

PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION

Zlatka Gregorović Belačić

Faculty of Humanities and Social Sciences, The University of Rijeka, Rijeka, Croatia

Abstract

Parental involvement in the children's education in our area is still an insufficiently researched construct. It can be implicitly concluded that parental involvement is something that happens by itself. However, referring to previous scientific research, the importance of this topic is also noticed through the positive relationship between desirable child outcomes, such as better school performance and parental involvement in their education. The family certainly plays a vital role in the student's school achievement, i.e., parents contribute to the child's cognitive development and academic achievement in various ways - preparing the child for school, transmitting educational values, modeling the child's self-confidence, establishing learning habits, and participating in school (Reić Ercegovac & Koludrović, 2010). Various scientific papers emphasize that the active participation of parents in the education of the child implies their physical presence and active participation (Sušan Gregorović, 2018). There is still no unambiguous, generally accepted definition despite considerable research about parental involvement in the child's education. However, there is a consensus that it is a complex, multidimensional construct involving many parenting activities and behaviors related to the child's entire education and learning process (Epstein, 1990; Sušan Gregorović, 2018). Parental involvement in the child's education is manifested in two ways: involvement in school activities and parental involvement in home activities. For the purposes of this paper, the second type of parental involvement is particularly important. According to the available literature, it is divided into two domains (Sušan Gregorović, 2018), the first of which is parental participation in activities related to knowledge/skills development (Epstein, 2001; Henderson and Mapp, 2002; Ljubetić, 2014), while the other refers to participation in learning promotion activities that are not directly related to schoolwork (creating a cognitively stimulating family environment, providing educational materials, etc.) (Henderson and Mapp, 2002; Hoover-Dempsey and Sandler, 1997). This paper aims to contribute to the theoretical knowledge of the construct through a review of previous scientific knowledge and research.

Keywords: *family, parental involvement in child's education, parental involvement forms, academic achievement*

INTRODUCTION

As the first and fundamental social unit where the child acquires the first knowledge, skills, and abilities, the family bears great responsibility for the child's growth and development and has an almost decisive influence on the child. As a consequence of the continuous relationship between family members, especially in the parent-child relationship, the impact of parents on the overall social, emotional, and intellectual development of the child is inevitable (Rosić & Zloković, 2002). Interpersonal relationships created in the family are prerequisites for future relationships with the community. Thus, the family role can be observed through satisfying the primary and secondary needs of the child: reproductive, nursing and socialization (Nimac, 2010) and lays the foundations for the emotional, social, and moral development of the personality. It also creates the foundations for the inclusion of the child in complex social relations and their understanding and acceptance of social behavior (Bedeniković Lež, 2009: 332). The importance of family and family upbringing for a child can also be seen in various strategies aimed at the child's welfare and laws that include family issues. The Family Law (2020) anticipates the child's rights to safety and upbringing in the family, the right to live with their parents, the right to choose education and occupation, and other rights prescribed by Law (2020, art. 84). In addition, the Family Law defines parental care as "the responsibilities, duties, and rights to protect and promote the child's personal rights as well as property rights and welfare" (Article 91). The basic content of parental care, among other things, includes the right and duty regarding a child's upbringing and education (Article 92). The parents' rights and obligations in the child's education are prescribed by the Law on Upbringing and Education in Primary and Secondary Schools. According to the Act, parents are obliged to enroll a child in primary school, have the right and obligation to participate in their education, and be regularly informed about their achievements. Parents have the right and responsibility to be acquainted with all the contents included in the curriculum. The parent is obliged to take care of the fulfillment of the child's (student's) obligations and report the reasons for the student's absence in time (Articles 135-137). One of the goals of the National Strategy on the Rights of Children in the Republic of Croatia for the period from 2014 to 2020 was to ensure synergistic action in achieving educational goals by strengthening partnerships between families, schools, and local communities and promoting the role of schools as community education centers for the whole family. Involving parents in the child's education in academically stimulating activities at home is one of the essential segments for developing cooperation and partnership between parents and the school. The Council of Europe Strategy (2016-2021), among other things, focuses on issues related to the challenges faced by families and parents. Considering the importance of all parental roles in the child's life, the emphasis in this paper will be placed on the encouragement of the child's educational achievements by parents and the parental role in the child's education, recognized among professionals as very important.

THE IMPORTANCE OF PARENTS' ROLE IN THEIR CHILD'S EDUCATION

The parent's role is to prepare the child for later confrontation at all levels (Nimac, 2010) because precisely through relations with parents child achieves protection and builds a sense of belonging to the community they live in (Maleš, 1993). However, the family role changes according to the child's life stages and differs in early childhood, school, and adolescence (Čudina-Obradović & Obradović, 2006). Parents of early and preschool children should provide health, physical and emotional security. At the same time, at school age, the most important are parents' emotional support and care towards children and taking care of the child's progress in school (Đuranović, 2013). The parental role in the child's education can be widely understood, from the fact that parents are obliged to ensure early child's entrance into the education system and provide the necessary equipment and learning environment, to the parents' obligation to continuously care for the child's achievements and be active in the process of the child's learning and mastering educational tasks. Therefore, it is realistic to expect that parents, fulfilling their role, should be involved in their children's education. According to the scientific literature, the importance of fostering social and emotional competence in children from an early age to achieve positive outcomes in academic, social, and psychological terms is evident. More competent children achieve more friendly relationships with their peers and better relationships with adults and achieve greater academic and social success. Children with less pronounced social and emotional competencies are more likely to express behavioral and achievement problems (McCabe & Altamura, 2011, as cited in Vekić-Kljaić, 2016). The skills child needs to master school tasks are acquired through relationships with parents, so it is assumed that those children who receive better care during childhood will have greater intellectual and socio-emotional development and be emotionally and socially more successful (McCabe and Altamura, 2011, as cited in Vekić-Kljaić, 2016).

