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**THE ROLE OF PARENTS IN THEIR CHILDREN'S EDUCATION**

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## The Role of Parents in Their Children's Education



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## Abstract

**Purpose:** The purpose of this study is to investigate the role of parents in their children's education.

**Methodology:** The study adopted a desktop research methodology. Desk research refers to secondary data or that which can be collected without fieldwork. Desk research is basically involved in collecting data from existing resources hence it is often considered a low cost technique as compared to field research, as the main cost is involved in executive's time, telephone charges and directories. Thus, the study relied on already published studies, reports and statistics. This secondary data was easily accessed through the online journals and library.

**Findings:** The findings revealed that there exists a contextual and methodological gap relating to the role of parents in their children's education. Preliminary empirical review revealed that education in the premises of a family life, has a double meaning: it must be seen through the perspective of its contribution to the overall child raising up and education, which is crucial to his/her proper formation of children's personality and further on, his/her preparation for leading an independent life.

**Unique Contribution to Theory, Practice and Policy:** The Expectancy Value theory and the Ecological Systems theory may be used to anchor future studies on the role of parents in their children's education. The focus must be put on the family as whole, and the role of children which must be based on their approach and contribution concerning family problems, which should be dealt with, and finally solved by them. Offering education support to children from their parents, concerning issues such as homework, would help children to create an everyday routine of learning.

**Keywords:** *Parents' Involvement, Academic Achievement, School-Family Partnership, Motivation*

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## INTRODUCTION

It is evident that both parents bear the responsibility of nurturing their children as they are the ones who entered into a marital union. The act of reproduction within a particular culture is deemed crucial to the course of human history. According to Ceka and Murati (2016), the family unit or its individual members are considered to be one of the primary stakeholders in the educational process. The term "parent" is a multifaceted concept that encompasses various related factors. These factors include, but are not limited to, the actions and activities of parents towards achieving predetermined goals, the care and support provided by parents in raising their children, and the parents' fertility rate.

The family structure, operating on the foundation of affection and admiration, holds the highest position in all domains of understanding, compassion, altruism, and nurturing (Soelton *et al.*, 2019). This establishes an environment that is favorable for familial activities, promoting the development of children in a secure and contented manner. Contemporary comprehension regarding the role of parents in this phenomenon refutes the purportedly one-sided influence of parents on their offspring's growth, instead favoring a multifaceted triangular dynamic among the child, the parent, and the broader society. The reciprocal relationship between parent and child is often perceived as a complex interplay of influence and process, wherein a multitude of factors are set in motion that can have both beneficial and detrimental effects on the growth and education of the offspring (Parker, 2015).

Parents have a crucial role to play in the complete development and education of their children. Ultimately, it is the parents who bear the responsibility for their children's well-being, including their physical health, dietary needs, educational development, and socialization, until such time as the children are capable of independent living. According to Papadakis and Kalogiannakis (2017), although parents possess a certain level of awareness regarding initiatives aimed at enhancing their children's well-being, they could derive further advantages from receiving additional informative particulars concerning their children's assured entitlement to high-quality education. The significance of parents in molding their children's identities both within and beyond the family context is a subject of great emphasis among educators, psychologists, and other researchers. The "children's development climate" is a construct that encompasses three interconnected dimensions, namely parental satisfaction with and pride in their children's achievements, the demands of their caregiving role, and their self-efficacy in promoting healthy growth and development.

The early years of a child's life are crucial in shaping their future development and are heavily influenced by their upbringing within the household. The process primarily involves experiential learning, which is subsequently influenced by continuous learning. (Okin, 2015) Parents and the family unit play a crucial role as the primary leaders and supporters of educational initiatives. Given its significant impact on an individual's life, it can be regarded as a fundamental determinant in shaping one's sense of self. Typically, when parents are actively engaged in their children's education, the outcomes are promising and encouraging.

