapter discusses the methodology and study procedures. It presents the design of the study, research question and hypothesis, population and sample, data collection and instruments.

The fourth chapter reveals the similarities and differences among the two school, private and public schools. The questionnaires from teachers followed by discussion about the importance to increase and to encourage the child progress.

Whereas, the last chapter provides a general conclusion, limitations of the study and recommendation for further research. The ending section constitutes the bibliography followed by the appendixes.

1.3 Aims and objectives of the study

General objectives

The aim of this study is to find out what the influence of parents in their child's educational process is. And, to find out what the meaning of support that parents use mostly is. In other words, this study is going to exhibit the importance of parents support to their children in the educational process.

Moreover, it is secure to point out the section that will improve their involvement in both sides, in public and private school, teachers' perspective should include different methods and higher professional development to achieve good result.

Specific objectives

- To find out how parents in primary school manage to support children learning process.
- To find out which manner of supporting is better accepted and liked by the children.
- To find out how much parents are being involved in this process.

Research questions

- How involved are parents in their children's education?
- What duties and responsibilities may and do parents perform?
- Does parental involvement affect a student's ability to succeed academically in school?
- How often parents pay attention and encourage their children to do their homework?
- What prevents parents from becoming involved?
- What are the challenges that both teachers and students face from the lack of the necessary support from parents?

The hypotheses of the thesis are as follows:

- Communication and cooperation between parents and teachers as a team work can increase child's educational development.
- Financial involvement of parents influences academic performance of students.

- Parents' support is the most critical for achieving good results in the education in early teenager age.

Summary

This chapter suggests the domination-dominance to increase the pedagogical triangle and to figure out the importance about their partnership and how it can be useful if this triangle works. Sometimes some students happen to be eager for validation, connection, parental figures other than their parents, therefore we have teachers. And also, it highlights the general and specific objectives of the study.

2. Chapter two-Literature review

2.1 Parental involvement definition

Parental involvement is described by Waanders, Mendez, & Downer (2007) as taking part in their children's education by communication or actions. According to Huang, Mason, and others (2008), parental participation is the combination of parents' actions, viewpoints, and conducts that improve their children's academic success. Parental engagement is described by Ramirez (2003) as developing and implementing a plan in schools that assists in including more parents in school activities. Parental engagement is described by Turney & Kao (2009) as "social capital that contains of systems and relationships" (p. 258).

Parental involvement in school is crucial since it affects children's academic performance in later classes. Meeting the children's educational demands in primary school requires parents to help assist the progress of the young children (Kocyigita, 2015). Development in reading ability and pupils demonstrating enhancement in their knowledge, which enables them to proceed to the next level, are some specific advantages of parental participation at a primary school level (Huang, & Mason, 2008). Primary school is where academic success in later education is decided (Kocyigita, 2015).

Parent support is greatly aided by schools nowadays. In schools, it is the duty of the instructors and administrators to include parents by volunteerism, conferences, school committees and activities, written communication, etc. Further importantly, parent involvement may be increased since parents are more aware and informed thanks to parent assistance that extends beyond the classroom and includes teaching parents on child enlargement and giving them wealthy learning chances to share with their kid at home.

School programs are also essential for engaging parents and giving them the information and abilities they need to support their kid's growth. School programs may inform parents and create a high sense of involvement in their children's education from the beginning. These facilities are in the greatest situation to engage parents early on and create strong home-school interactions since crucial enlargement and experiences take place throughout the early years of life.

Kocyigita (2015) asserts that there are five manners in which parents participate in school activities: through home visits, family educational activities, family communication activities, parental involvement in educational activities, and parental involvement in administrative and decision-making processes. According to Huang and Mason (2008), there are six different forms of parental involvement: parenting, communicating, volunteering, at-home learning, decision-making, and working with the community. Several strategies that encourage parents to participate in their children's educational processes can effectively include parents. Family education programs, participation in PTO/PTA, and conferences are a few examples of parental involvement activities. The primary strategy utilized in schools to include parents is family education programs (Huang, & Mason, 2008).

2.2 History of Parental Involvement

The primary educators of their children have always been their parents. Prior to 1580 B.C., when the first official education outside the house began in Egypt, children got their initial education at home. Nevertheless, the writings of Rousseau (1712-1778) and Pestalozzi might be considered as the foundation for the contemporary importance on parental participation (1747-1827). Rousseau placed a strong emphasis on education and the value of mothers

participating in their kids' education. According to Pestalozzi, a mother is a kid's first teacher. His belief was that if a woman feeds her kid's body first, she should also feed the kid's intellect first (Pestalozzi, 1951).

The pre-school movement first appeared in the United States in the 1880s, with a focus on incorporating parents in their children's education. National parent educational groups were created as a consequence in the late 1880s, and by the 1920s and 1930s there were more than 75 of them. According to Gestwicki (1992), parent cooperative nursery schools first started in the 1930s and are still in operation today, giving middle-class parents a chance to get involved in the daily operations of the schools. These activities might involve anything from assisting in the care and upkeep of possibilities to contributing to the definition of school ideology and policies.

Despite the first half of the 1940s being occupied by World War II, parent education programs and child care services were nevertheless offered to enable women to contribute to the war effort. Considerable attention to kid's social and emotional health became crucial throughout this decade of conflict (Berger, 1991). The growing significance of home-school communications in the 1940s was documented by Bloom (1992). Although there was contact between parents and managers as well as between parents and educators, there was also a clear division between home and school. Parents and schools believed that the other would fulfill their half of the contract since they were specialists at raising their respective fields of expertise. Nevertheless, educational systems converged in the 1950s, and kids started traveling long distances to school. Parents' influence decreased as they became less active in their kid's schools, and school officials played prominent leadership roles (Berger, 1991).

Individual descriptions of parental participation initiatives throughout the 1970s were provided by Bloom (1992) and Lopez (1992). As several federal and state-funded programs, including Head Start, the Original Follow Through Program, and Title 1, required parent engagement. Parent engagement in public schools became entrenched. Parent Teacher Associations (PTA) and Parent-Teacher Organizations (PTO) rise throughout this decade indicates that teachers started to recognize the need for parental assistance and support (PTO). Parents' increased

involvement in all facets of educational policy and practice gave PTAs and PTOs a powerful voice in public school hierarchy.

Additionally demonstrating how parental participation in schools evolved in the 1980s were Bloom (1992) and Lopez (1992). Parents polarized throughout this decade. Numerous parents who chose to enroll their kids in public schools played a significant role in promoting changes like parental choice, site-based management, and educational reform. Others reacted by removing their kids from public schools and enrolling them in parochial, private, or more standardized suburban institutions. Moreover, because of significant changes in family patterns, this decade is characterized by declining parent-educator collaboration. Blended families, single parents, and working moms all saw significant increases in population. Working with parents who were least likely to be able to participate in their children's education, such as working-class, non-English-speaking, welfare-reliant, and homeless families, posed an extra barrier for schools. Several groups of parents were able to become quite active at the local level at this time due to decentralization and a rise in site-based management, while other groups of parents were not urged or invited to participate in schools.

Parental participation in school has been found to be crucial for improving learner achievement. Before public schools were established, parents were responsible for their kid's education except if they were well-off and could pay for their kid to go to a private school (Washington, 2016). Numerous parents provide their support throughout the establishment of the first public schools, incorporating construction aid (Washington, 2016). By the time, teachers were chosen at the public's request, but since the school system lacked the necessary funding for instruction, parents were still required to provide their children with home tutoring to meet their educational demands (Washington, 2016). As time went on, parental engagement changed, and now parents would go to the school to help the instructors and would write lesson plans to provide to the teachers or to help the teachers educate their kid while still helping the kid at home with their schoolwork (Washington, 2016).

In the 1960s, parental participation gained importance, particularly as educators in schools sought to raise students' educational success (Salwiesz, 2015). Therefore, encouraging parental

participation in school has been crucial (Salwiesz, 2015). The 1965 law demonstrated the need of parental engagement (Salwiesz, 2015). Since then, a number of other legislation have been passed, such as the No Child Left Behind Act and the 1965 bill, which have been crucial in fostering parental participation in schools to aid kids in succeeding (Washington, 2016). Goals 2000 superseded the 1965 law that promoted cooperation between parents, families, and schools, and the NCLB gives parents definite legal protections that they previously had (Washington, 2016).

Numerous groups around the country prioritized promoting parental engagement in education (Robles, 2011). Congress approved the Comprehensive School Reform Demonstration (CSRD) in 1997 as a means of encouraging parental engagement (Robles, 2011). Legal penalties were applied under CSRD in words of student accountability (Robles, 2011). To be eligible for the \$145 to \$120 million in grants that the CSRD was providing to the schools, the states' schools should meet the conditions of the CSRD in terms of parental and society engagement (Robles, 2011). As a result of their 2006 collaboration, the National Parent Teacher Association and the National Coalition for Parent Involvement in Education mandated that all schools adhere to the six categories of Epstein's model of family, school, and society partnership participation (Robles, 2011). In order to ensure that parents were actively included in their children's education, the schools were expected to put out great effort, develop strategies to encourage parental engagement, and ensure that parents were observed throughout parental meetings (Robles, 2011).

According to the No Child Left Behind (NCLB) Act of 2001 (U.S. Department of Education), parents may significantly help their kids excel academically. Despite this law, schools should and are urged to step up their attempts to come up with creative methods to include parents in their kids' educational development. Lai and Vadeboncoeur (2012) stated that rather than being a sincere attempt, a school's responsibility to encourage parental engagement has devolved into a passive behavior. Additionally, when attempting to assign responsibility for learner success, parents are frequently used as a scapegoat. As an illustration, several teachers point the finger at parents and say things like, "If only the parents assisted at home" or "Parents

just don't care about school." In spite of these criticisms, study consistently points to parental participation as a reliable approach to raise educational attainment. According to researches, parents have a significant autonomous role in inspiring their kids to learn (Gonzalez-DeHass, 2005; Williams, & Holbein, 2005).

Parental involvement is correlated with numerous educational constructs, including engagement, which incorporates participating in extracurricular activities, attending parent-teacher conferences, keeping track of students' grades, instilling parental values, assisting with homework, and offering both intrinsic and extrinsic motivation. Lai and Vadeboncoeur (2012) pointed out that schools have not completely involved parents. For instance, numerous schools do not offer literature in a second language or translators at parent-teacher conferences for parents whose first language is not English. Academic leaders must welcome parents as crucial participants in the educational process and promote cooperation and teamwork.

2.3 Advantages of parental involvement

The subject of parental participation in education has received significant attention from educationalists, particularly from those who work to raise children's educational success (Hoover-Dempsey & Sandler, 1997). Henderson and Mapp (2002) state that student accomplishment is typically measured by progress reports, class averages, attendance, passage to the next class and better behavior after carefully examining the research on parental engagement and educational attainment.

The majority of scholars are well informed that all children's growth and education are greatly influenced by the quality of the interaction between the family and the school (Sanders & Sheldon, 2009; Richardson, 2009; Sheldon, 2009; Edwards & Alldred, 2000). Numerous researches have reinforced this idea by demonstrating how effective communication between communities, schools, and households may enhance students' educational performance. Effective students are produced by parents who are involved in their kid's education because of their ongoing support (Sanders & Sheldon, 2009; Sheldon, 2009). According to Sanders and Sheldon (2009), a close bond between students, parents, teachers, and the society is a must for schools to succeed.

Children's academic success, social enlargement, and conduct and attitude all benefit from the concept of a relationship between home and school (Huang, & Mason, 2008). Researchers have studied the link between parents and schools extensively, and they all concur that it has a good impact on kids' learning performance. Because of the increased parental participation, students whose first language is not English exhibit greater educational accomplishment, improved English language proficiency, better cognitive capacity, and better conduct in school (Ramirez, 2003).

Parental participation promotes achievement and favorable academic and conduct outcomes (Turney and Kao, 2009). Parental participation and academic success are closely related, particularly for young children. Additionally, parental participation is linked to higher social skills, reading and math aptitude, and educational drive (Mahmood, 2013). It has been demonstrated that parental participation helps low-income kids do better academically by reducing the negative effects of living in low-income homes, such as failing to complete their education or doing wrong (Waanders et al., 2007).

Parents' engagement in their kid's education has a big influence, therefore schools and teachers are always looking for ways to make it more effective (Mahmood, 2013). The majority of colleges give lessons to equip educators to deal with parents since research has shown that parental participation in their children's education has favorable effects. For instance, academic programs in the United States equip educators to assist parents in being active in their kid's education. Educators are expected to collaborate with parents and the society in Australia. Before graduating, New Zealand's educators must demonstrate their proficiency in interacting with parents and the society (Mahmood, 2013). Early parental and teacher collaboration fosters children's sense of security and trust (Mahmood, 2013). Preschool instructors develop successful strategies to communicate with parents about their kid's education because of the benefits of parental engagement (Mahmood, 2013).

Parental participation is a crucial strategy for raising kids' educational achievement (Kocyigita, 2015). To enhance children' academic and developmental results, educators and administrators want to know how to collaborate with parents most successfully. Additionally, parents are

interested in learning how to collaborate and communicate with instructors to raise their kids' academic achievement. For learners to gain majority from the learning process, both their parents and educators must provide help, motivation, and direction.

The accomplishment of the educational and parenting processes for children is significantly influenced by parents and families. Parental involvement is linked to their role at home (supervising kid's learning) and participating in school-sponsored activities. It is commonly known that parental participation is linked to kid's and teenagers' academic success (Long, 2007; Rich, 1987). Middle and high school students have more accomplishment and future goals (Eccles & Harold, 1993), spend more time working and finishing their assignments, and primary school pupils develop their educational, linguistic, and social abilities (Grolnick & Slowiaczek, 1994).

