

SENGUL, S., GENÇ DUYULER, G., DUYUL, M., BARIS, F. (2024). "Parent Participation: Its Dynamic Role and Importance in Education". *International Journal of Social Science, and Innovation Educational Technologies (Online)*, Vol: 5 Issue: 17 pp: 1-11.

**Keywords:** education, parent participation, school

**Article Type** Review Article

**Parent Participation: Its Dynamic Role and Importance in Education**

Arrived Date  
22.10.2023

Accepted Date  
25.12.2023

Published Date  
31.01.2024

Serdar SENGUL<sup>1</sup> Gulsever GENÇ DUYULER<sup>2</sup> Meltem DUYUL<sup>3</sup> Fazlı BARIS<sup>4</sup>


**Abstract**


In today's education systems, parents' involvement in schools is becoming more and more important. Parent involvement appears to have profound effects on students' academic achievement, school experience, and overall quality of education. These influences have the potential to shape not only students' achievement, but also the overall development of the school community. This article aims to examine the role, importance, and effects of parent involvement in the education system. In particular, it aims to discuss in detail the effects of parental involvement on student achievement, its effects on student behavior, and its contributions to school-community relations.


**INTRODUCTION**


Education is a fundamental factor shaping the future of children and young people. However, the success of the educational process does not depend only on factors within the school. Parent involvement plays a critical role in students' educational journey. Establishing the parent-student-school relationship on solid foundations is a decisive factor in strengthening students' academic success and social development.

In this article, in line with the information obtained from the literature review, it aims to examine the importance and effects of parent participation in education. Parent involvement does not only refer to participation in school meetings; It also covers a wide range of topics, such as providing homeschooling support, communicating effectively at school, and contributing to educational decisions. This

<sup>1</sup>  serdar\_sengul@hotmail.com, Ataturk University, Kazım Karabekir Faculty of Education, Science Teaching, Erzurum/TÜRKİYE

<sup>2</sup>  gulsevergenc@gmail.com, Cukurova University, Faculty of Education, Department of Fine Arts Education, Art Teaching, Adana/TÜRKİYE

<sup>3</sup>  meltemduyul01@gmail.com, Cukurova University, Faculty of Education, The Primary School Teaching, Adana/TÜRKİYE

<sup>4</sup>  sfazlibaris01@gmail.com, Hacettepe University, Faculty of Education, The Primary School Teaching, Ankara/ TÜRKİYE



engagement increases students' motivation, improves their academic performance, and positively impacts their overall school experience.

This study will provide a detailed assessment to understand the dynamic nature of parent involvement in education, examine effective patterns, and provide guidance for future educational strategies. It will also address how parental engagement is shaped by cultural and social diversity and the effects of this diversity on education systems. It also aims to provide a perspective to research and policymakers in this area, emphasizing the key role of parent involvement in education.

## **Literature**

### **Education**

Education; It plays a critical role in raising individuals who can adapt to the needs of the age, provide students with the ability to do research, question, and develop their self-confidence. This process is shaped by the interaction of teachers, students and parents, especially in the school environment. Schools offer a platform to enhance students' real-life experiences. However, what makes the school truly functional and effective is that teachers, students, and parents come together to make education worthwhile. Physical environments are simply the elements that bring these elements together and unite them.

Teachers should not only convey knowledge, but also keep students' curiosity and desire to learn alive. Students should be encouraged to develop their ability to question, research, and make inferences, rather than just memorizing information. Parents, on the other hand, should take an active role in the learning process, support their children's education and be involved in their learning process.

Education is shaped not only by the lessons offered by schools, but also by the factors around the students. Therefore, education is not limited to just the education offered by schools; It also persists at home, in society, and in different areas of life. This multidimensional approach makes individuals who can adapt to the needs of the age and are open to continuous learning and development. In recent years, scrutiny of the quality of education offered by educational institutions and the effectiveness of our education systems has been one of the main causes of the debate on quality education, which has emerged as an important issue that has attracted the attention of governments, researchers, and institutions (Bernardo et al., 2023).

