

<https://doi.org/10.62837/2026.7.79>

GULHAYAT MATLAB ABDULLAYEVA,
ASPU, senior teacher
e-mail: gulhayat_j@yahoo.com
Orcid 0000-0001-5061-2812

**HOW FAR SHOULD PARENTAL INVOLVEMENT
REACH IN MODERN EDUCATION
ABSTRACT**

It has long been known that parental participation in school is essential to a child's academic achievement. The question of how much parental participation should go into influencing our children's educational paths emerges as we negotiate the complexity of contemporary schooling. Using information from recent studies and literature, this research examines the evolving dynamics of parental engagement. Both parental participation and engagement are thought to be socioeconomically separated, and they have a significant role in children's educational performance and general success in life. The purpose of this paper is to investigate the degree to which parents from socioeconomically deprived areas participate in their kids' education. The results showed that parents participated in a variety of events and activities related to parental participation. Families and schools reported different degrees of parental involvement in their children's education, with schools reporting lower levels. Differences in how parents and schools understood "learning" were the cause of the variations. Parental engagement and involvement obstacles demonstrated schools' inadequate knowledge of and attention to the hardship that families struggle with, as well as their deficient parenting strategies. A more comprehensive understanding of learning and its worth is required in order to better comprehend parental involvement with learning. This theoretical framework must take into account non-academic and less formal development possibilities. It is encouraged that further study be done to examine and evaluate how formal and informal parental involvement in education affects children's academic and non-academic performance. In order to modify involvement and engagement strategies, the research also suggests that schools make an effort to learn more about the complex nature of families and their larger surroundings.

Key words: Parental engagement, socioeconomic inequalities, poverty, ecological frameworks, home learning

Gülhəyat Mətləb Abdullayeva,
ADPU, baş müəllim
e-mail: gulhayat_j@yahoo.com
Orcid 0000-0001-5061-2812

**MÜASİR TƏHSİLDƏ VALİDEYNLƏRİN İŞTİRAKI NƏ QƏDƏR OLMALIDIR
XÜLASƏ**

Çoxdan məlumdur ki, valideynlərin məktəbdə iştirakı uşağın akademik nailiyyətləri üçün vacibdir. Valideynlərin uşaqlarımızın təhsil yollarına nə dərəcədə təsir etməsi sualı müasir məktəb təhsilinin mürəkkəbliyi ilə bağlı danışıqlar

apararkən ortaya çıxır. Son tədqiqatlardan və ədəbiyyatdan istifadə edərək, bu tədqiqat valideyn əlaqəsinin inkişaf edən dinamikasını araşdırır.

Həm valideynlərin iştirakı, həm də məşğuliyyətinin sosial-iqtisadi cəhətdən birindən ayrı olduğu düşünülür və onların uşaqların təhsil performansında və həyatda ümumi uğurunda mühüm rolu var. Bu sənədin məqsədi sosial-iqtisadi cəhətdən məhrum bölgələrdən olan valideynlərin uşaqlarının təhsilində iştirak dərəcəsini araşdırmaqdır. Nəticələr göstərdi ki, valideynlər valideynlərin iştirakı ilə bağlı müxtəlif tədbirlərdə və fəaliyyətlərdə iştirak ediblər.

Ailələr və məktəblər övladlarının təhsilində valideynlərin müxtəlif dərəcədə iştirak etdiyini, məktəblərin isə daha aşağı səviyyədə olduğunu bildirdilər. Valideynlərin və məktəblərin "öyrənmə" anlayışındakı fərqlər variasiyaların səbəbi idi. Valideynlərin cəlb edilməsi və cəlb edilməsinə maneələr məktəblərin ailələrin mübarizə apardığı çətinliklərlə bağlı qeyri-adekvat bilik və diqqətini, eləcə də valideynlik strategiyalarının çatışmazlığını nümayiş etdirdi. Valideynlərin öyrənmədə iştirakını daha yaxşı başa düşmək üçün öyrənmə və onun dəyərini daha əhatəli şəkildə başa düşmək lazımdır. Bu nəzəri çərçivə qeyri-akademik və daha az formal inkişaf imkanlarını nəzərə almalıdır. Valideynlərin təhsilə formal və qeyri-rəsmi cəlb edilməsinin uşaqların akademik və qeyri-akademik fəaliyyətinə necə təsir etdiyini araşdırmaq və qiymətləndirmək üçün əlavə tədqiqatların aparılması tövsiyə olunur. İştirak və cəlb etmə strategiyalarını dəyişdirmək üçün tədqiqat həmçinin göstərir ki, məktəblər ailələrin mürəkkəb təbiəti və onların daha geniş ətrafı haqqında daha çox məlumat əldə etmək üçün səy göstərsinlər.