According to research findings (Reed, Jones, Walker, & Hoover-Dempsey, 2000), elementary school children's parents believe that they should be involved in helping children with school assignments and that it is part of their parenting role. Based on the perception of their own effectiveness in working with their children, parents reflect on their own willingness and capacity to help children and make decisions about their actions based on that (Hoover-Dempsey, Bassler and Burow, 1995, as cited in Reed et al., 2000). From the *role theory* aspect, the role can be defined as "socially constructed sets of beliefs and expectations that individuals and groups have for the behavior of group members" (Biddle, 1986, as cited in Reed et al., 2000:3). Understanding the parental role for inclusion in a child's education is based on theoretical and empirical work on parental beliefs, parental behavior, and parental involvement in children's education. Hoover-Dempsey and Jones (1997, as cited in Reed et al., 2000) consider that the construction of parental role consists of several components: a) parental values, beliefs, goals, and expectations of the child's behavior, b) parental beliefs and behaviors related to respon-

sibility for the child's education, c) parental beliefs and behaviors related to responsibility for significant problems faced by the child and making major decisions regarding the child's education.

Two parental belief systems are in the background of parental involvement (Hoover-Dempsey & Sandler, 1997): 1) a sense of responsibility for helping children in their academic success (parental role construction), 2) a sense of success in helping children to learn and academic success (self-efficacy). Building (constructing) a parental role for inclusion is shaped by parents' beliefs and perceptions about how children develop, how parents should raise children, and what they should do at home for children to succeed. That is, the construction of the parental role refers to the parent's belief or belief in what they might do and for which they are responsible themselves when it comes to their child's education (Hoover-Dempsey et al., 2005). The way parents think and act in activities related to children's education influences their construction of the parental role (Hoover-Dempsey & Sandler, 1997). Based on various theories, such as Bronfenbrenner's ecological theory and Vygotsky's sociocultural theory (1978), the construction of the parental role derives from the parents' idea of the parental role, learned mainly by observing and modeling their parents' involvement in their education. Parents' beliefs about raising children in particular social and cultural surroundings, and their knowledge of the child's development, also shape the activities they engage in (Green, 2007, as cited in Tekin, 2011).

The beliefs, perceptions, and expectations of other people close to the parent (such as friends and teachers) also shape their role. This is also influenced by the parents' life experiences, including how they experienced their own upbringing and education. It can be said that the parental role is socially constructed and can change over time (Hoover-Dempsey et al., 2005). Research that has more intensively studied the development of role construction has found that it is a key factor in determining parental involvement. For example, parents are influenced by what they hear from teachers. Biddle (1979, 1986, as cited in Hoover-Dempsey et al., 2005) concludes that parents' beliefs about the importance of their help in developing children's learning skills increased after teachers offered them some advice about learning techniques. Also, the existence of positive parent-school relationships encourages collaborative relationships between them (Scribner, Young & Pedroza, 1999, as cited in Hoover-Dempsey et al., 2005), suggesting that teacher perception affects the way parents build its role. Although the construction of parental role is an important element influencing parental involvement in children's education, particularly the invitations from others (schools) to be involved, represent an essential motive for involvement because it shows parents that their participation in children's education is welcome, appreciated and expected (Hoover-Dempsey et al., 2005). For example, invitations from teachers help parents understand ways they can support their children's learning, and they help parents feel welcome and valued in school. Moreover, the above invitations help develop the trust between parents and teachers needed for effective

parent-school partnerships (Adams & Christenson, 2000, as cited in Hoover-Dempsey et al., 2005).

Various studies (Drummond and Stipek, 2004; Okagaki, Frensch, and Gordon, 1995) support the importance of constructing a parental role by providing empirical support for predicting, influencing, and shaping parental involvement in a child's education. Parents' beliefs about their involvement in children's education are an identifier of parental responsibility (Okagaki, Frensch, and Gordon, 1995). Parents have emerged as a vital resource in a child's education (Baum and McMurray-Schwarz, 2004). Mapp (2002) conducted research to examine a parent's understanding of their involvement in a child's education. Research findings (Mapp, 2002) suggest that parents know how their involvement supports children's positive educational outcomes. In addition, research findings have shown that parents are involved in a variety of ways that are not always known to teachers, encompassing a wide range of activities that take place at home and school. Social factors arising from the parent's own experience affect their involvement. The most prominent social factor referred to the school and the relations between parents and teachers. When teachers nurture quality relationships with parents as partners, parents are more willing to be involved (Mapp, 2002). Anderson and Minke (2007) tested the first level of the Hoover-Dempsey and Sandler (1995, 1997) model. They examined the effect of four variables: parental role construction, sense of parental self-efficacy, time and energy requirements, and special teacher calls and requirements on two variables of parental involvement: involvement at home and involvement in activities organized by the school. The independent variables in the research related to some aspects of each of the three main Level 1 areas of the revised model (parental motivation, school perception of the call, and perceived life context). The research findings (Anderson and Minke, 2007) showed that the construction of the parental role is positively related to their involvement in the child's education. However, the role-building effect was smaller than expected. Although the construction of the parental role was correlated with all variables in the research, it did not directly impact parental behavior, neither involvement in activities at home nor in activities organized by the school, when mediation variables were included in the model. Also, the impact of a parent's sense of self-efficacy on their involvement decisions has been shown to be limited. The authors found only a direct effect on parental involvement at home, while parental self-efficacy was not associated with parental involvement in school-organized activities (Anderson and Minke, 2007).

Parents have a significant role in a child's education. Children whose parents are more often involved in their education achieve various advantages over peers whose parents do not show involvement (Jafarov, 2015). Perhaps the first association with the positive effects of parental involvement is precisely academic (school) success, with children whose parents are active in their role achieving better academic success (Fan and Chen, 2001; Jeynes, 2003; Henderson and Mapp, 2002; Hill and Craft, 2003; Rafiq, Fatima, Sohail, Saleem and Khan, 2013; Otani, 2020). The importance of better academic success is also evident in the association with pos-