Education is a discipline that deals with the methods of teaching and learning in schools or similar settings (Riche et al., 2023). Education, which can be seen as the process of transferring the values and accumulation of society, is equivalent to socialization or acculturation according to the definition of social scientists. Whether they come from the tribes of New Guinea, the Renaissance Florentines, or the middle classes of Manhattan, children are culture-neutral when they are born. Education is designed with the aim of teaching them about a culture, shaping their behavior towards adulthood and

directing them to their role in society. As the importance given to education increases, the society strives to establish the overall objectives, content, organization, and strategies of education (Shimahara et al., 2023). In this context, it is education itself that can appeal to the widest masses of the society, and the value of education is very important in terms of this mass management. This process is not stuck in a limited time frame, it is a process that takes place from the birth of human beings to their death.

### **Parent Support in Schools**

In recent years, the role of teachers in school-family cooperation has been changing and expanding. Teachers now play an important role not only in teaching their subjects, but also in working closely with students' families and supporting their education.

It is defined as parents working with their children by collaborating with schools to support their children's educational achievement and future development. This definition reflects a general explanation proposed by Hill et al. (2004, p. 491; Curtis et al., 2021).

A study by Oranga et al. (2023) was conducted to highlight the importance, diversity and elements of parents' involvement in their children's education. This study lists the advantages of parental involvement in education as follows: fewer behavioral problems, regular school attendance, increased academic achievement, school adaptation, development and demonstration of social skills, solid self-esteem and the formation of a passion for lifelong learning. In addition, parental involvement helps to create appropriate school environments in which children can thrive and to develop positive relationships between teachers and parents.

Teachers keep track of students' progress and needs by communicating regularly with families. They inform parents about students' performance, behaviors and needs in school. They also aim to collaborate with families to provide support at home and at school. In this way, the role of teachers in school-family cooperation is becoming increasingly important and diversified. This collaboration is a fundamental part of the success and development of students' education, and the active participation of teachers in this process is of great importance.

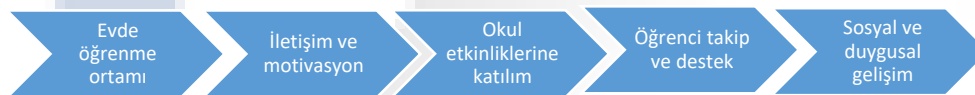
Parents are the first teachers in subjects such as children's language development, the acquisition of basic skills and the formation of social relationships. The support and encouragement provided at this early stage develops children's self-esteem and enables them to acquire a positive attitude towards learning. At the same time, parents play an important role in supporting children to succeed in school and in life. Parents can influence children's academic success by encouraging learning at home, helping them with homework, supporting reading habits, and giving children the opportunity to explore topics they are interested in. Parents' support in education not only increases children's success in education, but also helps to support their emotional and social development in general. This support strengthens

children's self-esteem, improves their problem-solving skills, and helps them learn important social skills such as empathy. Indeed, the importance of school-family collaboration is increasingly emphasized, and this is a process in which education systems evolve and develop.

Today, school-parent collaboration means more than just financial support. Parents' involvement in the educational process is a critical factor for improving student achievement. Parents' collaboration with the school to support students' academic, social, and emotional development plays an important role in enhancing student success. This collaboration involves parents involved in the learning process at school, enriching students' learning experiences and supporting the learning environment at home. It is important for parents to understand the expectations of the school and teachers and to support students' academic needs. For the success of the students, the cooperation between the school and the family should be based on working together, communication and mutual understanding. This collaboration provides a more comprehensive and effective experience in children's education.

In summary, school-family collaboration is critical for students to succeed and receive education on a more solid foundation. This cooperation is considered not only as financial support, but also as a partnership and a perspective that supports the development of students in all aspects.

