

## Parental Involvement in Schools and Processes of Pedagogical Change

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## Abstract

There is curious multifaceted neglect regarding the effective use of parents in curriculums before the COVID-19 pandemic and its peak from February 2020 to February 2021 and post-corona virus. This issue hasn't changed despite reports concerning the reluctance of students to go to school and attend face-to-face training. This study aims to explain the current state of schools, that is, the superficial view of the effectiveness of family participation in post-corona virus curriculum. The necessity of parents' participation in the school curriculum is irrefutable. Neglecting this, especially during the COVID-19 pandemic that needs parents' involvement, has made the issue more evident and prominent. In this study, based on research, papers, and documents regarding the involvement of parents in the curricula, the following questions will be surveyed and explained: 1. What are the requirements of parents' involvement in curricula from the point of view of the document? 2. What are the accomplished research requirements regarding parents' involvement in curricula? 3. What are the obstacles to parents' involvement in curricula? 4. What is the position of parents' involvement in curricula? According to the current study's findings, despite the undeniable role of parents' involvement in the effectiveness of curricula, their involvement is the neglected dimension of schools' curricula. In the third year of the COVID-19 pandemic, there is still no coherent plan to use the parents' involvement in virtual training. We will present the critical approaches in the form of proposals in the end.

**Keywords:** Parental, Involvement, Schools, Pedagogical

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## Introduction

The COVID-19 pandemic has altered how education is currently carried out. The responsibility for a child's intellectual growth has always fallen on the school. However, parental involvement in children's education has become crucial since the pandemic.

The involvement of just a few parents may influence the quality of instruction in a classroom. Based on the finding of this research, parental involvement has had a significant influence on their child's academic achievement. Although parental involvement is widely acknowledged in scholarly society, most parents showed that many still do not get involved effectively in their child's education, whether in school or at home. In conclusion, parental involvement is essential in primary education, which will help enhance a child's social relationships and promote a sense of self-esteem and self-efficacy <sup>1</sup>(Seong Pek, Wong Mee Mee 2020). More than ever, parents are involved in schools' and teachers' pedagogy and have become a significant factor in their children's academic success. The transition to remote learning and many parents need to work from home has exposed many parents, especially young children, to the classroom. The boundary between home and school has been dramatically reduced. Parents have been more exposed to teaching methods, and their involvement in learning has increased sharply. Along with parents' appreciation for the teacher's work, there is also parental criticism, for example, of teaching methods and study materials. Parents openly criticize outdated teaching and learning methods and require approaches that must adapt techniques to a world that is changing every day. Theoretically, the study suggests that COVID-19 is a catalyst for shaping new parent-teacher relationships and will position school pedagogy as a central area in which parents will be involved (Haisraeli, 2021)<sup>2</sup>. Parent and schools each bring unique strengths to education of children. They are a team. They each have strengths, weaknesses-neither of our can do the job alone. Respect must be the basis of our relationship (2022, [Himbat](#)).

Several theorists acknowledge that most people's acts are based on participation, and using family cooperation is an influential factor in the educational section (Vahdati, Hojatkhah, Rashidi, 2016). One of the attributes of successful schools is involving parents' maximum participation. Because of this, in developed countries, the cooperation between home and school has become consistent, and these two do their joint duty of training children with consensus, collaboration, and coordination. Generally, having families' cooperation in training results in an increase in a person's information and awareness, and increases participation in other social contexts. Therefore, knowledge acquisition is not exclusive to schools, and families can also help in the subject of education and involvement in curricula and improve students' educational performance (Qudsi, Belali, and Mohebi Maimandi, 2019: 28).

Studies in various countries show that students' family participation in the curricula is an influential factor in their educational performance (Geiser<sup>3</sup>, 1998; Netkan, 2018). Parents' connection with their children's education in schools and curricula is considered the essential element, and their two-way interaction will bring the mobilization of resources. This participation leads to educational progress, more acceptable school activities, increase in social support for the school, such as humanitarian, financial, and monetary resources. We should accept that parents play fundamental roles in designing, implementing, and evaluating curricula. Parents and teachers need each other in the curriculum. Researches show that the parent's participation in the curriculum should be transparent, and they must be considered the first effective coaches, teachers, and leaders of their children in the education process. Parents' participation in curricula doesn't mean we should include them in every aspect but implies that parents should be seen adequately in the curriculum process. Parents should know what happens at school and participate in its activities because their involvement can lead to students' success or failure. The parents' initial lack of interest in participating in the curriculum may be attributable to their initial ignorance of the effects of their involvement in the school. However, parents will take on different roles, such as supporter, learner, helper, teacher, and policy maker in the curriculum, when they realize that their presence can be beneficial in their children's cognitive and emotional

