

COMPARISON OF TEACHERS' AND PARENTS' ATTITUDES TOWARDS PARENTAL INVOLVEMENT IN THE CO-CONSTRUCTION OF THE SCHOOL CURRICULUM

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The aim of this study was to examine and compare the attitudes of parents and primary school teachers towards the school curriculum and parental involvement in the school life of a child. The results of the research showed partially positive attitudes of both groups of respondents towards involvement in the co-construction of the school curriculum. It has been determined that teachers have a more positive attitude towards the school curriculum and parents have a more positive attitude towards parental involvement. The parents pointed out the need for better communication with the school, and the teachers emphasised the need for parental assistance to children in school obligations. Overall, the paper contributes to a clearer view on the issue of involving parents as co-constructors in the school curriculum design, both at a theoretical and practical level. It can be said that there is a co-operation on the curriculum that is developing towards partnership, but that in this area both parties need to contribute more actively in order to achieve comprehensive development of pupils because modern and unpredictable changes in society require school to constantly adapt all the educational processes.

Keywords: teachers; parents; co-construction; school curriculum

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1. Introduction

Modern social environment sets new goals, values and challenges and consequently also approaches to education on a daily basis. A quality modern curriculum requires an interactive educational process that, in addition to pupils and teachers, also includes the cooperation of parents. The concept of school as a community is promoted in this way, through the previously mentioned values of community and understanding, as one of the essential features of modern school, which implies close co-operation in the co-construction of school life, a pleasant atmosphere of partnership, equality, openness, mutual respect, trust, confidence, care and understanding, as well as support in learning, research and problem-solving activities (Nelson, 2015).

The structure of the contemporary curriculum and the core competencies that need to be developed through it shows that they require an interdisciplinary approach and cross-curricular connections, as well as holistic approach to the pupil's knowledge (Kettler, 2021). It is an approach that starts from the body of knowledge, skills and attitudes that pupils need to adopt after completing a certain grade or level of education and treats all the abovementioned elements of educational outcomes as a structure of interconnected parts.

Such a curriculum model ensures the quality of education in accordance with the requirements of new development trends such as, for example, mastering digital skills within modern technologies. Similarly, it enables a continuous evaluation of the quality of education. The processes of globalisation and European integration require monitoring and harmonisation of development trends of education and curriculum both in Croatia and in the world (Matijević and Topolovčan, 2017).

1.1. The relationship between school and family as a predictor of the successful implementation of the school curriculum

The school curriculum is a process by which the school plans, implements and evaluates the pupils' teaching and, learning starting from the needs and interests both of the pupils, and the local community, the national curriculum and, the potential of the school (human, financial and material) (Baranović, 2015).

Since the school curriculum is not something that has been externally imposed on an educational institution, but something that is developed within the institution itself, its basic determinant is co-construction, an activity that implies the efforts of all the participants to work better, evaluate and improve their work on a daily basis and, based on these evaluations and improvements, create a new, so-called “grounded theory”, a theory based on direct observation of reality (Glasser and Strauss, 2012). According to these definitions, the curriculum is a theory in action (Fullan, 2002) that is being built (co-constructed) as a result of continuous joint research into the educational practice of all those who participate in it (Marsh, 1994), with the aim of creating working conditions that will be in harmony with children’s nature and lead to the emancipation of all the participants (Miljak, 2005).

Shared responsibility means that families and teachers establish relationships and communicate information not only about the structure of the programme, but also about pupils’ aspirations and how all the components can be changed, upgraded and supported (Pattison and Dierking, 2012).

All this implies a meaningful involvement of family in the context of the development of partnership and the involvement of parents as active participants in the co-construction of the school curriculum (Henrich and Gadaire, 2008). Parents have different roles depending on the age and interests of pupils. Younger children need more support and structure, but as they mature, they begin to take more responsibility for their own learning. Consequently, continuous and harmonious co-operation, partnership, positive interpersonal relationships, mutual trust, respect and joint responsibility of pupils, teachers and parents are extremely important as the main factors of the educational process because otherwise it is almost impossible to direct educational influences, just as it is difficult to achieve the basic goals of education. The successful use of these characteristics provides a pleasant social environment at school, i.e. the development of a partnership relationship between pupils, teachers and parents and the social competence of teachers. Therefore, a successful school can be considered one that educates, intellectually and morally enriches and ennobles its pupils irrespective of what kind of family they come from and with what kind of preschool experience and parental support they come to school, while a quality

school is one that reduces differences in cognitive development of children resulting from unequal family conditions of development.

