

Psychological and Pedagogical Cooperation between School and Family in the Child's Professional Adaptation

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Abstract

This study deals with case study research on parental involvement in students' education and academic growth in high school. Parent involvement in a students' education is found to be positively associated with a student's academic performance. However, there has not been much investigation of the mechanisms that explain this cooperation. The present study investigates the potential mechanism of this cooperation: the quality of the teacher-student relationship. The data was gathered through case study interviews, questionnaires, and classroom observations. It is recommended to recognize that we are dealing with a new generation of students in the 21st century, characterized by self-love, value, confidence, and belief in their future life. The activities during the research were carried out with the 116 parents of students aged 13-17, starting with the 7th to 11th grades. Findings showed that several factors limit the effectiveness of parental involvement in education, including high-stress levels due to divorce, an increase in single-parent families, and the complexity of modern life. The research concludes that parents and teachers should work together to guide students toward their future and invest more time in them, showing interest, listening to and analyzing their thoughts, and correcting their mistakes.

Key Words: Parental, Family, Engagement, Participation, Performance

Çocuğun Mesleğinde Okul ve Aile Arasındaki Psikolojik ve Pedagojik İşbirliği

Özet

Bu çalışma, lise öğrencilerinin eğitiminde ve akademik gelişiminde ebeveyn katılımını inceleyen bir vaka çalışması araştırmasıdır. Öğrencilerin eğitiminde ebeveyn katılımının, öğrencinin akademik performansı ile doğru orantılı olduğu sonucuna ulaşılmaktadır. Ancak bu iş birliğini açıklayan mekanizmalar hakkında çok fazla araştırma yapılmamıştır. Bu çalışma, bu iş birliğinin potansiyel mekanizmasını öğretmen-öğrenci ilişkisinin özellikleriyle birlikte araştırmaktadır. Veriler, vaka çalışması görüşmeleri, anketler ve sınıf içi gözlemleri yoluyla toplanmıştır. 21. yüzyılda kendini seven, değer veren, kendine güvenen ve geleceğe dair umutları olan yeni bir öğrenci nesliyle karşı karşıya olduğumuzu kabul etmek önemlidir. Araştırma, 7. sınıftan başlayıp 11. sınıfa kadar olan 13-17 yaş arası öğrencilerin 116 ebeveyninin katılımı ile gerçekleşmiştir. Sonuçlar, boşanmadan kaynaklı yüksek stres seviyeleri, tek ebeveynli ailelerin artışı ve modern hayatın karmaşası dahil olmak üzere birçok çeşitli faktörlerin eğitimde ebeveyn katılımının etkinliğini sınırladığını göstermiştir. Araştırma, ebeveynlerin ve öğretmenlerin, öğrencilere, geleceklere için rehberlik edebilmek amacıyla birlikte uyum içinde çalışmalarını, onlara daha fazla vakit ayırmalarını, onlarla ilgilenmelerini, düşüncelerini dinleyip analiz etmelerini ve böylelikle yanlışlarını düzeltmelerini gerektiği sonucuna varmaktadır.

Anahtar Kelimeler: Ebeveyn, Aile, İlgilenme, Katılım, Performans

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Introduction

The children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The impact of parent involvement on academic success has been noted not only by educators, but also by policy makers who have integrated efforts aimed at increasing parent involvement into wider educational policy initiatives. Parent involvement in a student's education is consistently found to be positively associated with a child's academic performance (Hill & Craft, 2003; Hara & Burke, 1998; Marcon, 1999; Stevenson & Baker, 1987). The findings of the importance of early academic success, a child's academic success has been found to be more stable after early elementary school (Entwisle & Hayduk, 1988; Pedersen, Faucher, & Eaton, 1978). That is why, it is important to note factors that contribute to early academic success and that are subject to change.

The road from childhood to maturity is complicated, with several growth, development, and adaptability phases. A critical component of this trip is the child's preparation for future professional endeavor. Educators and researchers have reported the parent-child interactions, stimulating and responsive parenting practices which are importantly influence on a student's academic growth (Christian, Morrison, & Bryant, 1998; Committee on Early Childhood Pedagogy, 2000). By searching the parenting practices that are subject to change and the mechanisms by which these practices influence academic performance, programs may be improved to increase a child's academic performance. While parent involvement has been found to be related to increased academic performance, the specific mechanisms are not yet fully understood (Hill & Craft, 2003). Learning these mechanisms would inform further study and policy initiatives, it may lead to the development of intervention issues designed to improve children's academic performance.