According to studies (Amatea & West, 2007; Henderson & Berla, 1994), parental participation is crucial to children's educational achievement than their family's financial situation, race, ethnicity etc. There are various manners that parental participation may support kid's and teenagers' achievements. Helping their kids with their homework at home is one manner parents can make a positive impact on their education. Kids who have parents who read to them, help them with their schoolwork, and offer tutoring utilizing materials supplied by instructors typically perform better academically than kids who have parents who do not supply such support (Ball & Blachman, 1991; Izzo et al., 1999). Additionally, studies demonstrate a connection between parental participation and educational performance.

Children profit more from their education when their parents are highly included than when they are merely passive. Particularly, children will gain educationally more from their parents' attendance at parent-teacher conferences, acceptance of phone calls from the school, and reading and signing of letters from the school than children whose parents don't do any of the aforementioned. In addition, younger learners perform even better when their parents help them with their schoolwork at home, participate in school-sponsored activities, and volunteer in their schools (Suizzo, 2007; Weisz, 1990).

Parental participation programs are common in schools, but they are typically ineffective for a variety of reasons, like parents' difficulties speaking in English or meeting times that don't work with their schedules. To assist improve the learning process, educators must develop parental participation initiatives that incorporate families, communities, and institutions of higher learning (Kocyigita, 2015). Semi-structured interviews were used to gather the information for Kocyigita's (2015) study, which was done in Turkey. The participants were prekindergarten and kindergarten teachers, administrators, and parents. The study discussed the issues with and recommendations for parental engagement from the perspectives of educators, parents, and administrators.

Parental participation at home may take the form of reading to their kids, listening to them read, helping them with their reading, taking them to the library, giving reading materials, helping with homework assignments, and having conversations with their kids about schoolwork (Sanders & Sheldon, 2009). In the present research, parents were asked, among other things, if they helped and observed their kids' reading and spelling abilities at home. The student participants were also asked similar questions on their reading abilities. Study has also shown that parents continue to have a substantial influence on a student's academic future even after the teacher has a big role to play in teaching the kid to read in the Foundation Phase (Sheldon, 2009).

Parental participation may have a direct impact on a student's aptitude for mathematical achievement (Yan & Lin, 2005). If their parents are interested in their education, elementary and higher school students do better in mathematics, as stated by Sirvani (2007). When parents have high expectations for their kids' arithmetic performance, the kids will work harder to meet those standards (Yan & Lin, 2005). Additional research suggests that rather than the actual percentages students acquire, students' opinions of their mathematical capacity are highly related to how their parents perceive their own capacity (Sanders & Sheldon, 2009; Glasgow & Whitney, 2009; Sheldon, 2009).

Numerous families, as stated by Sheldon (2009), require support and guidance when it comes to their kid's interactions with math. This is because parents doubt their own capacity to help

their kids with arithmetic since they feel unqualified to do so. This may be due to the fact that many parents believe that the way mathematics is taught has changed over time (Glasgow & Whitney, 2009). As a result, parents are hesitant to help their kids with arithmetic homework, which might be interpreted as a sign of parental disengagement.

Stalkera, Brunner, Maguire, and Mitchell (2011) emphasize the significance of parental participation as a key element in laying a strong foundation for their children's academic journeys, particularly for children between the ages of 7 and 16. This is particularly true for children between these two age ranges. Cheung and Pomerantz (2012) emphasize that parental participation is crucial since it motivates kids to develop their performance, which in turn helps them succeed more academically.

2.4 Barriers to parental involvement

Numerous factors might make it difficult for parents to adequately support their children's education (Haack, 2007; Jafarov, 2015). These may include the organizational form of the classroom and the family unit (Haack, 2007; Jafarov, 2015). Participation may be impacted by the parents' perception of what defines their kid's academic achievement (Jafarov, 2015). Low parental participation may result from conflict or misunderstanding between parents' and educators' perceptions, particularly when these perceptions are misunderstood (Haack, 2007; Lasater, 2016). It may also be the result of some parents who don't give their kids the attention they need to succeed in school (Haack, 2007; Jafarov, 2015). According to Pavalache-Ilie and Tîrdiab's (2014) research, a lot of parents don't manage their kid's communication well, and as a result, they don't keep in touch with their student's school.

Low parental participation may be a result of the school's culture (Haack, 2007; Washington, 2016). The degree to which parents participate in their children's education depends on the culture of the school (Haack, 2007; Jafarov, 2015). Because of work satisfaction and financial constraints, numerous parents are powerless to engage in their kid's schooling (Murray et al., 2014; Smith, 2011). Unsuccessful relationships between parents and school staff members or the school itself, as well as prior experiences with the school, may be the cause of the parents' lack of participation (Baker, Wise, Kelley, & Skiba, 2016; Smith, 2011). Numerous parents

choose not to participate in their kid's learning, as Rhames (2014a) pointed out, either because they do not get an invitation from the school or because the school setting is unwelcoming to parents.

In Kocyigita's (2015) research, the issues that educators ran into throughout family educational activities included parents who weren't interested in the event's specific subject, parents who didn't want to participate in family education, the educators' limited time, educators' and parents' fatigue, and parents' negative reactions to the activity. Throughout family educational events, administrators also had to deal with parents' complaints about how to teach their children and a lack of participation. On the other side, time constraints, inaccurate information regarding curriculum changes, and inefficient teacher presentations were the issues that parents raised with educational events (Kocyigita, 2015).

As stated by Kocyigita (2015), the absence of feedback and parents' limited time or interest was the additional issues that instructors encountered when it came to family contact. The difficulties were attributed by managers to a lack of time, instructors' reluctance to collaborate, parents' lack of education and enthusiasm, parents' unfavorable attitudes regarding family engagement, and parents' incapacity to communicate their opinions. Limited time, differences of opinion with other parents, disagreement, and prejudice on the part of the educators were the issues that parents described as hindering family communication (Kocyigita, 2015).

Mahmood (2013) asserts that educators with less than a year of experience have trouble communicating with parents. Several parents find it hard to communicate with their children in English, while some parents choose not to comply with educators' recommendations. Speaking with parents who do not want their children to obey school regulations may be difficult. For instance, even so it is against school policy for sick children to attend class, some parents nonetheless send their sick children to school (Mahmood, 2013). The studier didn't explain the cause of this conduct, but it may be because parents don't fully appreciate how serious their kid's sickness is or how it affects other kids.

The difficulties instructors face when parents join in in-class and extracurricular tasks were also brought up by Kocyigita (2015). These issues incorporated reluctance to comply,

inattentiveness on the part of the kids, and unpleasant parental behavior when the kids were participating in tasks. One issue that parents stated they had throughout Christmas lunch was that their kids wouldn't allow them leave after the meal had been over (Kocyigita, 2015).

Home visits are another kind of parental participation. Despite the fact that this kind of parental participation was seen favorably by parents, educators, and managers, educators did cite the time constraint of home visits as a drawback. Additionally, managers noted that there were concerns with transportation, poor family viewpoints, and several educators' reluctance to take part in the house visits. Unadvertised house visits were cited by parents as an issue (Kocyigita, 2015). Parents who were reluctant to participate in administrative duties and decision-making as well as conflicts and conflict amongst parents were issues that instructors had to deal with. Managers said that parental strife and dissent were the main issues. Parents also highlighted conflict and dissent, as well as parental prejudice in decision-making (Kocyigita, 2015).

According to Waanders et al. (2007), low-income parents typically lack the drive to participate in learning tasks as a result of their financial struggles. Unlikely to have pliable timetables and spare time to take part in educational tasks are parents who work in the service sector (Waanders et al., 2007). However, Mahmood's (2013) study revealed that parents with high socioeconomic level typically prioritize their careers. As a result, parents have packed timetables and are unable to participate in their kids' learning due to their busy timetables. Consequently, the only people educators could get in touch with were grandparents or nannies. Low-income parents could be constrained by their employment or have other children to care for, which keep them from participating. Additionally, because of their own educational backgrounds, low-income families can lack the confidence to approach professors (Mahmood, 2013).

The financial or educational standing of the parents may have an influence on how involved they are in their kid's education (Jafarov, 2015; Pavalache-Ilie & Tîrdiab, 2014). Because of the work commitments or absence of knowledge, low socioeconomic parents find it hard to be involved in their children's education (Evans, 2017; Smith, 2011). Low socioeconomic parents might not have the money to support their children's education (Evans, 2017; Smith, 2011).

Communication in schools frequently involves a one-sided power dynamic between the family and the school. Generally, when a family is called, it's because their kid is having problems or there is another issue that has to be resolved. Parents who only get bad comments from the school about their kids feel afraid to send their kids to school since their parenting methods are being scrutinized (Decker et al., 2007). Although teachers may appear to grasp what they want from the parents, this information is frequently not shared with them (Decker et al., 2007).

The efficiency of parent-school communication is affected by a variety of elements. Language hurdles and the parent's incapacity to help students with their education are two of these elements. Parents, who are most often students' primary source of support, could be unclear regarding their part in their children's education or how and when to help with educational tasks (Griffen & Galassi, 2010). Additionally, it is common for families whose first language is not the same as the school's medium of instruction or is different from that of the teachers to feel insufficient about the language barrier or incompetent to effectively interact with the teacher (Decker et al, 2007). Several parents can find it challenging to participate in school-related events and volunteer their time at the school as a result of this language barrier.

Communication, suppositions, and responsibility are the three issues that Ramirez (2003) found prohibit Latino immigrant parents from being active in their children's schooling. This study noted that Latino immigrant parents claimed that their children's school did not offer linguistic help for them as Spanish speakers, which is relevant to communication. Parents also brought up the issue of poor communication. Parents noted, for instance, that educators did not have enough time to interact with each parent separately. Parents expressed a lack of awareness about school life activities. Parents did not see a need to become engaged since they did not feel free to interfere with educators' work and thought that educators could adequately instruct their kids (Ramirez, 2003).

Expectations were one more issue this study looked at. Parents of Latino children reported feeling uneasy about the demands made by instructors. Parents were required to take action and behave in a specific manner by educators. Parents also mentioned that teachers had varied expectations for their kids. Furthermore, a lot of Latino parents claimed that professors

expected their students to do worse than students with greater socioeconomic status. Latino parents were concerned because educators thought that when parents did not show up for the open house, they did not care about their kids. Several parents claimed they were unaware of the open house, while others claimed they had trouble going (Ramirez, 2003).

Responsibility was the final issue that the Ramirez (2003) investigation brought up. Parents of Latino children claimed that American educators differed from those in their own countries. Parents thought children want an educator's invitation to attend school. Another parent brought up the fact that educators in Mexico were held to higher standards by parents. Parents said that, in contrast to their own country, where kids brought their notebooks and homework home every day, they typically did not see their children's schoolwork up to the end of the school year. Parents expressed concern that if they brought up problems, the school might retaliate in several manner. They feared that their kids may end up in problems or kicked out of school (Ramirez, 2003). Ramirez (2003) conducted research on Latino immigrant parents' perceptions of their kids' schooling. Additionally, this research concentrated on the three issues of communication, expectation, and responsibility that inhibit Latino immigrant parents from being active in their children's schooling. Interviews were used to acquire the research's information. The findings of this research indicated that Latino immigrant parents were angry about the school's failure to communicate with them.

According to Hill and Taylor (2004), it's important to comprehend the specific resources and barriers that each society has to offer. When this is accomplished, the distance between the home and the school is reduced, allowing for efficient communication between the two groups. The school should diligently encourage parent involvement in concrete manners, but teachers must first resolve obstacles to home-school collaboration before taking a proactive approach to assisting families in playing a significant role in their kid's learning (Olsen & Fuller 2008).

Schools must supply a friendly environment where staff members are respectful of and attentive to parents in order to remove the obstacles inhibiting parental engagement (Wherry, 2009). Managers and educators must promote polite two-way dialogue between the school and the family (Wherry, 2009). "The solution is to stop treating parents like "customers" and start

treating them like "partners" in helping children develop," said Bouie, an educational consultant (as cited in Wherry, 2009, p. 7). Parents want to be treated with respect, according to a study of parents in four school systems, and they do not want to be treated like professional clients (Davies, 1991). Encouraging parental participation in the schools is hampered significantly by inadequate pre-service teachers' training (Epstein, 1995).

In an effort to eliminate barriers between the home and school, several school systems have appointed parent engagement coordinators to organize and manage family participation events and programs inside the system (Epstein, 2001). According to Epstein (2009), parent participation coordinators serve as a means of enticing more parents to get included in a range of school-related activities. The goal of parent engagement coordinators' workshops is to educate parents about the school's curriculum and to remind them that they are their child's most important teacher (Epstein, 2009).

2.5 Parental involvement motivation

As claimed by Huang, Mason, and others (2008), there are three things that might drive parents to take part in family literacy programs and be active in their kid's educational processes. The first issue is the necessity for parents to develop social connections, which they might achieve by their children's schools and educators. It aids to increase parental participation if parents develop ties with instructors and other parents. Working with educators and other parents, for instance, might motivate parents to take part more in parental education initiatives like family learning workshops (Mason, Huang, & 2008). Learning programs assist parents in collaborating and sharing knowledge. Thus, schools ought to offer parental activities that increase opportunities for interaction, cohesion, and support amongst families. Schools must provide parents with association chances, like parent-only nights out and book groups (Huang & Mason, 2008).