2. Methodology

2.1. Research objective and problems

The aim of this study was to examine and compare the attitudes of parents and primary school teachers towards the school curriculum and parental involvement in children's school lives.

Based on the set goal, the following research problems have been defined:

- P1 Examine whether there is a difference in attitudes towards the school curriculum, the perceived importance of parental involvement, and the perception of actual parental participation in fulfilling the child's school obligations between parents of primary school-aged children and teachers employed in primary schools.
- P2 Examine whether parents' attitudes towards the school curriculum differ depending on the characteristics of the parents and the child.
- P3 Examine whether teachers' attitudes towards the school curriculum differ depending on the characteristics of the teachers.
- P4 In a subsample of parents, examine whether parental involvement in the child's education can be predicted based on parents' demographic variables (age and education), child's characteristics (age of the child and child's academic success), and attitudes towards the school curriculum.
- P5 In a subsample of teachers, examine whether the perception of parental involvement in children's education can be predicted based on teachers' characteristics (length of service and whether they teach "lower" (1–4) or "higher" (5–8) grades) and attitudes towards the school curriculum.

2.2. Research hypotheses

Research hypotheses were:

- H1 Teachers will express a more positive attitude towards the school curriculum and will consider parental involvement in children's education more important compared with parents. Parents will have a perception of greater involvement in the performance of children's school obligations compared with what teachers will perceive of parents being involved in the carrying out of their children's school activities.
- H2 Parents' attitudes towards the school curriculum will vary depending on the child's age and the parents' level of education. Parents of children attending the first four grades of primary school will have a more positive attitude towards the school curriculum than parents whose children attend higher grades of primary school. At the same time, more educated parents will have a more positive attitude than less educated parents.
- H3 Teachers' attitudes towards the school curriculum and the perception of the importance of parental involvement will vary depending on the years of work experience and whether the teacher is a class teacher or a subject teacher, i.e. whether they teach in the first four grades of primary school or they are involved in teaching a specific subject in higher grades of primary school. Teachers with less than 10 years of work experience will have a more positive attitude towards the school curriculum and they will perceive parental involvement as more important than teachers with more than 10 years of work experience. Class teachers will have a more positive attitude towards the school curriculum and will perceive parental involvement as more important than subject teachers.
- H4 Young parents with higher levels of education whose children attend first four grades of primary school and are more successful and who express a more positive attitude towards the school curriculum will report on greater involvement in the education of the child.
- H5 Teachers with less work experience who have a more positive attitude towards the school curriculum will assess that their pupils' parents are more involved in the education of their children.

2.3. Instruments

Although the instruments used in this study were based on existing classifications and previously used instruments, the points changed to some extent and some were removed due to inadequate content. Therefore, it can be said that this is the construction of new measuring instruments, which is why preliminary research was carried out before launching the main research. For the purposes of the preliminary research, preliminary versions of the instruments were made based on questionnaires used in their work by Pahić, Miljević-Ridički and Vizek Vidović (2010). The previously mentioned authors translated into Croatian and validated the Parent and Student Survey of Family and Community Involvement in Elementary and Middle Grades by Sheldon and Epstein (2007).

Table 1. An overview of the instruments used in the preliminary research and in the main research

Preliminary research (<i>N</i> _{parents} = 347)	Main research (<i>N</i> _{parents} = 825; <i>N</i> _{teachers} = 226)
1. Scale of attitudes towards the school curriculum (16 points)	1. Scale of attitudes towards the school curriculum (14 points)
2. Quality assessment scale of the parent-teacher partnership (16 points)	2. Quality assessment scale of the parent-teacher partnership (15 points)
3. Questionnaire on the perception of the importance of parental involvement in the child's education (10 points)	3. Questionnaire on the perception of the importance of parental involvement in the child's education (10 points)
4. Questionnaire of involvement in the performance of the child's school obligations (17 points)	4. Questionnaire of involvement in the performance of the child's school obligations (11 points)

2.4. Respondents

The preliminary study was conducted on a convenience sample of parents of primary school-aged children in the Republic of Croatia, recruited through social media, specifically groups that gather parents. The sample consisted of 347 parents, of which 321 were mothers (92.5%) and 26 were fathers (7.5%). Regarding age structure, parents aged between 36 and 45 predominated (68.9%). The educational structure of the sample indicated a predominance of secondary education (45.5%) and higher education (34.6%), with a smaller share of post-secondary education (18.4%) and very few with lower education (1.4%). Most parents have one (55.6%) or two (35.4%) children attending primary school.