The partnership between the school and home has been defined and measured in different ways, including activities when parents engage in home and at school (Epstein, 2009; Grolnick & Slowiaczek, 1994; Kohl, Lengua, & McMahon, 2000). Some studies found that increased frequency of activities was associated with higher levels of child misbehavior in the classroom (Izzo, Weissberg, Kaspro, & Fendrich, 1999), where positive attitudes to education and school were associated with the child's increased academic growth (Rimm-Kaufman, Pianta, Cox, & Bradley, 2003).

The importance of parent attitudes toward education and school is less understood, though attitudes are believed to comprise a key factors of the relationship between parents and school (Eccles & Harold, 1996). Parents position are demonstrated clearly during out-door activities and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents (Kellaghan, Sloane, Alvarez, & Bloom, 1993).

Adaptation to future professional activities is more than just learning particular skills or information; it is a multifaceted process that includes emotional, social, and cognitive components. Both school and family contexts have an impact on the child's overall development. A smooth partnership

between these two organizations can result in a caring environment that promotes the child's successful transition to their future professional carrier.

The implementation of Kyrgyz Republic Governmental Programs contained in normative documents, namely the "Conception of development of education in the Kyrgyz Republic for 2021-2030"⁴ are closely related to raising the quality of secondary school education and the parental involvement in Kyrgyzstan.

The Law "On Education of the Kyrgyz Republic" and the "Education Joint Sector Review"⁵ in the Kyrgyz Republic in 6-7 December, 2022 include increasing the pace of the secondary school education programs and cooperation with the family, paying particular attention to joint works. Thus, according to the Law of the Kyrgyz Republic "On Education"⁶, parents are obliged to create a basis for the physical, moral and intellectual development of the child's personality; in another words, parents are the foremost educators of their children. The main focus of the state educational policy is defined as the recovery of family education traditions; provision of parents with affordable educational and psychological assistance in educating children

Obstacles

Research has shown repeatedly that parent involvement is a key factor in students' success. (Hickman,1995) even it goes so far as to say it is the most important thing in determining a student's success at school and in their future. One must question, with so much evidence at hand: "why parents, especially at the high school level, are not more involved in education of their children?"

In the past, each elementary school had a Parent Teacher Association full of enthusiastic parents and field trips were eagerly chaperoned by moms and dads. Teachers were generally satisfied with that amount of parent involvement, with the exception of booster clubs, PTAs and open houses, high schools across the country have kept parents at a distance. (Rook & Fisher, 1995)

Many parents are encouraged to stay at home with their children. Having ones' parents at school is potentially embarrassing, after all, how much independence does one feel with mom or dad at school? How many parents have the time to be at school? Some may not care and the majority trust the schools to meet the needs of their sons and daughters. (Rook & Fisher, 1995).

Bakker, J. & Denessen, E. (2007) offers the following as barriers to parent involvement: time, uncertainty about what to do and their own importance, cultural barriers, and lack of a supportive environment. Epstein (2009) states that schools and families are more likely to get in touch when the student is having problems at school. (Deslandes, Royer, Turcotte, & Bertrand, 1997). Unfortunately, some do not involve much participation, while others manifest their "I don't care" attitude.

⁴ <https://kao.kg/wp-content/uploads/2021/01.pdf>

⁵ <https://www.unicef.org/kyrgyzstan/media/8021/file/Education%20Joint%20Sector%20Review.pdf>

⁶ <https://cbd.minjust.gov.kg/4-3419/edition/1273902/ru>

Collaborating with schools is crucial for parents who want to provide the best education for their children. Schools impart knowledge on various subjects and shape individuals, which can be advantageous for parents in the long run.

There is another main problem encountered in the partnership with parents raising the level of pedagogical knowledge of parents. The Russian educator V. A. Sukhomlinsky emphasized in the book of Cockerill, A. (1952), that the teacher has no free time. Why? In his opinion, due to the parents' low pedagogical culture and irresponsibility, the teacher is often forced to do instead of them. If to let parents be the first mentors and teachers, with the goal that laziness and negligence will never be born in children under their watchful observation and control, so we may pay so much attention to the work with parents. Schools are forced to assume greater responsibility for raising and nurturing students. Teachers have more duties and curricula to cover and shrinking resources to get the job done.

