

THE ROLE OF PARENTS IN THEIR CHILDREN'S EDUCATIONAL DEVELOPMENT

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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: contextual, methodological, study, methodology, resources.

INTRODUCTION

It's obvious that both parents are the ones responsible for raising their kids because they're the ones who got hitched. They play a crucial role in human history by reproducing the species within a given culture. One of the primary stakeholders in the educational process is the family unit or its individual members (Ceka & Murati, 2016), The term "parent" should be understood as encompassing a number of related concepts, including but not limited to: the parents' actions and activities toward the attainment of a priori set goals; the parents' care and contribution towards the upbringing of their children; and the parents' nativity rate.

The family unit, functioning on the basis of love and respect, is preeminent in all areas of comprehension, tenderness, selflessness, and caregiving. (Soelton, et al., 2019) This creates a setting conducive to family life, where kids can grow up safe and happy. The modern understanding of their part in this process rejects the so-called unidirectional effect of parents over their children's development in favor of a complex triangular relationship between the child, the parent, and society at large. This dynamic is constantly viewed as a two-way street of influence

and process from parent to child and back again, setting in motion a wide range of factors that may affect the children's growth and education in positive and negative ways (Parker, 2015).

When it comes to their children's entire growth and education, parents play a pivotal role. After all, it is parents who are responsible for their kids' health, nutrition, education, and socialization until they are mature enough to handle life on their own. While parents are generally knowledgeable about efforts made to better their children's lives, they could benefit from more educational details regarding their children's guaranteed access to quality education. (Papadakis & Kalogiannakis, 2017). This is why educators, psychologists, and other researchers place such an intense emphasis on the importance of parents in shaping their children's identities within the context of the family and beyond. The so-called "children's development climate" has been said to be comprised of three interrelated factors or dimensions, including parental satisfaction with and pride in their children's accomplishments, the demands of their role as caregivers, and their confidence in their own ability to foster healthy growth and development.

In any particular household, a child's upbringing for the rest of his or her life begins from the moment he or she is born. It consists largely of learning through experience, which in turn is modified by ongoing learning. (Okin, 2015) In this respect, parents and the family unit as a whole serve as the educational initiative's primary leaders and backers. Since this is one of the most influential aspects of a person's life, it can be considered a primary factor in shaping a person's identity. As a rule, when parents are involved in their children's schooling, the results are hopeful and uplifting.

In this respect, they are typically linked and act under their own parental attitudes, which are transmitted through their demonstration of mutual confidentiality concerning the children's capabilities and their overall learning capacity, which propels them towards achieving success in the learning, education as a complex process. Thus, parents should assist their children with homework, since this is one of the most effective ways for them to show their support and help their children succeed academically. The quality of family life and the prospects for children are profoundly impacted by the parents' degree of education because of the correlation between the two. (Viner, 2012)

Permanent parental supervision over a child is necessary for the child to succeed academically. But, in order to succeed in the educational activity we are carrying out with the child, we need to be acquainted with the some norms which are associated to the children's physical growth, and moreover, a specific focus must be placed on the child's psychological development. Love, marriage, care, and happiness—elements essential to the maintenance of life and hope for the future—all play a role in the functioning of the family (Bird & Markle, 2012)

Parents and teachers are the two primary educators in a child's life. Parents are their children's primary instructors up until the time they enter a nursery or elementary school, and they continue to have a significant impact on their education throughout the rest of their lives. Still, no one is more devoted to their kids than their mom. It has been shown that (Kibaara & Ndirangu, 2014) A child's parents are the most influential people in their lives. All children take on their parents' beliefs and habits. According to (Sipasi, 2022) yet if parents are a constructive force in their kids' daily lives, and especially in their kids' everyday education, then the future will be brighter and more prosperous.

