

## THE ROLE OF THE CHILDREN IN THE EDUCATIONAL PROCESS IN SCHOOL-FAMILY PARTNERSHIP

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**Abstract.** The educational process is a joint endeavour including schools, families, and children. Although much research emphasises the roles of parents and teachers, the child's position in this collaboration is a vital yet frequently neglected component. This paper analyses the role of children in the educational process within the school-family partnership, emphasising their responsibility, participation, and engagement. It examines how children actively engage in their learning experiences and the methods by which schools and families can facilitate their autonomy. The study employs an analytical methodology, utilising previous research to examine the impact of children's motivation, autonomy, and communication skills on academic achievement. The findings indicate that children significantly influence their educational experiences, and promoting their active involvement improves overall learning outcomes.

**Keywords:** child's role, educational process, school-family collaboration, student engagement, parental involvement.

### Introduction.

Education constitutes a collective obligation among educational institutions, families, and learners. Although parents and teachers profoundly impact children's learning, the child's role as an active participant in the educational process is equally essential. School-family partnerships are crucial for establishing a successful learning environment; nevertheless, these collaborations must acknowledge and empower children as active participants rather than passive recipients of education. This study examines the role of children in school-family partnerships, highlighting how their participation, motivation, and engagement affect educational performance. It analyses the significance of student agency in education, the determinants influencing children's engagement in the learning process, and methodologies to enhance their participation in school-family partnership<sup>1</sup>.

**Literature Review.** Research on school-family relationships has historically emphasised parental involvement and teacher collaboration; however, recent studies underscore the significance of children's active engagement in their education. Epstein (2011) highlights six categories of parental participation, which encompass student

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<sup>1</sup> Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Routledge.

accountability. Vygotsky's (1978) social constructivist theory posits that learning is most efficacious when students are actively involved in the process. Moreover, research by Fan & Chen (2001) demonstrates that students engaged in goal-setting and decision-making are more inclined to attain academic achievement. The current literature examines the influence of student participation on educational results. Fredricks et al. (2004) delineate participation across three dimensions: behavioural, emotional, and cognitive. Studies indicate that students who assume responsibility for their learning demonstrate superior academic performance (Ryan & Deci, 2000). Moreover, research on communication within school-family relationships indicates that when children candidly disclose their learning experiences, parents and educators can offer more effective assistance (Henderson & Mapp, 2002). These findings emphasise the importance of enabling students to be active participants in the educational process.

**Methods.** This study employs an analytical research methodology, examining current literature on school-family connections and the involvement of children in education. Secondary data sources, such as academic publications, educational reports, and case studies, were examined to ascertain the influence of children's participation on learning outcomes. The research delineates findings into three primary themes: student engagement, autonomy in learning, and communication with parents and educators.

The home serves as the primary institution where children's personalities are shaped by the power exercised by their parents. While it is accurate that parents serve as the primary educators, the cultivation of values is also imparted at schools and colleges. The significance of a robust relationship between parents and schools should be a collaborative endeavour to attain the objective of cultivating professional integrity. Experts emphasise the significance of engaging parents in their children's education, as it enhances academic achievement, boosts motivation, and reduces the likelihood of succumbing to vices. Parents, regarded as key stakeholders in the school community, significantly influence their child's educational and environmental development; therefore, the degree of parental involvement in their child's education and school must often be acknowledged<sup>2</sup>. A significant number of parents, whose children are presently enrolled in a specific school, exhibit considerable concern, frequently engaging in classroom assistance, maintaining constant communication with teachers, aiding with homework, participating in school projects, and discussing their child's unique academic strengths and weaknesses with educators. The education of a child should not rest solely on teachers. The majority of parents and kids exhibit a markedly negative disposition towards our profession as educators. Parents frequently express

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<sup>2</sup> Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.

dissatisfaction with their children's lack of passion for school, attributing this deficiency to the teachers' shortcomings. This occurrence is becoming increasingly prevalent, particularly in secondary education. It is evident that certain topics, such as Physics and Chemistry, have historically been seen as more tedious and challenging. However, this disposition can be altered by the implementation of suitable tactics. We must recognise that enhancing student performance in classrooms requires more than merely providing clear explanations and possessing a passion for teaching. Parents constitute a fundamental foundation in the student-teacher interaction. Consequently, we must engage parents in our subject to ensure they appreciate and comprehend it. It is essential to convey that education is not solely the obligation of instructors; rather, parents serve as crucial pillars in the educational process. Consequently, parents, pupils, and teachers must interact harmoniously in the education of children. Numerous educational institutions, encompassing both private and public sectors, have initiatives aimed at enhancing parental involvement, including scouting programs for boys and girls, socio-economic projects within the school-community framework, disaster volunteer task forces, and school-community work brigades. Nonetheless, enhancing parental engagement continues to pose a significant barrier for school administrators and educators, despite well-defined programs, coordinated initiatives, and robust incentives. Significance of Parental Engagement . What is the necessity of parental involvement in a child's education? Parental involvement in their child's educational process provides numerous prospects for success. Parental involvement in their children's education yields significant benefits, including improved academic performance, enhanced student attitudes towards teachers, positive parental perceptions of schools, and notably, strengthened relationships among parents, children, and teachers. Therefore, it is imperative to consistently foster a tight relationship with families.