Parents are often interconnected in their approach towards their children's education, and they tend to exhibit a shared sense of confidentiality regarding their children's abilities and overall learning potential. This approach is instrumental in driving their children towards academic success, as education is a multifaceted process. Therefore, it is recommended that parents provide assistance

to their children with homework as it is considered to be a highly efficacious approach to demonstrate their support and facilitate their children's academic achievement. The level of education attained by parents has a significant influence on the quality of family life and the future prospects of their offspring, owing to the observed association between the two variables. Viner (2012)

In order for a child to achieve academic success, it is imperative that they receive continual parental supervision. In order to effectively facilitate the educational activity with a child, it is imperative to possess knowledge regarding the norms that are associated with the physical growth of children. Additionally, it is essential to place a specific emphasis on the psychological development of the child. The family unit relies on fundamental components such as love, marriage, care, and happiness to sustain life and foster optimism for the future (Bird & Markle, 2012).

The two main educators in a child's life are parents and teachers. The parents serve as the primary educators of their offspring until they commence their education in a nursery or elementary school, and their influence on their children's education persists throughout their lifetime. Maternal dedication towards children remains unparalleled. According to Kibaara and Ndirangu's (2014) research, parental figures have been demonstrated to hold the greatest influence over a child's life. Offspring tend to adopt the values and behaviors of their progenitors. Sipasi (2022) posits that parental involvement in their children's daily lives, particularly in their education, can have a positive impact on their future prospects, leading to increased prosperity.

The family unit serves as a protective environment for children, thereby placing the responsibility of facilitating their development into well-rounded individuals solely on the parents. According to Chodorow's (2018) report, research has indicated that the impact of a mother's or a female teacher's influence on a child's identity is more substantial than the marital or occupational status of either parent or the socioeconomic background of the family. The evidence suggests that maternal affection towards offspring surpasses paternal affection towards offspring. The initial and primary phase of a child's development involves breastfeeding, which aligns with the biological and physiological connection between the mother and offspring. The significance of a mother in a child's life can be attributed to her role as the primary caregiver who facilitates the child's growth and development from birth until they reach a level of independence.

The maternal function within this particular context is of utmost importance and can be conceptualized as comprising two primary dimensions or pathways: Both factors are crucial for the growth and development of a child; however, the former holds greater significance in terms of the child's immunity. The maternal protective function encompasses a multitude of sub-functions or behaviors. The initial category pertains to the physical well-being of the child, encompassing the provision of medical attention and hygienic living arrangements to ensure optimal health and contentment within the domestic environment. It is imperative to ensure that the child has access to appropriate lighting and a hygienic setting conducive to regular bathing and proper nutrition. The second aspect, namely psychological protection, is evidenced by the child's perception of emotional and psychological security in the presence of their mother (Chodorow's, 2018)

Within this particular framework, an additional classification of undertakings pertains to the maternal function in the advancement of the offspring, encompassing the provision of care for the child's bodily, cognitive, and affective welfare (Ccheah *et al.*, 2013) Children who receive

upbringing and education from their mothers have an optimal likelihood of achieving their maximum potential in regards to their physical, mental, and social well-being. Evidently, the children are experiencing a positive emotional state, leading to an enhanced external manifestation. Individuals who possess talkative traits tend to exhibit a greater inclination towards collaborative work. Hence, it is customary for the family to acknowledge the maternal love and nurturing of the offspring as comprehensive and integral. It could be contended that fostering such love and affection is imperative for the sound development of offspring within a familial unit.

The maternal figure's emotional and physical presence exerts a significant influence on her offspring, who regard her as a paragon while traversing the emotional and developmental phases of ethical character establishment. The development of a child's identity in this particular aspect is known to be significantly entrenched in the child's personality and endures throughout their lifetime. Their personality and temperament are deeply rooted, and consequently, manifest in their cognitive and behavioral patterns within social contexts. Lee and Bauer (2013) assert that women across the globe have established structured mechanisms to balance their responsibilities of child-rearing with other essential duties within the family unit.

According to Bales and Parsons (2014), the paternal figure plays a vital role in facilitating the harmonious development of the familial structure, particularly during the early stages of their offspring's upbringing. Assisting fathers in achieving their optimal potential as caregivers for their offspring is of paramount significance. It is expected that a godfather possesses qualities of moral integrity and accountability as a mature member of society. The person in question plays a pivotal role in establishing the overall atmosphere of the household, thereby creating a foundation for a contented and joyful domestic environment for all inhabitants. According to Young and Wilmott (2013), there is a prevalent desire among new fathers to raise their children in a manner that differs from their own upbringing. The presence of the individual is of utmost importance as it instills a feeling of safety among the members of the household, particularly the children, thereby impacting the entire group. The secure environment is most beneficial for children.

