

Conceptual Article

The role of the parents in modern education: Educational policy and interaction with the family environment

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The significance of parents in the education of their children is surely not a new pedagogical concept. On the contrary, since prehistoric times, parents have been their children's first educators. From a historical perspective, a child's education has always been seen by parents (and perhaps by society as a whole) as the purview of the child's parents. Parental education included, and nowadays includes as well, activities related to discipline, work skills, basic skills, ethics, and value inculcation. Parents play a key role not only in the personal lives of their children but also in their school lives. The present article examines the role of parents in modern education and how the family interacts with the educational environment. It explains the importance of education in modern society and its influence, and describes the important role of parents as partners and educators. The article also examines the historical context of the parental role in education and systematizes traditional definitions within it. Educational policies are analyzed integrating parents into the school environment, and the rights and obligations of parents are not omitted. Social and legal rights are separated, schematically presented, and described in detail. The author hopes that the article will be useful for parents, students, and teachers who wish to improve the educational environment, and hopes that it will inspire many people, scientists and institutions to take a step in this direction around the world.

Keywords: Education; Educational policies; Modern education; Parental role in education; Parents

Article History: Submitted 2 May 2025; Revised 25 August 2025; Published online 5 March 2026

1. Introduction

School is a dynamic environment, filled with emotions and challenges. The impact of school and education on the personal and social development of children is expressed in many ways. Of course, to improve the quality of education in this environment, historically, parents have had and still have fundamental rights and obligations that must be respected and fulfilled.

The existence of any progressive and modern society can never be imagined without education. According to some educationists, the word *education* is derived from the Latin word *educatum*, meaning "to teach" or "to train". Some others find that education comes from the Latin word *educare*, which means "to lead out", "to draw out", "to take care" etc. A few specialists think that the word education is originated from Latin word *educere* meaning "to bring up", "to train", "to lead by giving instruction", "to develop the inner capacity or dormant talents", "to change from within", "to teach according to need and necessity" (Ahmed, 2015; Uddin & Das, 2006). However, though here the word *educere* seems to be wider than *educatum* and *educare*, all three words are interconnected regarding the meaning of education. Hence, education can be seen as the combination of the three (Ahmed, 2015).

The family as a whole cares for the good upbringing and overall growth of the child as a future independent person. Presumably, it treats its children with love, respect, and care, building a positive family

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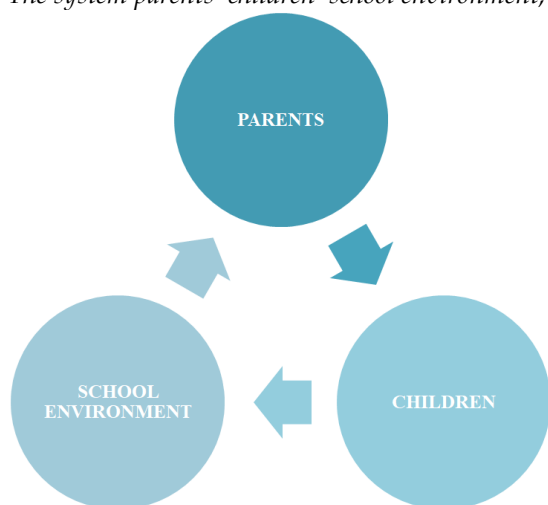
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How to cite: Kostov, G. (2026). The role of the parents in modern education: Educational policy and interaction with the family environment. *International Journal of Didactical Studies*, 7(3), e35822. <https://doi.org/10.33902/ijods.202635822>

environment for their proper moral guidance on the path of life. The system *parents–children–school environment* (see Figure 1) participates in the construction of the modern concept of the role of parents, their contribution to the children and their behavior at school.

Figure 1

The system parents–children–school environment, and the relationship between each element



Note. Own work.

This interaction is constantly seen as a process and mutual influence, in which various factors are triggered from the parent to the child and vice versa, which in turn has an impact on the experiences of the school environment. According to Mojsovsja (2006) the parents take a crucial stand, when it comes to their children's development and education as whole, as the parents themselves are the ones to take care on the overall children physical and intellectual development, until the point they get independent and ready to face the challenges of the society they live in.

1.1. Importance of Education in Modern Society and the Influence of Various Factors on its Development

Education is an important factor in the improvement of human life and the development of the country. Individual success is heavily influenced by an individual's level of education and ability to apply what they have learned in school. An educated person can not only better interpret their environment, but also recognize their rights, as a result of the knowledge they gained in school (Shavkidinova et al., 2023). Educational systems around the world are challenged to provide effective education for all children (Kostov, 2024).

On the question "What is a modern society?" the best answer is probably the one of Steyn et al. (2018) that "modern society" is a "society" confronted, affected and shaped by present-day developments in all the different sectors of human existence at local, national and international levels. Thus, in essence a "modern society" is any existing society in change. These present-day developments refer, for example, to trends in the demography, the economy, the politics, language and communication, science and technology, and philosophies that have a determining influence on a particular community, small or large. The trends are known over many years, but they are realized uniquely in different "modern societies" (Steyn et al., 2018).