Açar sözlər: Valideynlərin iştirakı, sosial-iqtisadi bərabərsizliklər, yoxsulluq, ekoloji çərçivələr, evdə öyrənmə

**Гульхаят Матлаб Абдуллаева,
АГПУ, старший преподаватель
e-mail: gulhayat_j@yahoo.com
Orcid 0000-0001-5061-2812**

НАСКОЛЬКО ДАЛЕКО ДОЛЖНО ЗАХОДИТЬ УЧАСТИЕ РОДИТЕЛЕЙ В СОВРЕМЕННОМ ОБРАЗОВАНИИ АБСТРАКТ

Давно известно, что участие родителей в школе имеет важное значение для успеваемости ребенка. Вопрос о том, насколько участие родителей должно повлиять на образовательный путь наших детей, возникает, когда мы обсуждаем сложность современного школьного образования. Используя информацию из недавних исследований и литературы, в этом эссе рассматривается развивающаяся динамика участия родителей.

Считается, что как участие, так и вовлеченность родителей отделены социально-экономически и играют значительную роль в успеваемости детей и общем успехе в жизни. Целью данной статьи является исследование степени

участия родителей из социально-экономически неблагополучных районов в образовании своих детей. Результаты показали, что родители участвовали в различных мероприятиях и мероприятиях, связанных с родительским участием. Семьи и школы сообщили о разной степени участия родителей в образовании своих детей, при этом школы сообщили о более низком уровне. Причиной различий стали различия в том, как родители и школы понимают «обучение». Препятствия в вовлечении и участии родителей продемонстрировали недостаточное знание и внимание школ к трудностям, с которыми сталкиваются семьи, а также их несовершенные стратегии воспитания. Чтобы лучше понять участие родителей в обучении, необходимо более полное понимание процесса обучения и его ценности. Эта теоретическая основа должна учитывать неакадемические и менее формальные возможности развития. Рекомендуется провести дальнейшее исследование для изучения и оценки того, как формальное и неформальное участие родителей в образовании влияет на академическую и неакадемическую успеваемость детей. Исследование также предполагает, что для изменения стратегий вовлечения и вовлечения школы прилагают усилия, чтобы больше узнать о сложной природе семей и их более широком окружении.

КЛЮЧЕВЫЕ СЛОВА: Участие родителей, социально-экономическое неравенство, бедность, экологические рамки, домашнее обучение

Introduction

In contrast to parental participation in education, parental engagement is defined as parental engagement in learning (Harris & Goodall, 2007, 122, 12). In order to prevent policymakers and practitioners from conflating the goal of including parents in their children's education with the goal of involving parents in school life, this difference was developed. Attempting to increase parental involvement is one of the main issues in managing a contemporary school, according to feedback from school administrators. Traditional methods of parental participation have mostly failed due to the shifting demographics of contemporary parenting. Parents and family background continue to have the greatest impact on a child's development and prospects in life, but working and single parents have little time to attend school activities and workshops during school hours, which would help them learn the skills they need to assist their children with academic tasks. Families and schools were once thought to have distinct duties. This viewpoint has to change, according to recent international study (Bojuwoye, 2009 [461-75]; Addi-Racah & Ainhoren, 2009 [25, 805-13]; Snell et al 2009, [239-58]; Hujala et al, 2009, [57-76].

A parent's involvement in their child's education can take many various forms, which are collectively referred to as "parental involvement." Attending parent-teacher conferences, setting up a conducive learning atmosphere at home, keeping an eye on homework, offering support, and actively instructing your kids at home are all

ways that parents may be engaged in their education. Parental participation also includes actively participating in the governance and decision-making processes required to provide your community's children with a high-quality education. Your engagement in your child's education begins at home when you offer a secure and healthy atmosphere, encouragement, and constructive learning opportunities. Research indicates that when parents are actively involved in their children's education, youngsters do better academically.

To what extent should you participate in your child's education?

Determining the precise level of involvement you should have in your child's schooling may be challenging. Parental participation is most successful when parents are actively involved and work directly with their children on school-related tasks at home, according to certain well-known research. Activities that include reading aloud to your kids, helping them with their schoolwork, and tutoring them using resources supplied by teachers provide outstanding outcomes. To put it simply, your child's academic success is greatly enhanced by the most constructive and active types of parental participation.

Education experts frequently note how a child's academic progress is influenced by their family and home environment. While receiving written correspondence from your kid's school or attending parent-teacher conferences are helpful activities, working with your child at home on a regular basis yields larger accomplishment gains. It would be more advantageous to become involved in your child's education as early as possible.