The main research included appropriate samples of parents and teachers selected through primary schools in the Zagreb County area, specifically from Božjakovina, Brdovec, Dugo Selo, Jastrebarsko, Krašić, Klinča Sela, Marija Gorica, and Pisarovina.

The parent sample consisted of 825 parents, of which 725 mothers (87.9%) and 100 fathers (12.1%). Parents aged 36 to 45 (61.2%) and parents aged 26 to 35 (21.3%) prevailed. The majority of the parents (69.2%) had completed secondary education, and equally represented were parents whose children attend all eight grades of primary school. The teacher subsample consisted of 226 teachers, 200 women (88.5%) and 26 men (11.5%), of which 46% were class teachers and 54% were subject teachers. About 70% of teachers had between 11 and 35 years of work experience. Teachers with at least a bachelor's degree prevailed (77.9%).

3. Research results

3.1. Descriptive results and normality of composite variable distributions

Before conducting the analyses needed to respond to the set research problems, descriptive indicators of composite variables, used in this study, were separately analysed on the subsample of parents (Table 2) and teachers (Table 3).

Table 2. Arithmetic mean, standard deviations and measurements of the form of distribution of composite variables on the parent subsample (N = 811)

	<i>M</i>	<i>SD</i>	Min.	Max.	Asymmetry of distribution (<i>skewness</i>) ^a	Flattening of distribution (<i>kurtosis</i>) ^b
1. Attitude towards the school curriculum	3.33	0.46	1.94	4.00	-0.55	-0.18
2. Assessment of the quality of the parent-teacher partnership	3.00	0.65	1.31	4.00	-0.39	-0.57
3. Perception of the importance of parental involvement in the child's education	3.69	0.34	2.40	4.00	-1.17	0.82
4. Involvement in the performance of the child's school activities	2.78	0.54	1.24	4.00	0.04	-0.81

^a Standard error of the measure of the asymmetry of distribution is 0.086

^b The standard flattening rate error is 0.171

Upon examining Table 2, bearing in mind that the answers to the first four variables were given on a scale with four points of reference, it has to be pointed out that the average results of parents on all four examined variables are above the median value (above 2). This shows that parents have a positive attitude towards the school curriculum, they consider the relationship with their child's teacher of high quality, they believe that it is important that they are involved in the education of their child and that they are involved in carrying out of the child's school activities.

Upon examining the histograms of distributions of the composite variables, it needs to be highlighted that the distributions of Attitude towards the school curriculum, Assessment of the quality of the parent-teacher partnership and Perception of the importance of parental in-

volvement in the child's education are negatively asymmetric, which is in line with the previously analysed average values. Nevertheless, upon analysing the data on the asymmetry and flattening of distributions from Table 2, where no value exceeds ± 1.5 , we note that distributions do not deviate from the normality to an extent that would affect the results of the research. Hence, the results of the composite variables used in this study were normally distributed according to the softer criteria defined in Tabachnik and Fidell (2013).

Table 3. Arithmetic mean, standard deviations and measurements of the form of distribution of composite variables on the teacher subsample (N = 220)

	<i>M</i>	<i>SD</i>	Min.	Max.	Asymmetry of distribution (skewness) ^a	Flattening of distribution (kurtosis) ^b
1. Attitude towards the school curriculum	3.36	0.42	1.07	4.0	-0.23	-0.59
2. Assessment of the quality of the parent-teacher partnership	3.12	0.59	1.15	4.0	-0.85	0.49
3. Perception of the importance of parental involvement in the child's education	3.60	.30	2.50	4.0	-0.71	0.06
4. Involvement in the performance of the child's school activities	2.31	.44	1.53	4.0	1.03	0.77

^a Standard error of the measure of the asymmetry of distribution is 0.164

^b Standard distribution flattening rate error is 0.327

According to Table 3, it can be concluded that teachers express a highly positive attitude towards the school curriculum, they assess the partnership relationship with the parents as quality, they believe that it is important that parents are involved in a child's education, but at the

same time they believe that their pupils' parents are not sufficiently involved in carrying out of the child's school activities. Upon examining the histograms of distributions of composite variables, it needs to be highlighted that the distributions of the first three tested variables are negatively asymmetric, as well as on the parent subsample, whereby the data on the asymmetry and flattening of distributions from Table 3 indicates that the distributions do not deviate from normality to an extent that would affect the results of the research. Only the composite variable Parental involvement in the performance of the child's school obligations is positively asymmetric, which means that most of the results are grouped around the median value that is below the median value of the scale. Consequently, a conclusion can be reached that it is still a matter of normal distribution of results.