Having techniques for parents to affect their kid's learning is necessary as the second component of motivating parents. Parents must have the necessary knowledge to participate in their children's education. The capacity of parents to help their children succeed in school and their amount of parental participation are connected. As a result, resources and expertise are

key drivers of parental involvement. Time and energy, which are influenced by job timetables and other responsibilities, are other factors that have an impact on parental engagement. Schools should take into account the work timetables of the parents in their participation activities. Parents can access learning resources in a variety of manners, including through seminars, parent education programs, family support initiatives, home visits, parent-teacher conferences, frequent take-home folders, parent groups, and volunteer opportunities in the classroom. Schools can provide convenient library visits so parents can find appropriate reading material for their family, or parents can choose the reading material they desire from the library's resources list and obtain when they pick up their kids. Parenting-related materials, community resources, state content standards information, children's learning websites, online resources for parents, hands-on learning activity tools, and other resources should all be available in the library since parents' needs vary (Huang, & Mason, 2008). In a metropolitan metropolis in the Midwest, this research was carried out. The participants were four parents who had emigrated from Africa, and the data was gathered through a focus group interview.

Education chances are the third thing parents need to be motivated by in order to make sure their kids succeed in school. Despite the fact that parents are motivated to support their kids' educational process, there are a number of issues that have an impact on public education and learners' progress, including financing, teacher qualifications, curriculum, standardized testing, and class size. By speaking with instructors, seeking for learning materials, and exploring other learning options, parents may address several of these worries. Standardized exams are important, and parents believe that they hold schools and instructors accountable for their children's education. Additionally, parents want to guarantee that educators are preparing their kids for assessments. Parents wonder if educators are adequately prepared to help kids learn the material they need to pass the exams. Educators like testing because it enables them to understand students' learning results. Testing, nevertheless, does not account for the performance of children who are taught by inexperienced educators, attend overcrowded classes, or lack sufficient equipment and tools for their studies. Parents and educators must assist children in getting ready for exams. So, the goal of giving their children various learning chances is what drives parents in this research. Parents are anxious to assist their children in

achieving educational success because they make parents aware of the issues affecting their children's educational achievements (Huang, & Mason, 2008).

Children's educational achievement is the primary driver of parents' involvement in their children's education, claim Cankar et al. (Cankar, 2012). Parents who value education for their children are probably more determined ~~probably more actively~~ included in their children's academic success than parents who think educators are the only ones in charge of imparting knowledge (Waanders et al., 2007). This study was carried out in the southeast of the United States. 154 parents of African immigrants and 12 educators participated in the study, which was used to gather the information. The emphasis of this research was on the role that environment has in raising parental participation. The findings of this research demonstrated how crucial social and economic elements are for promoting parental participation. Social parents are also more inclined to participate and communicate with the school. Parents with low incomes are typically less eager to participate.

According to Mahmood (2013), trust is a crucial component of teacher-parent relationships that contributes to parents and teachers being more committed to working together. Regular exchanges of information between parents and instructors foster relationships of trust and responsibility between them (Cankar et al., 2012). Parents who have greater education are more inclined to participate in their children's educational pursuits at home. A social parent is probably to participate in home-school conferences if they have strong, good relationships with their neighbors. Parental expectations for social engagement at school are aided by social connection with neighbors. Positive parental relationships are also supportive to lone mothers (Waanders et al., 2007).

Gonzalez-DeHass and colleagues (2005) made the case that parental involvement in their children's education increases educational motivation and accomplishment. Learner accomplishment is improved and promoted by learners' aptitude in and grasp of a subject area. In their 2008 study, Haas and Reiley looked at several treatments that may help middle school learners do their assignments more frequently. In one intervention, parents had to verify their children's completion of daily homework planners by signing them. The faculty gave a "Gotcha"

slip to learners who consistently followed the rules for their studies as a token of appreciation. The results showed that almost all parents were cooperative. In spite of a few abstentions, the homework planners and a Gotcha slip encouraged communication between parents and educators as well as between educators and children. The enhanced parent contact helped these children' organizing abilities and assignment completion rates, according to research by Haas and Reiley, who also discovered that not all learners knew how to correctly fill out the homework planners.

2. 6 Problems students face due to lack of parental involvement

When parents do not appropriately support their children's education, their children struggle in school. Without parental participation, kids struggle educationally, as shown by Ghazvini and Khajehpour (2011). Learner educational success suffers or declines as a result of insufficient parental engagement (Lattimore, 2013). Learners who have absent parents do badly on standardized tests (Paz, 2011). Due of their poor self-esteem, students who experience parental disengagement struggle academically (Damon, Lerner, Kuhn, Siegler, & Eisenberget, 2012). Learners frequently experience interruptions in the enlargement of their cognition, their academic performance, and their accomplishment when their parents are not sufficiently involved in their kid's learning. They might also become criminals and lose interest in continuing their education (Damon et al., 2012).

Lack of parental participation negatively impacts children's academic achievement or leads to low academic standards, poor learning outcomes, and insufficient learner involvement in their own education (Diranian, 2014). These pupils frequently receive less attention from educators, who are also probably to uncover potential barriers to learning that the learners could encounter in the future (Zill & Nord, 1994). Less likelihood exists for learners with absent parents to complete their education (Henderson & Berla, 1994). According to Flemmings (2013), the absence of a good parent-teacher interaction has a detrimental influence on parental participation and learner achievement (Flemmings, 2013).

Lack of parental involvement leads to issues with learners' attitudes and behaviors, which in turn have a detrimental impact on their educational achievement (McNeal, 2014). Learners

who experience absenteeism in their educational lives also display unfavorable attitudes or behaviors (Gonzalez-DeHass, Willems, & Holbein, 2005). Absenteeism is caused by a lack of parental participation. Educational issues arise when children do not appropriately keep their presence or their conduct because their parents are not involved (Rhames, 2014). They frequently struggle academically and lack discipline, are sad and use drugs, are unable to socialize in their learning setting, drop out, or fail (Gonzalez-DeHass et al., 2005). Learners who lack parental participation can become violent or impetuous, not ready to follow directions from their professors, or moody in class (Damon et al., 2012). The classifications of parental participation, according to McNeal (2014), had indirect impacts on learners' educational achievement. The classifications of parental participation initially had a direct impact on students' attitudes and behaviors, which then had a negative impact on learners' educational performance.

2. 7 The Family and School Partnership

As stated by Gengler and Olson (2014), parents should delegate responsibility for their kid's education to the school, but they also have some autonomous obligations that they should fulfill. To aid the kid, school personnel, stakeholders, and parents should communicate freely; specifically, school officials should share the kid's academic records and school policies with the parents (Gengler & Olson, 2014). According to Oates (2017), communication should be a key component of the interaction between parents and educators. To ensure that no kid is left behind, school managers should share their authority efficiently with all stakeholders (National PTA, n.d.).

Families and schools should work together to educate their children, and they should freely share their knowledge with one another. However, if schools refuse to invite parents or work with them and fail to give pupils resources, there may be a violation (Gengler & Olson, 2014). To address any difficulties that can arise when teaching the pupils, there should be an open line of communication between parents and the school, and the school should carefully endeavor to forge a strong relationship with the parents (Gengler & Olson, 2014). The school staff should also pay attention to the parents' concerns and powers (Gengler & Olson, 2014). Between the

parents and the teachers, there should be mutual trust and respect (Oates, 2017). Since many people have the power and determination to successfully continue such a relationship, one major benefit of the relationship between the school, the family, and the society is that it aids the morality of the educators and the participation of the parents to enhance. This may in turn positively encourage the effectiveness of the learners (National PTA, n.d.).

It is crucial for parents to stand out for their kids, and research has shown that kids with supportive parents are more probably to make academic development (National PTA, n.d.). It is crucial that parents be aware of the policies and regulations that govern how the school is run (National PTA, n.d.). The parents may teach their kids the importance of education (Henderson & Mapp, 2002; National PTA, n.d.). The parents may need to make an effort to learn what the educational requirements of the school are for their kid, and they can work and read with their kid on a regular basis (National PTA, n.d.).

It is crucial that parents inquire regarding their children's schoolwork on a regular basis and allow them to work both independently and dependently (Rhames, 2014a). Parents should provide a positive example for their children by acting properly and refraining from criticizing the school or its employees in front of them (Rhames, 2014a). It is crucial for parents to support their children in meeting the academic requirements of the school by aiding them with their homework at home and getting them ready for school (National PTA, n.d.).

Parents must ensure that their children get enough sleep and be present at the school's parent-teacher conference (Rhames, 2014a). Parents must have faith in the need of parental participation for pupils to succeed, and so must school staff members. n.d. (National PTA). Additionally, parents who may cooperate with the school staff members in an assured and courteous manner must prioritize the school (Rhames, 2014a). The parents can have faith in their kid, expect a lot of hard work from them, and speak in a supportive and motivating manner to encourage their kid to work hard and feel good about themselves (Rhames, 2014a). The parents are in charge of making sure that their kid attends school every day, and parent may advise them to work hard and pay close attention to their teachers (Rhames, 2014a). The parents are also responsible for helping their kid develop the emotional and social skills

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The school staff can make the required efforts to better understand parents' perspectives on the school in order to better encourage parental involvement in their children's education (Compton, 2016, p. 27). When families and children feel welcome and like they are a part of the school, they may ensure that there is successful communication in the setting of their school, which can have a beneficial impact on the connection between the learners and parents

(Compton, 2016). Everybody should be able to feel comfortable in the school's atmosphere (Compton, 2016; Rhames, 2014a). In order to interact with the parents, school staff members should take care to find them and establish a solid and moral line of communication with them (Compton, 2016; Rhames, 2014a).

To assist children have a better educational experience so that they may learn more effectively in school, school staff members may collaborate with the society and parents (Henderson & Mapp, 2002; National PTA, n.d.a). All interested parties should collaborate on educational decisions (Henderson & Mapp, 2002; National PTA, n.d.). It is the responsibility of the school personnel to inform the parents of any changes to the way they engage with the parents (Rhames, 2014a).

Summary

The idea that parents are their children's first and most significant educators is supported by the literature study. Furthermore, a family's financial condition has less to do with educational performance than the efforts parents make to assist their kid's study. Parents and educators agree that parental participation raises students' success, yet neither group is eager to work together. In spite of that, parental participation in their kid's education should continue if school changes for the 21st century are to be successful.

3. Chapter three-Research Methodology

3.1 Background of the study

The purpose of this master thesis is to examine the importance of parents' commitment to their children during their educational process, beginning in the early teenage period of the educational journey through the 7th grade. It was based on questionnaires and an interview conducted at "Emin Duraku" school, a lower secondary school located in the city of Shtime, and "Mehmet Akif College" Lipjan, Kosovo.

The role of parents in children's education was examined by giving a questionnaire to parents and also to the students and also an interview with five teachers from "Emin Duraku" and five from "Mehmet Akif College". The instruments used were the questionnaire and the interview. The questionnaire was formed to understand all necessary factors that influence children development on the part of their parents, especially during early teenage period of the educational process.

3.2 Research questions

- How involved are parents in their kids' education?
- What duties and responsibilities may and do parents perform?
- Does parental involvement affect a student's ability to succeed academically in school?
- How often parents pay attention and encourage their children to do their homework?
- What prevents parents from becoming involved?
- What are the challenges that both teachers and students face from the lack of the necessary support from parents?

3.3 Research Hypothesis

There are three hypotheses of the research:

- Communication and cooperation between parents and teachers as a team work can increase child's educational development.
- Financial involvement of parents influences academic performance of students.

- Parents' support is the most critical for achieving good results in the education in early teenager age.

3.4 Research Design and Methodology

To get exact results, in this research were used instruments such as questionnaires which were administered with both parents and students to see their viewpoints and also an interview with teachers was conducted.

3.5 Participants

The study was conducted in "Emin Duraku" lower secondary school in Shtime and also in "Mehmet Akif College" in Lipjan. This study was focused to investigate the role of parents in children's education in early teenage period. The participants of the study were 30 students from public school "Emin Duraku" and 30 students from private school "Mehmet Akif" College. Part of this study were also students' parents, and also 5 teachers from the public school and also 5 others from the private school. The English level of the students was elementary level.

3.6 Instruments

The instruments used in this study were a questionnaire with students and also with their parents and also an interview with teachers. The students' questionnaire (Appendix A) was the first instrument used in the research. The questionnaire had 8 questions and was used to see students' opinion on the effect of parental involvement in their education.

Parents' questionnaire (Appendix B) was the second instrument used in the research. The questionnaire was sent to each of the parents whose child was part of the research. The questionnaire had 14 question regarding parents' point of view about their involvement in their child's education.

Teachers' interview (Appendix C) - The purpose of the teachers' interview questions was to provide a comprehensive picture of how instructors evaluate parental engagement and its impact on a child's academic progress. These questions have no correct or incorrect answers. The questions were intentionally left open-ended to elicit the subject's perceptions of any

further factors that may influence parental participation and the impact it has on a child's achievement. By the early stages of the educational process, this master thesis had the intention to explain that, as children often mirror their behavior after the people they spend the most time with, that is why parents shall make sure that they are spending proper time with their children.

3.7 Detailed Description of the Instruments

The purpose of this master thesis was to examine the importance of parents' commitment to their children during their educational process, beginning in the early stages of the educational journey through the 7th grade.

The first instrument (Appendix A) used in this study was the students' questionnaire. This questionnaire had 8 questions which were formed in Linkert scale. This questionnaire had the intention to find out what is the effect of their parents' involvement in their education. The purpose of the questionnaire was explained clearly to the students before starting to complete the questionnaire. The time for completing the questionnaire was 10 minutes. The questionnaire was anonymous and the questions were in two languages in Albanian and also in English language.

The second instrument (Appendix B) was the parents' questionnaire. This questionnaire had 14 questions. There were 60 parents part of the research both with their children. Every student which was part of the research had to take a questionnaire home for his/her parent.

The third instrument (Appendix C) was the teachers' interview. This interview had 7 questions and was conducted with 5 classroom teachers from the public school and 5 other classroom teachers from the private school.

Conclusion

The third chapter, Research methodology part, presented the information on the participants of the study and the instruments which are used for data collection. The next part will present the outcomes of the study.

Chapter four -Data analysis

4.1 Introduction of study results and discussions

The fourth chapter gives in details the final results of the instrument which were a questionnaire with both students and parents and also a teachers' interview. The instruments were analyzed and the results between public and private school were compared.