Six crucial elements of parental participation

The research's main goal is to strengthen partnerships between families, kids, teachers, and the community in order to maximize student performance. Parental engagement is one of six key characteristics that help explain the topic.

1. Parental responsibilities

Parenting is the culmination of all the things you do to raise your kids. Teachers have very little impact on your child's achievement. As a parent, you must have a lifelong relationship with your children, whose personalities and accomplishments are probably a result of your parenting approach. Uninvolved parenting, for instance, typically results in children who are less capable, have low self-esteem, and lack self-control. Conversely, authoritative parenting approaches assist parents in raising children who are more content, competent, and successful.

2. Communicating verbally

There are several methods that parents and teachers can interact with one another. Teachers can better understand their pupils and parents may better comprehend the health and educational background of their children when they communicate effectively. You should utilize all available channels of contact with the school to ascertain the optimal degree of parental participation in your situation.

3. Studying at home

Finding out how you may assist your kid with their studies and curriculum-related activities is part of learning at home. A few of instances of studying at home that motivates you to find out what your child is doing in the school or how you can support them with their studies and academic objectives each year include taking them to a museum or helping them with their homework.

4. Making choices

Decisions made at school should involve parents. To have an impact on the whole decision-making process, you can think about joining governance committees or participating actively in parent-teacher associations. The development of effective educational groups and parent leadership also heavily depends on parental engagement.

5. Offering assistance

You can volunteer to help with many school programs and activities. More specifically, there are three ways you can volunteer: as an assistant to administrators, teachers, or other parents; as a promoter or fundraiser for a school event; or as a member of the audience for school events. In order to assist the school in keeping everyone safe, parents can also offer their skills.

6. Act together with the community

Being an active member of your community is one indirect approach to help your child succeed. To create a healthy and learning-focused environment for every student, parents, schools, and the community should collaborate. These collaborations result in the sharing and optimization of important resources.

The value of parental participation in a child's schooling

There is no longer any question about the benefits of parental participation. Children often do better in school and throughout their lives when educators work with parents to promote learning. Your child's education may be influenced by your social standing or financial situation, but what matters most is your capacity to:

1. Create an atmosphere at home that encourages learning
2. Set reasonable goals for your child's success
3. Take an active role in your child's education

Given the increasing distance between families and schools, your engagement in your child's education is more important than ever. Over the past several years, there has been an increase in drop-in parents who think it's good to be active in their kids' academic endeavors. Parents are deterred from attending parent-teacher conferences and other school events by remote communication channels like online student portals. A growing percentage of students are missing their parents' time and support, even if technology and technologies are helping parents keep informed.

The Impact of Parental Involvement on Academic Achievement

Student success is closely correlated with active parental participation. Students exhibit the following when parents attend parent-teacher conferences, take part in school events, and interact with assignments:

- More regular study and assignment completion practices
- A rise in involvement and participation in class
- An increased readiness to ask for assistance when necessary
- A more optimistic outlook on education
- The growth of self-directed learning abilities

A friendly and cooperative atmosphere that fosters both intellectual and emotional growth is created when parents actively participate in their child's education by attending parent-teacher conferences, volunteering at school functions, or continuing to assist with homework. This article explores the significance of parental engagement, its beneficial effects on a child's educational journey, and the doable actions parents may do to get active in their child's school community. Together, parents and schools can help kids reach their full potential and make sure they have the encouragement and support they need to succeed. Children believe that their education is important when their parents genuinely care about it. Youngsters are more driven to achieve and take satisfaction in discussing their successes and struggles with their family when they know their parents are interested in their education. When parents are active, children are more likely to attend school on a regular basis. They develop a feeling of responsibility when they have a parent who holds them responsible and motivates them to continue participating in their education, preventing them from falling behind.

Academic success and the family life

Children's academic performance, character quality, and the expression of psychological modeling functions are all influenced by the family environment, which is the culmination of physical and psychological conditions that carry the development of individual personality and behavior. Family relationships and parent-child interaction are among its key components (Wilder, 2014, 377–397; Krauss et al., 2020, 457–478). The family systems theory states that the family is made up of various subsystems that are interconnected and mutually constrained to make the entire family function well. The better the family system's coordination, the better the members' psychological makeup and academic achievement (Miller et al., 1985, 345–356). Leung and Shek (2016, 1809–1827) separated family functioning into five dimensions: the relationship between family members, communication and adaptation, conflict and harmony, parental attention, and parental control. In other words, the higher the self-rated family environment score, the more harmonious family functioning is. This highlights the potential benefits of family cohesion and harmonious parent-child relationships for the physical and mental development of adolescents. Although parental participation is essential, many parents encounter

obstacles that make it difficult for them to fully participate. Participation in school events may be hampered by work schedules, language challenges, and a lack of resources. Nonetheless, schools may assist by creating inclusive settings where all parents feel encouraged and welcomed, giving flexible meeting times, and offering language assistance. It's crucial to keep in mind that participation doesn't necessarily require large time commitments. Little things like talking about school events at home, encouraging your child to study, or expressing gratitude to instructors may have a long-lasting good effect.