For example, Steyn and Wolhuter (2008, pp. 12-34) provided a conjecture of probable societal trends or tendencies that will be manifested in the 21st century. They referred, for instance, to the growing impact of demographic trends such as population growth, the shifting age structure, urbanization, and evolving migration patterns, including both internal and cross-border mobility. This addresses the situation with large-scale demographic shifts, as these trends are seen as major forces reshaping societies globally. Furthermore, attention was drawn to the escalating ecological crisis, accelerated scientific and technological advancements, changes in agricultural practices, the expansion of biotechnology, and developments in communication technologies, alongside the broader information and knowledge revolution, robotics, and automation. This highlights the growing influence of technological and scientific progress, including advances in agriculture, biotechnology, etc. Finally, they highlighted significant sociopolitical and economic transformations, including the rise of multiculturalism and minority rights, economic liberalization and privatization, persistent unemployment and poverty (especially in the Global South), increasing self-employment, decentralization of work and governance structures. The final trends focus on broader social,

political and economic changes, including the recognition of multiculturalism. The real content of these trends will change from one "modern society" to the next one (Steyn et al., 2018).

1.2. The Role of Parents as Partners and Educators in the Educational Process

Although specialized and scientific literature contain various theoretical approaches to the definition of the family, the most appropriate definition in this paper's case seems to be the one describing family as the educational union of parents and children based on interpersonal validation and emotional relationships, and characterized by joint housing and economic cooperation of its members (Lozančić, 2011; Maleš et al., 2003). It is known that numerous social, demographic, and economic changes in the world determine the main structural changes that take place within the structure of a family, the organization of family life, family relationships, and communication inside the family. When defining a modern family within the context of society and culture, one needs to emphasize that we have been witnessing a period of significant changes, social and political transformations. This has influenced the economic-social position or status of the family significantly, giving it a "significance", it did not have before.

The family enables children's protection in that suggestively that makes parents responsible for their development and to make their children grow into a total personality (Ceka & Murati, 2016; Good, 1988). Since time immemorial, people have said that the mother is the first and the best teacher. The role of the woman/mother as an educator represents a crucial resource to the development of the individual identity, which, from researchers, is seen as even more important than the very marital status of the parents or the occupation of the parents themselves. Somehow, to the women, the feeling of being a mother is more powerful than being a father of a given child for the men. Always in accordance with the physiological as well as biological relation of mother to the child, represents the first and reasonable part or segment of the child's development – she is the first to build a relationship with the child from the embryonic stage.

The mother's function in this regard has a very important role, which, as such, may be divided into two parts or directions. The first one is related to the child's defense, while the other one is related to the child's overall development. Mother's protection as a function embeds several types of actions or types of functions. The first type is connected to the physical protection of the child, which means that the child must be provided healthcare and hygienic conditions, so that he/she could have a healthy life in a warm home environment in every sense of the word, including here the ambiance where the child lives, which must be well enlighten, a healthy place which offers the child to be showered, feed up and taken care in general. The second type is the psychological protection, which can be reflected through the child's emotional security and psychological protection, especially in moments when the child feels it when the mother is next to him/her (Ceka & Murati, 2016).

The father in a family plays an important factor of key role, concerning the organization of a nice and appropriately functional development of a household, with a specific emphasis on the children. He is the head of the family, the "shield" that protects the other family members, the support. According to Ceka and Murati (2016), his presence in the family has a particular importance while it leads the family members, e.g., the children towards a feeling of safety in their life, uniting the overall family members as a compact union of members. In these circumstances of safety, the children are the ones who benefit the most.

However, the so-called subjective experiencing of the parents by their children varies in different ways and family models, and as such, their relevance in a family is much different from the one that is performed by mothers. As a result of the gender prejudices in terms of the duties to be performed in their family, especially regarding their approach and contribution towards their children's education, it turns out that mothers are more prepared to undertake their role in their children's education, rather than their fathers. Fathers make a powerful difference in defining expectations and challenging children to do their best (Ceka & Murati, 2016).

In recent decades, the role of parents in education has received growing attention as an essential factor for student success and well-being. Modern educational systems increasingly recognize that learning is not confined to the classroom and that family dynamics and home environments play a key role in shaping children's academic outcomes. The current review aims to explore how parental involvement is conceptualized, how educational policies promote or hinder this involvement, and what forms of interaction between schools and families are most effective. It also seeks to identify barriers and highlight best practices globally and locally. The succeeding sections describe the theoretical foundations and definition of parental involvement in education, the historical context, and the evolution of the parental role in education. The parents' legal and social rights are described and analyzed.