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development and lay the foundation for their intellectual growth. A. Supporting role: Parents come from various social, cultural, and professional backgrounds, and if we give them a chance, they can get involved in helping to prepare the school's facilities and equipment and implement the curriculum.

B. Parents as learners: Merely knowing how well students are doing and what they are learning is not sufficient. We should transfer the knowledge, and skills parents need to assist their children by hosting educational workshops for them. C) Parents as partners:

Students become motivated when they see their parents acting in various roles in the classroom, library, sharing their experiences, etc. Students with involved parents enjoy learning more, demonstrate more significant interest in class, and carry out their assigned tasks in a way that won't disappoint their parents. D.

Parents serve as teachers: Children pick up knowledge from their parents. According to this viewpoint, parents aware of their children's unique qualities and talents share this knowledge with the teachers. This interaction, which entails seeing the close collaboration between parents and teachers, makes students enjoy the educational process. Teachers are unaware of individual differences and prior records of students when this situation is reversed, i.e., when parents are overworked, and there is little interaction between parents and teachers. Teachers engage in numerous activities in this scenario, i.e. when parents don't participate in the curriculum. Still, because they are unaware of the student's unique backgrounds, they will continue working regardless of these differences. E. Parents as decision-makers: Parents can participate in educational policy-making with empathy and cooperation, sharing their experiences and knowledge, or they can join curriculum groups to help the curriculum be improved. (Geiser, 1998). F. Parents in interest groups: Parents of children with special needs can organize a particular interest group and, in addition to utilizing teachers' guidance, take advantage of various lectures, videos, and seminars to meet their needs. Overall, we can say that family involvement in a variety of areas is necessary for academic success. When both institutions, home, and school, feel responsible, act per their responsibilities, and employ the same teaching strategies, our children will achieve great educational and educational goals (Kazemi Kurd Asia, 2002). According to the document, the following four issues are brought up: 1. what are the guidelines for parents' involvement in the process? 2. What requirements do we need to meet in the research on parents' involvement in curricula? 3. What are the obstacles to parents' involvement in curricula? 4. What is the position of parents' involvement in curricula?

## Methodology

The current study uses meta-analysis, and the statistical population consists of studies and documents that meet the criteria for the study. The study sample consists of 23 studies that were chosen and subjected to analysis using the purposive sampling method. The research's primary objective is to define the problem clearly. Then from the body of prior research, 23 cases that matched the current study's criteria were selected, and the results were presented as answers to the study's four main questions.

## Findings

Question 1: According to the document, what are the guidelines for parents' involvement in the process?

Numerous studies have been conducted regarding the criticism of the Iranian national curriculum document (Mehrmohammadi, Maleki, Musapour, Hasani, Ahadi, Goya, Sajzadeh, Sadeqi, 2010). Meanwhile, the research findings (Mazaheri, Musapour, and Nateqi, 2016) indicate that in the documents above, 25 propositions have been made regarding the necessity of the family's role in the curriculum from the perspective of the Fundamental Transformation Documents of Education that include the National Curriculum, the Document of Fundamental Transformation of Education, and Theoretical Foundations of Fundamental Transformation in formal and public education. Next, 17 propositions are assigned to their involvement in the curriculum implementation; 12 proposals are set for curriculum production (design and editing), and ten suggestions are provided for curriculum evaluation. These propositions can be analyzed and presented in the form of the following five categories:

1. The part played by families in the creation (design and editing) of the curriculum

The Ministry of Education must utilize as much family participation as possible when developing and implementing curricula and extracurricular activities (National Curriculum: 48). Even after children start attending school, parents are ultimately responsible for their children's education, and Inevitably, parents will continue to be accountable for their children's education throughout all stages (National Curriculum: 218), and it is necessary when creating educational policies and curricula, selecting content, offering educational expenses and how to use them, and enticing parents' participation in class projects (National Curriculum: 318). This can contribute to policy-making and curriculum in the formal and informal systems (National Curriculum: 318). Thus, family and school are two different educational environments in this mindset. Hence, parents must maintain open lines of communication with the faculty and administration of the school while also respecting the family as one of the foundations of education (National Curriculum Document: 298). Within the parameters of the societal educational philosophy, parents have the right to choose the form of education, the right to govern the formal and public education systems within their capability and competence, the right to take part in the process of raising children, and the right to oversee the official and informal education systems (National Curriculum Document: 214).