The distinctiveness of a father's role within a family is contingent upon the diverse array of family structures and the varying experiences that children encounter with their respective parents. Research indicates that mothers may be more equipped to fulfill their responsibilities in their children's education compared to fathers, as a result of gender biases surrounding familial obligations, particularly with respect to their involvement and support in their children's academic pursuits. Paternal influence can play a crucial role in establishing benchmarks and motivating offspring to achieve their full potential. Research has demonstrated that as a consequence, when they assume the role of fathers, their progeny will possess the necessary skills to effectively assume the responsibility of guiding their own offspring. Numerous studies have been undertaken to explore this concept, and they consistently demonstrate that fathers have a beneficial impact on the developmental outcomes of their offspring. According to Chodorow (2018), this particular bond is not contingent upon either the paternal or maternal relationships that typically exist between parents and their offspring.

The parental role in the proper upbringing and education of their offspring is crucial, and necessitates careful consideration of various factors. The primary obligation of a child is to engage in diligent study and complete assigned homework, as it constitutes the primary role of the parent



within the familial structure. To attain this objective, it is imperative that students are provided with appropriate guidance on the established standards and fundamentals of learning and academic pursuits. The proposed approach aims to familiarize individuals with the principles of behaviorism in the organizational context, facilitating a more profound comprehension of work as a fundamental aspect of human existence (Weisberg *et al.*, 2013). The development of a child encompasses the formation of their complete personality. As the principal educators, parents must possess a comprehensive understanding of their child's personality characteristics, preferences, aversions, and disposition, including the emotional facets of their child's persona. Socialization has emerged as the foremost constituent that underpins the formation of a child's personality. The development of contemporary children is influenced by various factors, with socialization being the most prominent among them. The early social interactions of a child within a community are influenced by the home environment and the dynamics between family members. The initial stages of a child's social development and integration into a specific community are established within this context, as the young individual begins to explore and navigate their surroundings (Jenks, 2013)

### **Statement of the Problem**

It is well known that parents have a big influence on their kids' academic performance. But it's still unclear exactly how parental involvement impacts kids' academic success. Additionally, it is critical to conduct study on the factors that prevent low-income and marginalized parents from being involved in their children's education (Urii & Bunijevac, 2017).

Schools that adhere to the integrated support system for students must collaborate with parents to foster a culture of shared accountability for students' academic performance. In this way, parents are more likely to become active, are more likely to support their kids' schools, and are directly contributing to the positive growth of students. Considering the importance of parents' participation and involvement in school activities, in this paper, we will analyse the role of parents in their children's education.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **Expectancy-Value Theory**

In 1964, Atkinson created Expectancy-Value Theory. The notion that parental expectations and perspectives regarding their offspring's academic potential can significantly impact their offspring's academic achievement. As per this particular academic perspective, parents play a crucial role in the academic growth of their offspring by shaping their outlook towards their children's academic capabilities and equipping them with the essential resources and motivation. The study conducted by Froiland and colleagues in 2013 is being referenced.

According to Simpkins' (2012) hypothesis, children are more likely to succeed when their parents establish elevated academic expectations and provide them with the necessary resources and motivation to attain them. Children tend to exhibit greater motivation and engagement in academic pursuits when they internalize parental perspectives and expectations, and hold a positive belief in their ability to achieve favorable outcomes.

Furthermore, according to the Expectancy-Value Theory, the perception of parents regarding the significance of education may impact the academic achievement of their offspring. The probability of parents effectively instilling a fervor for learning and a commitment to academic pursuits in their offspring is higher when they prioritize and underscore the importance and worth of education. The implementation of this approach holds promise in enhancing students' motivation towards education and their academic achievement. As per this particular perspective, parental figures are primarily responsible for instilling favorable educational principles and equipping their offspring with the necessary resources to excel academically. According to Wigfield and Gladstone (2019), parents have the ability to motivate and stimulate their children to attain their utmost academic capabilities by establishing elevated expectations and underscoring the significance of education.

