

PARENTAL INVOLVEMENT IN EDUCATION

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Abstract: This article illuminates a wide variety of issues, and it appears to us that in order to address them, a comprehensive model of parental involvement in the educational process and in educational policy is required. Such a model will allow for the analysis of particular conflict situations and the deliberate modification of parent-school interaction processes. The complicated model will also serve as the foundation for empirical study to pinpoint the elements and circumstances that lead to successful collaboration between home and school.

Key words: Parents, school, children, model, education, analysis, achievement.

The relationship between the school and the parents is currently one of inequality and frequent conflict; therefore, it is crucial to understand the conditions of their productive collaboration in the present context. It is also crucial to identify the aspects of the "school-parents" system that have the biggest bearing on the academic success and well-being of the child [3,32]. However, "in reality, the mechanism of such partnership in the upbringing of a child in a modern school is often created formally, which leads to the search for a "consensus" between parents and teachers, the school administration in the form of spontaneous conflict interaction" [4,23].

We will analyze and synthesize the provisions and models proposed by various researchers to determine the components of parental participation in their children's education and the educational policy of the school. The goal is to identify potential conflicts and ways to resolve them to improve education quality. The model will consider characteristics important from a conflict theory perspective,

such as subjects of interaction, resources and values that promote interaction, and communication channels. We will also conduct a semantic analysis of central concepts related to parental participation, involvement, educational activity, communication, and school policy. While reviewing various works, we will use the authors' terminology, but for our research plans, we will use the term "participation" as a more neutral one. One primary understanding of parental involvement is dividing it into homework and school involvement, including communication with teachers, committee participation, and event attendance.

Towards the end of the 20th century, a model of parental involvement in education known as the "empowerment model" was introduced. This model consists of four levels of parental participation in education, which reflects the hierarchy of types of involvement of parents in their children's education and school affairs. The first two levels involve "home involvement", which includes tracking educational results and communication with teachers, and creating a favorable home environment for learning, helping with homework, and reading at home. The third and fourth levels correspond to "school involvement", which involves volunteering and protection, such as assisting and interacting with other students and parents at school, and working with the local community and organizations. The last level assumes that parents have enough knowledge and leadership skills to determine school policy and influence decision-making.

Additionally, absenteeism among middle school students is often linked to a lack of parental involvement. When parents are not involved in their child's education, the child may feel unsupported and disconnected from their academic life. This can lead to a lack of motivation and interest in attending school, resulting in increased absenteeism.

Therefore, it is crucial for parents to be involved in their child's education and to support their academic endeavors. By doing so, parents can positively impact their child's academic performance, behavior, and overall well-being. This can ultimately lead to a successful educational journey for the child. Overall, parental involvement in a child's education is crucial for the success of the child, the teacher,

and the parent. It creates a positive relationship between all parties involved and promotes effective communication, personalized learning, and better understanding of the child's needs. It also leads to higher job satisfaction for teachers and increased confidence for parents in their parenting capabilities. By working together, parents and teachers can create a supportive environment that fosters academic success and overall well-being for the child.

Parental involvement in a child's education not only promotes student success but also benefits teachers and parents by creating a positive relationship based on mutual respect. This partnership allows for collaboration in promoting student learning and performance. Teachers benefit from parental involvement as it helps them appreciate the challenges they face, boosting their morale and job satisfaction. Interactions between teachers and parents also provide insight into a student's needs, allowing for personalized teaching. Improved communication leads to better homework completion rates and increased confidence in parenting capabilities. Parents also become more committed to the school, potentially becoming more involved in important processes such as policy-making.

Another model proposed by Joyce Epstein, which is similar to the empowerment model, considers parental involvement as an area of intersection of three spheres: family, school, and local community. According to Epstein's model, there are six types of activities for parental participation in children's education that can be considered in relation to parents and in relation to school.

In today's digital age, technology can be a powerful tool to enhance parental involvement in a child's education. Use online platforms to keep parents informed about their child's progress, upcoming events, and school policies. This can include email newsletters, social media pages, and school websites.

Provide parents with access to online resources such as educational games, videos, and tutorials. This can help them support their child's learning at home.

Consider using virtual meetings and conferences to allow parents who cannot physically attend school events to participate.

Recognize and Appreciate Parental Involvement

It's important to acknowledge and appreciate the efforts of parents who are involved in their child's education. This can be done through simple gestures such as thank-you notes, certificates of appreciation, or public recognition at school events.

Recognizing and appreciating parental involvement helps to build a positive relationship between parents and teachers. It also encourages other parents to get involved in their child's education.

Traditionally, a subject is a person who has a certain degree of autonomy and is active, capable of independently setting goals, planning methods of action, monitoring progress, and evaluating results. The main criteria for subjectivity of parents as participants in the educational process and interaction with schools include awareness of goals and objectives, the ability to make independent choices, willingness to defend their positions, and responsibility for change.

Recently, there has been an emergence of works exploring parents not only as participants in the educational process but also as full-fledged subjects of the school's educational policy.

Conclusion

In today's world, simple and approximate models are being replaced by more complex ones. Our proposed model compares two types of parental participation: type A involves constructing the child's educational space, while type B involves contributing to the school's educational policy. The model also identifies three spheres that determine the nature of participation: 1) parents' ideas about education and its quality; 2) communication channels and ways of interaction between parents and educators; and 3) socio-psychological motivators that drive parental participation.

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