The Genuine Role of Parents in Their Child's Education. This relationship does not include assigning excessive homework that requires parents to spend hours assisting their children in completing it; such an approach would undermine our purpose. We must endeavour to capture parents' attention regarding our topic; nevertheless, what methods may we employ to do this? Engaging in initiatives that stimulate parental interest and encourage their involvement in collaborative activities with their children outside of the educational environment. It also states that familial engagement in education facilitates children's development into productive, responsible members of society. Involving parents in their children's education signifies that the school is actively engaged in facilitating changes or development among the kids. Increased parental involvement enhances the likelihood of achieving quality transformation in education by teachers and school officials. Numerous studies in wealthy nations have revealed In "A New Wave of Evidence: The Impact of School, Family, and

Community Connections on Student Achievement," the authors assert that "most students across all educational levels—elementary, middle, and high school—desire their families to be more informed partners in their education and are eager to engage in facilitating communication between home and school<sup>3</sup>." The research indicates that "when parents consistently attend school, it reinforces the perception in the child's mind that school and home are interconnected and that school is a fundamental aspect of the family's life." Repeated evidence demonstrates that parents who prioritise and dedicate time to their children's education foster greater academic performance in their offspring. While exceptions exist, instilling a respect for knowledge in a child positively influences their academic journey. Regrettably, part of this dissatisfaction stems from the community's tendency to attribute sole responsibility to teachers and school administrators, when, in fact, there exists an inherent limitation if parents neglect their responsibilities. Over the past five years, the author has frequently seen that some schools within a specific district are influenced to varying degrees by parental participation. Schools with greater parental involvement consistently exhibit superior performance in both academic and nonacademic endeavours. As a result, the administration and instructors have become increasingly motivated, devoted, and proactive in supporting parental efforts. Obstacles to Parental Engagement as previously said, academic achievement correlates directly with the level of parental involvement; therefore, it is essential to identify the obstacles that hinder parental participation and affect children's education. Significant barriers that limit parents' capacity to engage actively in their children's education include instructors' views and parents' familial resources, among others. These difficulties can be surmounted by the school through teacher orientation and training. According to the author's personal observations and random conversations with colleague school administrators, the predominant barrier to parental involvement is the parents' negative disposition towards supporting the schools their children attend. By altering parental attitudes, we employ tactics that encourage parental involvement in their children's education, so fostering changes that enhance educational growth and improve academic success. It is well recognised that families serve as a crucial influence in children's education, acting as the primary motivator for learning and laying the foundational principles of education for all students. It is crucial to remember that the initial connections between a child and the acquisition of values are established here; so, there must be effective positive reinforcement from the foundation concerning this matter. Regardless of the era or context, parents must impart education by instilling ideals, authentic behaviours, embracing diversity, and, most importantly. Numerous studies have determined that a learning environment is more effective when it provides containment, trust, and

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<sup>3</sup> Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.