Parents' active involvement in the educational process is a critical factor to increase students' achievement. Some key aspects of this participation:



**Figure 1. Some important aspects of parents' active involvement in the educational process**

**Source:** Created by the authors.

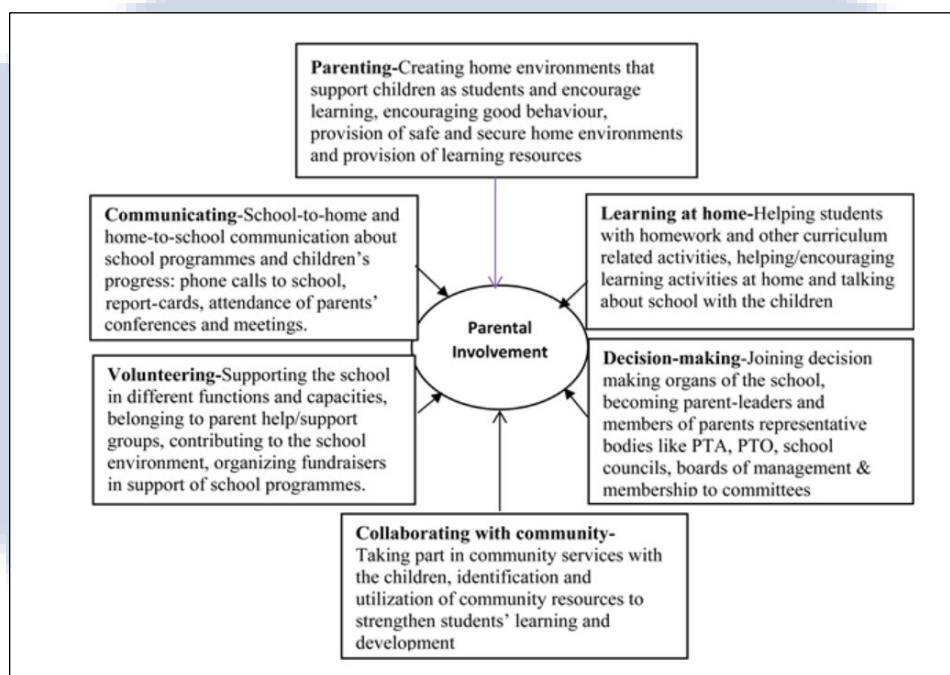
**Home Learning Environment:** Parents can support the learning environment at home. Methods such as regular working hours, creating a reading habit at home, and supporting homework support students' academic success.

**Communication and Motivation:** Regular contact between parents and the school helps them understand the student's experiences at school and motivate their students.

**Participation in School Activities:** Parents' participation in school activities, meetings and seminars increases the interest in students' education and strengthens school-family cooperation.

**Student Tracking and Support:** Parents can monitor their child's academic progress and provide necessary support. This support helps the student build on their strengths and address their weaknesses.

**Social and Emotional Development:** Parents can support students' social and emotional development. They can support learning skills, empathy, problem-solving abilities, and collaborative skills at home.



**Figure 2. Diagrammatic summary of parental involvement components**

**Source:** Epstein (2003, 2011, 2010 & 2017; Orana, 2023)

It includes parents' communication with the school, participation in the school's decision-making processes and creating a safe environment that supports learning at home, while also modeling positive behaviors and providing learning resources. Volunteering, on the other hand, can occur in different roles, such as supporting schools, participating in parent support groups, contributing to the environment, and fundraising for school programs. Communication, on the other hand, takes place in various ways, such as communication from home to school or from school to home, such as phone calls, conversations about children's development and school programs, and participation in parents' conferences and meetings (Oranga et al., 2023).

Educators can work collaboratively with families to help students be more successful. Parents' involvement in the educational process increases students' motivation, fosters a link between school and home, and increases students' overall achievement. Therefore, the active participation of parents is an important element to increase the success of students studying in school, and this issue is increasingly considered by educational stakeholders.

They sought to uncover the role of parents, educators, and authorities in ICT in education to increase student achievement and promote human capital accumulation (Zhao & Chen, 2023). In a study conducted in Kim & Kim (2021), it aimed to understand how the positive parenting styles noticed by middle school students affect their academic success and to evaluate the relationship between students' self-esteem and academic commitment. The study identified the effects of positive parenting styles on self-esteem and the positive contribution of academic commitment to academic achievement. It also identified the mediating role of positive parenting styles in the relationship between self-esteem and academic commitment (Kim & Kim, 2021). Park et al. (1996; Kim & Kim, 2021) theorized parental attitudes for the first time and classified them into two main dimensions: (a) acceptance or rejection and (b) domination or obedience. According to Heo (2012; Kim & Kim, 2021) parenting significantly affects not only the quality of the parent-child relationship, but also the psychological characteristics of the child, which is reflected in the intellectual development of the child.