3.2. *Bivariate associations among composite variables*

Table 4. The correlation of composite variables on parent subsample (N = 811)

	1.	2.	3.	4.
1. Attitude towards the school curriculum	1			
2. Assessment of the quality of the parent-teacher partnership	.728**	1		
3. Perception of the importance of parental involvement in the child's education	.532**	.460**	1	
4. Involvement in the performance of the child's school activities	.294**	.310**	.300**	1

***p* < .01

Attitude towards the school curriculum and Assessment of the quality of the parent-teacher partnership show a highly positive correlation (*r* = .728**), which may indicate the fact that the attitude towards the school curriculum, i.e. the school as a whole, is largely formed on the basis of an assessment of the relationship that parents have with their child's teacher. The remaining composite variables are positively

correlated and the level of their correlation varies from low to moderate. No problems of multicollinearity and singularity are present on the teacher's subsample either and insight into the bivariate associations of composite variables (Table 5) indicates a low positive interconnectedness of the studied variables.

Table 5. The correlation of composite variables on variables on the teacher subsample (N = 220)

	1.	2.	3.	4.
1. Attitude towards the school curriculum	1			
2. Assessment of the quality of the parent-teacher partnership	.179**	1		
3. Perception of the importance of parental involvement in the child's education	.200**	.266**	1	
4. Involvement in the performance of the child's school activities	.195**	.339**	.222**	1

** $p < .01$

Upon examining the matrices of bivariate correlations of composite variables on the parent and teacher subsample, significant deviations in the level of correlation have been identified. More specifically, in the subsample of parents there were statistically significantly higher correlations of the same variables. Such results have been expected. For teachers, school is a much broader concept than for parents. For teachers there is the programme, school equipment, pupils, associates... Parents have contact with the school through pupils and they are in direct contact with the teacher, so the concept of school for teachers is a much broader concept compared with the perception of the same term among the parents.

3.3. Hypothesis testing

The first problem was to examine whether there is a difference in attitudes towards the school curriculum, the perception of the importance of parental involvement and the perception of how much parents

are really involved in the carrying out of their children's school activities between the parents of primary school children and the teachers employed in primary schools.

The T-test showed that both the teachers and the parents significantly differed statistically in their attitude towards the school curriculum ($t = 2.058$; $df = 1029$; $p < 0.05$), where the teachers ($M = 3.39$; $SD = .36$) have a more positive attitude towards the school curriculum than the parents ($M = 3.60$; $SD = .46$). The second t-test showed that both the teachers and the parents differed in the perception of the importance of parental involvement ($t = -3.729$; $df = 1029$; $p < 0.01$), but, surprisingly, the parents ($M = 3.69$; $SD = 0.34$) perceived parental involvement as more important than the teachers ($M = 3.60$; $SD = 0.28$). The third t-test showed the existence of a difference ($t = -13.940$; $p < 0.01$) between the teachers and the parents in the perception of actual parental involvement, with the parents ($M = 2.79$, $SD = 0.54$) estimating that they were more involved than the teachers thought ($M = 2.31$, $SD = 0.42$). We see that the first hypothesis has only been partially confirmed, due to the surprising outcome of the difference between the teachers and the parents in the perception of the importance of parental involvement.