2. Theoretical Foundations and Definitions

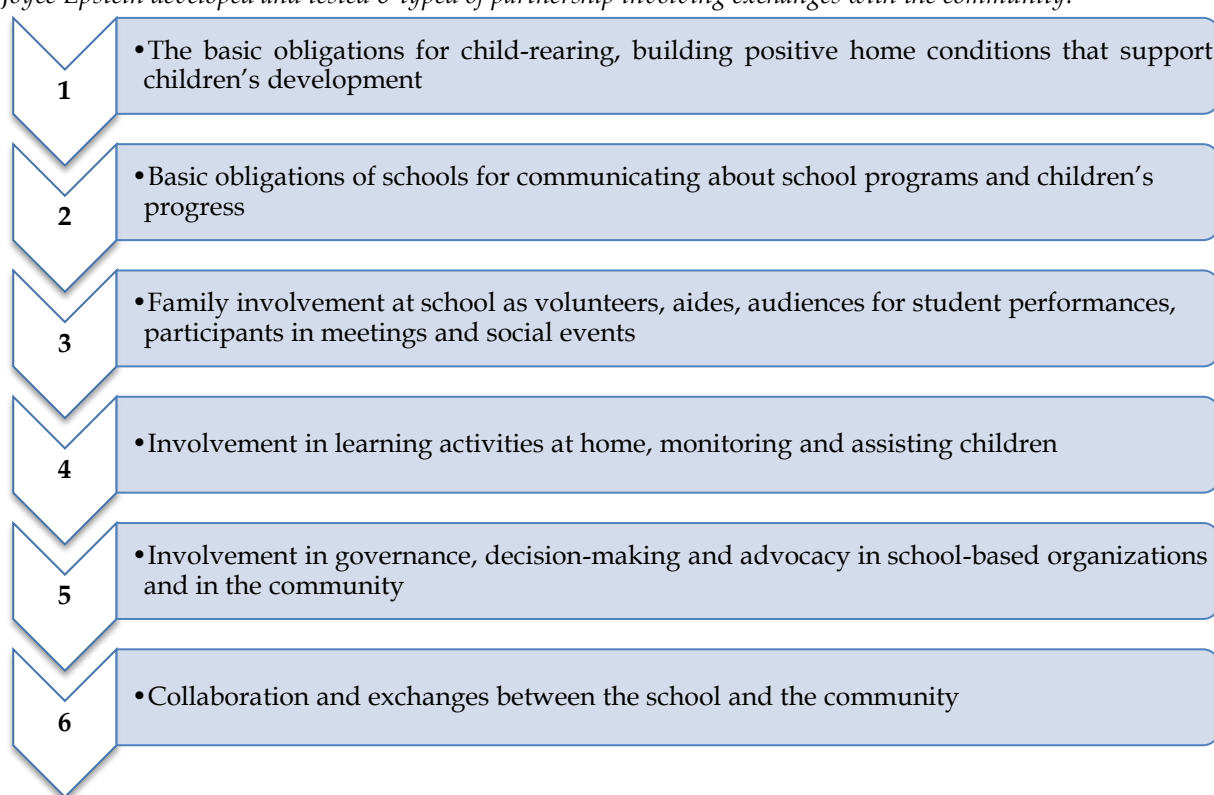
Parental involvement has been defined in various ways across disciplines. According to Epstein (2001), it includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Bronfenbrenner's (1979) ecological systems theory situates the family as a key microsystem influencing child development. Vygotsky (1978) further underscores the role of social interaction, especially within the family unit, as a primary mechanism of cognitive development.

The concept of home-school partnership has emerged to stress mutual responsibility between educators and families in supporting learning. Scholars such as Hill and Tyson (2009) distinguish between behavioral involvement (e.g., helping with homework), cognitive involvement (e.g., discussing learning topics), and school-based involvement (e.g., attending school events).

Joyce Epstein developed and tested a five-part typology for parent involvement and then expanded it to include a sixth type of partnership involving exchanges with the community (Figure 2). This typology was used in many of the studies of the Center on Families, Communities, Schools, and Children's Learning (Davies, 1999; Epstein, 1992).

Figure 2

Joyce Epstein developed and tested 6-typed of partnership involving exchanges with the community.

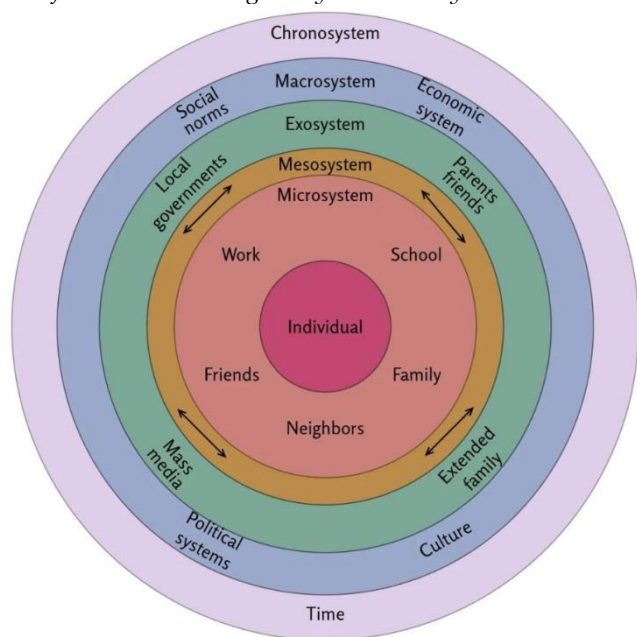


Note. Adapted from Davies (1999) and Epstein (1992).

Developed by Dr. Joyce Epstein, this model aims to provide a practical and comprehensive framework through which schools can engage parents systematically and effectively. Epstein's model allows for structured thinking about parental involvement, not just as help at home, but as a multi-layered interaction between parents, school, and community. It's applicable across different cultural and educational contexts and is the basis for many policies in the United States, European Union, and the United Kingdom.

Bronfenbrenner's ecological systems theory views the child as part of a system of interacting environments (Figure 3).

Figure 3
Bronfenbrenner's ecological systems theory



Note. Adapted from Guy-Evans (2025).