The family provides a safe haven for kids, which implies that parents are fully accountable for helping their kids mature into fully formed adults. As reported by (Chodorow, 2018) Studies

have shown that a mother's or a woman's influence as a teacher is more significant in shaping a child's identity than either parent's marital or occupational status or the family's socioeconomic background. It would appear that a mother's love for her child is stronger than a father's love for his child. The first and most logical stage in a kid's growth is breastfeeding, which is consistent with the biological and physiological bond between mother and child. This is due to the fact that a mother is the first and most important person in a child's life, since she is responsible for bringing the child into this world and guiding them through their formative years until they are ready to strike out on their own.

The mother's role in this context is crucial and can be thought of as having two main aspects or trajectories: Both are important for the child's growth and development, but the first one is more important for the child's defense. The function of motherly protection includes many sub-functions or acts. The first kind relates to the child's physical safety, which entails giving the child access to medical care and sanitary living conditions so that he or she can lead a happy, healthy life at home. This includes making sure the child has access to adequate lighting and a clean environment where he or she can take regular baths and eat well. The second form, psychological protection, is manifested in the child's sense of emotional and psychological safety whenever his or her mother is close by (Chodorow, 2018)

In this context, a second category of activities is the mother's role in the child's growth, which includes nurturing the child's physical, mental, and emotional well-being. (Ccheah et al., 2013) Every child raised and taught by their mothers has the best possible chance of reaching their full potential in terms of physical, mental, and social health. It's clear that these kids are having a great time, which translates to an improved outward appearance. Being talkative makes them open to working with others. That's why the family usually accepts the mother's love and care for the child as complete and whole. One may argue that this kind of nurtured love and affection is essential for the healthy growth of children in any given family.

The mother's emotional and physical presence has a profound impact on her children, who look up to her as a role model as they navigate the emotional and formative stages of moral character formation. This aspect of the child's identity becomes deeply ingrained in the child's character and remains so for the rest of his or her life. It is ingrained in their personality and temperament, and as such, it shows in the way that they think and act in social situations. Virtually everywhere in the world, women have formalized systems that allow them to care for their children and still fulfill other crucial roles in the family's daily functioning (Lee & Bauer, 2013)

The father has a crucial role in ensuring the smooth growth of the family unit, particularly in the formative years of his children (Bales & Parsons, 2014). So, it is critically important to help fathers become the "best fathers they can be" for their children. A godfather should be an upstanding citizen and responsible adult. This individual has a crucial role in setting the tone for the household as a whole, laying the groundwork for a happy and cheerful home life for all members. Many new dads desire to raise their kids differently than they were raised (Young & Wilmott, 2013) Having him there is crucial because it gives the family members, especially the kids, a sense of security that permeates the whole unit. Children gain the most from this secure environment.

His role in a family is distinct from that of moms because of the wide variety of family structures and types of experiences children have with their parents. It turns out that mothers are more prepared to undertake their role in their children's education than their fathers are due to the

gender prejudices that exist in regards to the duties to be performed in their family, particularly regarding their approach and contribution towards their children's education. When it comes to setting standards and encouraging their children to excel, fathers may make all the difference. It has been shown that

As a result, by the time they become fathers themselves, their offspring will be well-prepared to take on the mantle of parental leadership. Several studies have been conducted in light of this notion, and they all find that fathers positively affect their children's development. This bond is independent of both the paternal and maternal relationships that exist between parents and their offspring (Chodorow, 2018)

Parents play a key role in ensuring their children are raised and educated correctly, but they must also pay attention to a number of factors. A child's primary responsibility is to study hard and do their homework because it is the primary function of the parent in the family. In order to achieve this goal, students will need to receive proper instruction in the proper norms and principles of learning and studying. This strategy would introduce them to the realm of behaviorism in the workplace, allowing them to gain a deeper understanding of the importance of work as one of the fundamental facets of the human condition (Weisberg et al., 2013) Two, a child's growth is the construction of their entire character. The parents, as the primary educators, need to have a firm grasp of their child's personality traits, likes, dislikes, and temperament, as well as the emotional aspects of their child's personality. Finally, socialization has become the primary component upon which the development of a child's personality rests. Today's children's development depends on a number of factors, but the socialization process stands head and shoulders above them all. As a result, the home environment and the dynamics between family members lay the groundwork for the child's future social interactions within a given community from an early age. The foundations for a kid's continued social growth and assimilation into a particular society are laid in this environment when the youngster takes his or her first tentative steps into the world. (Jenks, 2013)

Statement of the Problem

It's common knowledge that parents play a significant impact in their children's education. But how exactly parental participation affects children's academic performance is still poorly understood. In addition, research into the factors that discourage marginalized and low-income parents from participating in their children's schooling is essential (urii & Bunijevac, 2017).