protection within the academic framework. Parental support is essential for the development of children's potential, fostering learning expectations, and instilling a sense of capability in doing new activities or difficulties. Nonetheless, this is insufficient. Parents ought to engage in the educational process and allocate time accordingly. Children must develop the study habit, which remains challenging as it requires transitioning from complete supervision and support to gradually sharing responsibilities until the student achieves self-regulation and establishes the habit. Studying constitutes an integral aspect of a student's everyday routine. Methods for parental support in a child's education conversely, when addressing an adolescent, it is imperative to provide assistance, offer support, and, most importantly, provide emotional regulation for the internal conflicts they encounter through attentive listening. Regardless of the era or place, parents must educate by imparting principles, demonstrating authentic behaviours, embracing diversity, and, most importantly, accommodating the unique pace of each kid<sup>4</sup>. We must recognise that learning encompasses not merely the memorisation of new information but also the acquisition of experience, the development of abilities, and the application of transferable competencies that the student envisions along this journey. Family Support America, published by the National Centre for School Engagement, outlined the prevalent obstacles to enhancing parental involvement in educational institutions and community initiatives as follows: 1. Attitudes - Personnel are reluctant to discuss issues in the presence of families. Families lack confidence in the workers. The staff believes that families are excessively burdened to engage. The staff is unwilling to recognise families as equal partners. Families believe they possess no valuable contributions. The staff believes that families may breach client confidentiality. 2. Logistics - Educational institutions and programs are unable to finance childcare services. Transportation is inaccessible for families to attend sessions. Meetings occur exclusively during working hours or at times that are difficult for parents. Families do not receive compensation for the time they forgo from work to participate in meetings. Systemic obstacles - There are no mechanisms established for compensating parent leaders for their time and contributions. Staff remuneration is permissible solely during designated working hours. Insufficient resources for facilitating parental and familial engagement. Deficiency of skills - Families have never engaged in (educational) meetings/committees. Families lack awareness of relevant procedures and policies. The staff is unprepared to engage with families using innovative methods. Insufficient information regarding the roles of families and staff. This article aims to provide local schools and districts with information and resources to enhance parent and family engagement, thereby reducing barriers to parental involvement and potentially

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<sup>4</sup> Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory.



eliminating them. It seeks to reshape the perceptions of parents and teachers regarding parental engagement in a comprehensive yet accessible manner. This is attainable alone in an environment that fosters pro-learning interaction, necessitating the establishment of a pleasant and mutually collaborative climate. Parents serve as primary benefactors in their children's educational journey, therefore maintaining close involvement, with their roles evolving according to the educational stage of the minors. During the developmental process of boys and girls, their abilities and competencies evolve concurrently with the rising academic expectations. Consequently, the duty of parents primarily entails supporting and fostering the independence of young children, enabling them to progress as responsible individuals who are confident in their thoughts, emotions, and aspirations. During the preschool stage, parents are responsible for developing structures and fostering habits of independence in their children, as boys and girls encounter the necessity to act independently for the first time, without the immediate intervention of their parents. Consequently, it is essential to delineate expectations and specify responsibilities commensurate with their preschool level, including timely task completion, preparation for exhibitions, and review of class material to facilitate content assimilation and skill enhancement in an engaging and enjoyable manner. Influence of Parental Education on Child's Academic Performance

As boys and girls transition to primary school, the role of parents evolves to accommodate the requirements of students. In the initial phase of elementary school, parents play a significantly more active part in their children's learning, as they are responsible for instilling a sense of accountability for their studies and guiding them in the process. They might create a study timetable with the youngsters and instruct them in its use to cultivate the habit and enjoyment of learning. Similarly, they must furnish them with several ways for studying and reviewing the diverse subjects. They must recognise that study approaches should differ based on each subject or its content, and they must also take into account what was effective for them or their older children. During the second cycle of primary school, it is anticipated that the framework, independent habits, and responsibility acquisition will be solidified, enabling parents to adjust their roles. At this juncture, the active engagement demonstrated in the prior phase is supplanted by guidance and assistance for the students. The degrees of autonomy and accountability of boys and girls enable them to enhance their responsibility in executing activities, projects, and academic periods, with the understanding that parental help is available if needed. Ultimately, at the secondary stage, adolescents are anticipated to assume complete responsibility for their academic endeavours, behaviours, and judgements. Nevertheless, parents must remain engaged in the educational process, fostering motivation in their children, assuring their socio-emotional well-being, overseeing their interactions with the environment, and