The child is at the center of the system. Microsystem is the innermost layer; the child's immediate surroundings, the settings and people the child has direct contact with (family, school, peers, etc.). The microsystem is the key one in the early development, because interactions here are frequent and direct. Mesosystem represents the interconnections between each component of the microsystem. It focuses on how the different parts of a child's life work together. For example, how well the parents communicate with teachers and how it affects the child's school performance.

Exosystem, the extended family and external environment that indirectly influence the child's overall development. The child doesn't participate in these systems directly, but their impact is significant. For instance, a parent's job stress affects the child's well-being.

The macrosystem is the larger cultural context in which the child lives. This usually includes customs, societal values, cultural traditions, and laws that shape the other systems and the child's worldview. Chronosystem is the outermost layer; the dimension of time, reflecting environmental events and transitions over the life course. This system highlights how the timing of life events and historical changes (e.g., parental divorce, socio-political changes, etc.) impact a child's development.

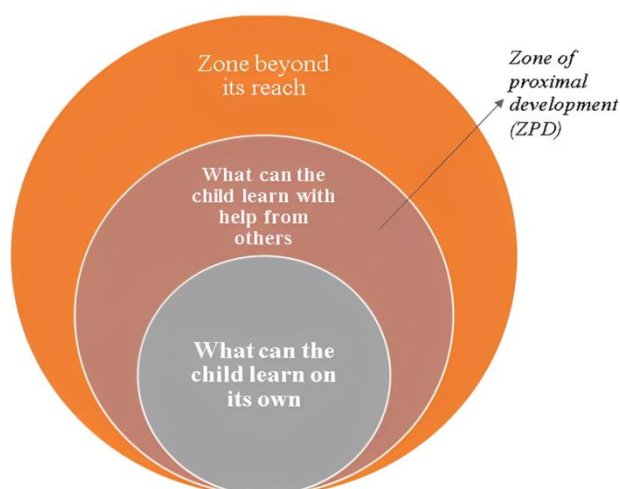
Bronfenbrenner's ecological systems theory model emphasizes the complexity of a child's development and the interconnectedness of the systems as no environment exists alone. It clearly emphasizes that parental involvement cannot be considered in isolation, but as part of a complex network of influences.

Vygotsky's sociocultural theory comprises concepts such as culture-specific tools, private speech, and the zone of proximal development. He posited that cognitive development is influenced by cultural and social factors. Vygotsky emphasized the role of social interaction in the development of mental abilities, e.g., speech and reasoning in children (see Figure 4).

This model is often used to describe how children learn and develop new skills with support from others. The innermost circle represents the skills, knowledge, and abilities that a child can perform independently without any assistance. This is the actual development level. It reflects what the child already can do or knows, such as tasks mastered through repetition, habit, or previous instruction.

The middle circle is the zone of proximal development [ZPD]. This is the learning potential. It requires scaffolding – support provided by a teacher, peer, parent or instructional tool. The zone of proximal development represents the most effective learning zone where a child is challenged just beyond their current ability. Learning within ZPD leads to the greatest cognitive development. Once a task is mastered in this zone, it moves onto the inner circle. The outermost circle represents tasks that are currently too difficult for the child, even with help from the others. These tasks are not developmentally appropriate at the current moment, and trying to teach concepts from this zone may lead to failure or frustration. Nevertheless, over time, as the child grows and develops, some of these tasks may move onto the ZPD.

Figure 4
Graphic of Vygotsky's sociocultural theory



Note. Own work.

Vygotsky's sociocultural theory encourages social, interactive learning. It supports the use of formative assessments to identify each learner's ZPD.

3. Historical Context and Evolution of the Role of Parents in Education

The role of parents not only includes supporting children to succeed in school, but also in creating a strong connection between school and family, which is essential for the overall educational process. Over time, the approach to education and the role of parents have changed.

3.1. Traditional Definitions of Education

Education is one of the foundations of human civilization. Educationists have viewed education and its scope in different ways. The views of thinker differ from time to time. Some of the experts in education view education in a narrower sense and some others in wider sense. Though the definitions and opinions of experts regarding education vary, they all strongly agree in terms of fundamental functions, goals, and characteristics of education. In other words, there are fundamental characteristics or universal concepts of education that none of no educationist can deny (Ahmed, 2015). If we look at the following traditional definitions of education given by specialists at different times (see Table 1), those similarities or common notions of education will be vivid to us.

Table 1

Traditional definitions of education according to the different educationists/experts

Educationists / Experts	Definitions
Plato	It (Education) develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.
Nunn	Education is the complete development of individual of the individual child, so that he can make an original contribution to humanity according to the best of his capacity.
Aristotle	Education is the creation sound mind in a sound body.
John Locke	The purpose of education is to build up one's character.
Rabindranath	Education should be in full touch with our complete life-economic, intellectual, aesthetic, social, and spiritual
Adams	Education is a conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge.
Amez Uddin & Das	Education is a complex process of development. It helps the spiritual and social development of an individual's life.
Mahatma Gandhi	By education, I mean an all-round drawing out of the best in the child and man's body, mind, and spirit.

Source: Adapted from Ahmed (2015) and Uddin & Das (2006).