Another problem was to examine whether the parents' attitudes towards the school curriculum differ and the perception of the importance of parental involvement depending on the characteristics of the parent and the child. In order to verify the hypothesis, a two-way analysis of variance (ANOVA) was conducted with the attitude of parents towards the school curriculum as a dependent variable. Statistically significant was the main effect of the child's age, i.e. whether they attend a higher or a lower grade ($p < .01$) and parental education ($p < .01$), but not interaction (see Addendum 9). The parents whose child attends a lower grade of primary school ($M = 3.44$, $SD = 0.42$) had a more positive attitude about the school curriculum compared with the parents whose child attends a higher grade of primary school ($M = 3.23$, $SD = 0.46$). Turkey's post hoc test for the variable of parental education was conducted, which showed that there is a statistically significant difference in attitude towards the school curriculum between the parents with a university degree and higher qualifications ($M = 3.19$, $SD = 0.04$) compared with the lower-skilled and less-well educated parents ($M = 3.41$, $SD = 0.06$) and the parents who have completed their secondary educa-

tion ($M = 3.37$, $SD = 0.02$), in terms of a more negative attitude about the school curriculum of highly educated parents. Nevertheless, it needs to be noted that the arithmetic mean of all the educational groups of parents is very high (above 3 on a scale of possible 4 responses), which indicates a generally positive attitude towards the school curriculum, while the observed differences are small, although statistically significant. Hence, the second hypothesis was only partially confirmed given that it was expected that more educated parents would have a more positive attitude about the school curriculum, but the opposite pattern of results was determined.

Upon examining the third problem on the subsample of teachers, the aim was to find out whether the teachers' attitudes towards the school curriculum differ depending on the teachers' characteristics. The result of the variance analysis was found to be statistically significant ($F(212.3) = 2.315$; $p < 0.05$), where only the main effect of years of work experience is significant ($p < 0.05$). Turkey's post hoc test pointed out a difference in attitudes towards the school curriculum between teachers with up to 10 years of work experience ($M = 3.52$; $SD = 0.39$) compared with all the others ($M = 3.34$; $SD = 0.34$), where those with less than 10 years of work experience have a more positive attitude towards the school curriculum than their more experienced colleagues. The fact that a teacher is a class teacher or a subject teacher has not been identified as a significant distinguishing factor in the attitude towards the school curriculum, and the interaction between the type of teaching and years of work experience was also insignificant. In order to determine whether teachers differ depending on the number of years of work experience and on whether they are a class teacher or a subject teacher in terms of the perception of the importance of parental involvement, an analysis of variance was also performed. Only the main effect of the variable whether a person is a class teacher or a subject teacher proved significant, where class teachers ($M = 2.49$, $SD = 0.06$) considered parental involvement more important than subject teachers ($M = 2.17$, $SD = 0.66$).

On the subsample of parents, the fourth problem was intended to examine whether parental involvement in the child's education can be predicted based on the demographic variables of parents (age and education), characteristics of the child (child's age and child's school performance) and attitude towards the school curriculum. In order to ex-

amine this problem, a hierarchical regression analysis was performed, in which the demographic variables of the parents were included in the first step, the characteristics of the child in the second step and the attitude of the parents towards the school curriculum in the third step. Such a model explained 17.1% of the total variance of the results and all the three steps were significant (Table 6).

Table 6. Parental involvement in the child's education on the subsample of parents (N = 811)

	R ²	ΔR^2	F	p
Step 1 (parents' age and education)	.039	.039	16.452	.000
Step 2 (parents' age and education, child's grade and school success)	.123	.084	28.371	.000
Step 3 (parents' age and education, child's grade and school success, attitude towards the school curriculum)	.171	.047	33.161	.000

R² – multiple correlation coefficient; ΔR^2 – change in the coefficient of multiple correlation per step; p – significance level

In the first step, both age ($\beta = -.169$; $p < 0.01$) and education ($\beta = -.089$; $p < 0.05$) proved to be significant predictors. In the second step, a statistically significant predictor proved to be the grade the child attends ($\beta = -.263$; $p < 0.01$), while the child's success was not statistically significant ($\beta = -.004$; $p > 0.1$). In the third step, a variable of attitude towards the school curriculum was added, as a result of which parental education ceased to be a significant predictor, and attitude towards the curriculum had statistically significant predictivity ($\beta = .226$; $p < 0.01$). It is evident from the results that the described model can predict parental involvement in the child's education, whereby parents of younger age, who have younger children (enrolled in the lower grades of primary school) and those who have a more positive attitude towards the school curriculum are more involved in the child's education. This partially confirmed the hypothesis.