assertively addressing their concerns<sup>5</sup>. It is essential to emphasise that, although the educational institution oversees the academic dimensions of students, the family bears the primary responsibility for cultivating virtuous individuals who contribute positively to society, as they instill the values and behaviours that children will embody throughout their lives. The support, communication, and affection provided by the family during the educational process will foster the growth of self-assured individuals who recognise that their choices and actions are pivotal in shaping a better future. Certain school officials and educators affirm the notion and endorse the argument that the parents' deficiency in abilities and resources exacerbates the issue. The National Centre for School Engagement used this strategy and determined it to be highly effective based on the self-administered survey. This paradigm is referred to as Epstein's Framework of Parent Involvement. This is founded on six categories of parental engagement delineated by Joyce Epstein from the Centre on School, Family, and Community Partnerships. This author chooses to present Epstein's Framework for Enhancing Parental Involvement in Schools, succinctly outlined below. Parenting skills are enhanced and facilitated. Communication between home and school is consistent, reciprocal, and significant. Parental involvement is encouraged in the school, and their support and aid are solicited. Home Education - assist parents in comprehending the educational process and their role in facilitating student success. Parents are essential in facilitating student learning. In school decision-making and advocacy, they are equal partners in decisions impacting children and families. The objective is to empower parents to influence decisions impacting their children's education. Collaboration with the Community - community resources are utilised to enhance educational institutions, familial structures, and student learning outcomes. The Advantages of Parental Engagement . This author strongly asserts that the collaboration between parents and teachers significantly influences children's education. In contrast, robust collaboration between parents and school administrators can generate a "tsunami of improvements" in both the physical and academic performance of the institution. Therefore, school administrators must assertively motivate parents to engage and contribute significantly to fulfil the school's missions and objectives. The new essay "Working Together: Parent-Teacher Partnerships" asserts that the most effective strategy for academic success is ensuring collaboration between parents and teachers as allies. At times, it may appear as if a delineation has been established in your child's life. A parent possesses comprehensive knowledge of their child, including academic abilities, social competencies, and inherent disposition, but a teacher may only grasp a fraction of the child's true identity. A child's potential may manifest academically, along with her social growth among peers. The integration

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<sup>5</sup> Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

of home and school environments may yield a comprehensive understanding of a kid, enabling a teacher to ascertain the appropriate areas to evaluate a child's performance level. The impact of parental involvement on a student's academic success should not be ignored. The essay emphasised that the support system a student receives from family is as crucial as cognitive ability, work ethic, and heredity in achieving life goals. Moreover, pupils with two parents in supportive positions are 52% more likely to appreciate school and achieve straight A's compared to those whose parents are disengaged from school activities. This is particularly true in the initial years of education, from Kindergarten to 5th grade, when pupils with engaged parents are nearly twice as likely to achieve success. Parental participation denotes the degree to which parents or guardians allocate their resources, including time, finances, and knowledge, to assist their children in educational pursuits. It encompasses all actions performed by parents related to their children's education, including overseeing homework completion and participating in various school programs. A multitude of factors influences the extent of parental involvement. This encompasses the demanding schedules of parents, inadequate collaboration from certain teachers, and the diminished self-esteem experienced by certain parents. A prominent topic in the discussion of parental involvement in children's education is the inequity of diverse chances. A significant obstacle to parental involvement arises from poverty and a low standard of living among certain parents. Consequently, they cannot allocate sufficient time to their children's education because of extended job hours. This indicates that wealth disparity, among its various implications, partially translates into disparities in parental involvement. Given the significant income inequality in Uzbekistan as a developing nation, the continuation of this developmental anomaly will persistently hinder certain parents' capacity to engage actively in their children's education. Given that research indicates parental involvement enhances children's academic success, it is essential for parents, educators, and school authorities to address the obstacles hindering parental engagement. The attainment of this objective will enhance communication and foster effective collaboration between parents and teachers as partners in children's education. Such constructive communication and relationships will promote more parental involvement<sup>6</sup>.

**Results.** The literature research and data analysis suggest that: Student Engagement and Motivation: Actively engaged learners exhibit superior academic performance and cultivate critical thinking abilities. Their motivation is shaped by parental support, teacher encouragement, and intrinsic interest in learning. Student Autonomy and Responsibility: When afforded opportunities to assume responsibility for their learning, youngsters build self-regulation abilities. Autonomy cultivates

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<sup>6</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.



confidence and independence, enhancing pupils' accountability for their academic advancement. Communication and Collaboration: Effective dialogue among children, parents, and educators enhances the educational alliance. Students who candidly articulate their academic difficulties and successes obtain more support from both their families and educational institutions.

**Discussion.** The findings underscore that youngsters are not passive learners but active participants in their educational achievement. Their responsibility encompasses not only classroom engagement but also involvement in decision-making over their educational experience. Promoting student voice in educational issues enhances engagement and fortifies school-family partnership. Nonetheless, obstacles persist in facilitating children's active engagement, including insufficient confidence, restricted decision-making possibilities, and inadequate parental participation. Educational institutions and families must cultivate an environment that empowers children to assume responsibility for their learning. Approaches including student-led conferences, collaborative goal-setting, and interactive learning techniques can augment children's involvement in the partnership.

### **Conclusion.**

The child's role in the school-family collaboration is essential to the success of the educational process. Acknowledging children as active participants in their education improves their motivation, engagement, and learning results. Educational institutions and families must collaborate to foster children's autonomy and communication abilities, establishing a harmonious partnership that empowers students to assume responsibility for their educational pursuits while receiving guidance. Subsequent study should investigate methods for the effective implementation of child-centered approaches in many educational contexts.

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