3.2. The Role of the Family from the Past to the Present

The family assumes a pivotal role in the upbringing and education of children, serving as the primary environment for the development of moral, ethical, national, cultural, religious, and physical values. In the historical context, it is interesting to recall that education has not always been accessible to children (Vertel et al., 2024).

For example, about 70 years ago, children had to walk dozens of kilometers just to get to school. Children also did not have much or very little clothing and footwear. Now these things are more affordable, and therefore not valued as much as they used to be valued before.

The post-Soviet countries' experience offers an intriguing perspective on child upbringing and familial interaction. During the era of the Union of Soviet Socialist Republics, the role of the family in child upbringing was equalized, with substantial influence exerted by other social institutions such as schools and political parties. Following the dissolution of the Union of Soviet Socialist Republics, there occurred a notable shift, reinstating the family as the primary influence in the child's life (Vertel et al., 2024). A lot of centralized structures weakened/disintegrated. Many state institutions (for example, the Unified Soviet School System), including those involved in education, were dismantled or underfunded.

In Russia, the Orthodox Church has become a key "figure" in child upbringing and family life. While families in Central Asia (e.g., Kazakhstan, Turkmenistan, Uzbekistan) play a dominant role even to this day, it's observed that authoritarian state control (particularly in ideology and education). The Baltics (Latvia, Lithuania, Estonia) aligned with the Western world, their educational and social models. Families gained much greater autonomy, but state welfare structures remained strong. In the South Caucasus (Armenia, Azerbaijan, Georgia) the situation is similar to Central Asia. The importance of extended families has renewed. In Eastern Europe (Belarus, Ukraine, Moldova) is observed loss of state subsidies and the disintegration of Soviet-style education are observed. The gap was filled by religious institutions and the family figures.

It is essential to consider the role of the family within the context of the COVID-19 pandemic. Preceding the pandemic, parents were accustomed to their children attending school, but the conditions of isolation mandated everyone to remain at home. During this period, the establishment of a structured schedule, regimen, and adherence to rules and regulations became imperative to avert disorder within the family system. Parents assumed an augmented responsibility for the education of their children. The present circumstances resulting from the pandemic and associated quarantine restrictions place families in unprecedented conditions for the study of family psychology.

Given the full-scale invasion of Ukraine by the Russian Federation (since February 2022), the imperative of educating children on national achievements has gained heightened significance. Parents' elucidation of the significance of our country's independence, collaborative exploration of Ukrainian history, joint engagement with the national anthem, deliberate avoidance of using Russian in daily interactions, and conscious communication exclusively in Ukrainian are all measures that are anticipated to influence the establishment of national principles in children (Vertel et al., 2024).

Generally, in contemporary ("modern") times, a prevalent issue arises from insufficient parental attention to the child, often attributed to parents' employment commitments or engagement with electronic devices during evening hours. This phenomenon can potentially exert a negative impact on the child and their mentality. Concurrently, parents bear the obligation to actively engage in their child's interests, commend their achievements, and provide positive reinforcement as a means of support.

4. Emergence of New Educational Policies

According to Smit et al. (1999), in an increasing number of countries, schools become convinced that good partnerships between parents and communities are necessary in behalf of the optimization of pupils' development opportunities, the enhancement of pupils' educational careers, and the improvement of teachers' task performance. There are some educational policies that we can use in order to integrate the families into the educational process.

First, we have to look at the teachers. According to Don Davies (1999), the partnerships work best if teachers are given help, support, and training. Without teachers' interest, support, and skill, much of that what is commonly known as parent involvement just won't work. For most parents in the world, the teacher is the primary and sometimes the only connection to the school and holds the key to good communication. Yet, unfortunately, often plans for partnerships are developed with little or no teacher input.

Teacher education institutions need to prepare future teachers to work positively with parents and community agencies and institutions, and to learn how families and the community can benefit the teacher

and the students. New teachers learn through instruction and experience that partnerships with parents and community agencies do not diminish their professional expertise or status but, in fact can enhance these (Davies, 1999).

Secondly, we have to make it official, because partnerships work in best when they have the official sanction of written policies. Whether we like it or not, schools are mainly bureaucratic and conservative institutions. They mostly live by policies and rules. So, if we want to have teachers and administrators reach out to parents and to community institutions, we must first make sure that there are written policies that recommend or mandate such activities and provide guidelines for how such partnerships might be established and maintained.

Having laws and written policies is not enough, of course. These must be implemented and enforced. For example, Smit and van Esch (1992) reported that not many of the goals of participation in their country were being realized (Davies, 1999; Smit & van Esch, 1992).

Thirdly, we should focus on children's learning. Partnerships work best when improved children's learning is seen as the main goal by teachers, parents, and community agencies. The partnership idea is most acceptable to policymakers if they believe that such partnerships contribute to children's academic success in school. This is usually true for teachers, community agencies, and parents themselves. There is good evidence that connects various kinds of partnerships with student learning, if those partnerships are well designed and carefully implemented (Davies, 1999). Next, we need to provide diverse opportunities. To work best, partnerships need to be comprehensive.