itive behavioral outcomes, such as the increased ability to self-regulate behavior (Brody, Flor, and Gibson, 1999) and higher levels of social competence in children (McWayne, Hampton, Fantuzzo, Cohen and Sekino, 2004). In addition, studies examining reading and math skills (Shaver and Walls, 1998, as cited in Jafarov, 2015) showed that those students whose parents are regularly involved in their education are generally more successful. Some authors (e.g., Gonzalez-Peinda et al., 2002; Daniel, Wang, and Berthelsen, 2016) found that parental involvement makes a positive contribution to students' academic achievement by influencing their academic self-perception and encouraging self-regulatory learning. Furthermore, some research shows that parental involvement contributes to emotional development (Cai, Moyer, and Wang., 1997), general well-being (Pelletier and Brent, 2002), social skills development (Henderson and Mapp, 2002), higher academic motivation (Park and Halloway, 2008) and regular school attendance (Jafarov, 2015), and achieving a higher level of education (Park and Halloway, 2018). In a longitudinal study on the effect of mother and father involvement on predicting children's academic success, Flouri and Buchanan (2004) concluded that parental involvement in early childhood education predicts better academic achievement in later life. In addition, examining the association of parental involvement in education with belonging to the peer group in adolescents, Garbacz, Zerr, Dishion, Seeley, and Stormshak (2018) concluded that parental involvement is a statistically significant predictor of belonging to the peer group of their adolescents, which emphasized the importance of the role that parents play in the social life of adolescents. However, it should be emphasized that there is a kind of inconsistency of data on the role of parents in children's education when it comes to academic success in such a way that parents do not necessarily contribute to better academic success, i.e., that such variables did not show statistical significance (Bobbett et al., 1995, as cited in Jafarov, 2015) or that there is little association (Wilder, 2014; Keith et al., 1996) or even that these variables are negatively related (Shumow and Miller, 2001; Rogers, Theule, Ryan, Adams and Keating, 2009). The importance of the parental role is evident through both theory and practice. Numerous studies have been conducted based on which results have been obtained suggesting the necessity of further research on this topic (e.g., Daniel, Wang and Berthelsen, 2016; Desforges and Abouchaar, 2003; Jafarov, 2015). The parental role in a child's education is almost inevitably associated with parental involvement as a direct way of fulfilling the parental role (Berthelsen and Walker, 2008). Parental involvement is considered the most important segment of the parental role in the child's education in a way that is not only associated with increased opportunities to achieve a child's better educational outcomes but is also important for creating opportunities for better living conditions at a later age. This applies to children from deprived backgrounds (Harris, Andrew-Power, and Goodall, 2009). This can be interpreted so that better educational outcomes for children from less affluent backgrounds can enable the child to enroll in those programs that will enable easier employment and thus overcome unfavorable living conditions (Bilić and Davidović, 2015; Baucal, 2012). When speaking of different notions of the parental role, especially involvement in the child's education, it is necessary to look at it from different perspectives. From the perspective of

parents and children (students), parental involvement refers to all parents' activities and decisions to provide support to students. On the other hand, teachers and professional associates see parental involvement as a way to support work with students (e.g., encouraging children to behave prosocially, respecting teachers and schools as professionals, taking care of the child's needs, and providing good material for the child's work in school, etc.). The different notions are often reflected in the discrepancy between what parents and students need and what the school offers them. For teachers and professional associates (pedagogues, psychologists, etc.), the main purpose of parental involvement is to provide support to the school by parents, especially in part related to the development of socially accepted student behavior in school. Teachers expect parents to have the same or similar beliefs about student behavior as themselves and expect support in encouraging students to come to school regularly and helping the student (child) with homework. (Harris, Andrew-Power, and Goodall, 2009). On the other hand, parents emphasize personal help in writing homework as the main form of their involvement in their child's learning process, during which they feel as if they provide the greatest support to their children because they are informed about the content their children study at school. In addition to helping with learning and writing homework, students point out that it is equally important for them to provide moral support from their parents and that such support directly affects their academic success, also, that parents are proud of their efforts and success. This is especially important because students view parental involvement through the prism of parental care for their education, emphasizing that they themselves will not be so responsible and interested in learning and success if they do not notice that it is important to parents (Harris, Andrew-Power and Goodall, 2009). This is especially noticeable by older students who point out that they are aware that their parents are not able to help them with some specific tasks (e.g., in mathematics), but that this is not as important as it is important for parents to send a clear message that education is important and to show interest in their education. Similarly, parents observe their role. The more parents value education, the more they agree that education is important and the more likely they are to become involved in their children's learning and mastering of school assignments (Harris, Andrew-Power, and Goodall, 2009). Nevertheless, despite differences in perceptions of parental involvement, it is evident that there is a common goal of parental involvement to enhance students' learning and achieve their progress (Harris, Andrew-Power, and Goodall, 2009).

HOME - BASED PARENTAL INVOLVEMENT IN CHILD'S EDUCATION - DETERMINATION OF CONSTRUCT

A literature review shows that parental involvement in a child's education is primarily manifested in two ways: 1) parental involvement in school-organized activities, such as attending parent meetings, individual information, attending thematic workshops, volunteering in school activities, participation in open days, etc. and 2) parental involvement in children's education

through home-based academic activities (Galindo and Sheldon 2012; Hoover-Dempsey and Sandler 1995; Shumow and Miller 2001). The second type of parental involvement is essential for this paper and will be discussed in this chapter. Given the possibility of a broader understanding of parental involvement, which can be observed through those activities organized by the school in which the parent participates, emphasis will still be placed on those forms of parental involvement that parents undertake in the family home.

Parental involvement in children's education is measured in a variety of ways, including parental attendance at school events, reading to children, and help with homework. Experts agree that parental involvement cannot be understood as a one-dimensional phenomenon but needs to be viewed more broadly through a multidimensional perspective that includes both emotional and personal aspects (Epstein, 1990, as cited in Grolnick, Benjet, Kurowski and Apostoleris, 1997). The multidimensional perspective of parental involvement encompasses a wide range of parental behaviors. It is crucial to fully characterize parents' activities and interactions in and out of school (Fan and Chen, 2001). Parental involvement activities are presented as those that exist in a unique continuum that extends from home activities to school activities and ultimately to family-school collaboration (Shores, 1998, as cited in Haack, 2007). Parental involvement in a child's education begins at home, primarily by ensuring a safe and healthy environment, an appropriate learning experience, support, and a positive attitude towards school (Đurišić and Bunijevac, 2017). Therefore, in defining this term, Jeynes (2005, as cited in Hornby, 2011) emphasizes especially the aspect of parental involvement at home and defines it as "parental participation in the educational process and educational experiences of their children" (p. 1) or that "active parental involvement in the education of the child implies their physical presence and active participation" (Sušanj Gregorović, 2018:102).