The first instrument (Appendix A) used in this study was the students' questionnaire. This questionnaire had 8 questions which were formed in Likert scale. This questionnaire had the intention to find out what is the effect of their parents' involvement in their education. The second instrument (Appendix B) was the parents' questionnaire. This questionnaire had 14 questions. There were 60 parents part of the research together with their children. Every student which was part of the research had to take a questionnaire home for his/her parent. The third instrument (Appendix C) was the teachers' interview. This interview had 7 questions and was conducted with 5 classroom teachers from the public school and 5 other classroom teachers from the private school.

4.2 Results from the questionnaire

Questionnaire was the instrument which was used for both the students and also for their parents. Sixty students were part of the questionnaire, thirty from the public school and thirty from the private school.

4.2.1 Students' questionnaire results for "Emin Duraku" lower secondary school and "Mehmet Akif" College

The students' questionnaire (Appendix A) was the first instrument used in the research. The questionnaire had 8 questions and was used to see students' opinion on the effect of parental involvement in their education.

The first three questions were formed as following:

- Regular contact of my parents with teachers makes my academic performance better and rewarding.
- Regular discussion of my social activities at school with my parents improves my academic performance.
- Payment of all school expenses in time by my parents keeps my academic performance satisfactory.

Regarding the first question "Regular contact of my parents with teachers makes my academic performance better and rewarding" in "Emin Duraku" school, 33% of the students answered strongly agree, 47% of the students answered agree, 10% of the students answered neutral, 7% answered disagree and 3% of the students answered strongly disagree. In "Mehmet Akif" private school, 30% of the students answered strongly agree, 37% answered agree, 13% of the students answered neutral, 13% answered disagree and only 7% of the students answered strongly disagree.

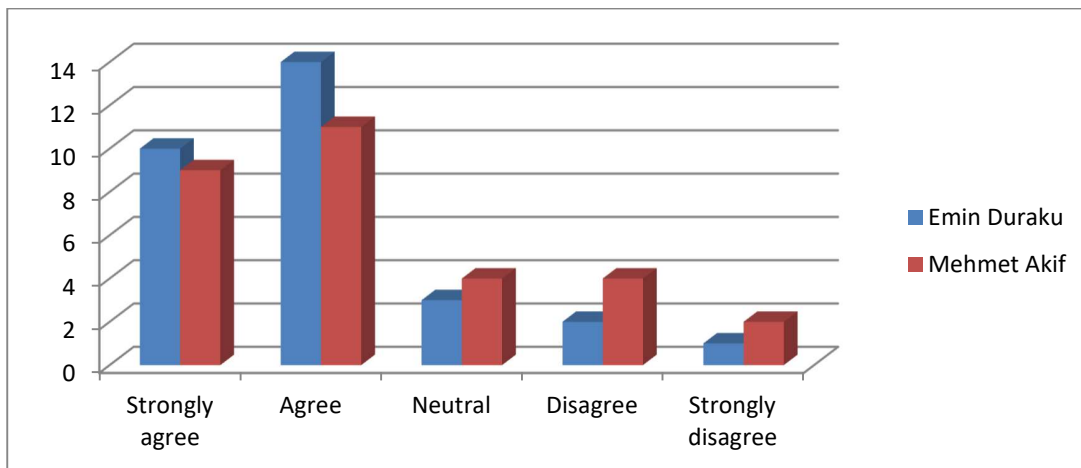


Figure 1: Regular contact of my parents with teachers makes my academic performance better and rewarding.

Regarding the second question (figure 2), in “Emin Duraku” school, 30% of the students answered strongly agree, 43% of the students answered agree, 17% answered neutral, 7% answered disagree and 3% of the students answered strongly disagree. In “Mehmet Akif” College, 44% of the students answered strongly agree, 30% of the students answered agree, 20% answered neutral, 3% answered disagree and 3% answered strongly disagree.

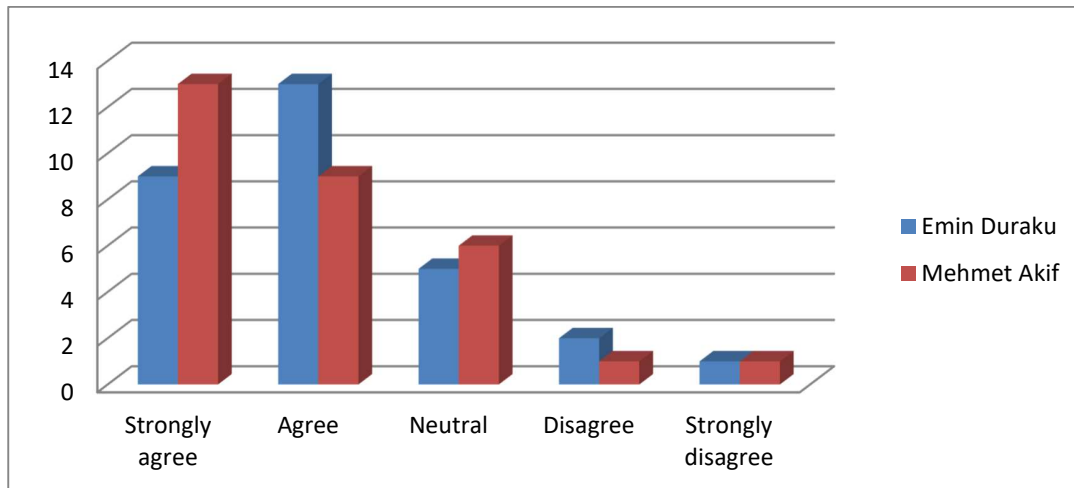


Figure 2: Regular discussion of my social activities at school with my parents improves my academic performance.

In the third question (figure 3) “Payment of all school expenses in time by my parents keeps my academic performance satisfactory”, in “Emin Duraku” school, 34% of the students answered strongly agree, 33% answered agree, 13% answered neutral, 3% answered disagree and 17% answered strongly disagree. In “Mehmet Akif” College, 6% of the students answered strongly agree, 27% answered agree, 23% answered neutral, 27% answered disagree and 17% of the students answered strongly disagree.

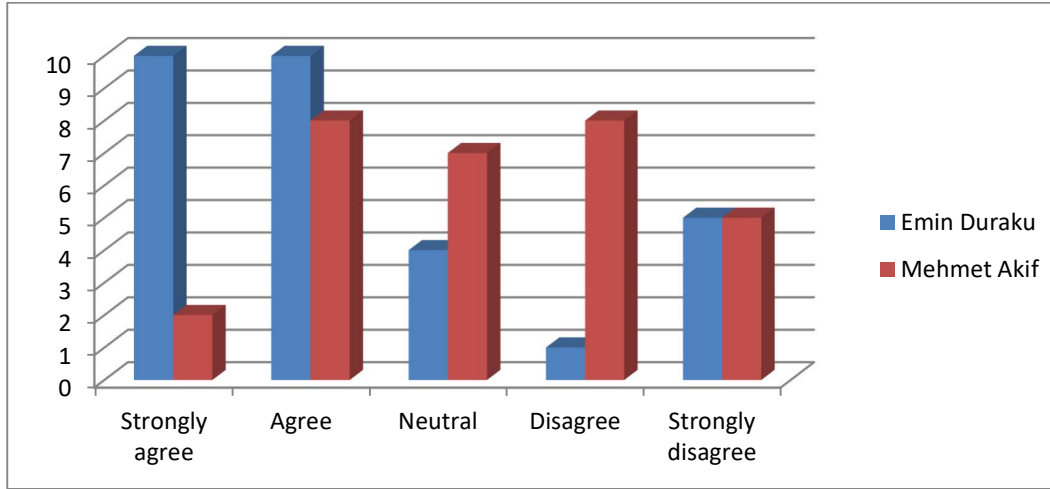


Figure 3: Payment of all school expenses in time by my parents keeps my academic performance satisfactory.

The fourth, fifth and sixth questions were formulated as following:

- Receiving pocket money for entertainment from my parents makes me to show better academic performance.
- No discussion of financial problems with me by my parents keeps my academic performance steady.
- Cash prize or gift by my parents for good academic results at college improves my academic performance.

In question 4 (figure 4) in “Emin Duraku” school 10% of the students answered strongly agree, 20% answered agree, 13% answered neutral, 20% answered disagree and 37% of the students answered strongly disagree. In “Mehmet Akif” College 7% of the students answered strongly agree, 0% answered agree, 30% answered neutral, 40% of the students answered disagree and 23% of the students answered strongly disagree.

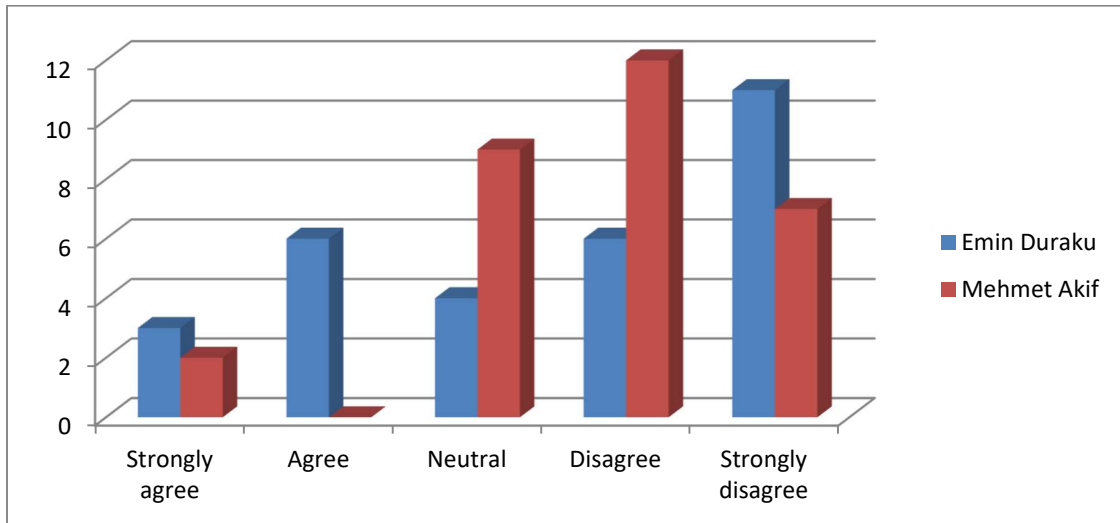


Figure 4: Receiving pocket money for entertainment from my parents makes me to show better academic performance.

In question 5 (figure 5), in “Emin Duraku” school, 17% of the students answered strongly agree, 36% answered agree, 23% answered neutral, 17% answered disagree and 7% of the students answered strongly disagree. In “Mehmet Akif” College 13% of the students 10% answered disagree and 7% of the students answered strongly disagree.

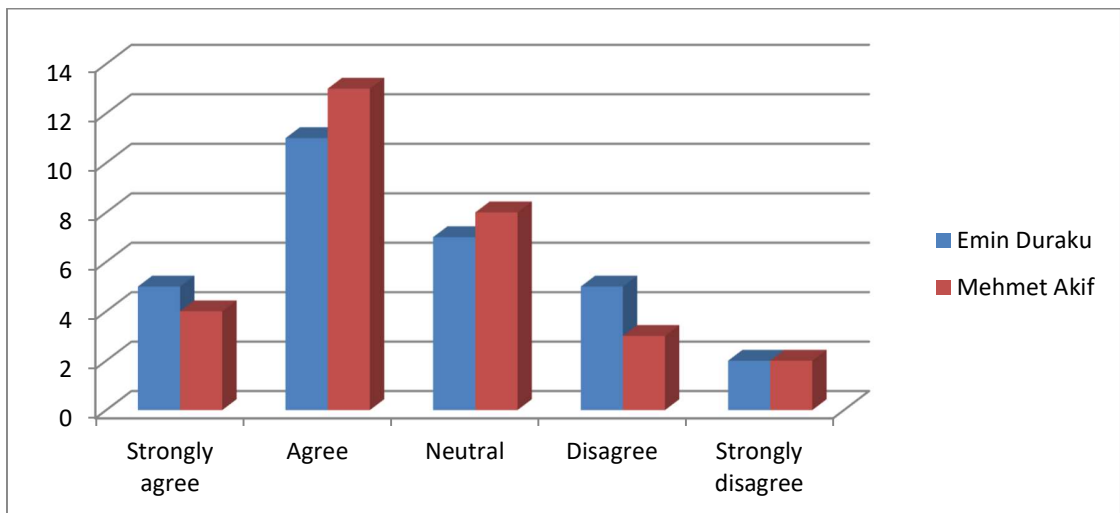


Figure 5: No discussion of financial problems with me by my parents keeps my academic performance steady.

In question 6 (figure 6), in “Emin Duraku” school, 33% of the students answered strongly agree, 30% answered agree, 17% answered neutral, 10% answered disagree and 10% answered strongly disagree. In “Mehmet Akif” College 23% of the students answered strongly agree, 27% answered agree, 23% answered neutral, 17% answered disagree and 10% of the students answered strongly disagree.