4.1. Globalization as Educational Policy

One main factor that will become more influential in the years to come but has only started to be explored in educational research is globalization. Globalization here means a general trend toward greater international interdependence and supranational integration as fostered by the restructuring of capitalist economies, new and more rapid means of communication and organizational and political strategies, as well as by the development of more internationally conscious national communities (Van Zanten, 2004; Van Zanten, 2005). As concerns schooling, international and supranational processes are presently most powerful and visible in higher education, but they will undoubtedly affect other educational levels as well to some extent in the near future. As most parental educational strategies in European countries have been embedded until now in national economies, cultures and educational systems, globalization may appear a new constraint or opportunity for families of all social classes, leading them to develop new educational strategies.

According to Brown (2000) it is essential to point out that families do not have the same resources for enacting these strategies. In most countries, members of the bourgeois, cultural elite have for centuries been internationally oriented in cultural matters, through reading, studies and travel abroad and the mastery of two or three foreign languages. Similarly, the globalization of capital has already long been integrated into the reproduction strategies of the bourgeois economic elite. In that sense, globalization can be seen as an opportunity for the bourgeoisie and the upper classes to consolidate and increase their positional advantage in relation to the middle classes (Pinçon & Pinçon-Charlot, 1998; Van Zanten, 2005). These groups are the best placed to profit from the internationalization of education.

For middle-class families, on the contrary, globalization can be seen as a new constraint, but one that does not apply equally to all members of this large group. It can be seen as an opportunity for entrepreneurs, managers and professionals whose educational trajectories, professional careers and work are already internationally oriented, such as managers of international firms (Wagner, 1998). However, because the middle classes generally have more economic, cultural and social resources for becoming 'global' than the lower classes, they may perceive the matter of preparing for globalization, through schooling in international schools for instance, as an opportunity to draw new barriers between themselves and the lower classes (Van Zanten, 2005).

In most countries, the lower classes are nationally and even locally oriented in matters of work, culture or education, although in the French context this is changing at least for work due to national and international displacement of firms. These social categories are thus more likely to be disconnected from globalization and either uninterested by or afraid of it (Van Zanten, 2005). For example, Van Zanten (2002) conducts a study with middle-class families and a smaller group of lower-class ones. The results indicate that it is the members of the second group who were least likely to think that the teaching and learning of foreign languages in French schools had to be improved.

4.2. Educational Policies regarding the COVID-19 Pandemic

The educational system as a whole, was deeply affected by the social, economic and educational crisis due to the emergence and dissemination of the COVID-19 pandemic. Most of the services were closed, schools were closed, many parents were confined to their house in telework. As many employees were working from home in telework, these policy measures expected parents to take care of their children at home (Formosinho, 2021).

In COVID-19 times, many European countries appealed to parents to participate in the remote process of online education of their very young children. Some early childhood professionals sent the parents detailed planification and daily schedules for the parents to follow with their children. Some few even detailed the tasks of children and the tasks of parents (Formosinho, 2021).

The reopening of early childhood centers and schools required the development of new educational "pandemic-related" policies which supported the implementation of some organizational measures. In these times of the "new normal", attention has begun to be paid to social distancing. Parents were not allowed to take their children to the classroom. They had to leave them at the entrance of the building and the parents probably had a hard time getting used to it at first. This new normal required using in these centres the essential sanitary norms defined for the whole society, such as good respiratory hygiene, use of facemasks and frequent hand washing, and the use of a room for children or staff discovered to be infected. Also, it required daily classroom routines that include washing hands, cleaning spaces and lavatories and teaching children hygienic prevention when coughing or sneezing.

Early childhood teachers should include those activities in the children's daily routine – washing hands, cleaning surfaces and objects, blocks, toys, etc. Many of those tasks were divided between the educator and the auxiliary staff allocated to the classroom, while at the same time they were relying on parental assistance.

5. Parents' Rights and Responsibilities in the Educational Process

The parents are, without any doubt, the most important force behind the children's development. The parents have a number of rights and responsibilities. The fulfillment of these rights and responsibilities can lead to improve the quality of education. Besides, uninterrupted rights and responsibilities of especially the families regarding the activities within the school can also lead the school activities to achieve the desired standards. Taking part in educational and administrative services within the school is among the most basic rights of families, as parental involvement and community participation play an important role in students' learning processes and educational outcomes (Ekpenyong et al., 2023; Punar Özçelik, 2022). The more parents stake a claim on these rights and fulfill their responsibilities regarding the school, the better the educational efficiency of the school will be (Kiral, 2019).

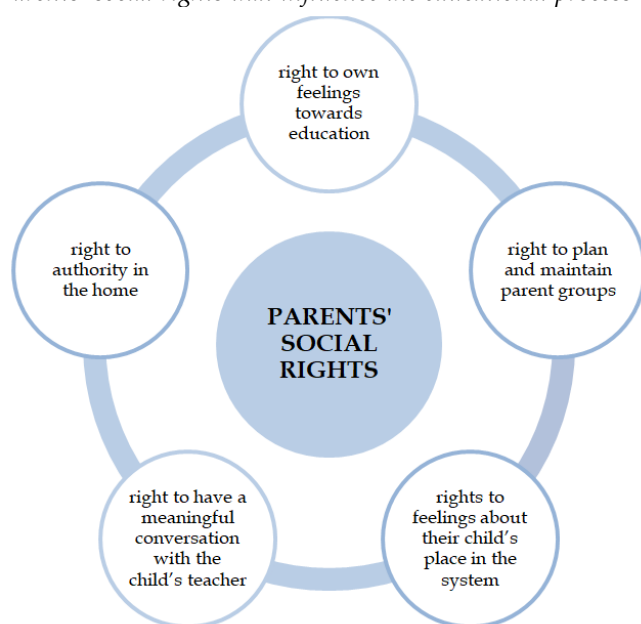
Parents have extremely important roles to perform in the education of their children. Dulger (2015) lists the rights of parents regarding school as: (1) being informed about the education of their children, (2) being treated with fairness and respect, (3) being provided quality resources and opportunities for their children as well as quality education, (4) receiving information about the school periodically, (5) participating in the school's administrative activities and (6) being informed about the progress of the child at certain times (Kiral, 2019). As can be seen, claiming these mentioned rights by the parents can lead to better service of education providers. Therefore, teachers and school administrators who offer educational services will be able to perform better because of the parents who claim their rights.