#### 2. The significance of parental participation in the implementation of the curriculum

The Ministry of Education is in charge of establishing the conditions necessary for directing and enhancing non-official education terminology at home, school, and outside of school (National Curriculum: 48). It is also essential to have the capacity for family participation in curricula (Fundamental Transformation Document: 21). The family cannot be indifferent to the plans, programs, and academic measures carried out for their children. In this way, the family, in addition to supporting and implementing educational designers, should actively participate in policymaking, planning, and especially evaluation of programs and measures of the educational process (National Curriculum: 182).

#### 3. The family's role in the evaluation of the National Curriculum

Despite children's entry into schools and the assignment of goal-setting, policy-making, planning, implementation, monitoring, evaluation, and reform of the formal education system to the government, the responsibility of education is still on parents (Theoretical Foundations of Fundamental Transformation: 218). Family should be a part of evaluating programs and actions in the education process (Theoretical Foundations of Fundamental Transformation: 182).

#### 4. The family's role in realizing the goals of the curriculum

Regarding the necessity of rights and duties in the Islamic perspective, the parents' participation in formal and public education management is their right. The Islamic government must try to fulfill this right and provide its mechanisms (Theoretical Foundations of Fundamental Transformation: 317); Because one of the practical and fundamental social institutions in all types of education, especially in childhood and adolescence, is the institution of the family. Therefore the family has an undeniable role in the education process.

#### 5. The role of family participation in the curriculum process

It is essential to focus on the importance of the family's role in developing and carrying out educational programs (Theoretical Foundations of Fundamental Transformation: 350). The family is the smallest social unit in society and the most significant and influential one in terms of education for children (theoretical foundations of fundamental change: 223). As a result, parents bear the primary responsibility for their children's education (Theoretical Foundations of Fundamental Transformation: 214), with the government playing a supportive and oversight role.

Question 2: What requirements do we need to meet in the research on parents' involvement in curricula?

The curriculum is always the most critical process and learning opportunity in the school. Those affected by any changes due to the curriculum should be considered the beneficiaries of the curriculum. Thus, the family should help develop, implement, and publish the curriculum because it can help the education process, increase the curriculum's quality, and improve students' motivation. Therefore, as influential members of society, parents can be considered determining factors in implementing the curriculum. This participation leads to educational progress, more acceptable school activities, increase in social support for the school.

Also, parents' involvement can play an influential role in the success or failure of a curriculum. As a result, neither parents nor teachers can adequately educate the student on their own. Each has its place, and the level of instruction and teaching in schools can only boost by raising the level of parent-teacher collaboration. The success of the school experience is increased when parents are more actively involved. If given a chance, parents can encourage teachers and students while also assisting in raising the standard of education. When parents partake in the curriculum, students are more successful in school, teachers' self-confidence and job satisfaction increase (Gast, 2016), and the school learns about students' activities and homework at home. It helps them to act more coherently and organized. Furthermore, research shows that parental involvement has improved students' academic success, self-confidence, social skills, and academic advancement (Nakane, 2018).

The results of several studies also point to parental involvement in the development of the curriculum as a success factor (Chen, 2018), and they offer the following recommendations for improvement:

The more parents engage with and contribute to the curriculum; the more academic progress students will make.

Participation from families benefits students' attitudes and behaviors, and academic performance.

Parents should be involved in their children's education from preschool to secondary school.

Given that students spend a large portion of their time at home and complete their teaching-learning process, parents and schools need to participate in education as fully as possible so that education can make more significant and worthwhile contributions to the nation's development.

Question 3: What are the obstacles to parents' involvement in curricula?