Despite a significant amount of foreign research on parental involvement in a child's education, there is still no unambiguous, generally accepted definition of it in the literature. However, there is a consensus among scientists that it is a complex, multidimensional construct that includes a multitude of parental activities and behaviors related to the entire process of a child's education and learning (Epstein, 1990, as cited in Sušanj Gregorović, 2018). Some definitions focus on interactions between parents and school and parents and children, emphasizing that parental involvement in a child's education is "parental interaction with school and with their children with the goal of fostering academic success" (Hill and Tyson, 2009: 741). In general, parental involvement is defined as "an active commitment to spend time helping their children's academic and general development" (Daniel, Wang, Berthelsen, 2016: 168). Parental involvement in children's education is defined in many ways. The way it is defined influences the formation of policies that support practice and includes philosophical and theoretical discussions about families and schools.

Parental involvement in children's education through academically stimulating activities in the family home is manifested through certain forms and types selected based on a review of

available scientific literature: 1) behavioral, 2) cognitive-intellectual, and 3) personal (Hill and Tyson, 2009; Christenson and Sheridan, 2001; Epstein, 2001; Henderson and Mapp, 2002; Hoover-Dempsey and Sandler, 1997; Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins and Closson, 2005). Behavioral involvement refers to those forms that include assisting in learning and writing homework, discussing school obligations, discussing plans for the future regarding further education, and providing support and encouragement from parents. Regarding the parents' cognitive-intellectual involvement, it is manifested through two forms - the creation of a cognitively stimulating family environment, and it implies the role of parents in exposing children to educational, stimulating activities and experiences. Parental personal involvement mostly implies parental attitudes toward learning and education and parental expectations/aspirations for learning (Hill and Tyson, 2009; Hoover-Dempsey and Sandler, 1997).

Various family variables can be found in the literature, which the authors associate with the basic forms of parental involvement at home. They can generally be classified into two categories: "structural" and "process". Structural family variables are distal influences and are mediated by variables that belong to the group of so-called process variables (Čudina-Obradović, Obradović, 1995). Of the structural variables, the most significant and most often correlated with children's education is the family's socioeconomic status, which is observed through several dimensions: income (finances), parents' educational level, and parents' employment status, which are often related. Socioeconomic status as a structural variable is often in the focus of researchers as an independent variable to various research goals (Hampden-Thompson, 2013; Abu-Rabia and Yaari, 2012; Šimić Šašić, Klarin and Proroković, 2010; Lee and Bowen, 2006). The scientific literature finds a connection between family socioeconomic status and the children's outcomes and highlights at least two models through which the advantages and disadvantages of family socioeconomic status are transmitted to children through parenthood (Bradley and Corwyn, 2002). One explanation is based on the *family stress model* (Conger, Ge, Elder, Lorenz, and Simons, 1994), according to which economic difficulties lead to parental stress, leading to family conflicts and parental depression. Parental conflicts and depression reduce positive parental behaviors that promote a child's well-being. This cascading set of family stress processes will likely affect components of parental involvement in education that require parental time and attention, such as discussing youth school issues and participation in school activities and organizations. This mechanism for transferring family SES to child outcomes is likely to be most closely related to family income rather than parental education or parenting occupation (Altschul, 2012). Another explanation for the effect of family SES on a child's developmental outcomes is based on the *family investment model* (Mayer, 1997), which suggests that increasing family socioeconomic resources increases parents' ability to invest resources (finances and time) in their children's education. Consequently, the children's academic performance also improves. Following the investment model, family income (an indicator of available economic resources) combined with education and parental occupation (social capital indicators) affects parents' investment in their children's education. For

example, parents who have achieved a higher level of education may provide their children with more intellectually stimulating activities than parents who have a lower level of formal education (Altschul, 2012).

The importance of this structural variable is reflected in the various, often hidden, consequences for the child. For example, in some countries, the economic aspect of the family greatly influences the choice of school to attend, which may mean that they attend lower-quality schools which, due to limited resources and poorer financial situation, do not encourage children enough to progress. In addition, parents of lower economic status find it more challenging to enable children to attend additional extracurricular activities, such as foreign language courses, computer science, summer schools, and camps, playing certain sports, etc. (Lange, Dronkers and Wolbers, 2009). Further, the lack of financial stability leads to a lack of parental cultural capital, which is interpreted in the literature as exposing children to additional educational activities (going to theaters, exhibitions, etc.) or providing academic materials (books, encyclopedias, IT equipment, etc.). The level of parents' education, in general, affects their parental behaviors and the well-being of their children. Better educated parents are more likely to read to their children and provide them with extracurricular activities, books, cognitive stimulation, and high educational expectations. It is also more likely that such parents of higher academic status will be active in their children's schools and less likely to use negative discipline techniques (Wilcox and DeRose, 2017). Also, this variable can be significant for the parents' involvement in children's education if we look at it from the aspect of a lower level of education, which is often associated with a lack of financial stability and employment in lower-paid jobs extended working days. Parents pass on their education, knowledge, skills, and other aspects of human capital to their children. Parents' level of education directly affects their access to social media and well-paid jobs with benefits (Wilcox and DeRose, 2017). All of the above (financial background of the family, parents' educational status, employment in lower-paid jobs, etc.) prevent parents from being more frequent and better involved in their education, such as reading to children, helping with homework, or talking about school events (Lange, Dronkers and Wolbers, 2009). According to social and cultural capital theories, parental involvement in a child's education increases parental access to social networks and information (Coleman, 1991; Lareau and Horvat, 1999, according to Berthelsen and Walker, 2008). Social capital is defined as the social connections that parents create with other actors in the child's education and involvement in school life's organizational and social aspects. By establishing relationships with teachers, parents learn important information about school policy and practice and meet other parents who provide information and insight into school expectations. Social capital is manifested through the range of conversations parents have with their children about school and through parental monitoring of their children's engagement in school assignments, and refers to talking to the child about school obligations and activities and conveys their interest in the importance of education (Berthelsen and Walker, 2008). The theory of cultural capital proposed by Bourdieu (1977, as cited in Lareau, 1987)

argues that there are inequalities in the amounts of cultural capital that individuals either hold or can receive. Cultural capital is usually explained as the level and nature of direct parental involvement in the child-rearing process (Lareau, 1987). Higher levels of cultural capital, developed through access to relevant resources over time, increase the likelihood that an individual will gain access to even more capital in the future. For example, parents who possess strong cultural capital because they have acquired higher educational qualifications are more likely to achieve higher socioeconomic status as well as knowledge of the education system as a result. Cultural capital is often associated with the school success of Bourdieu children (2011, as cited in Kušević, 2015) who come from different socio-economic conditions and as such “includes language competence, general cultural awareness, aesthetic preferences, information about the school system, educational experiences, behaviors, and socialization, even the way of dressing (Koković, 2009; McLaren, 2003, as cited in Kušević, 2015: 180).