The last few decades of the last century brought many changes for different groups of people. Parents are one of the groups of people who are developing a growing sense of awareness of their rights.

One aspect of this growing awareness is that parents are learning to assert themselves in their relationships with the schools. They are becoming aware of the social and legal rights accorded to them by society. Teachers must be made aware of these rights and attempt to understand and support parents who wish to exercise them. At the same time, however, both parents and teachers must understand that rights do not appear without cost. Each right that parents have been given also has a corresponding responsibility. Parents who wish to exercise their rights must also be prepared to accept the additional responsibilities involved (Henniger, 1987).

The key to good parent-teacher interactions is strong relationship building. These relationships are stronger when both parties understand and agree to their respective rights. A thoughtful analysis of parent-teacher relations leads to the conclusion that parents have several social rights (see Figure 5) that influence the educational process.

Figure 5

Parents' social rights that influence the educational process*Note.* Own work.

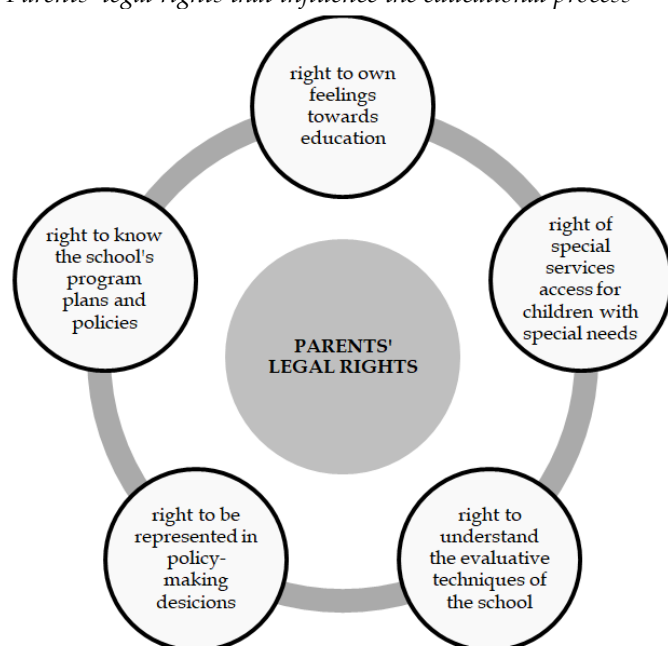
Parents know a great deal about their children. Parents are often able to perceive their children's needs better than anyone else. Because of these insights, parents often have the right to their feelings about the most appropriate placement of their children in school. Parents, for example, are entitled to opinions on the retention or acceleration of their children from one grade to the next. Their insights into the child's behavior outside of the school day may provide important information that would aid in decision-making. Parents have sole responsibility for control of the home environment. It is their domain to do, be, and act as they wish. Parents are responsible for the methods of discipline, the routines, and the general behaviors exhibited in the home. School personnel must avoid interfering in an area in which they are not wanted. Effective communications are the building blocks of strong home-school relationships. Parents should expect and receive the opportunity to communicate openly with their child's teacher. These communications must go beyond the traditional report cards and grades that parents receive (Henniger, 1987).

Henricson (2008) states the responsibilities of the parents as: (1) ensuring that a child is suitably educated; (2) promoting the physical safety of the child by ensuring that he/she is adequately protected from harm or danger; (3) promoting the physical nurture of the child; (4) promoting the emotional nurture of the child; (5) fostering the child's pro-social behaviour, and undertaking that duty in a humane and non-abusive way and (6) respecting the child's individuality and right to participate in family life.

In addition to social rights and responsibilities, legislative action and legal proceedings have determined several other (legal) rights (see Figure 6) available to parents.

Parents should have available to them written information on the school's policies and program plans. This information would help parents feel more comfortable in working with the school because they would have a clearer understanding of how the school functions and of their possible roles within the school. Furthermore, understanding how the school operates would help parents support these policies with their children. Parents could more readily explain them to children who are having difficulty adjusting to one or more aspects of the school policies. The evaluative techniques used by schools strongly influence the lives of children. Parents have a right to understand these techniques and how they may affect their children. A knowledge of the general effects of evaluation and the inherent strengths and weaknesses of the techniques used enables parents to more effectively work with their children through counseling, supporting, and praising them in response to these evaluations. Parents are presently taking an active role in policymaking decisions in many federally funded educational programs for young children. The best-known program of this type is Project Head Start. The involvement of parents on advisory boards and policy councils is an integral part of this program (Henniger, 1987).