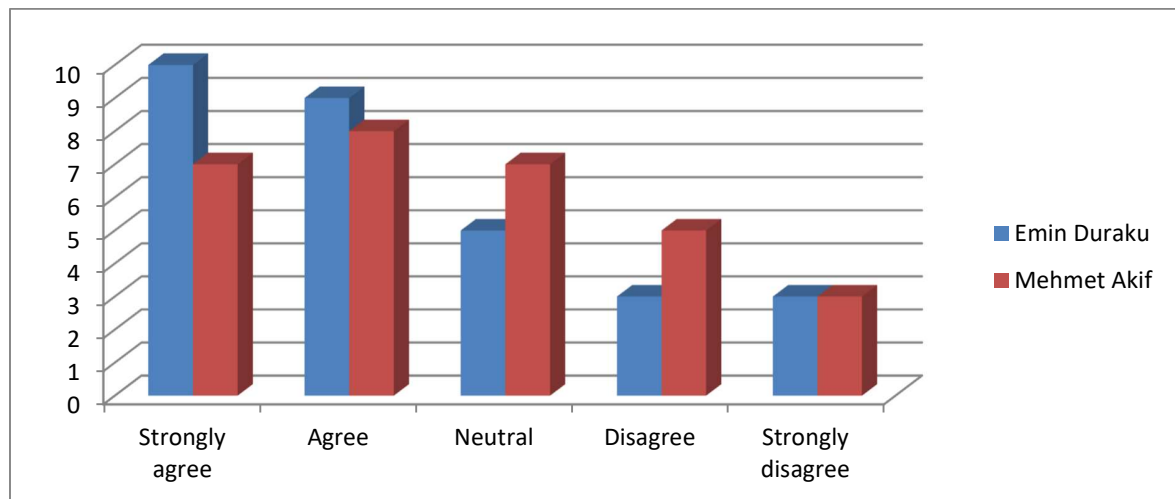


Figure 6: Cash prize or gift by my parents for good academic results at college improves my academic performance.

The seventh and eighth questions were formulated as following:

- Daily check of my studies at home keeps my academic performance high.
- Encouragement of my parents to participate in curricular activities is helpful in my academic performance.

In question 7 (figure 7), in “Emin Duraku” school 50% of the students answered strongly agree, 34% answered agree, 3% answered neutral, 13% answered disagree and 0% of the students answered strongly disagree. In “Mehmet Akif” College 37% of the students answered strongly agree, 30% answered agree, 13% answered neutral, 13% answered disagree and only 7% of the students answered strongly disagree.

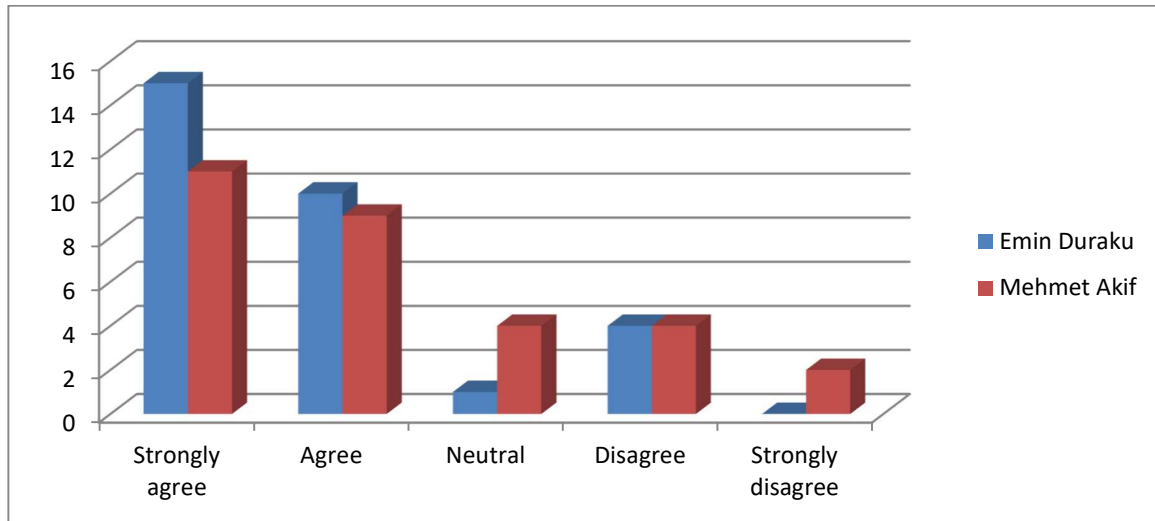


Figure 7: Daily check of my studies at home keeps my academic performance high.

In question 8 (figure 8) in “Emin Duraku” school, 34% of the students answered strongly agree, 33% answered agree, 3% answered neutral, 20% answered disagree and 10% of the students answered strongly disagree. In “Mehmet Akif” College, 37% of the students answered strongly agree, 30% answered agree, 10% answered neutral, 13% answered disagree and 10% of the students answered strongly disagree.

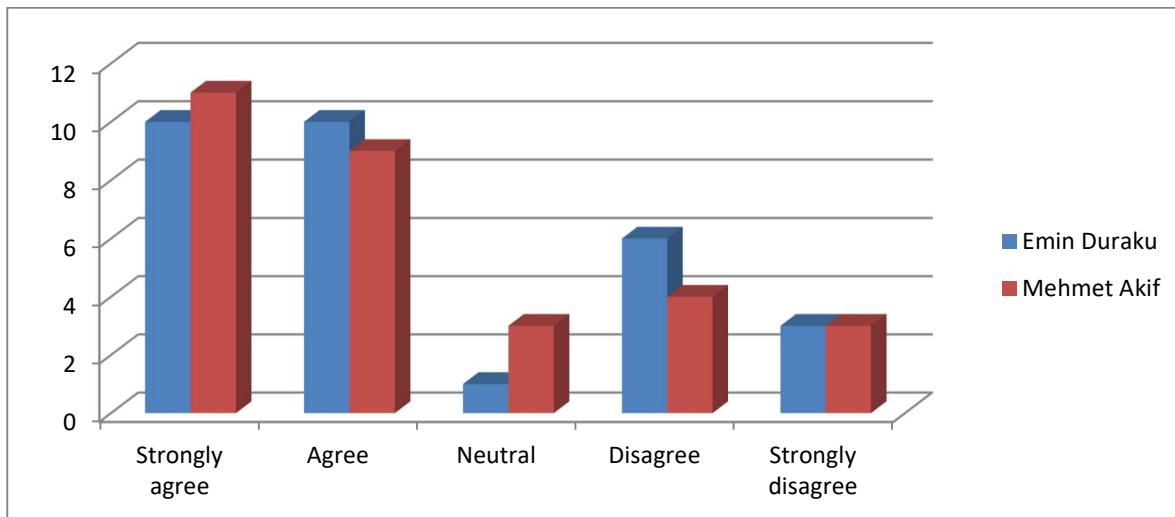


Figure 8: Encouragement of my parents to participate in curricular activities is helpful in my academic performance.

Regarding the students' questionnaire it can be concluded that most of the students in both public and private school agree that parents' involvement such as regular discussion of parents with teachers, discussions for social activities at school etc. makes their performance better. On the other hand, pocket money for entertainment or payment for school expenses does not improve their academic performance.

4.2.2 Parents' questionnaire results for "Emin Duraku" lower secondary school and "Mehmet Akif" College

Parents' questionnaire (Appendix B) was the second instrument used in the research. The questionnaire was sent to each of the parents whose child was part of the research. The questionnaire had 14 question regarding parents' point of view about their involvement in their child's education.

The first five parents' questionnaire questions were formulated as following:

- I communicate with my child's teachers
- Parent/teacher conferences are important for educational success
- I participate in my child's school activities
- If my child appears to be experiencing an issue, I would talk to the teacher
- Parents are involved in the budgeting process of the school

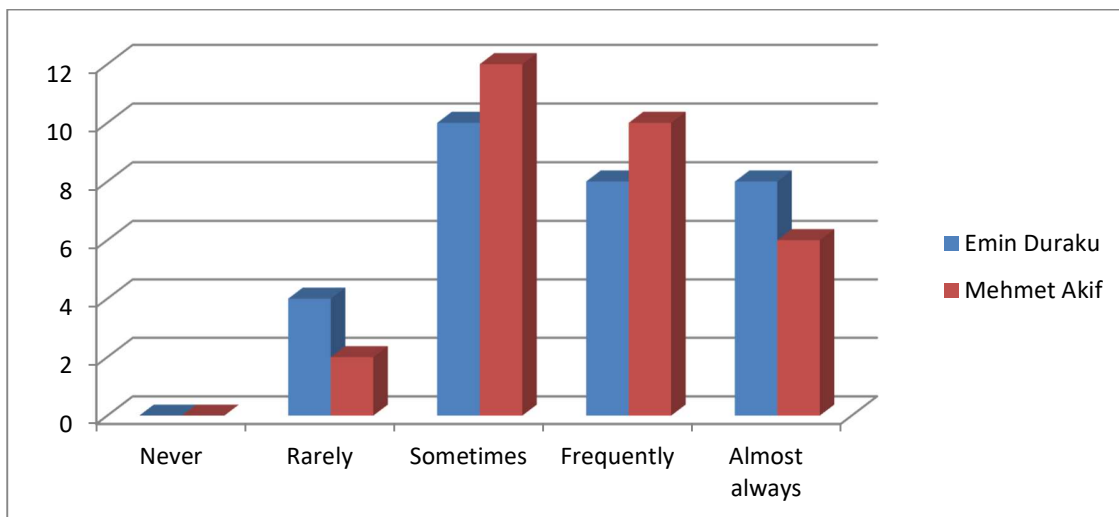


Figure 9: First parents' questionnaire results

In figure 9 (first parents' question), in "Emin Duraku" school 27% of the parents answered almost always, 27% frequently, 33% answered sometimes, 13% answered rarely and 0% answered never. In "Mehmet Akif" college, 20% of the parents answered almost always, 33% answered frequently, 40% answered sometimes, 7% of the parents answered rarely and 0% answered never.

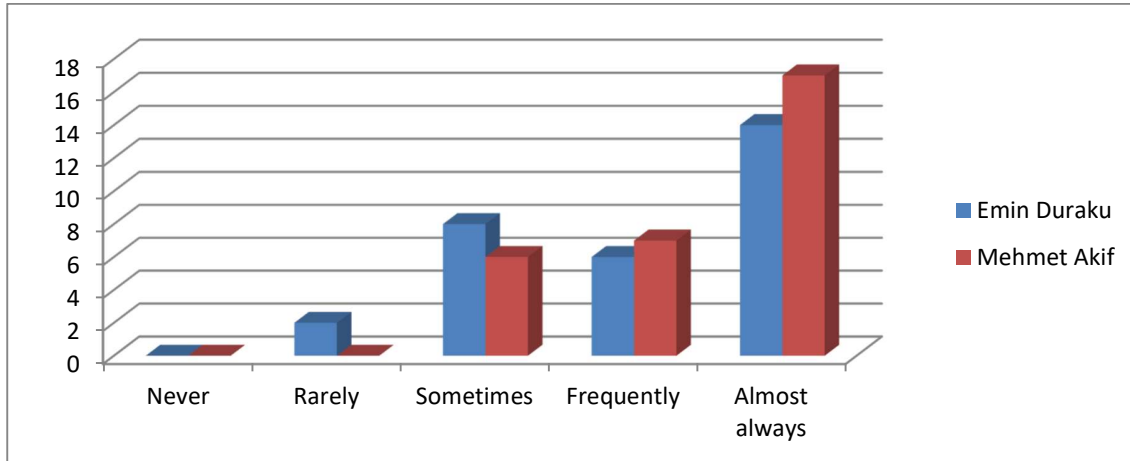


Figure 10: Second parents' questionnaire results

In figure 10 (second parents' question) it can be seen that in "Emin Duraku" school 46% of the parents answered almost always, 20% of the parents answered frequently, 27% answered sometimes, 7% answered rarely and 0% answered never. In "Mehmet Akif" college 57% of the parents answered almost always, 23% answered frequently, 20% of the parents answered sometimes, 0% answered rarely and 0% answered never.

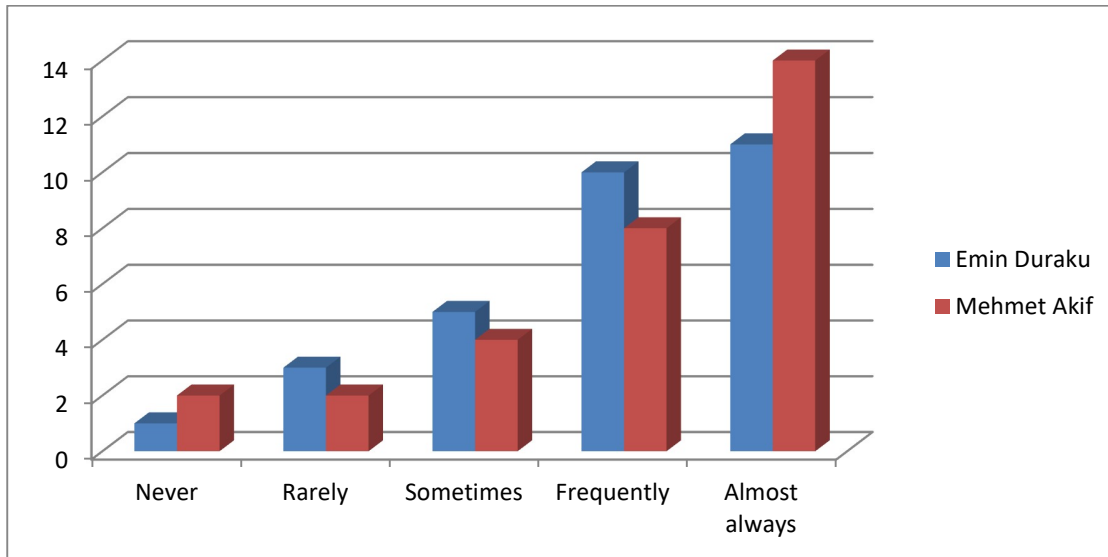


Figure 11: Third parents' questionnaire results

In figure 11 (third parents' question) we can see that in "Emin Duraku" school 37% of the parent answered almost always, 33% answered frequently, 17% answered sometimes, 10% answered rarely and only 3% of the parents answered never. In "Mehmet Akif" school 46% of the parents answered almost always, 27% answered frequently, 13% answered sometimes, 7% answered rarely and 7% of the parents answered never.