In our study, activities were carried out with the parents of students aged 13-17, starting with the 7th to 11th grades. According to the Epstein framework (Epstein et al, 2009), all families create a home environment to support children as students. However, this posed a problem. Because as we all know, with the collapse of the Soviet Union, many parents had to go to work in other countries due to the economic unemployment problem in Kyrgyzstan. Thus, the children were left in the hands of their grandparents or relatives. It would cause trouble for both the student and the teacher. For this reason, we worked with some students' relatives or grandparents.

We concluded that the contribution of relatives and grandparents to the education and training of the student is low. The reason is that they do not know the child well; they think that it is enough for him to feed his stomach and be well dressed since he looks at the child with the eye of a caregiver. However, unfortunately, it seems that nobody cares about the child but her parents and that "nobody" does not consider the child's material and spiritual development during adolescence.

For instance, Zhazgul came to our school in the 7th grade; her parents divorced, her mother went abroad to work, and she lives with her grandmother. Zhazgul says that she misses her mother all the time, there is resentment towards her mother because she left her and is not with her, but she loves her very much. Longing the student endured took away her interest in education and adversely affected her upbringing. We visited the student's house and talked to her grandmother. Our observation showed that the child did not care about her grandmother. She seemed spoiled and did not take her grandmother seriously. As well as grandmother says it is okay no matter what she does and does not interfere with other affairs. The teacher could do half his support as an educator, much like a bird without one wing.

Asel, her parents, worked in Russia, and she lived with her aunt. No matter how much financial support her parents gave, something was lacking; her aunt could not provide that. We could not visit the student's house because her aunt did not meet this situation well. Instead, she came to the school and talked to us; she just listened and left. It was understood from this that no benefit could come from the aunt. Asel did not want to attend classes; many times, she appeared absent, felt lonely, and believed that

she could make some decisions in her life because of it. Children who think this way do not listen to their teachers; they do not notice them as close to them, so they do not think of getting some advice. Asel distanced herself from her teachers and could not believe they could help.

Examples like this enlighten us that, as teachers, we presume that whatever we want to give the student, we can reach our goal only if the parents aid with this critical task. Therefore, the concept of parent involvement is essential.

If children feel cared for and are stimulated to work hard as students, they expect to do their best to grasp learning and other skills and talents. Parents and teachers not paying serious attention to children have also emerged as an apparent issue (Chartier & Geneix, 2006).

It is not wrong to say that such research helped develop a balanced relationship. An extensive partnership program that included opportunities to interact with families at school and home has yielded potentially significant results. Often parents do not try to understand their children. We Kyrgyz have such a tendency among the people "Eldin Baldary". This inclination is a comparison, constantly comparing with the children of others without paying attention to the child's true wishes. In the seminars, most parents said they realized they had made a mistake in their child's upbringing. They demand good, excellent grades and consistently be successful. The parenting involvements we discussed above-helped parents realize real support for their children's development.

Urmat Zhorobekova, the mother of the 11th-grade student Ayzirek Zhorobekova, shared her opinion: "I have three children. Three of them studied in these Turkish high schools. I left my children to relatives and went to work in Kazakhstan with my husband. I thought we were paying for the school; my children are getting an education in a good place. One day, when I came on vacation, my daughter's teacher called the home, and we talked about my daughter's grades and upbringing. My daughter had been involved in one of the discipline issues, and I was astounded. How to come? I even noticed some changes in her behavior, too. I was worried, and during my vacation, I came to school every day, and the teacher also tried to help me manage this situation. I liked that the teacher suggested what she could do for me. At that moment, I learned there was a Parent school seminar, and I participated. I attended the parent school seminars several times and realized that the most critical job mine was being next to my children. And we decided to come back with my husband, and we returned. Currently, my daughter is a successful student at the faculty of medicine. If I didn't have contact with the school and the teacher, I would not have known about this, and we, as parents, realized how much we leave our children alone."

In a family like a school, a teacher might say, "I know when a student is having a bad day and how to help him along."The student might slip and call a teacher "mom" or" dad", and then laugh with a mixture of embarrassment and glee. (Lewis, Schaps, & Watson, 1995; Viadero, 1994)

There was a weekly one-on-one interview regardless of how many students were in the class. And it was asked how many students were seen at each class teacher's meeting. Some teachers were worried

about how they could help their problematic students in the class by making the agenda in that meeting. Thus, we teachers tried to turn the school into a family-like school.