On the subsample of teachers, the fifth problem was intended to examine whether the perception of parental involvement in the child's education can be predicted based on the teachers' characteristics (length

of professional experience, whether they are a class teacher or a subject teacher) and the attitude towards the school curriculum, with the assumption that the class teachers with shorter work experience and with a more positive attitude towards the school curriculum will assess their pupils' parents' involvement in the child's education higher. The conducted hierarchical regression analysis in two steps partially confirmed the assumption (Table 7), given that both steps were significant.

Table 7. Parental involvement in the child's education on the subsample of teachers ($N = 220$)

	R^2	ΔR^2	F	p
Step 1 (years of work experience and being a class or a subject teacher)	.206	.206	28.224	.000
Step 2 (years of work experience, being a class or a subject teacher, attitude towards the school curriculum)	.255	.049	14.076	.000

R^2 – multiple correlation coefficient; ΔR^2 – change in the coefficient of multiple correlation per step; p significance level: being a class or a subject teacher is a variable in which 1 indicated class teaching and 2 subject teaching

In the first step, whether the teacher is a class or a subject teacher turned out to be a significant predictor of the perception of parental involvement ($\beta = -.456$; $p < 0.01$), and the predictor maintained significance in the second step, when the predictor of the attitude towards the school curriculum was added. The attitude towards the school curriculum also proved significant ($\beta = .225$; $p < 0.01$). It can be said that the defined model can predict the teacher's perception of parental involvement in the child's education, where parental involvement in the child's education is perceived higher by teachers of younger children, i.e. class teachers and those who have a more positive attitude towards the school curriculum. The number of years of teachers' work experience did not prove to be a significant predictor. This partially confirmed the hypothesis.

4. Discussion

Daily global events require rapid changes and adjustments at the social level, which includes also the field of education. Schools are expected to take a curricular approach to the creation of education, which presupposes goal-oriented thinking and continuous linking and harmonisation of the interrelationship between the goal and the outcome (Jukić and Škojo, 2021).

Upon studying previous research in connection with the school curriculum and partnership between parents and teachers (Onyema, et.al. 2020), a conclusion has been reached that there is insufficient research dealing with the attitudes of teachers and parents about the school curriculum in the context of the process of co-construction as an important factor in the process of improving the educational process. Most study the teacher-parent partnership, its impact on school performance and other areas of the teaching process, and confirm the positive sides of such a relationship. Because of that this research strived to compare the attitudes of teachers and parents towards parental involvement in the co-construction of the school curriculum in more detail.

By analysing the results of this research, all five hypotheses were partially confirmed.

Hypothesis 1 was confirmed in the part where teachers showed a more positive attitude towards the school curriculum. An unexpected difference between teachers and parents emerged in the second part, regarding the perception of the importance of parental involvement, as parents rated themselves as more involved than teachers believed. These results are consistent with the findings of Cotton and Wikelund (2000), where parents believed they helped their children more than teachers thought. The most common ways of parental participation in fulfilling school obligations, such as helping with homework, finding additional sources of knowledge, supporting the child in making plans for further education, and cooperating with the school, were listed.

Hypothesis 2 was confirmed in the part where it was assumed that parents of lower-grade pupils would have a more positive attitude toward the school curriculum than parents of higher-grade pupils. Since it was expected that more educated parents would have a more positive attitude towards the school curriculum, and the opposite pattern of results was found, it can be concluded that the second hypothesis was partially

confirmed. The research Miljević-Ridički, Pahić, and Vizek-Vidović (2011) and Milat (2022, according to Hercigonja, 2020) showed that all parents, regardless of their level of education and the age of the child, want concrete and complete information related to school activities, greater involvement, and the development of a partnership relationship, which they do not receive because schools in the Republic of Croatia are still largely based on a traditional relationship.

Hypothesis 3 was confirmed in the part where it was assumed that teachers with less than 10 years of work experience will have a more positive attitude towards the school curriculum than more experienced colleagues, and that class school teachers would perceive parental involvement as more important than subject teachers. It also turned out that years of work experience are not an important factor in the perception of parental involvement. Whether a teacher teaches primary or subject classes did not prove to be a significant factor in differentiating attitudes towards the school curriculum. Thus, the third hypothesis was partially confirmed. The obtained results can be related to the research of Šušanj Gregorović (2017), which also indicates that younger teachers and class school teachers generally have positive attitudes towards parental involvement and its importance, and in their practice, they apply various ways of communicating with parents. The part of the third hypothesis that was not proven, that class school teachers would have more positive attitudes towards the school curriculum, was based on the assumption that they spend more time with pupils in regular classes, that due to the age and lesser independence of primary school pupils, they have an educational influence on pupils besides the educational one, that they communicate more frequently with parents for the purpose of progress and comprehensive development, that they are better acquainted with the capabilities and preferences of their pupils, and that all this allows them greater freedom, independence, and creativity in planning and implementing all components of the school curriculum. The results of this research suggest that the teacher's attitude towards the school curriculum is based on the individual characteristics of each teacher and their perception of the importance of parental involvement in education and planning and implementing the school curriculum, regardless of the subject they teach. Authors Gerich (2016) and Meehan and Meehan (2018) in their research, also proved that the individual