The success of families who want to achieve success in the goals of education depends on their ability to contribute to the lives of their children and to help families. Studies show that the contribution of parents is undeniable in ensuring that children achieve the targeted success at school, gain the expected behaviors and reinforce all the information learned at school at home. Educational institutions need to be able to understand what their main goals are and what methods and techniques are used to achieve these goals. While discovering which methods and techniques students should use to involve their parents in the process, it is necessary to benefit from the ideas and opinions of the parents even while creating this structure. However, interacting with each other enables us to achieve common goals. Benefiting from stakeholders who think that they are not involved in the process is minimal. In this sense, schools should act as a guide for parents and constantly inform and develop parents about how they should act in this process. It should be ensured that parents can create their own method techniques through the school and with the guidance of the school and create road maps in research and study.

Epstein et al. (2002; Assefa et al., 2022) proposes six different types of parent involvement in creating complete and effective programs of school-family-community partnerships, providing guidance to schools to reorient education. These six types are: 1) Parenting helps families understand the development of children and young people by strengthening their parenting skills and creating supportive home conditions at all levels of learning. It also allows educators to understand families'

backgrounds, cultures, and goals with their children. 2) Communication occurs through notifications, notes, and lectures to parents and guardians, increasing school-to-home and home-to-school communication about school schedules and student progress. 3) Volunteering provides support to students and school programs by seeking to recruit, train, and improve programs for parents and other volunteers and supportive individuals in the school. 4) Home learning involves families' participation in academic learning activities at home, which are coordinated with students' classwork and contribute to success in school. These activities include items such as interactive homework assignments, academic goal setting, and other activities linked to the curriculum. 5) Decision-making involves the involvement of families in the design, review, and development of policies that affect the school. 6) Collaborate with the community, drawing on the work and resources of community businesses for school programs, family practices, and student learning, coordinating them in collaboration with all relevant stakeholders."

Parental involvement techniques that influence children's academic achievement and have been shown to play a vital role in supporting their educational development are independent of other practices used at home or at school (Chen, 2021; Jaiswal, 2017; Lara and Saracosti, 2019; Assefa et al., 2022). In addition, effective school, family, and community partnerships are welcomed by qualified and skilled teachers and administrators, and aim to support student learning and foster an environment where all students, teachers, and families can feel safe, cared for, and encouraged (Epstein et al., 2002; Assefa et al., 2022).

Halgunseth, Peterson, Stark, & Moodie (2009; Hibi & Assadi, 2021) study reveals that active involvement from parents increases children's educational achievement and leads to higher moral attainments.

The cohesion of society cannot achieve priorities without cooperation, integration and coordination between parents and schools. For the continuity of education and its transformation into practice, the active participation of parents should be a fundamental element to support the educational success of their children and to strengthen the value system (Hibi & Assadi, 2021).

### **Change Processes in Schools**

Parents' involvement in the education system is one of the important factors influencing change in schools. Parents' active involvement in their children's education can have a positive impact on students' academic achievement, motivation, and overall educational experience. Parents' ability to support their children's schoolwork, collaborate with teachers, and stay informed about school developments can play a critical role in improving student achievement and improving the learning environment. This participation can provide an opportunity to support children's education at home and at school, providing a more comprehensive learning experience.

Among the factors affecting the change in schools, the participation of parents in the education system has an important place (Fisher, 2018; Nir and Bogler, 2012; Oath & Maxwell, 2021; Haisraeli & Fogiel-Bijaoui, 2023). We often define parental involvement as activities that parents do in relation to their own children to support the child's learning at school or at home. These activities may include various activities such as providing homework support, following the student's schoolwork, gaining the habit of reading, helping with projects, participating in school activities, and supporting the student's interests. This kind of involvement by parents can have positive effects on children's academic achievement and overall development. Therefore, the active involvement of parents in the education of their children is often treated as an important issue in the educational literature.