Casanova, García-Linares, de la Torre, and de la Villa (2005) conducted a study that sought to analyze and compare different family and socio-demographic characteristics in adolescents with low and middle school achievement. Also, their study aimed to examine the relationship of family and socio-demographic variables to student achievement and determine which type of variable better predicts student achievement with low and middle school achievement. Using correlation and regression analyses, they came up with results showing different relationships between socio-demographic and family variables and students' school grades in students with low and high school achievement. In the case of students with average achievement, the two socio-demographic variables - SCI and family structure - significantly predict the actual outcome. Still, when family variables are added, the model is not significant. That is, these students' results seem to show that the main achievement predictors are socio-demographic variables. For students with low academic achievement, socio-demographic variables do not predict the actual outcome, but the percentage of variance increases significantly when family variables are added. Regression analyzes indicate a greater influence of family variables in these students. Therefore, these results confirm the importance of family variables in relation to student achievement. The results also show the existence of lower levels of acceptance, control, involvement, and parental expectations of students with lower school achievement (Casanova et al., 2005).

The process family variables, with a direct effect on the child, can be divided into three groups: 1) parental attitudes towards school, the importance and value of education and parental aspirations and expectations for children's progress; 2) parental behavior related to learning and children's success in school (participation through activities) and 3) providing a stimulating emotional environment in the family (parental interactions and conflict, family climate, parenting styles) (Čudina-Obradović, Obradović, 1995). Attitude is a psychological state expressed through agreeing or disagreeing with a particular situation or value. Attitude has a psychological assessment of the condition that mediates between the various components

that define the object of attitude and the categories of human reactions (Eagle and Chaiken, 1993, as cited in Abu-Rabia and Yaari, 2012). People show their assessments of the situation through their responses in different ways: identifying with the situation, disagreeing with it, liking or disliking it. The reaction components are cognitive (beliefs), affective (feelings), and behavioral. Given that these components make up a person's attitude, it can be assumed that attitudes and behaviors are interrelated (Abu-Rabia and Yaari, 2012). Through the interaction of its members, the family influences the child's development in social, emotional, and cognitive aspects. To a certain extent, parental upbringing procedures, decisions, and ways of thinking create the behaviors and thinking of children. In the same way, parents' attitudes towards school and learning in general, as well as (not) directing the child to academic, stimulating activities, contribute to the development of similar behaviors (regular fulfillment of school obligations, encouraging conversations about school, etc.) and attitudes (regular fulfillment of school obligations), positive or negative attitude towards school and learning, their own expectations of oneself as a student, value of education, etc.) in children (Abu-Rabia and Yaari, 2012). Parental aspirations and expectations of a child's education are described as the desired status or desired outcomes that parents have toward their children and their impact on parental behavior toward children. The values refer to the importance of achieving good academic results (Raya, Ruiz-Olivares, Pino, and Herruzo, 2013). The main conclusions suggest that parents' aspirations, goals, and values are related to children's goals, perseverance in school, high school enrollment, and school achievement (Astone and McLanahan, 1991, as cited in Raya et al., 2013).

In an effort to explain parenting practices as part of a process variable related to providing a stimulating emotional environment in the family that has an impact on a child's education, it is necessary to reach for the results of Baumrind's longitudinal research (1967, as cited in Raya et al. 2013). These results show that children whose parents were authoritative are more mature, independent, prosocial, active, and perform better academically than children whose parents were not authoritarian or compliant. Children retained these attributes during adolescence, and the best academic success was achieved by children of parents with authoritative parenting style (Baumrind, 1967, as cited in Reya et al., 2013). In addition, Sears, Maccoby, and Levin (1957, as cited in Raya et al., 2013) concluded that children exposed to disciplinary techniques based on appreciation and warmth better understood and accepted their parents' goals and values. Consequently, children of parents whose parenting style predominantly corresponds to authoritarian and compliant parenting styles were more likely to show aggression and impulsive reactions, on the one hand, due to excessive punishment used by their authoritarian parents or on the other hand, due to lack of discipline of their compliant parents (Baumrind, 1967, as cited in Ray et al., 2013).

Despite some differences in the results of some previous research, the majority of authors agree that the parent's involvement in children's education has a positive effect on all prom-

inent actors in education, children (students), parents, and teachers. When it comes to the benefits of parental involvement for a child, it is most often associated with better general school achievement (Grolnick and Slowiaczek, 1994; Fan and Chen, 2001; Henderson and Mapp, 2002; Rečić, 2003; Flouri and Buchanan, 2004; Hill, Witherspoon, and Bartz, 2018), more developed skills in certain areas, such as mathematics, language, etc. (Hill and Taylor, 2004; Fan and Williams, 2010), better social skills (Hill and Craft, 2003; Garbacz et al., 2018; Park and Holloway, 2018), more regular school assignments and greater motivation to learn (Henderson and Mapp, 2002; Hill, Castellino, Lansford, Nowlin, Dodge, Bates, and Pettit, 2004; Fan, Williams and Wolters, 2012), and building a more positive attitude towards education and learning (Grolnick and Slowiaczek, 1994; Fan and Chen, 2001; Hill and Taylor, 2004) which results in the development of self-confidence and awareness of one's competencies (Henderson and Mapp, 2002; Fantuzzo, McWayne, Perry and Childs, 2004). In addition to the benefits to the child (student), parental involvement can have positive effects for themselves as well. More involved parents are familiar with the curriculum and are informed about what and how their children work in school; they are familiar with the teachers' work and gain trust in them (Epstein, 1995; Epstein et al., 2002; Henderson and Mapp, 2002). In addition to the benefits of working with the school through activities organized by the school, the parents involved have the opportunity to gain benefits that include developing a sense of self-efficacy in helping the child with schoolwork (Hoover-Dempsey and Sandler, 1997) and the child's cognitive needs, and develop an awareness of their great role in the child's education (Fan and Chen, 2001; Henderson and Mapp, 2002; Hoover-Dempsey and Sandler, 1997). When it comes to teachers and the benefits they can achieve through parental involvement in children's education, the most common is a more positive image of them, and greater respect for their work, greater recognition from other colleagues and principals, but also help in educating children that parents can provide as collaborators in this process (Epstein, 2001; Henderson and Mapp, 2002).