perception of the importance of parental involvement by teachers is an important factor for the development of a quality relationship.

Hypothesis 4 was confirmed in the part where it was assumed that younger parents who have younger children (lower grades) and those who have a more positive attitude towards the school curriculum are more involved in the education of their child. From the aforementioned, it follows that the fourth hypothesis was partially confirmed because it was expected that higher levels of parental education and better child achievement would also prove to be significant predictors for proving greater involvement in the child's education. A similar finding was confirmed in the research by Epstein and Scott-Jones (1988, according to Sheridan et al., 1996), where parental involvement in fulfilling the child's school obligations proved to be more important than the level of parental education, family size, and material status, and Fantuzzo, Tighe, and Childs (2000) in which it was shown that the intensity of parental involvement decreases as the child progresses to higher grades. Reić Ercegovac (2021) emphasizes that parental expectations and values directly influence their children's developmental outcomes, while Glenn (2021) suggests that children learn from their parents through observation. If children are aware of parents' active involvement in school activities, their academic performance will significantly improve.

Hypothesis 5 was confirmed in the part where it was assumed that teachers who teach lower grades and have a more positive attitude towards the school curriculum would rate the involvement of their pupils' parents in their children's education higher. The number of years of teaching experience didn't prove to be a significant predictor, so it follows that the fifth hypothesis was partially confirmed. The obtained results can be compared with the results of the research by Šušanj Gregorović (2017), which also indicate that class teachers have more positive attitudes towards parental involvement and its importance.

The results of this research confirm that it is necessary to work on improving the partnership between the family and the school as an interactive relationship in terms of what parents and teachers do, that is, whether parents show an interest in getting involved in school activities and helping pupils at home, and whether teachers actively involve parents in teaching their children. The involvement of parents in school activities, but also the activities of learning and helping children

at home, enhance a sense of competence as a parent, but also as a partner in the educational process (Pavičić Vukičević, 2019). Teachers also have positive attitudes towards parental involvement and its importance and in their practice, they normally resort to different ways of communicating with parents (Kumar, 2020). Hence, both groups have positive attitudes, but there are differences in the importance of the type, method and intensity of involvement by parents and teachers.

To develop such a relationship, it is important to accept the common stance of the majority of authors from various studies (Buljubašić-Kuzmanović, 2014; Otero-Mayer et al., 2021) that a modern curriculum must be humanistic, focused on children and their developmental potentials, constructivist because children are active participants in the creation of the curriculum, democratic because it includes various participants in the construction of the curriculum, and intercultural because it respects different cultural and other identities as active creators of new values. By involving parents and teachers in the process of shaping the school curriculum and through their mutual communication for the proper and comprehensive development of pupils, the school ensures a healthy school climate and environment.

By creating a quality and content-rich school curriculum planned according to the needs both of the school and the community, subject curricula can be connected through which various cross-curricular topics are permeated, thus achieving learning outcomes and adapting them to the pupils' needs and interests. All these educational outcomes can be solved through the activities of the school curriculum focused on "the development of creativity, togetherness, holistic personality development with an emphasis on psychomotor and affective domain, independence, responsibility, connecting the school with the community and family home" (Koludrović and Rajić, 2021).

The modern curriculum needs to keep abreast of the daily global changes in the world so that schools and all the participants in the educational system, through a new approach to education, can quickly and better adapt to the sudden, unforeseen situations occurring in the modern times. In this process, teachers play a major role and hence the crucial importance of their level of digital literacy and competence, as well as the need for lifelong professional development that allows them

to monitor changes and organise the modern teaching process (Jukić and Škojo, 2021).