Figure 6

Parents' legal rights that influence the educational process*Note.* Own work.

These laws clarify important rights that parents can exercise for their dependent children. Parents must be careful, however, to exercise these rights judiciously. They need to accept the responsibility to use these rights to benefit their children, rather than for malicious or personal reasons. When both parents and teachers are aware of these rights and responsibilities, better cooperation is possible between home and school, and children's learning opportunities are enhanced (Henniger, 1987).

6. Discussion

There is no doubt about how important parents are in a child's educational process. From antiquity, through the centuries, through the COVID-19 pandemic, this need was felt most strongly.

When both parents and teachers work together and communicate with each other, better cooperation is possible between home and school, and children's learning opportunities are enhanced. Even though the majority of the literature on parents' education pertains to the direct, positive influence on achievement (Davis-Kean, 2005; Jimerson et al., 1999; Kohn, 1963; Luster et al., 1989), the literature also suggests that it influences the beliefs and behaviors of the parent, leading to positive outcomes for children and youth (Davis-Kean, 2005; Eccles, 1993).

For example, Alexander et al. (1994) found that parents of moderate to high income and educational background held beliefs and expectations that were closer than those of low-income families to the actual performance of their children. Low-income families instead had high expectations and performance beliefs that did not correlate well with their children's actual school performance. Alexander et al. suggested that the parents' abilities to form accurate beliefs and expectations regarding their children's performance are essential in structuring the home and educational environment so that they can excel in post-schooling endeavors. Halle et al. (1997), using a sample of low-income minority families, also found that mothers with higher education had higher expectations for their children's academic achievement and that these expectations were related to their children's subsequent achievement in math and reading. Halle et al. found that these more positive beliefs and expectations predicted higher amounts of achievement-related behavior by mothers in the home as well as more positive perceptions of achievement by the children (Davis-Kean, 2005).

Educational policies around the world increasingly emphasize the role of parents in student development and learning. Parental involvement plays a critical role in the overall effectiveness of schools and students' academic success. According to Barce (2025) parental involvement in education is vital for ensuring student success, but many parents encountered significant challenges that limit their engagement, such as time constraints, busy work schedules, and household responsibilities, which often prevent parents from attending to school events and meetings. Economic constraints, such as financial contributions and school

fees, particularly discourage low-income parents. Negative past experiences may lead to a lack of confidence and reluctance to engage.

6. Conclusion and Recommendations

This article clearly emphasizes the importance of education and the importance of parental presence in the educational process. The history of education and the word education in general dates back to time immemorial, which is an inescapable proof of its importance in society. Without quality education, it is impossible to even think about the progress and development of society. Of course, teachers are a key element during education, but without the symbiosis with parents, education remains somewhat incomplete.

In summary, parents have an opportunity to be a significant part in the lives of children and schools. This literature review highlights that parental involvement is no longer an optional complement to education but a vital, dynamic component of the learning ecosystem. Educational policies that promote inclusive and sustained interaction between school and family can lead to improved student outcomes, especially when they acknowledge cultural and socioeconomic diversity. Best practices show that authentic partnerships require institutional support, consistent communication and respect for the expertise parents bring to the table. To enhance this collaboration, future research should focus on evaluating long-term impacts of policy interventions and exploring context-specific strategies for deepening parent-school engagement.

To enhance parental involvement in children's education and improve learning outcomes, the following recommendations can be made:

Encourage schools to foster welcoming environments. Schools should create a climate that conveys to parents that their involvement is valued. This includes providing clear communication about opportunities for engagement and showing respect for parental concerns and suggestions.

Offer diverse engagement opportunities. Schools should provide a range of activities for parental involvement, such as parent-teacher meetings, classroom volunteering, orientation sessions, and social activities. Tailoring these activities to meet the needs of families from diverse socio-economic and cultural backgrounds is essential.

Professional development for teachers. Teachers should receive training to enhance their ability to work effectively with families, including strategies to engage parents who may feel alienated or lack confidence in their ability to contribute.

Focus on the quality of interaction. While frequent contact is beneficial, the quality of interactions between parents and schools is more impactful. Schools should aim to build strong partnerships by soliciting and responding to parents' suggestions and concerns.

Support parents with lower socioeconomic status. Schools should provide targeted support to parents from lower socio-economic backgrounds, including resources and encouragement to participate in their children's education. Addressing language barriers and cultural differences can help these parents feel more confident and involved.

Track parental involvement over time. Longitudinal studies, such as LSAC, should continue to monitor parental involvement as children progress through school to understand its long-term impact on academic achievement and adjustment.

Promote high expectations. Parents should be encouraged to hold high expectations for their children's education, as this is positively associated with better academic outcomes.

Strengthen family-school partnerships. Schools should actively engage parents in decision-making processes and governance structures to foster a sense of shared responsibility for children's learning.

Funding: This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Declaration of interest: The author declared that there were no potential conflicts of interest.

Data availability: The data that support the findings of this study are available from the author upon reasonable request.

Ethical statement: This study does not involve human participants, personal data, or animal subjects. Therefore, ethical approval and informed consent were not required in accordance with institutional and international research ethics guidelines..

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