CONCLUSION

The relations between the two primary child's environments - family and school, which have an individual but also mutually influence to child's development, socialization, and learning, are the current research topic in the field of education (Sušanj Gregorović, 2017). Parents are expected to be actively involved in the upbringing and life of their children and support in encouraging development and achievement. Parents make an effort to fulfill their parental roles and thus make their children safe and protected. Many parents are unsure how best (or more effectively) to fulfill their role. Contemporary pedagogy has a significant role in spreading the humanization of relations with children through its educational function, ensuring the availability of professional development services and educational function through families, teachers, and the broader social environment (Zloković, 2017). The common goal of school and family is to raise a child who passes through the basic features of development without

major difficulties, meets developmental tasks, is responsible, independent, a good friend, a good student, and develops into a competent adult individual (Brajša-Žganec and Slaviček, 2014). Based on previous research, mostly foreign, it can be concluded that there is interest in this topic, and frequent examination of various variables of family involvement, their relationships, and connections, most often with the child's school success. In our scientific and professional community, no large body of work has been observed that problematizes and explains parental involvement with regard to the academically oriented activities they carry out in the family home. When it comes to the parent's involvement in the child's education, it is almost always about the dimension related to cooperation with the school (e.g., Tokić, 2020). Therefore, the recommendation to scientists and experts in this field is to include in their research variables that will examine the parental motivation for inclusion in the child's education and the relationship with factors related to parental willingness to include. Knowledge of why parents are involved and the theoretical predictors most related to the frequency of different forms and types of involvement can serve as a basis for understanding the parental perception of education, which also affects children's perception of education.

REFERENCES

- Abu-Rabia, S. & Yaari, I. (2012). Parent's Attitudes and Behavior, the Learning Environment, and Their Influence on Children's Early Reading Achievement. *Open Journal of Modern Linguistics*, 2(4), 170-179
- Altschul, I. (2012). Linking Socioeconomic Status to the Academic Achievement of Mexican American Youth Through Parent Involvement in Education. *Journal of the Society for Social Work and Research*, 3 (1), 13-30
- Anderson, K.J. & Minke, K.M. (2007). Parent Involvement in Education: Toward an Understanding of Parents' Decision Making. *The Journal of Educational Research*, 100 (5), 311-323
- Baucal, A. (2012). Uticaj socio-ekonomskog statusa učenika na obrazovna postignuća: direktni i indirektni uticaji. *Primenjena psihologija*, 1, 5-24
- Baum, A.C. & McMurray-Schwarz, P. (2004). Preservice teachers' beliefs about family involvement: Implications for teacher education. *Early Childhood Education Journal*, 32(1), 57-61.
- Bedeniković Lež, M. (2009). Uloga majke u školskom uspjehu djeteta. *Školski vjesnik*, 3, 331-344
- Berthelsen, D. i Walker, S. (2008). Parents' involvement in their children's education. *Family Matters*, 79, 34-41
- Bilić, V. i Davidović, N. (2015). The role of adverse socioeconomic conditions (poverty) and material deprivation of children in predicting parental behaviour. *In Family Forum* 5, 43-64
- Bradley, R. H. & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53(1), 371-399.
- Brajša – Žganec, A. i Slaviček, M. (2014). Obitelj i škola: utjecaj obiteljskog sustava na funkcioniranje djeteta u školi. U A. Brajša – Žganec, J. Lopižić i Z. Penezić (Ur.), *Psihološki aspekti suvremene obitelji, braka i partnerstva* (str. 149-173). Hrvatsko psihološko društvo: Naklada Slap

- Casanova, P.F., García-Linares, M.C., de la Torre, M.J., i de la Villa, M. (2005). Influence of family and socio-demographic variables on students with low academic achievement. *Educational Psychology*, 25(4), 423-435
- Cai, J., Moyer, J. C. & Wang, N. (1997). Parental roles in students' learning of mathematics. *Annual Meeting of the American Educational Research Association (Chicago)*.
- Conger, R. D., Ge, X., Elder, G. H., Lorenz, F. O. & Simons, R. L. (1994). Economic stress, coercive family process, and developmental problems of adolescents. *Child Development*, 65(2), 541-561.
- Čudina – Obradović, B., Obradović i Obradović, J. (2006). *Psihologija braka i obitelji*. Zagreb: Golden marketing – Tehnička knjiga
- Daniel, G., Wang, C. i Berthelsen, D. (2016). Early school-based parent involvement, children's self-regulated learning, and academic achievement: An Australian longitudinal study. *Early Childhood Research Quarterly*, 36, 168-177
- Desforges, C. & Abouchaar, A. (2003). The impact of parental involvement, Parental support, and family education on pupil achievement and adjustment: a literature review. *Education*, 30 (8), 1-110
- Drummond, K. V. & Stipek, D. (2004). Low-Income Parents' Beliefs about Their Role in Children's Academic Learning. *The Elementary School Journal*, 104(3), 197–213.
- Đuranović, M. (2013). Obitelj i vršnjaci u životu adolescenata. *Napredak*, 154 (1 - 2), 31 – 46
- Đurišić, M. i Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal*, 7 (3), 137-153
- Epstein, J. L. (1995). School, family, community partnerships: Caring for the children we share. *Phi Delta Kappan*, 77(9), 701–712
- Epstein, J. L. (2001). *School, Family and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview Press.
- Epstein, J. L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R. & Van Voorhis, F.L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action. Second Edition*. Office of Educational Research and Improvement (ED), Washington, DC
- Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: a meta-analysis. *Educational Psychology Review*, 13(1), 1-22.
- Flouri, E. & Buchanan, A. (2004). Early father's and mother's involvement and child's later educational outcomes. *British Journal of Educational Psychology*, 74, 141-153
- Galindo, C. & Sheldon, S.B. (2012). School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly*, 27(1), 90–103.
- Garbacz, S.A., Zerr, A.A., Dishion, T.J., Seeley, J.R. & Stormshak, E.A. (2018). Parent Educational Involvement in Middle School: Longitudinal Influences on Student Outcomes. *Journal Early Adolesc.* 38(5), 629–660.
- Gonzalez-Pienda, J. A., Nunez, J. C., Gonzalez-Pumariega, S., Alvarez, L, Rocas, C. & Garcia, M. (2002). A structural equation model of parental involvement, motivational and aptitudinal characteristics, and academic achievement. *The Journal of Experimental Education*, 70(3), 257-287.