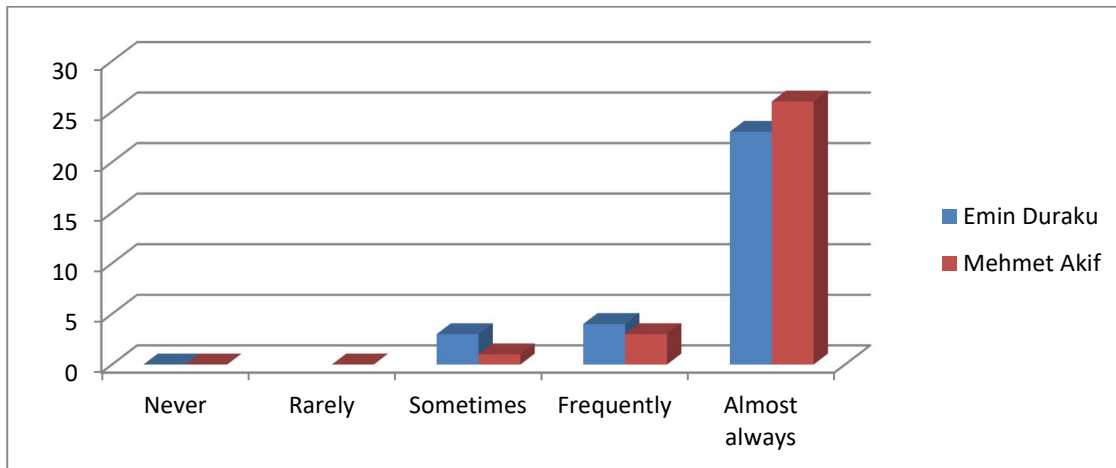


Figure 12: Fourth parents' questionnaire results

As it can be seen in figure 12 (fourth parents' question) in "Emin Duraku" school 77% of the parents answered almost always, 13% answered frequently and 10% answered sometimes.

None of the parents answered rarely or never. In “Mehmet Akif” college, 87% of the parents answered almost always, 10% answered frequently and 3% answered sometimes. None of the parents answered rarely or never.

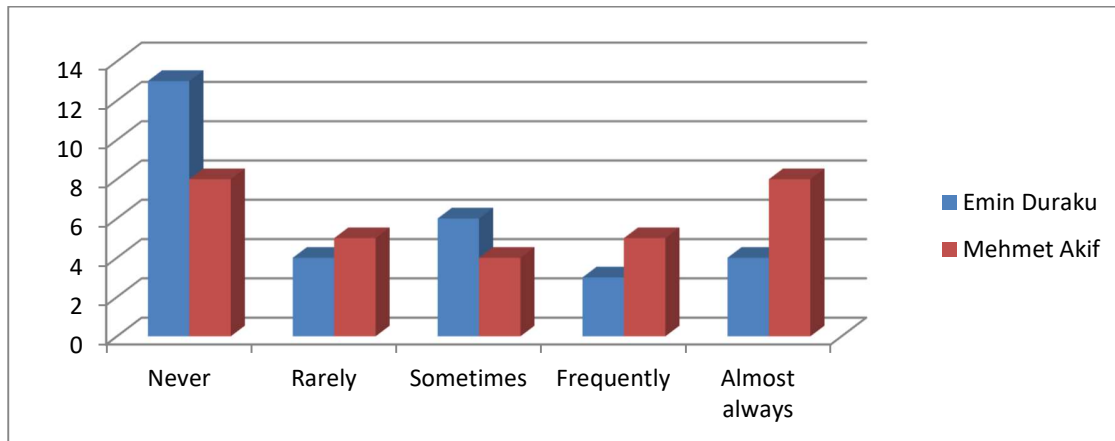


Figure 13: Fifth parents’ questionnaire results

In figure 13, we can see that in “Emin Duraku” school that 13% of the parents answered almost always, 10% answered frequently, 20% of the parents answered sometimes, 13% of the parents answered rarely and 44% of the parents answered never. In “Mehmet Akif” college, 27% of the parents answered almost always, 17% answered frequently, 13% answered sometimes, 17% of the parents answered rarely and 26% answered never.

The sixth, seventh, eighth, ninth and tenth questions were formulated as following:

- Parents in this school participate actively in financing school activities
- Parents are highly involved in raising funds for the school
- My view of school affects my child’s view of school
- It is important to encourage my child so he/she feels successful for simply working hard on his/her homework
- The amount of time I spend with my child has a lot to do with his/her success in school

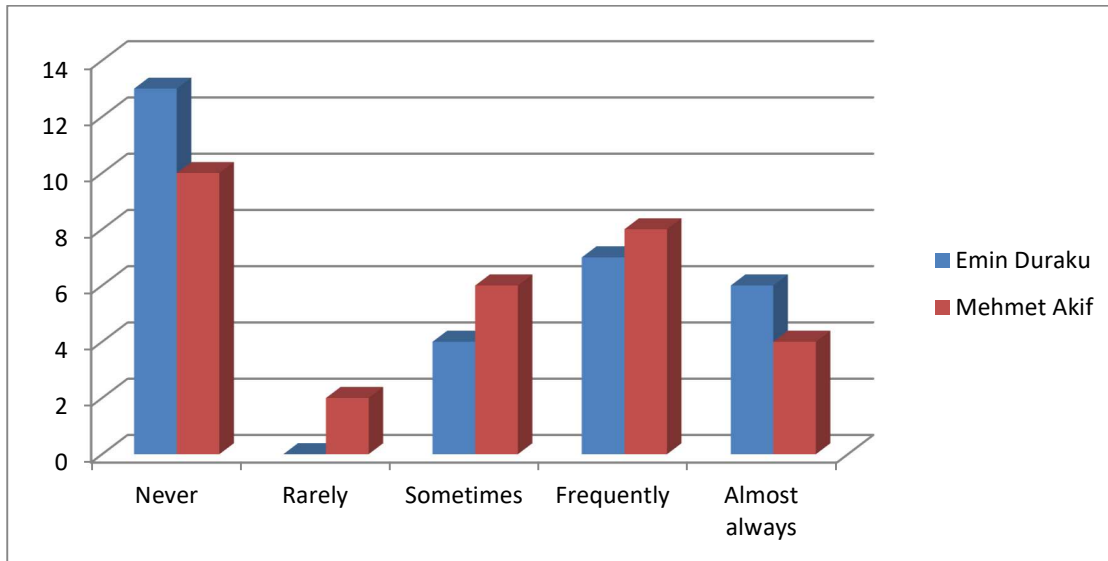


Figure 14: Sixth parents' questionnaire results

In figure 14 (sixth parents' question) it can be seen that in "Emin Duraku" school 20% of the parents answered almost always, 23% answered frequently, 13% of the parents answered sometimes, 0% answered rarely and 44% of the parents answered never. In "Mehmet Akif" college, 13% of the parents answered almost always, 27% answered frequently, 20% answered sometimes, 7% of the parents answered rarely and 33% answered never.

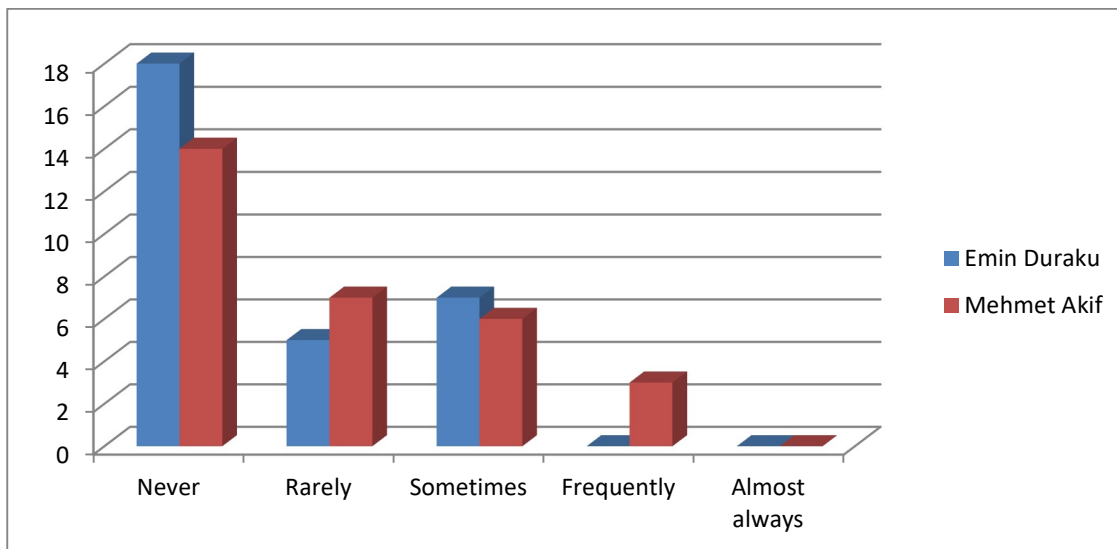


Figure 15: Seventh parents' questionnaire results

In figure 15, in “Emin Duraku” school none of the parents answered almost always and frequently. 23% of the parents answered sometimes, 17% answered rarely and 60% of the parents answered never. In “Mehmet Akif” college, none of the parents answered almost always, 10% of the parents answered frequently, 20% answered sometimes, 23% answered rarely and 47% of the parents answered never.

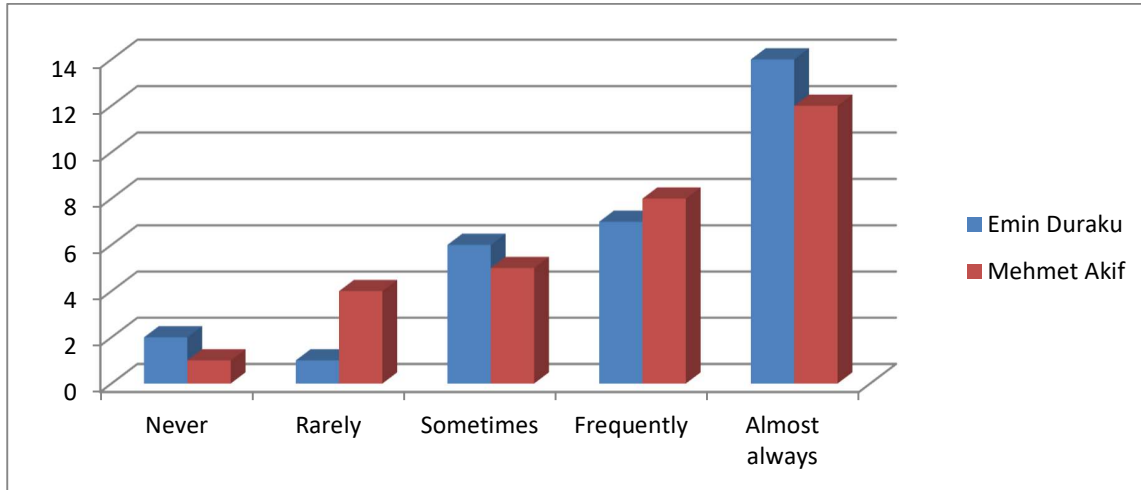


Figure 16: Eighth parents’ questionnaire results

In figure 16, it can be seen that in “Emin Duraku” school, 47% of the parents answered almost always, 23% answered frequently, 20% answered sometimes, 3% answered rarely and 7% of the parents answered never. In “Mehmet Akif” college, 40% of the parents answered almost always, 27% answered frequently, 17% of the parents answered sometimes, 13% answered rarely and 3% of the parents answered never.

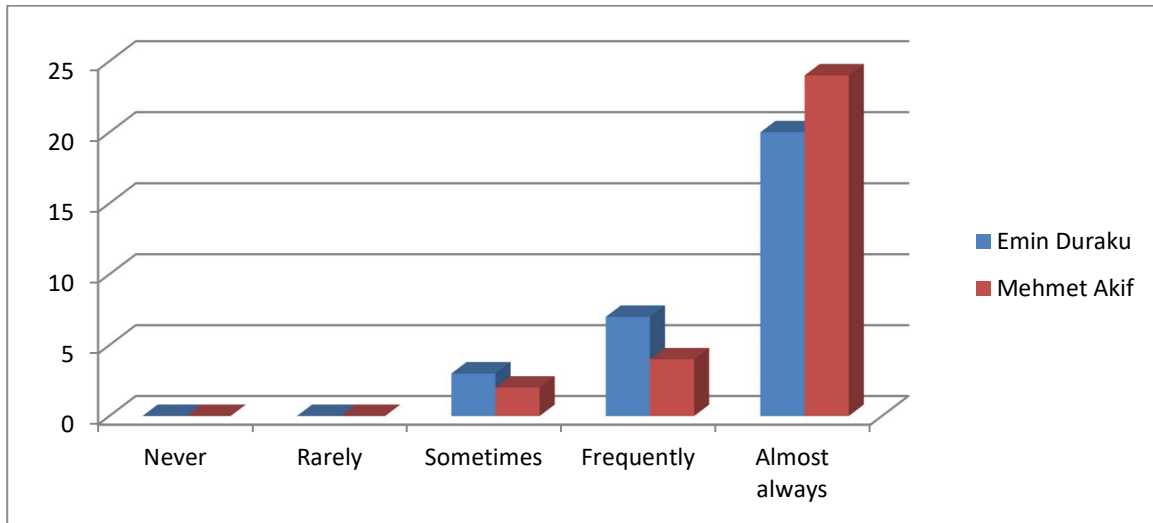


Figure 17: Ninth parents' questionnaire results

In figure 17, in “Emin Duraku” school 67% of the parents answered almost always, 23% answered frequently, 10% answered sometimes and none of the parents answered rarely or never. In “Mehmet Akif” college, 80% of the parents answered almost always, 13% answered frequently, 7% answered sometimes and none of the parents answered rarely or never.