### **Ecological Systems Theory**

Ecological Systems Theory is a theoretical framework that was developed in 1970 by Urie Bronfenbrenner. This concept emphasizes the importance of children's exposure to a variety of social and cultural environments during their developmental stages. Guy-Evans (2020) posits that parents play a crucial role in the development and education of their offspring. However, it is important to acknowledge that external factors, including the wider social and cultural environment, also exert an influence on parents and their parenting practices. According to the ecological systems theory, parental involvement in their children's education not only facilitates academic success but also fosters a wider environment that promotes growth and achievement (Ansong *et al.*, 2017). Parents who are actively engaged in their children's education can facilitate the development of a social network that fosters motivation and provides access to educational resources and opportunities.

Ecological Systems Theory posits that factors such as parental stress, work-related demands, and economic resources can significantly influence parenting practices and the quality of parent-child relationships. Parents experiencing high levels of stress or financial hardship may encounter challenges in providing their children with the necessary attention and resources required for academic success. This theory emphasizes the importance of considering the wider social and cultural context in which children are raised when analyzing the role of parents in their education. The acknowledgement of various contextual factors that can impact parental practices and educational achievements can aid researchers and practitioners in developing comprehensive and effective strategies for promoting positive educational outcomes for all children, as posited by Chung *et al.* (2020).

### **Empirical Review**

Yulianti (2019) conducted a study on the Indonesian parents' involvement in their children's education: a study in elementary schools in urban and rural Java, Indonesia. This study aims to investigate the factors that motivate parents in Java, Indonesia, with varying levels of education and income, to participate in their children's education. The investigation additionally examined the extent of parental involvement and the challenges encountered therein. The aforementioned analysis constitutes a component of the parental involvement motivation model, as proposed by Hoover-Dempsey and Sandler. This study involved the participation of 16 parents from eight elementary schools located in both urban and rural areas of Java, as part of an interview-based

research approach. The research revealed that parents held varying aspirations and anticipations regarding their children's education, as well as distinct conceptions of their roles and duties in relation to their children's education. The observed dissimilarities can be attributed to the socioeconomic status of the parents and the contrast between residing in an urban or rural locality. Despite the inclusive atmosphere at the school, parents with advanced education levels reported feeling relatively powerless and limited in their opportunities for involvement.

Wilson (2018) conducted a study on the parents' Executive Functioning (EF) and involvement in their child's education: an integrated literature review. Active parental involvement is crucial for academic success of children. Various educational organizations have proposed recommendations on how parents can optimize their children's learning experience. The present integrative literature review discusses the impact of executive function on parental involvement and support in their children's education. The resource additionally provides strategies for enhancing parent-school collaborations in situations where a parent experiences challenges with executive function, applicable to all members of the school personnel. The development of executive functioning skills is subject to temporal changes and influenced by various factors, including parental age, sleep duration, stress levels, and the emotional state of the child. Despite potential limitations in a parent's Executive Functioning, there exist strategies for school personnel to effectively collaborate with parents in order to optimize their children's academic performance. In light of educational reforms that emphasize greater personalization and collaboration with families, it is imperative for school personnel to consider parental executive function (EF) as a crucial factor. If educators possess knowledge and comprehension regarding the impact of parents' executive function (EF) on their children's academic performance, they will be better equipped to assist parents in supporting their children's academic success.

Kainuwa (2013) conducted a study on the influence of socio- economic and educational background of parents on their children's education in Nigeria. This study examines the existing literature on the impact of parental socioeconomic status and educational attainment on the academic achievement of their offspring. The study examines the influence of parental socioeconomic status and educational attainment on their offspring's academic achievement. The paper examined and discussed prior scholarly studies and research pertaining to factors that impact children's education. The discourse presented in the paper is constructed upon the theoretical framework of conflict theory. This theory is beneficial for academic research as it elucidates the correlation between a child's educational attainment and the socioeconomic status and educational background of their parents. Based on the literature reviewed, the study arrived at the finding that parental education and socioeconomic status exerted a significant influence on their offspring's educational attainment.