Schools that want to follow the system of integrated assistance for their kids' must work with parents to create a culture of shared responsibility for their children's academic success. This manner, parents are more likely to get involved, are more likely to support their children's schools, and are having a direct, beneficial effect on student achievement. 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 idea that parents' expectations and views about their children's potential to succeed in school can have a major effect on their children's actual accomplishment. According to this school of thought, parents have a significant role in their children's academic development by influencing their expectations about their own children's academic potential and giving them with the necessary tools and encouragement (Froiland et al., 2013)

Parents who set high academic standards for their kids and give them the tools and encouragement they need to achieve are more likely to have successful kids, this hypothesis suggests (Simpkins, 2012). Due to internalizing parental views and expectations, children are more inclined to put forth effort and participate in academic activities when they believe they can achieve positive outcomes.

What's more, the Expectancy-Value Theory argues that parents' views on the importance of education might have an effect on their children's success in school. It is more likely that parents will succeed in inspiring their children to develop a passion for and dedication to study if they emphasize the significance of and value placed on schooling. This has the potential to boost students' interest in learning and their success in the classroom. According to this school of thought, parents are the ones who should get the most credit for helping their children develop positive educational values and giving them with the tools they'll need to succeed in school. Parents can encourage and inspire their children to reach their maximum academic potential by setting high standards for them and emphasizing the importance of education (Wigfield & Gladstone, 2019).

Ecological Systems Theory

Ecological Systems Theory is a theoretical framework that was developed in 1970 by Urie Bronfenbrenner. This idea places a premium on the significance of children's exposure to diverse social and cultural settings throughout their development. Parents, according to this view, have a significant impact on their children's growth and learning, but they are also influenced by other factors, such as the broader social and cultural milieu (Guy-Evans, 2020). Ecological systems theory argues that when parents are involved in their children's education, they not only assist their children succeed academically, but they also help build a broader environment that encourages success and growth (Ansong et al., 2017). Involved parents, for instance, can help their kids build a social network that will encourage them and connect them to educational opportunities and resources.

Also, according to Ecological Systems Theory, things like parental stress, work pressures, and economic resources can all have an impact on parenting practices and the quality of parent-child connections. Parents who are under a lot of stress or who are having financial difficulties may be unable to provide their children the attention and resources they need to succeed in school. While analyzing the role of parents in their children's education, this theory stresses the significance of taking into account the broader social and cultural framework in which children are reared. Researchers and practitioners can create more thorough and successful strategies for promoting positive educational results for all children if they acknowledge the wide range of contextual factors that can influence parental practices and educational achievements (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 gap is filled by the study, which looks at what makes parents in Java, Indonesia, with different levels of education and income get involved in their children's education. The study also looked at how parents were involved and what problems they ran into when they did. The analysis is part of the parental involvement motivation model by Hoover-Dempsey and Sandler. In this interview study, 16 parents from eight elementary schools in both cities and rural areas of Java took part. The study

found that parents had different hopes and expectations for their children's education and different ideas about what their responsibilities and obligations were when it came to their children's education. These differences were caused by the parents' socioeconomic background as well as the differences between living in an urban or rural community. Even though all parents felt welcome at school, some highly educated parents said they didn't have much power and didn't have many chances to get involved.