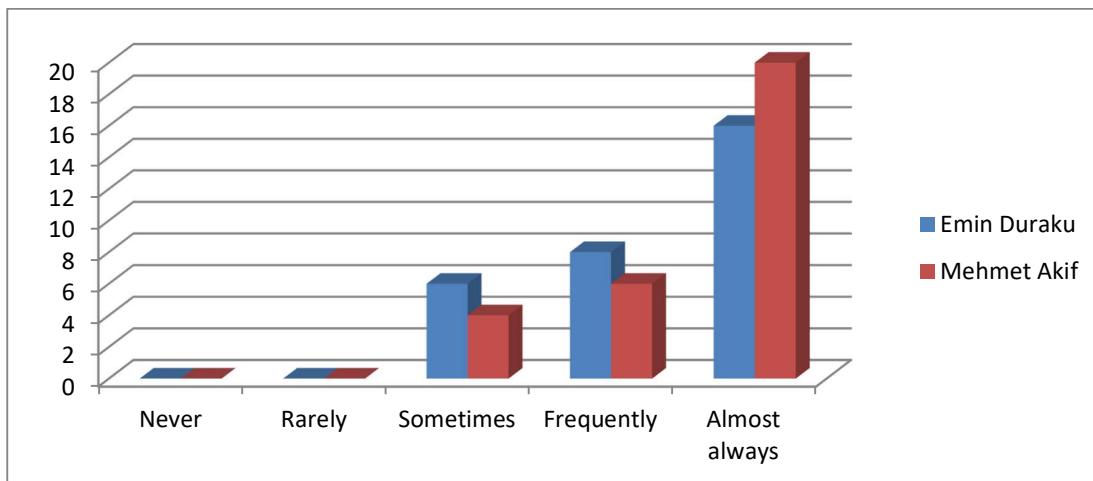


Figure 18: Tenth parents' questionnaire results

In figure 18, tenth question, it can be seen that in “Emin Duraku” school 53% of the parents answered almost always, 27% answered frequently, 20% answered sometimes, none of the parents answered rarely or never. In “Mehmet Akif” college, 67% of the parents answered

almost always, 20% answered frequently, 13% answered sometimes and none of the parents answered rarely or never.

The eleventh, twelfth, thirteenth, fourteenth questions were formulated as following:

- I discuss with my child the careers and professions that pique his or her interest
- I reward my child for good grades
- I monitor my child's homework completion
- We do our homework before engaging in other activities

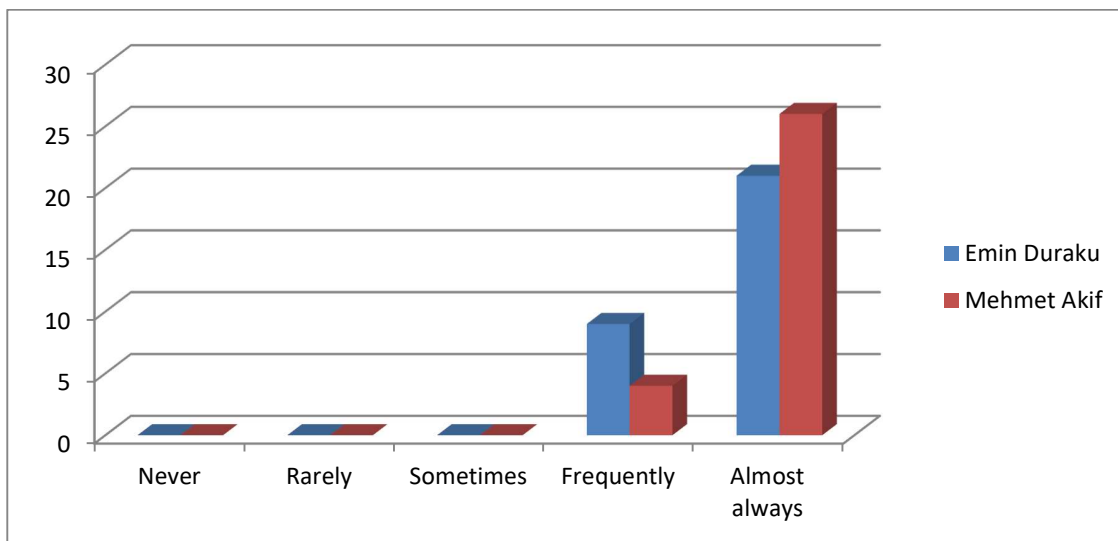


Figure 19: Eleventh parents' questionnaire results

In figure 19, it can be seen that in the eleventh parents' questionnaire, in "Emin Duraku" school, 70% of the parents answered almost always, 30% of the parents answered frequently and none of them answered sometimes, rarely or never. In "Mehmet Akif" college, 87% of the parents answered almost always, 13% of the parents answered frequently and none of them answered sometimes, rarely or never.

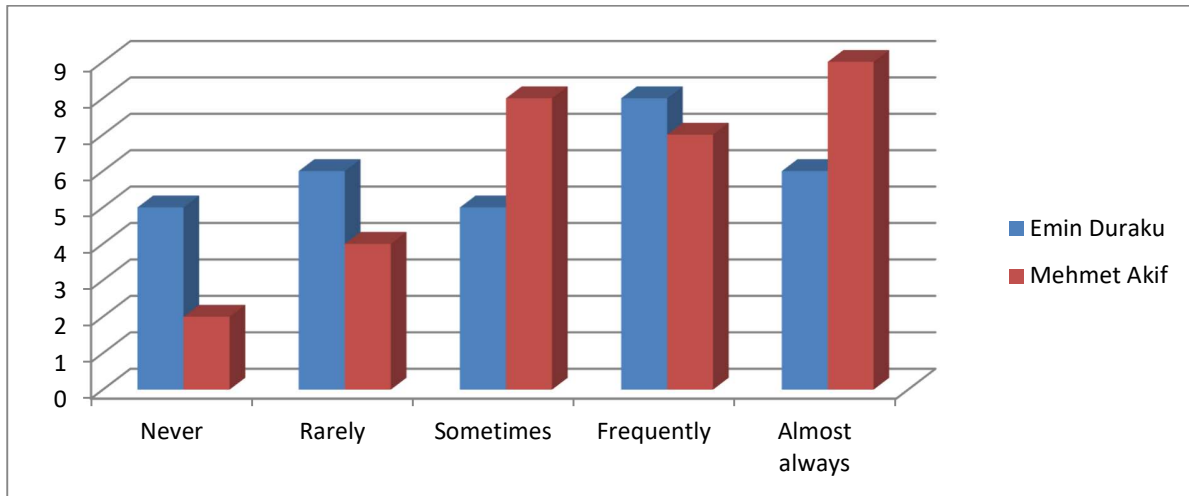


Figure 20: Twelfth parents' questionnaire results

In figure 20, it can be seen that in “Emin Duraku” school 20% of the parents answered almost always, 27% answered frequently, 17% of the parents answered sometimes, 20% answered rarely and 16% of the parents answered never. In “Mehmet Akif” college, 30% of the parents answered almost always, 23% answered frequently, 27% answered sometimes, 13% answered rarely and 7% of the parents answered never.

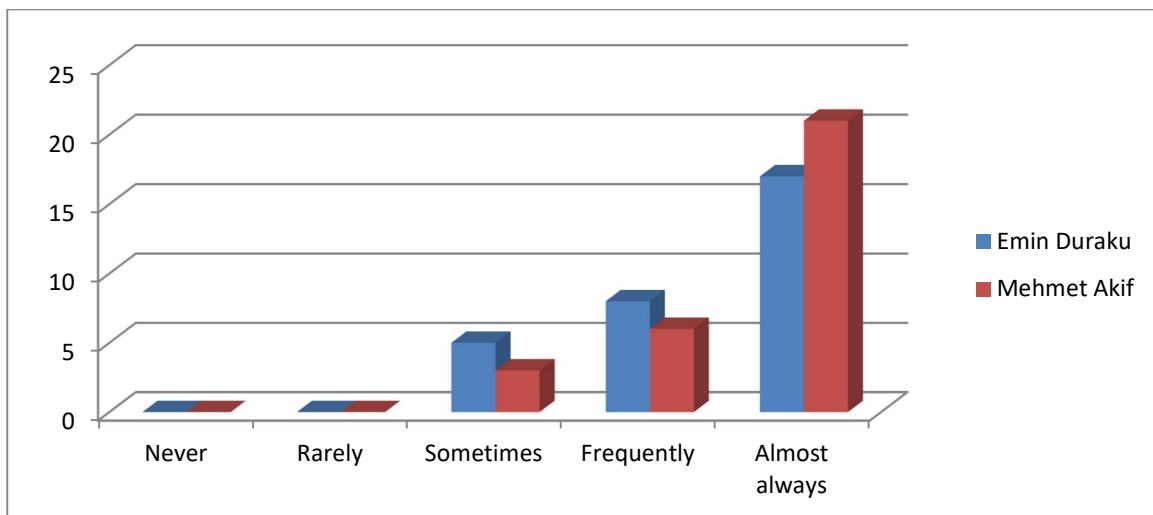


Figure 21: Thirteenth parents' questionnaire results

In figure 21, it can be seen that in “Emin Duraku” school 41% of the parents answered almost always, 36% of the parents answered frequently, 23% of parents answered sometimes and none of the parents answered rarely or never. In “Mehmet Akif” college, 70% of the parents

answered almost always, 20% answered frequently, 10% of the parents answered sometimes and none of them answered rarely or never.

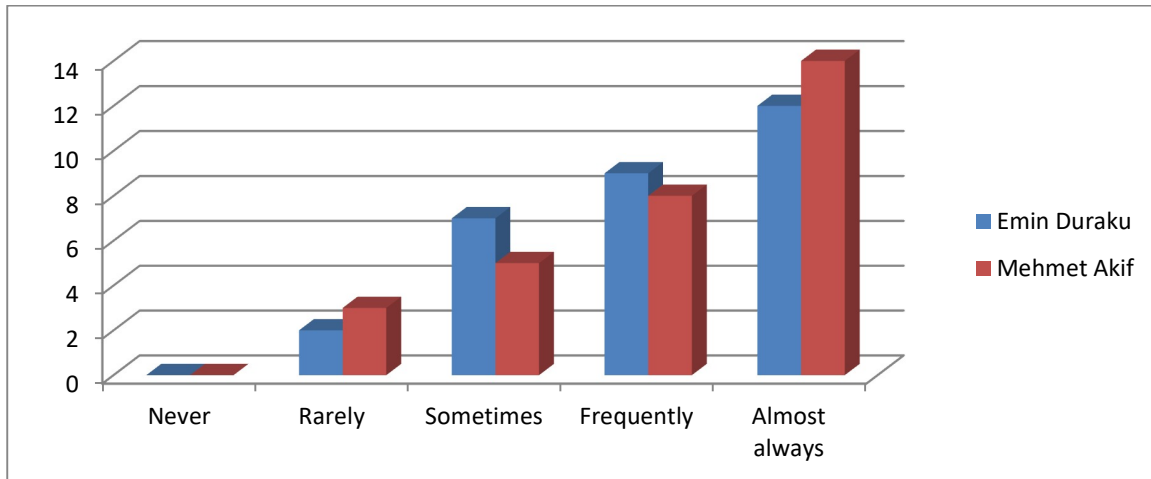


Figure 22: Fourteenth parents' questionnaire results

In figure 22, it can be seen that in “Emin Duraku” school 40% of the parents answered almost always, 30% answered frequently, 23% of the parents answered sometimes, 7% answered rarely and none of them answered never. In “Mehmet Akif” college, 46% of the parents answered almost always, 27% of the parents answered frequently, 17% of the parents answered sometimes, 10% answered rarely and none of the parents answered never.

In parents' questionnaire, most of the parents agreed that they are involved in their children's education. They communicate with their child's teacher regularly, take part in parent-teacher conferences, participate in school activities, etc. When it comes to budget and financial school activities most of the parents declared that they do not participate in these activities.

4.3 Teachers' interview results

1. What percentage (approximate) of parents actively helps out in your classroom?

How are they involved in the classroom?

Teacher 1: Approximately 30%. They are involved in parents- teachers meeting and in different activities with students.

Teacher 2: 35%

Teacher 3: Around 20%. By taking part in meeting when we invite them.

Teacher 4: I think 40%. They take part in different activities organized by school and also in meetings.

Teacher 5: Around 25-30%. Parents are involved in the classroom by homework.

Teacher 6: Around 50%. I think parents can be very involved by helping their children in extracurricular activities, by helping them in their homework, and of course by taking part in meetings in school.

Teacher 7: Approximately 40%. Reading with their kids, motivating and helping in homework.

Teacher 8: Parents' meetings, taking part in events organized by school, encourage learning are only a few of parental involvement in the classroom.

Teacher 9: 30%- There are many forms in which parents can be involved in their children's classroom such as helping in their homework, communicating with teachers about their children, participating in meetings and activities etc.

Teacher 10: Around 20%.

2. How do you encourage parents to become involved in their child's education?

Teacher 1: Most of the time I try to encourage parents to be involved in the classroom but maybe their commitments discourage them to take part.

Teacher 2: Involving them in activities and keeping constant contact with them.

Teacher 3: By telling them about the setbacks and difficulties of their children.

Teacher 4: By involving them in school activities and voluntary work.

Teacher 5: Involving parents in every activity and work with students, valuing their cooperation.

Teacher 6: Parents should be aware of their importance in their children's education. I think they don't need any other motivation or encouragement.

Teacher 7: I motivated the parents by telling them that their children will be much better if they are more involved.

Teacher 8: By involving them in everything I can.

Teacher 9: They should be encouraged for their children's future.

Teacher 10: By involving in different school activities.

3. Describe the academic performance of children whose parents are involved.

Teacher 1: They are usually excellent and well-behaved students.