Menheere (2010) conducted a review on parental involvement in children's education about the effects of parental involvement on children's school education with a focus on the position of illiterate parents. The findings of the study indicate that parental engagement in their offspring's academic pursuits holds significance. Academic performance, motivation, and well-being are impacted by it. Over the last decade, there has been an increasing expectation for collaboration between parents and educators in the realm of education. In order for effective partnerships to be established, it is imperative that teachers and schools assume a leadership role, as they possess the necessary expertise and knowledge in the field. The findings of our systematic review indicate that



there exist several effective strategies to enhance parental involvement, including parental and teacher training programs, school restructuring initiatives, and family interventions. Parents with limited literacy skills encounter significant challenges when attempting to support their children's education. Remarkably, scant research has been conducted on the extent to which parents with limited literacy skills participate in their children's education. However, a plethora of studies have examined parental involvement in their children's education more broadly.

Mapp (2002) conducted a study on how parents describe how and why they are involved in their children's education. The present research examined the factors that contribute to the effectiveness of school-family partnerships. A study was conducted in a K-5 school located in Boston, Massachusetts, wherein parents were surveyed regarding their level of involvement in their children's education, as well as the factors that influenced their participation. The study was conducted in an urban school setting, where parents from low-income backgrounds were selected as participants. These parents are often characterized as "difficult to engage," but the school had an established family partnership initiative in place. Additionally, the children of these parents qualified for free or reduced-price lunch. The collection of 18 anecdotes from parents serves to corroborate the notion that the vast majority of parents, irrespective of their racial, ethnic, or socioeconomic background, exhibit a profound commitment to their children's academic pursuits. Parents were aware that their participation had a positive impact on their children's education. Educational professionals held a more expansive interpretation of suitable parental engagement, encompassing a diverse array of actions both within the household and on school grounds. The social history of parents has an impact on their level of engagement.

## **METHODOLOGY**

The study adopted a desktop methodology. Desk research refers to secondary data or that which can be collected without fieldwork. Desk research is basically involved in collecting data from existing resources hence it is often considered a low cost technique as compared to field research, as the main cost is involved in executive's time, telephone charges and directories. Thus, the study relied on already published studies, reports and statistics. This secondary data was easily accessed through the online journals and library.

## **FINDINGS**

Our study presented both a knowledge and methodological gap.

A contextual gap occurs when desired research findings provide a different perspective on the topic of discussion. For instance, Wilson (2018) conducted a study on the parents' Executive Functioning (EF) and involvement in their child's education: an integrated literature review. The present integrative literature review elucidates the impact of executive function on parental capacity to facilitate and engage in their child's educational pursuits. The fluidity of Executive Functioning skills is subject to various factors, such as parental age, sleep patterns, stress levels, and mood and affect. Although parental Executive Functioning may present certain limitations, there exist strategies that school personnel can implement to enhance collaboration with parents and facilitate their children's academic achievement. On the other hand, our current study focuses on the role of parents in their children's education.

In this regard, the study also presents a methodological, that is, Yulianti (2019) in his study on the Indonesian parents' involvement in their children's education: a study in elementary schools in urban and rural Java, adopted the Hoover-Dempsey and Sandler's parental involvement motivation model and interviewed 16 parents. The study found differences in parents' expectations and aspirations for their children's education and in their perceptions of their obligations and responsibilities regarding their children's education. Whereas, our current study on the role of parents in their children's education adopted a desk study research method.

### **CONCLUSION AND RECOMMENDATIONS**

Based on the research we conducted, we have arrived at the subsequent conclusion: The initial step involves an evaluation of the role played by the subject matter in the wider context of a child's upbringing and education. This is a crucial aspect of fostering the healthy development of a child's character and preparing them for adulthood.

Conversely, it is imperative to contemplate the family entity holistically, wherein the children's involvement is contingent upon their viewpoint and contribution towards addressing and ultimately resolving any predicaments that may emerge. Assisting with academic assignments and other scholastic tasks represents a singular approach through which parents may foster the cultivation of a persistent inclination towards learning within their children. The optimal approach for parents to foster a positive mindset in their offspring is to showcase their accomplishments and offer rewards for exemplary outcomes. This philosophy has the potential to enhance the children's sense of respect towards their relatives. One of the most widely recognized examples of an effective approach to fostering education and character development in children that leads to successful adulthood is the implementation of such strategies in child-rearing practices. Assisting children with their schoolwork cultivates "habits of everyday routine of action to the learning process" and enhances parent-child communication through the expression of admiration and commendation. Reinforcing a child's positive conduct through the use of rewards and verbal commendations is a potent incentive for enhancing the familial ties of affection and esteem.

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