Wilson (2018) conducted a study on the parents' Executive Functioning (EF) and involvement in their child's education: an integrated literature review. To do well in school, parents must be involved in their children's education. Several groups that work on education have come up with suggestions for how parents can help their kids learn best. This integrative review of the literature talks about how executive function can affect a parent's ability to help and actively participate in their child's education. It also gives ways for all school staff to strengthen parent-school partnerships when a parent has trouble with executive function. Executive functioning skills change over time and are affected by many things, such as the age of the parents, the amount of sleep, stress, and the child's mood or affect. Even if a parent's Executive Functioning isn't as good as it could be, there are ways for school staff to work better with parents to help their children do well in school. As education reforms call for more customization and working together with families, parental EF is an important thing for school staff to think about. Schools will be better able to help parents help their kids do well in school if they know and understand how parents' EF affects their kids' learning.

Kainuwa (2013) conducted a study on the influence of socio-economic and educational background of parents on their children's education in Nigeria. The paper looks at the research on how parents' socioeconomic status and level of education affect their children's education. It also looks at the role that parents' socioeconomic status and level of education play in their children's education. The paper also looked at and talked about studies and research that scholars have done in the past about the things that affect children's education. The paper's discussion is built on the framework of conflict theory. This theory is good for the study because it helps the reader understand how the socioeconomic status and educational background of a child's parents have a big impact on their education. From what was read, conclusions were made, and the paper came to the conclusion that parents' education and socioeconomic backgrounds affected their children's education.

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 results of research show that parents' involvement in their children's education is important. It affects how well they do in school, how motivated they are, and how well they feel. Parents and teachers have been expected to work together on education more and more over the past 10 years. For these partnerships to work, teachers and schools take the lead because they are the professionals. The results of our review study show that there are many good ways to get parents more involved, such as training programs for parents and teachers, reorganizing the way schools work, and having family interventions. When parents who can't read or write want to help their kids learn, they run into a lot of problems. Surprisingly, there didn't seem to be much research on how illiterate parents were involved in their children's education, but there was a lot of research on how parents were involved in their children's education in general.

Mapp (2002) conducted a study on how parents describe how and why they are involved in their children's education. This study investigated what makes school-family partnerships work. In a Boston, Massachusetts K-5 School, parents were asked about how and why they were involved in their children's education and what factors impacted them. Given that urban, low-income parents are often labeled "impossible to reach," the study was done at an urban school with a strong family partnership project and with parents whose children qualified for free or reduced-price lunch. The 18 parents' tales reinforce the evidence that most parents, regardless of race, ethnicity, or socioeconomic class, are deeply invested in their children's education. Parents knew their involvement enhanced their kids' schooling. School employees had a broader definition of appropriate parental involvement, which included a wide range of activities at home and at school. Parents' social history influences their participation.

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. This integrative review of the literature describes how executive function can affect parents' ability to facilitate and actively participate in their child's education. Executive Functioning skills are fluid and influenced by several factors, including parental age, sleep, stress, and mood/affect. Despite possible limitations in parental Executive Functioning, there are strategies school personnel can employ to strengthen partnership with parents to support their children's academic success. 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 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

As a result of our investigation, we have come to the following conclusion: First, it needs to be evaluated based on the role it plays in the broader context of a child's upbringing and education, which is fundamental to the healthy development of the child's character and, ultimately, to the child's readiness for adulthood.

On the other hand, it's important to consider the family unit as a whole, with the children playing a part based on their perspective and input on how to handle and ultimately resolve any issues that may arise. Helping with homework and other schoolwork is just one way parents can

encourage their kids to develop a lifelong habit of studying. The best method for parents to encourage their children to take this attitude is to boast about their achievements and provide incentives for good performance. The children's sense of regard for their relatives would flourish under this philosophy. One of the most well-known instances of a successful approach to the educational and formative role with children that results in productive adults is the use of these strategies in child rearing. However, when parents help their children with schoolwork, it fosters what are known as "habits of everyday routine of action to the learning process," which in turn causes parents to extol and praise their children, thereby fostering and strengthening better communication between the parents and the children. Again, encouraging a child's positive behavior by rewarding and praising them is a powerful motivator for strengthening the bonds of love and respect within a family.

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