The literature generally defines parental involvement as activities that parents do in relation to their own children in order to enhance the child's learning at school or at home (Epstein et al., 2018; Oath et al., 2019; Haisraeli & Fogiel-Bijaoui, 2023).

### **Result**

The situation that has been observed to have a significant positive impact on the value systems of students is the presence of active participation of parents. Parents can set an example for children by exhibiting the values they want. For example, it is important to demonstrate values such as honesty, empathy, and respect in their daily behavior. Parents can talk about values through open and sincere communication with their children. Emphasizing the importance of values and helping children understand these values contributes to their internalization. The family can encourage the experience of values by engaging in joint activities. These activities can reinforce values such as cooperation and social responsibility. When positive behaviors are shown, appreciating and rewarding these behaviors can ensure the continuity of these values in children. At the same time, it is important to give constructive feedback in the case of negative behavior. Parents should explain to their children that values are important not only within the family, but also in school and society. Values in the school and social structure can shape children's overall value systems. Teaching them to solve problems and manage conflicts around values can make it easier for children to practice those values.

These suggestions can help parents make a positive impact on children's value systems. However, it is important to remember that every child is different and different methods can be effective.

**Acknowledgment:** The authors have not received financial support from the University or any other institution/organization. The authors are grateful to the journal's anonymous reviewers for their extremely helpful suggestions to improve the quality of the manuscript.

**Conflicts of Interest:** The authors declare no conflict of interest.



## References

- Assefa, Y., Tilwani, A. S., Moges, B. T., Shah, M. A. (2022). The impact of armed violence on students' educational attainment and the role of parents in resilience schooling and the education Process. *Heliyon*. 8(12), 1-10, e12192. <https://doi.org/10.1016/j.heliyon.2022.e12192>
- Bernardo, A.B. Castro-Lopez, A. Almeida, L.S. Fernandez-Rivas, S. (2023). Challenges of Higher Education in Turbulent Environments. *Sustainability*, 15, 2965. <https://doi.org/10.3390/su15042965>
- Burke, M. A., & Sass, T. R. (2013). Classroom Peer Effects and Student Achievement. *Journal of Labor Economics*, 31(1), 51–82. <https://doi.org/10.1086/666653>
- Chen, G. (2008). Parental involvement is key to student success. *Public School Review*.
- Curtis, K., Anicama C, Zhou Q. (2021). Longitudinal relations among school context, school-based parent involvement, and academic achievement of Chinese American children in immigrant families. *J Sch Psychol*. 88, 1-17. doi: 10.1016/j.jsp.2021.07.002
- Epstein, J.L. (2017) Teachers Involve Parents in Schoolwork (TIPS) Manual for Teachers in the Middle Grades. Johns Hopkins University Center on School, Family, and Community Partnerships, Baltimore.
- Epstein, J., Sanders, M., Simons, B., Salinas, K., Jansorn, N., Van Voorhis, F. (2002). School, family and community partnerships. Your handbook for action. Thousand Oaks: Corwin Press.
- Epstein, J. (2003) Creating School, Family, and Community Partnerships. In: Ornstein, A.C., Behar-Horenstein, L.S. and Pajak, E.F., Eds., Contemporary Issues in Curriculum, 3rd Edition, Allyn and Bacon, Boston, 354-373.
- Epstein, J.L. (2010) School/Family/Community Partnerships: Caring for the Children We Share. *Phi Delta Kappan*, 92, 81-96. <https://doi.org/10.1177/003172171009200326>
- Epstein, J. (2003) Creating School, Family, and Community Partnerships. In: Ornstein, A.C., Behar-Horenstein, L.S. and Pajak, E.F., Eds., Contemporary Issues in Curriculum, 3rd Edition, Allyn and Bacon, Boston, 354-373.
- Epstein, J.L. (2017) Teachers Involve Parents in Schoolwork (TIPS) Manual for Teachers in the Middle Grades. Johns Hopkins University Center on School, Family, and Community Partnerships, Baltimore.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Greenfeld, M. D. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press.