According to studies on parents' involvement in their children's education and their relationships with schools, parents' participation in schools has always been problematic for a variety of reasons, including lack of knowledge and recognition of parents, inappropriate behavior on the part of school officials, teachers' inability to engage parents' involvement, and other economic, cultural, and social factors. One of the main challenges and issues in this field that we highlighted in numerous studies is the parents' lack of abilities and experience to participate in school affairs and their ignorance of the best ways to do so. So, how can we accomplish the crucial goal of improving the relationship between parents and teachers and their participation in school, resulting in education's development and coordination with rapid social changes? To do this, researchers and officials looked into and identified the practical obstacles to the parents' participation; removing these obstacles could provide the means for the parents to participate more fully in their children's education. It goes without saying that for the growth and development of education in any society, identifying and removing the barriers that prevent people and parents from participating in this crucial and delicate matter is necessary.

In analyzing the limitations of parents' participation in the curriculum, various obstacles, such as school-related, parent-related, and student-related factors, have been reported (Dehghani, Zarei, and Salehi, 2019). According to some studies, there are three categories of obstacles to parents participating in school activities and curriculum: 1. Intellectual and attitude barriers, 2. Structural obstacles, and 3. Obstacles relating to human resources (Gohari, Jamshidi, and Bidokhti, 2014).

1. Intellectual and psychological obstacles: An absence of ideas is one of the main obstacles to participation in our nation. The lack of intellectual mastery and educated, broad, and intellectual thoughts about the various aspects of education, and the lack of attitude and belief towards the advantages of participation of ideas outside the official educational system (parents) has kept the educational system at the discretion of particular decision makers at the core of this centralized system. As a result, the educational system lacks the blessing of the scientific, intellectual, and specialized potential of motivated and committed parents.

2. Structural barriers: Our nation's educational system is centralized, which means that policy and educational decisions are made by a group of experts, the majority of whom are knowledgeable about education and culture, and then communicated to the provincial educational organizations for implementation. Among the steps that lead to the expansion of participation are eliminating flaws brought on by large-scale administrative

and academic policies and amending current laws and regulations to reflect parents' acceptance in the educational system.

3. Human resource-related barriers: We're talking about effective managers today, whose most crucial traits are creativity, innovation, adaptability and choice, and the use of consultative and collaborative methods for making and implementing decisions within their organizations. Whenever a manager has demonstrated adaptability and capability for cooperative action, things generally advance, regardless of other barriers. Other obstacles to participation include the inadequate trust of scholastic managers towards people, especially experts in education and technology, deficiencies in the internal and external functions of education, its programs and goals, disorder and parallel work in administrative units relevant to attracting parents' participation, such as the programs of the Parents and Teachers Association, the School Development and Renovation Organization, the People's Participation Deputy, the allocation of insufficient funds and resources to educational programs, neglect and lack of ability of managers in exploiting the potential of non-governmental organizations and weakness in providing information and awareness to the people of the society.

Question 4: What is the position of parents' involvement in curricula?

Based on the results obtained from the obstacles to parents' participation in the current situation, the truth is that there are not enough prerequisites and requirements from the government for parents' involvement in the curriculum. On the other hand, there are obstacles such as lack of parents' time, their occupations, distance, and being involved in daily chores, parents' ignorance of their duties, centralization of the education system, and according to teachers, obstacles such as family issues such as divorce, death of a parent, family disputes, parents' lack of time, being busy, distance and being involved in daily tasks, and parents' lack of knowledge about the goals and functions of the school; From the parent's point of view, obstacles such as rapid changes in curriculum and education programs and parents' lack of knowledge and their inability to adapt with programs, the unfavorable economic status of families, the structure of the country's education system, parents' lack of knowledge about the goals and functions of the school and redevelopment of participation culture in the society are considered to be the most critical obstacles to parents' participation.

## Conclusion

Despite the research requirements, the focus of the National Curriculum Document, the Fundamental Transformation of Education Document, the Theoretical Foundations of Fundamental Transformation in Formal and General Education, and 71 propositions identifying the necessity of family participation and interaction in various stages of the curriculum process for their children which has even been justified as their legal and judicial responsibility, there are still many parents who do not participate in their children's education. Even though obtaining the beneficiaries' consent is evidence of a program's success, some research indicates that the engineering approach is the driving force behind the documents, particularly in the National Curriculum; this approach doesn't carry out the predetermined deeds and won't aid in growth (Mosapour and Saberi, 2010: 74); and even though the use of the educational approach and even the engineering approach is compatible with the national curriculum, it is not its foundation. However, its implementation prevents beneficiaries from taking part.