- Grolnick, W.S., Benjet, C., Kurowski, C.O. & Apostoleris, N.H. (1997). Predictors of Parent Involvement in Children's Schooling. *Journal of Educational Psychology*, 89 (3), 538-548
- Grolnick, W.S. & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 65 (1), 237 – 252.
- Haack, M.K. (2007). Parents' and teachers' beliefs about parental involvement in schooling. Public Access Theses and Dissertations from the College of Education and Human Sciences. Available at: <https://digitalcommons.unl.edu/cehdiss/12>
- Hampden-Thompson, G. (2013). Family policy, family structure, and children's educational achievement. *Social Science Research*, 42 (3), 804-817
- Harris, A., Andrew-Power, K. & Goodall, J. (2009). *Do Parents Know They Matter? Raising achievement through parental engagement*. London: Bloomsbury
- Henderson, A. T. & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family and community connections on student achievement. Austin, TX: National Center for Family and Community Connections with Schools. Retrieved from: <http://files.eric.ed.gov/fulltext/ED536946.pdf>, 18.06.2020.
- Hill, N.E. & Craft, S.A. (2003). Parent–School Involvement and School Performance: Mediated Pathways Among Socioeconomically Comparable African American and Euro-American Families. *Journal of Educational Psychology*, 95 (1), 74–83
- Hill, N.E., Castellino, D.R., Lansford, J.E., Nowlin, P., Dodge, K. A., Bates, J. E. & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development*, 75 (5), 1491 – 1509.
- Hill, N. E., Tyson, D. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement. *Developmental Psychology*, 45(3), 740-763
- Hill, N.E., Witherspoon, D.P. & Bartz, D. (2018). Parental involvement in education during middle school: Perspectives of ethnically diverse parents, teachers, and students. *The Journal of Educational Research*, 111(1), 12-27, DOI: 10.1080/00220671.2016.1190910
- Hoover-Dempsey, K., Sandler, H. (1997). Why Do Parents Become Involved in Their Children 's Education?: Review of Educational Research. *American Educational Research Association*, 67(1), 3-42
- Hoover-Dempsey, K., Walker, J., Sandler, H., Whetsel, D., Green, C., Wilkins, A., Closson, K. (2005). Why do parents become involved? Research findings and implications. *Elementary School Journal*, 106(2), 105-130
- Hornby, G. (2011). *Parental Involvement in Childhood Education: Building Effective School-Family Partnerships*. New Zealand: Springer
- Jafarov, J. (2015). Factors Affecting Parental Involvement in Education: The Analysis of Literature. *Khazar Journal of Humanities and Social Sciences*, 18 (4), 35-44
- Jeynes, W. H. (2003). A meta-analysis: the effects of parental involvement on minority children's academic achievement. *Education and Urban Society*, 35(2), 202-218.
- Keith, T.Z., Keith, P.B., Quirk, K.J., Cohen-Rosenthal, E. & Franzese, B. (1996). Effects of Parental Involvement on Achievement for Students Who Attend School in Rural America. *Journal of Research in Rural Education*, 12 (2), 55-67

- Kušević, B. (2015). *Zainteresirani roditelji uvijek na\ u vremena za dolazak u školu!* Suradnja obitelji i škole u kontekstu reprodukcije društvenih nejednakosti. *Društvena istraživanja*, 25(2), 179-198
- Lange, M., Dronkers, J. & Wolbers, M. (2009). Family forms and children's educational performance in a cross-comparative perspective: Effects of school's resources and family policies of modern societies. *Dutch-Fleming Meeting of Sociology*, 1-37
- Lee, J. & Bowen, N. K. (2006). Parental involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal*, 43(2), 193–218
- Ljubetić, M. (2014). *Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice*. Zagreb: Element
- McWayne, C, Hampton, V, Fantuzzo, J., Cohen, H. L. & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools*, 41, 363-377
- Maleš, D. (1993). Škola-roditelji-djeca. *Obnovljeni život*, 48 (6), 587-593
- Mapp, K.L. (2002). Having Their Say: Parents Describe How and Why They Are Involved in Their Children's Education. *Annual Meeting of the American Educational Research Association*. New Orleans, LA
- Mayer, S. E. (1997). *What money can't buy: Family income and children's life chances*. Cambridge, MA: Harvard University Press Available at: <https://www.gwern.net/docs/sociology/1997-mayer-what-moneycantbuy.pdf>
- Ministarstvo socijalne politike i mladih. Nacionalna strategija za prava djece u Republici Hrvatskoj za razdoblje od 2014. do 2020. godine. Accessed 27 July 2021. Available at: <https://vlada.gov.hr/User-Images/ZPPI/Strategije%20-%20OGP/socijalna%20politika/NACIONALNA%20STRATEGIJA%20ZA%20PRAVA%20DJECE%20U%20RHZA%20RAZDOBLJE%20OD%202014.%20DO%202020.%20GODINE%5B1%5D.pdf>
- Nimac, D. (2010). (Ne)mogućnosti tradicijske obitelji u suvremenom društvu. *Obnovljeni život*, 65 (1), 23-35
- Obiteljski zakon (NN 103/15 2020) /online/. Accessed 27 July 2021. Available at: <https://www.zakon.hr/z/88/Obiteljski-zakon>
- Okagaki, L., Frensch, P.A. & Gordon, E.W. (1995). Encouraging school achievement in Mexican American children. *Hispanic Journal of Behavioral Sciences*, 17(2), 160–179
- Otani, M. (2020). Parental involvement and academic achievement among elementary and middle school students. *Asia Pacific Education Review*, 21, 1–25
- Park, S. & Holloway, S. (2018). Parental Involvement in Adolescents' Education: An Examination of the Interplay Among School Factors, Parental Role Construction, and Family Income. *School Community Journal*, 28 (1), 9-36
- Pelletier, J. & Brent, J. M. (2002). Parent participation in children's school readiness: the effects of parental self-efficacy, cultural diversity and teacher strategies. *International Journal of Early Childhood*, 34(1), 45-60.
- Rafiq, H. M. W., Fatima, T., Sohail, M. M., Saleem, M. & Khan, M. A. (2013). Parental involvement and academic achievement: A study on secondary school students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, 3(8), 209-223.