6. Conclusion

The overall results obtained by this research confirmed most of the previous studies of similar problems and contributed to reaching new conclusions.

It has been shown that parents are mostly satisfied with the co-operation with the school and their involvement. However, one needs to examine more precisely what kind of involvement they are satisfied with. Would they be more satisfied with a traditional relationship with teachers with an emphasis on informing parents about pupil success and events at school or a partnership relationship in which they can develop quality communication with the teacher and interaction with the school.

Since it has been also shown that teachers have developed positive attitudes towards the school curriculum, that they perceive parental involvement as important, but not more important than parents, it would be good to conduct the research on the reasons for teachers' indifference, i.e. avoiding communication and parental involvement or identify the obstacles that limit and constrain them in this.

Similarly, since younger parents whose children attend lower grades of primary school have more positive attitudes towards the school curriculum and are more involved in school activities and parental involvement decreases upon the child's transition to a higher grade, it would be good to explore the reasons why parental involvement and interest decrease.

Based on all the findings, a conclusion can be reached that it is necessary to educate both groups of respondents about the school curriculum and the importance of parental involvement in the child's education.

Therefore, the results of the paper certainly need to provide an incentive for the active involvement of all the participants in the process of co-construction of the school curriculum because that improves the teaching process, the meeting of educational outcomes, social interaction, it arouses interest in education, communication, parental involvement and it develops a more positive attitude towards education, school and integration in the formation of the school curriculum.

In order to achieve this goal, it is necessary to encourage multiple changes. Firstly, state institutions need to be more actively involved in the process of self-evaluation of schools by changing the legislation. Through the process of self-evaluation, schools can independently work on the development of characteristics that have proven successful in research Lashway (2002) and Bergenson (2007): a clearly defined goal of school development and operation, high standards and realistic expectations for all the pupils, solid and effective school leadership, a high degree of co-operation and communication, programme and instruction according to state standards, frequent monitoring of pupils' learning, as well as teaching them, professional training of employees, motivating environment and a high degree of parental and social involvement.

In the development of the school curriculum, in addition to the legally proposed determinants, other determinants need to be used that are adapted to the moment, time and circumstances of implementation.

A conclusion can consequently be reached that the results of this research provide several directions for future research.

The importance and the role of the school curriculum need to be emphasized and examined whether parents and schools have an interest in improving communication and greater parental involvement in education and the school curriculum both at the level of individual schools and at the national level.

It is necessary to collect information about the interests of parents and the school in order to know in which direction communication and partnership need to be developed but also to inform and educate the public about the importance of development, structure, content and implementation of the school curriculum.

Changes need to be continuously monitored through longitudinal studies in order to understand how over a period of time these variables mutually affect parental involvement and attitudes towards the school curriculum. In addition, the relationships between variables need to be examined. In this way, changes can be made in accordance with the time and development in order to constantly improve the relationship between the school, the parents and the community as co-creators of the school curriculum.

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USPOREDBA STAVOVA UČITELJA I RODITELJA PREMA UKLJUČENOSTI U SUKONSTRUKCIJU ŠKOLSKOG KURIKULUMA

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Cilj ovog istraživanja bio je ispitati i usporediti stavove roditelja i učitelja osnovne škole prema školskom kurikulumu i roditeljskoj uključenosti u školski život djeteta. Rezultati istraživanja pokazali su djelomično pozitivne stavove obje skupine ispitanika prema uključivanju u sukonstrukciju školskog kurikulumu. Utvrđeno je da učitelji imaju pozitivniji stav prema školskom kurikulumu, a roditelji prema roditeljskoj uključenosti. Roditelji su istaknuli potrebu bolje komunikacije sa školom, a učitelji potrebu roditeljske pomoći djeci u školskim obvezama. Sveukupno, rad doprinosi jasnijem sagledavanju problematike uključivanja roditelja kao sukonstruktora u izradu školskog kurikulumu, kako na teorijskoj tako i na praktičnoj razini. Može se reći da postoji suradnja koja se razvija prema partnerstvu, ali da u tom području obje strane moraju aktivnije pridonijeti kako bi se postigao sveobuhvatan razvoj učenika jer suvremene i nepredvidive promjene u društvu zahtijevaju od škole stalno prilagođavanje svih obrazovnih procesa.

Ključne riječi: učitelji; roditelji; sukonstrukcija; školski kurikulum