Despite the documents' emphasis on families' involvement, the beneficiaries' agreement, the provision of facilities, and supervision are necessary for the program to be implemented. Although the beneficiaries' understanding is irrelevant when implementing documents like the national curriculum document, fostering a sense of community among implementers is not considered. The provision of facilities is not a problem, so issuing orders results in the program's implementation.

When we regard the curriculum as a pre-prepared document, the participation of parents who are not part of the written program is impossible. But if, in addition to the curriculum as a written document, we consider an opportunity for a frequently overlooked Emergent Curriculum, we can also lay the foundation for the growth of psychological, social, and emotional aspects between teachers and students. Though parents are

interested in participating in the curriculum, and we listed the research and documentation necessities, this event is impossible without providing the necessary implementation guidelines and training.

Research prerequisites also stress the necessity of family participation in curricula. According to parents, the school setting has destructive influences on children physically and psychologically. The school campus is exceptionally cramped. The findings of some research on parents' perceptions of the educational system reveal the following attributes:

The concentration of the educational system, inattention to individual disparities, the lack of flourishing of children's talents, the lack of deep learning, the emphasis on memorization, the suppression of the skills of talented children, the lack of children's interest in school, school-home one-sided relationship, the lack of parental involvement in education, lack of attention to language, music and sports curriculums in school, limited school campus, rigid school discipline, anxiety-driven choice (Attaran and Maleki, 2013).

Inattention to the participation of parents in the curriculum resulted in parents thinking about methods like homeschooling. According to some research, some parents in Iran's upper and middle classes are unhappy with the nation's education system because it is centralized and fails to consider their needs. Middle-class urban Iranian parents want to be more involved in raising their kids.

The research of Attaran and Maleki (2013) also shows that from the research community's point of view, the centralized system of Iranian schools is ineffective for the needs of parents, and affluent and educated parents venture to take their children out of the official educational system. Although this process is still in its early stages and occurs covertly, it is not very pleasant for Iran's official education system, which is committed to its own belief goals.

The required guidelines and criteria should be developed for parents to participate in the curriculum professionally (Olabaay<sup>4</sup>, 2014). Schools and educators should also recognize and comprehend the barriers that prevent parents from being involved in their children's education. Many parents are unwilling to work with the school because of personal experiences that have soured their memories of their school years. Some parents are also reluctant to participate because of their kids' bad experiences or the adverse treatment of children at school. Preoccupations and financial issues have also impeded parental participation (Finders, 1994), and these are regarded as barriers. Even though one of the school's requirements for implementing the curriculum is parent participation, the participation infrastructure is defected by implementation barriers. These barriers are evident in two parts.

#### A. General barrier.

Lack of participation motifs

Lack of essential cultural platforms

Bureaucratic structure

Lack of clarity regarding participation's position within the school's structure

#### B. Specific barriers

Political factors and official influence mean senior managers don't think they need parental involvement and aren't well-prepared to carry out the plan.

Structural and facility factors like lack of theoretical support, unclear objectives and operational approaches

Information factor: not justifying managers and officials at all levels

Culture factor: parents' lack of awareness and liability in cooperation with the school

Organizational factors: creating restrictions and keeping the manager within bounds in the management process, the habit of managers to receive directives from above, the limitation of competent managers, the lack of confidence in managers, and the unwillingness to leave the traditional implementation methods are other obstacles to parents' involvement. What should be done? To solve this issue and improve parents' participation in the curriculum, the environment and atmosphere of the school should be inviting, and teachers should receive the necessary training to encourage parents' possible involvement. Suppose the school does not have a plan for parents. In that case, the school staff should be active and take the required steps to convince parents about the interaction and advantages of being involved in the curriculum as the

<sup>4</sup> Olibie

key to students' success. Schools and parents should include students in planning activities, choosing school priorities, and taking advantage of their capabilities in decision-making and implementing decisions to improve the education process. Parents have the right to monitor the school's performance, criticize and evaluate it, feel responsible for its fate, and actively partake in its development (Jafari Moqadam and Fani, 2002).





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