Approach

In this study, we employ a twin-based methodology to examine the origin of the correlation between school grades and parental participation. Using molecular genetic data, such as polygenic scores, would have been one option. The usefulness of polygenic scores is contested in the same way as twin-based approaches' fundamental assumptions are severely examined (e.g., Burt and Simons, 2014) [52:223–62]. For instance, the entire genome influence is usually only partially captured by polygene scores. Additionally, polygenic scores are environmentally confounded for a variety of reasons, including gene-environment connection (Burt, 2022, 52:450–87).

In this work, we extend the bivariate ACE variance decomposition model (Kohler et al., 2011, 88-141) to examine the source of covariance between parental school engagement and school grades. This model offers better control over unobserved twin-shared characteristics that underlie the relationship between parental school participation and academic achievement.

In conclusion

Positive student results are strongly correlated with parental participation, according to a thorough study of research and statistics. Research continuously shows that involved parents have a major impact on their kids' long-term prospects, social-emotional growth, and academic achievement. There is no one-size-fits-all strategy for parental participation. Strategies that work must take into account the various demands and histories of families. We can enable parents to take an active role in their children's educational journey by creating a collaborative atmosphere that appreciates parental input, providing families with the tools and assistance they need, and using the possibilities of technology and community relationships.

References

1. Addi-Raccach, A & Ainhoren, R, 2009, School governance and teachers' attitudes to parents' involvement in schools, *Teaching and Teacher Education*, 25, 805-13
2. Bojuwoye, O, 2009, Home-school partnership: a study of opinions of selected parents and teachers in Kwazulu Natal Province, South Africa, *Research Papers in Education: Policy and Practice*, 24(4), 461-75.

3. Burt, Callie H., and Ronald L. Simons. 2014. Pulling back the curtain on heritability studies: Biosocial criminology in the postgenomic era. *Criminology* 52:223–62.
4. Burt, Callie H., Gary Sweeten, and Ronald L. Simons. 2014. Self-control through emerging adulthood: Instability, multidimensionality, and criminological significance. *Criminology* 52:450–87
5. Harris, A & Goodall, J, 2007, Engaging Parents in Raising Achievement: Do parents know they matter? DCSF research report RW004, London, Department for Children, Schools and Families (122, 12)
6. Hujala, E, Turja, L, Gaspar, M, Veisson, M & Waniganayake, M, 2009, Perspectives of early childhood teachers on parent-teacher partnerships in five European countries, *European Early Childhood Education Research Journal*, 17(1), 57-76
7. H.P. Kohler, J.R. Behrman, J. Schnittker. Social science methods for twins data: integrating causality, endowments, and heritability *Biodemogr. Soc. Biol.*, 57 (1) (2011), pp. 88-141, 10.1080/19485565.2011.580619
8. Kohler U., Karlson K. B., Holm A. (2011). Comparing coefficients of nested nonlinear probability models. *Stata J.* 11 420–438. 10.1177/1536867X1101100306 [DOI]
9. Krauss S., Orth U., Robins R. W. (2020). Family environment and self-esteem development: A longitudinal study from age 10 to 16. *J. Personal. Soc. Psychol.* 119 457–478. 10.1037/pspp0000263 [DOI]
10. Leung J. T. Y., Shek D. T. L. (2016). Family functioning, filial piety and adolescent psycho-social competence in Chinese single-mother families experiencing economic disadvantage: Implications for social work. *Br. J. Soc. Work* 46 1809–1827. 10.1093/bjsw/bcv119 [DOI]
11. Miller I. W., Epstein N. B., Bishop D. S., Keitner G. I. (1985). The mcmaster family assessment device: Reliability and validity. *J. Marit. Fam. Ther.* 11 345–356. 10.1111/j.1752-0606.1985.tb00028.x [DOI]
12. Snell, P, Miguel, N & East, J, 2009, Changing directions: participatory action research as a parent involvement strategy, *Educational Action Research*, 17(2) 239-58
13. Wilder S. (2014). Effects of parental involvement on academic achievement: A meta synthesis. *Educ. Rev.* 66 377–397. 10.1080/00131911.2013.780009 [DOI]

Rəyçi: filologiya üzrə fəlsəfə doktoru dosent Ulviyyə Hacıyeva