- Fisher, Y. (2018). Concealed and unconcealed motives for joining the Parent-Teacher Association: Mapping sentence and smallest space analysis. *Frontiers in Psychology*, 9, 1705. <https://doi.org/10.3389/fpsyg.2018.01705>
- Halgunseth, L., Peterson, A., Stark, D., & Moodie, S. (2009). Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature. Washington, DC: National Association for the Education of Young Children, The Pew Charitable Trust.
- Haisraeli, A. & Fogiel-Bijaoui, S. (2023). Parental involvement in school pedagogy: a threat or a promise?, *Educational Review*, 75(4), 597-616, DOI: [10.1080/00131911.2021.1935489](https://doi.org/10.1080/00131911.2021.1935489)
- Heo, G. (2012). The longitudinal relationship between self-esteem and career barrier in adolescents using autoregressive crosslagged modeling. *J. Vocat. Educ. Res.* 31, 119-134.
- Hibi, W. and Assadi, N. (2021). What Is the Effect of Parents' Involvement on the Students' Educational Attainment in Mathematics and Their Value System at School from the Teachers' Perspective? *Creative Education*, 12, 1118-1139. doi: [10.4236/ce.2021.125083](https://doi.org/10.4236/ce.2021.125083).
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child development*, 75(5), 1491-1509.
- Jaiswal, S. K. (2017). Role of parental involvement and some strategies that promote parental involvement. *Journal of International Academic Research for Multidisciplinary*, 5(2), 95-104.
- Kim, J.Y., Kim, E. (2021). Effect of Positive Parenting Styles as Perceived by Middle School Students on Academic Achievement and the Mediation Effect of Self-Esteem and Academic Engagement. *Sustainability*, 13, 13233. <https://doi.org/10.3390/su132313233>
- Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in psychology*, 10, 1464.
- Nir, A. E., & Bogler, R. (2012). Parental involvement in school governance and decision making in Israel. *Journal of School Public Relations*, 33(3), 216-236. <https://doi.org/10.3138/jspr.33.3.216>
- Oranga, J. Matere, A. and Nyakundi, E. (2023) Importance and Types of Parental Involvement in Education. *Open Access Library Journal*, 10, 1-9. doi: [10.4236/oalib.1110512](https://doi.org/10.4236/oalib.1110512).
- Park, Y., Kim, U., Chung, K. (2004). Longitudinal analysis of the influence of parent-child relationship on adolescents' academic achievement: With specific focus on the mediating role of self-efficacy and achievement motivation. *Korean J. Psychol. Soc.* 10, 37-59. [https://link.springer.com/content/pdf/10.1007/0-387-28662-4\\_19.pdf](https://link.springer.com/content/pdf/10.1007/0-387-28662-4_19.pdf)

- Riche, P., Thomas, M.R., Arnove, R. F. (Dec 21, 2023). Education. *Encyclopædia Britannica*.  
<https://www.britannica.com/topic/education/Introduction-of-Buddhism>
- Shimahara, N., Thomas, M.R., Gelphi, E. (2023). Education. *Encyclopædia Britannica*.  
<https://www.britannica.com/topic/education>
- Yemini, M., Maxwell, C., & Mizrachi, M. (2019). How does mobility shape parental strategies – A case of the Israeli global middle class and their ‘immobile’ peers in Tel Aviv. *Globalisation, Societies and Education*, 17(3), 324–338. <https://doi.org/10.1080/14767724.2018.1525280>
- Yemini, M., & Maxwell, C. (2021). Mobilities of policy and mobile parents – Creating a new dynamic in policy borrowing within state schooling. *Globalisation, Societies and Education*, 19(1), 70–80. <https://doi.org/10.1080/14767724.2020.1764337>
- Zhao, C., Chen, B. (2023). ICT in education can improve students’ achievements in rural China: The role of parents, educators and authorities. *Journal of Policy Modeling*, 45(2), 320-344.  
<https://doi.org/10.1016/j.jpolmod.2023.02.007>