Teacher 2: The performance of the children involved is excellent.

Teacher 3: They have good performance.

Teacher 4: Their performance is excellent.

Teacher 5: Usually parents with a higher academic level, for example with a faculty or with a better economic situation, have children with better academic performance.

Teacher 6: Children whose parents are involved in their education always have a good performance in school, are well-behaved and are friendly with others.

Teacher 7: Always when the students are at the right academic level, it is the merit of the parents' involvement.

Teacher 8: When parents are always engaged with their children, there is no doubt that the results are not lacking even at the academic level.

Teacher 9: Of course, they are excellent.

Teacher 10: Good parents bring good students.

4. Describe the academic performance of children whose parents are not involved.

Teacher 1: Usually when parents are not engaged at all, they are mainly in a poor economic situation, with social assistance and do not have much time to spend with their children.

Teacher 2: In most of the cases they are good students.

Teacher 3: Not good performance.

Teacher 4: These children do not have a good performance.

Teacher 5: They are usually students with low performance and problematic behavior.

Teacher 6: Not so bad.

Teacher 7: Some of the students whose parents are not involved in their education have low performance and numerous absences during school hours.

Teacher 8: There are some of the students who despite the fact that their parents are not involved have good grades and there are some others who do not have good academic performance.

Teacher 9: Low academic performance.

Teacher 10: Of course, not very satisfied with them.

5. Describe the behavioral performance of children whose parents are involved.

Teacher 1: Usually 70% of the cases are good students.

Teacher 2: They are well-behaved students.

Teacher 3: Good behavior.

Teacher 4: They are good students with good behavior.

Teacher 5: They mostly have good behavior with the exception of some specific cases.

Teacher 6: They have good behaviors and are regularly at school.

Teacher 7: Most of the time they have good behavior.

Teacher 8: Well-behaved students.

Teacher 9: They have good behavior and those who behave well usually are students with good academic performance.

Teacher 10: Good behavior students.

6. Describe the behavioral performance of children whose parents are not involved.

Teacher 1: They usually have bad behavior, even here we have cases that should be excluded from school.

Teacher 2: They are students that are taught with ~~are worked with~~ problematic behavior up to deviant.

Teacher 3: Bad behavior.

Teacher 4: The performance of these children is average.

Teacher 5: Most of the cases have bad behavior.

Teacher 5: These students whose parents are not involved have problematic behavior.

Teacher 6: Most of them have good behavior but we have also cases that have very bad behaviors in class, with their friends and also with the teachers.

Teacher 7: Bad behavior students.

Teacher 8: I think most of them are good students with good behaviors and there's not much to do with parents' involvement.

Teacher 9: Average students.

Teacher 10: Bad behavior students with bad grades.

7. What is your view of parent involvement in the classroom, at home, etc.? Is it something you think should be encouraged? Discouraged?

Teacher 1: Parents' involvement has a positive effect on their children.

Teacher 2: Without the functioning of the parent-student-child triangle, academic performance and student behavior are a handicap.

Teacher 3: every time parents cooperate with teachers, the results are better. They should always be encouraged to make the triangle work between the main actors in the educational process.

Teacher 4: The involvement of parents in the classroom, at home, is indispensable for success in the classroom and good behavior at school and at home.

Teacher 5: Is a very important factor in the educational process.

Teacher 6: Yes, parents should be encouraged to be part of their children's education process. When they are involved there is no doubt that success is guaranteed.

Teacher 7: In order to have success, the triangle should work perfectly.

Teacher 8: Without parents' involvement, children won't have good academic performance.

Teacher 9: Parents are very important when it comes to education.

Teacher 10: Parents should be very involved not only in education of their children but in all things that have to do with them.

According to teacher's questionnaire answers it can be summarized that parents have a very important role in children's education. Most of the parents are involved in education process in different ways such as taking part in school meetings, helping children with homework, motivating them, taking part in school activities, etc. The impact of parents' involvement is not only seen in academic performance but also in children's behavior.

5. Chapter five- Conclusion, recommendation and limitations

5.1 Conclusion

Early teenage years are a time of transition when significant physical, cognitive, emotional, and social changes take place. Despite the fact that during these developmental period children broaden their social networks and acquire independence or separation from their parents, they still require a deep and nurturing interaction with them. In this research, we analyzed the role of parents in children's education in early teenage years.

The purpose of this master thesis was to examine the importance of parents' commitment to their children during their educational process, beginning in the early teenage period of the educational journey through the 7th grade. It was based on questionnaires and an interview developed at "Emin Duraku" a lower secondary school located in the city of Shtime, and "Mehmet Akif College" Lipjan, Kosovo. This study was focused to find the role of parents in children's education in early teenage period. The participants of the study were 30 students from public school "Emin Duraku" and 30 students from private school "Mehmet Akif" College. Parts of this study were also students' parents, and also 5 teachers from public school and also 5 others from private school. The English level of the students was elementary level.

A benefit that cannot be purchased with money is parental engagement in a child's education. Simple actions such as asking a child about school or going to a parent-teacher meeting can be taken by all parents, no matter of their socioeconomic standing, race, or primary language, to get involved. Participating in your child's education increases academic achievement as well as classroom attitudes and behavior, boosts teacher morale, and gives you the opportunity to influence your child's education.

According to the literature (Benner, Boyle, & Sadler, 2016; Dubow et al., 2009; Kalil et al., 2012), parents' educational backgrounds have a significant impact on their children's educational and economic chances. Parents with college degrees spend more time with their kids, provide an example of achievement-oriented conduct, give their kids chances to

experience success, participate in activities suited to their ages, and nurture their skills. These actions typically result in a child's academic achievement.

Involving parents in a partnership with schools in the formative years of early teenager years can be done in efficient ways. Moreover, there is strong evidence to support the notion that parental interaction is crucial throughout these years. Teenagers are especially vulnerable in these neighborhoods, and we are losing a lot of them to the dangers of street culture. If we want to stop this tendency, enlarged cooperation between families, the community, and the schools is crucial. Early teenager years may be our final best chance to encourage healthy development; yet, this potential can only be fulfilled via cooperation between parents and schools.

5.2 Conclusion on research findings

The purpose of this master thesis was to examine the importance of parents' commitment to their children during their educational process, beginning in the early stages of the educational journey through the 7th grade. Also, to find out what is the meaning of support that parents use mostly. In other words, this study was going to exhibit the importance of parents' support to their children in educational process. Moreover, it secured to point out the section that will improve their involvement in both sides, in public and private school, teachers' perspective should include different methods and higher professional development to achieve good result. After analyzing the results obtained from the four instruments used in this study, sufficient information was gathered in order to answer the main questions of this study that are stated in the previous parts.

All the hypotheses and their proof of this study in data analysis have been presented in the chronological order, in order to see if they were proven as they were predicted in this study.

H1# Communication and cooperation between parents and teachers as a team work can increase child's educational development

Based on the results obtained from the questionnaires and from teachers' interview it can be concluded that the first hypothesis is proven to be true. The statistics in figure 1 and 2 are the

best proof where in first question 80% of the students answered strongly agree or just agree whereas in the second question 73% of the students answered strongly agree or agree. Also, all the teachers who were part of the interview agreed that children whose parents communicate and cooperate with teachers and school have better academic performance and also better behavior at school.

H2# Financial involvement of parents influences academic performance of students

After analyzing the results of students and parents' questionnaire in figure 3,4, 5 and 13 it can be concluded that second hypothesis was proven not to be true. 43% of the parents declared that they have never been involved in any financial process in school and still their children have great academic performance.

H3# Parents' support is the most critical for achieving good results in the education in early teenager age

Based on literature, students and parents' questionnaire and also in teachers' interview it can be concluded that the third hypothesis was proven to be true. Parents' support is not only crucial for achieving good results in education but also for good behavior, for professions and careers that pique his or her interest in the future.

During the process of collecting data for this research paper, always was thought about research question which were set in the third chapter.

1. How involved are parents in their kids' education?

According to parents' questionnaire answers it can be concluded that parent nowadays are very involved in their kids' education. They are involved in different ways like communicating with the teacher for any issues regarding their kids' performance at school, participating in school activities, motivating them, helping with homework, etc. These answers are also supported by teacher's responses in the interview. Teachers declared that most of the parents are highly involved in their children's education.

2. What duties and responsibilities may and do parents perform?

There are a lot of duties and responsibilities that parents do perform according to the instruments' answers. Attending parent- teacher conferences, participating in school activities, encouraging them, monitoring homework completion, spending time with them and discussing for career and professions are just a few of them.

3. Does parental involvement affect a student's ability to succeed academically in school?

According to students' responses to the first, second and seventh and eighth question it can be concluded that parents' involvement affect a student's ability to succeed academically in school. In these questions, over 80% of the students either strongly agreed or agreed. These results show better how important for children is their parents' involvement in education.

4. How often parents pay attention and encourage their children to do their homework?

As it was supposed, parents declared that they pay attention on children's homework on daily basis and they encourage their children to do homework before any other activity. This has also been verified by students' answers on the last two questions.

5. What prevents parents from becoming involved?

Based on literature and teachers' interview answers it can be said that some of the reasons why parents are not involved are low socioeconomic status, lack of parents education, lack of effective communication, time, etc.

6. What are the challenges that both teachers and students face from the lack of the necessary support from parents?

Some of the challenges that teachers and students may face are lack of effective communication, low academic performance, behavior problems among the students, low motivation, homework problems, etc. Without parental participation, students do not learn how to treat teachers with respect. Parents do, after all, teach their kids about social signs and social rank. In the absence of parental involvement, children will start to believe that schooling is not all that necessary.

5.3 Recommendations

After analyzing and discussing the results of the two questionnaires and the interview, there are some recommendations for parents, teachers, school and also for other researchers who want to do a study on this topic.

For parents:

- Talk to your child about the books and tales you read by reading aloud to them.
- Encourage your child to complete their schoolwork.
- Manage and keep an eye on a child's time.
- Assist a youngster in obtaining the tools they require to enhance their learning.
- Participate in and support school events.
- Go to parent-teacher conferences.
- Every day, discuss with your children about school.
- Assist a youngster in obtaining the tools they require to enhance their learning.
- Help a youngster by following the teacher's directions.
- If an issue emerges, take care of it right away by asking the educator to meet with you.
- Discuss any difficulties with the kid that could have an impact on his or her performance in class with the teacher.

For teachers:

- Build good communication with parents.
- Create parental involvement strategy.

For school:

- Offer trainings for teachers to work effectively with families.
- Provide schools with psychologists who can give support and consultation to parents that want to be involved.

There are some recommendations for other students who want to research on this topic:

- Parental involvement of children with low-income parents.
- The role of parent satisfaction with the school in children academic performance.

- The effect of welcoming school atmosphere in parental involvement.

5.4 Limitations

Although, most of the hypotheses are proven to be true this research has some limitations. This research has limited number of students, parents and teachers who were part of it. It would be better if we repeated this study with larger number of participants for example the entire primary schools of one municipality.

In our country, there isn't any study that has been conducted before to see the parental involvement in children's education. This study has several implications. Teachers indicate that they receive minimal training in working successfully with families, and that informed home-school communication is a major predictor of parental participation both at the school site and at home (Graue & Brown, 2003). We believe it is crucial to provide pre-service and in-service programs to assist instructors in identifying successful forms and ways of interacting with families given the difficult nature of home-school connections.

A third limitation is that we were unable to examine certain significant but indirect forms of engagement, such as discussions and encouragement at home. Additionally, we wish we had been better equipped to assess the frequency and quality of parent contact from schools.

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Appendixes

Appendix 1: Students' questionnaire

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Regular contact of my parents with teachers makes my academic performance better and rewarding.					
2	Regular discussion of my social activities at school with my parents improves my academic performance.					
3	Payment of all school expenses in time by my parents keeps my academic performance satisfactory.					
4	Receiving pocket money for entertainment from my parents makes me show better academic performance.					
5	No discussion of financial problems with me by my parents keeps my academic performance steady.					
6	Cash prize or gift by my parents for good academic results at college improves my academic performance.					
7	Daily check of my studies at home keeps my academic performance high.					
8	Encouragement of my parents to participate in curricular activities is helpful in my academic performance					

Appendix 2: Parents' questionnaire

Please read each statement and circle the response that best applies.

N = never R = rarely S = sometimes F = frequently AA = almost always

1. I communicate with my child's teachers. N R S F AA

2. Parent/teacher conferences are important for educational success. N R S F AA
3. I participate in my child's school activities. N R S F AA
4. If my child appears to be experiencing an issue, I would talk to the teacher. N R S F AA
5. Parents are involved in the budgeting process school. N R S F AA
6. Parents in this school participate actively in financing school activities. N R S F AA
7. Parents are highly involved in raising funds for the school. N R S F AA
8. My view of school affects my child's view of school. N R S F AA
9. It is important to encourage my child so he/she feels successful for simply working hard on his/her homework. N R S F AA
10. The amount of time I spend with my child has a lot to do with his/her success in school. N R S F AA
11. I discuss with my child the careers and professions that pique his or her interest. N R S F AA
12. I reward my child for good grades. N R S F AA
13. I monitor my child' homework completion. N R S F AA
14. We do our homework before engaging in other activities. N R S F AA

Appendix 3: Teachers' interview

The following questions should take no longer than 45 minutes to answer.

1. What percentage (approximate) of parents actively helps out in your classroom?
How are they involved in the classroom?
2. How do you encourage parents to become involved in their child's education?
3. Describe the academic performance of children whose parents are involved.
4. Describe the academic performance of children whose parents are not involved.
5. Describe the behavioral performance of children whose parents are involved.

6. Describe the behavioral performance of children whose parents are not involved.

7. What is your view of parent involvement in the classroom, at home, etc.? Is it something you think should be encouraged? Discouraged?