- Raya, A.F., Ruiz - Olivares, R., Pino, M.J., & Herruzo, J. (2013). A Review about Parenting Style and Parenting Practices and Their Consequences in Disabled and Non-Disabled Children. *International Journal of Higher Education*, 2 (4), 205-213
- Reed, R.P., Jones, K.P., Walker, J.M., Hoover-Dempsey, K.V. (2000). Parents' motivations for involvement in children's education: Testing a theoretical model. *Annual Conference of the American Educational Research Association* (New Orleans, LA, April 24-28, 2000).
- Reić Ercegovac, I. i Koludrović, M. (2010). Akademska samoeфикаsnost i školski uspjeh adolescenata. *Pedagogijska istraživanja*, 7(1), 110-128
- Rogers, M., Theule, J., Ryan, B., Adams, G., Keating, L. (2009). Parental involvement and children's school achievement: Evidence for mediating processes. *Canadian Journal of School Psychology*, 24(1), 34-57
- Rosić, V. i Zloković, J. (2002). *Prilozi obiteljskoj pedagogiji*. Rijeka: Filozofski fakultet, Odsjek za pedagogiju, Graftrade
- Shumow, L. & Miller, J.D. (2001). Parents' at-home and at-school academic involvement with young adolescents. *The Journal of Early Adolescence*, 21(1), 68-91.
- Sušanj Gregorović, K. (2018). Dobrobiti roditeljske uključenosti u obrazovanje djeteta. *Napredak*, 159 (1-2), 101-113
- Šimić Šašić, Klarin i Proroković (2010). Socioekonomske prilike obitelji i kvaliteta obiteljske interakcije kao prediktori školskog uspjeha srednjoškolaca u Hrvatskoj, BiH i Makedoniji. *Ljetopis socijalnog rada*, 18 (1), 31-62
- Tekin, A.K. (2011). Parents' motivational beliefs about their involvement in young children's education, *Early Child Development, and Care*, 181 (10), 1315-1329, DOI: 10.1080/03004430.2010.525232
- Tokić, R. (2020). Participativna uloga roditelja u aktivnostima škole. *Napredak*, 161 (1-2), 105 -122
- Vekić-Kljajić, V. (2016). Stavovi roditelja predškolske djece o ključnim kompetencijama važnima za budući uspjeh djeteta. *Školski vjesnik : časopis za pedagogijsku teoriju i praksu*, 65 (3), 379-401
- Vijeće Europe, Strategija Vijeća Europe za prava djeteta (2016-2021). Accessed 5 September, 2021: https://www.centar-svitanje.hr/wp-content/uploads/2019/01/StrategijaVE-za-prava-djece-2016-2021_prijevod_HR.pdf
- Wilcox, W.B. & DeRose, L. (2017). *World Family Map 2017: Mapping Family Change and Child Well-being Outcomes*. New York, Barcelona: Social Trends Institute
- Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66 (3), 377-397
- Zloković, J. (2017). Pravo djece na poticanje razvoja – odgovornost roditelja, škole i društva. U D. Maleš, A. Širanović i A. Višnjić Jevtić (Ur.), *Pravo djeteta na odgoj i obrazovanje: teorije, politike i prakse* (str.47-55). Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju - Odsjek za pedagogiju

UKLJUČENOST RODITELJA U OBRAZOVANJE DJETETA

Sažetak

Uključenost roditelja u obrazovanje djece na našem području još je uvijek nedovoljno istražen konstrukt. Implicitno se može zaključiti kako je uključenost roditelja nešto što se događa samo po sebi. Ipak, referirajući se na prethodna svjetska istraživanja, može se uočiti važnost bavljenja ovom temom ponajviše jer je uočena povezanost roditeljske uključenosti s nekim poželjnim ishodima za dijete, poput boljeg uspjeha u školi. Obitelj svakako ima važnu ulogu i u učenikovu školskom postignuću pri čemu roditelji pridonose djetetovu kognitivnom razvoju i akademskom postignuću na različite načine – pripremajući dijete za školu, prenoseći vrijednosti obrazovanja, modelirajući djetetovo samopouzdanje, uspostavljajući navike učenja, sudjelujući u radu škole i slično (Reić Ercegovac i Koludrović, 2010). Autori koji su se bavili ovom temom naglašavaju da „aktivno sudjelovanje roditelja u obrazovanje djeteta podrazumijeva njihovu fizičku prisutnost i aktivno sudjelovanje (Sušan Gregorović, 2018, str.102)“. Unatoč znatnome broju stranih istraživanja o sudjelovanju roditelja u obrazovanju djeteta, u literaturi još uvijek ne postoji jednoznačna, općeprihvaćena definicija, ali postoji konsenzus da je to kompleksan, višedimenzionalan konstrukt koji uključuje mnoštvo roditeljskih aktivnosti i ponašanja vezanih uz cjelokupni proces obrazovanja i učenja djeteta (Epstein, 1990, prema Sušan Gregorović, 2018). Uključenost roditelja u obrazovanje djeteta manifestira se na dva načina: uključenost u aktivnostima u školi i uključenost roditelja u aktivnostima kod kuće. Za potrebe ovog rada posebno je značajna druga vrsta roditeljskog uključivanja. Prema dostupnoj literaturi ona se dijeli na dvije domene (Sušan Gregorović, 2018) od kojih prvu čini roditeljsko sudjelovanje u aktivnostima vezanim za razvoj znanja/vještina (Epstein, 2001.; Henderson i Mapp, 2002.; Ljubetić, 2014.), dok drugu čini sudjelovanje u aktivnostima poticanja učenja koje nisu izravno vezane uz školski rad (stvaranje kognitivno stimulirajućega obiteljskoga okruženja, osiguravanje edukativnih materijala i dr.) (Henderson i Mapp, 2002.; Hoover-Dempsey i Sandler, 1997). Cilj rada jest doprinijeti teorijskoj spoznaji spomenutog konstrukta pregledom dosadašnjih znanstvenih spoznaja i istraživanja.

Ključne riječi: *obitelj, oblici roditeljske uključenosti, roditelji, uključenost roditelja u obrazovanje djece, uspjeh u školi*