Parents can create a school-like atmosphere that fosters their children's growth and confidence by prioritizing education, homework, and skill-building activities at home. Mothers, in particular, can play a pivotal role by becoming their children's first teachers and transforming their homes into places of learning. When we think of a school-like family, we may recall fond memories of teachers who acted as mentors, celebrated our individuality, and encouraged our progress. We may also remember how our families supported our education by engaging in educational activities and taking pride in our academic achievements. Experts like Rebecca Winthrop and Karen Mapp agree that strong relationships between families and schools are vital for student success and organizational change. As schools recognize the importance of respectful partnerships with families, we can look forward to a future where every child has the support they need to thrive.

Method

The study was conducted in schools of Kyrgyzstan. The participants were chosen, and while parents could participate voluntarily, students and teachers were required to participate. The quota sampling was used to investigate the characteristics and relationships of three existing groups: parents, students, and teachers.

Procedure and Data Collection

The researcher used a questionnaire to survey teachers, students, and parents and conducted one-in-one interviews with them. A meeting with the principal and administrators was held before a parent meeting was arranged. The researcher asked for contact information, including email addresses and phone numbers, and used the latter to contact parents during activities.

Below is a chronological timeline of events used by the researcher as guidance during the completion of the study. The activities took place on a particular day of the week of each month as follows.

1. Saturday - Parent School
2. Wednesday - Cooking Club
3. Thursday - Parent workshop
4. December and January - Book Reading contest (only once)
5. February - Charity concert (only once)
6. May - Food fair (only once)

During these events, the researcher, teachers and parents reveal their contribution to the academic development of children, which was the purpose of the study.

The study showed that all parents want to understand and help their children by participating in school activities and sharing their concerns with their students' educators. Some parents reported that

they needed teachers to strengthen their children's self-confidence, to be interested in studying, and in helping them do their studies.

Limitations

Research has shown that several factors limit the effectiveness of parental involvement in education, including high-stress levels due to divorce, an increase in single-parent families, and the complexity of modern life. Additionally, parents who have migrated to other countries due to unemployment in Kyrgyzstan may have limited opportunities to participate in their children's education. The lack of continuous support from parents, unresponsiveness from teachers, and misplaced expectations further contribute to a disconnect between parents and teachers, limiting researchers' ability to study the family-school relationship.

Findings

The study was based on the case study research using the scale of six types of parent involvement - investigation by Epstein, (2009) and his team. The questionnaires targeted teachers, parents, and students to assess their familiarity. The study involved 30 homeroom teachers from grades 7 and 11 in two schools in Kyrgyzstan. The findings revealed that teachers in Kyrgyzstan showed a greater interest in taking care of their students.

The importance of teacher-student collaboration in helping children adapt to school was confirmed by the responses. However, 63% of the respondents felt that parental involvement is necessary for a student's success. The questionnaire was given to 72 Osh female high school students, 96 students from Z. Nurmatova's school, and 24 students from an intellectual school in Ethiopia to understand student perceptions of their teachers. The 47% of respondents rated their teacher as a good listener who is understanding, patient, and interested in students.

A total of 33 parents from Osh girls' high school, 58 from Z. Nurmatova's School filled out the questionnaire on how to cooperate in this triangle in the adaptation process and the relationship that guides the student to future professional activities. The 52.45% of parents like threefold interviews, home visits, and constant contact. The 34.29% parents are satisfied with the school's environment and collaboration. The 24.21% of them prefer self-study and scheduling a future conference. Some parents suggested improving teaching about respecting diverse backgrounds. Parents value family participation, but restrictions need updating for better collaboration.

Discussion

Parent involvement in school activities is an essential first step in bonding parents with the school but should be seen as something other than an endpoint. Children primarily learn from their parents at home, so parents must guide and support them meaningfully. More than simply being present is required to gauge the impact of parental involvement. Establishing a trusting relationship is critical. While schools must provide the necessary conditions for the pedagogical process, parents are ultimately

responsible for their child's education. The pedagogical team and parents must work together to ensure the student's success.

Conclusion

School educators and policymakers ought to continue to investigate ways to improve a parent's positive attitude about their child's education. The attitude is related to their child's academic performance. Future policy is to be focused to developing and promoting school programs that make parents to increase a child's perception of cognitive competence and future research to better understand the mechanisms by which it happens. School administrators and teachers should consider ways to improve the student-teacher relationship, especially with the child's academic growth. According to the research, parents can help their children achieve success by thinking like teachers, showing empathy, trusting the teacher, and avoiding constant control. Instead of imposing their own desires, parents should ask their children what they want and make them feel heard and respected. This involves not just listening when there is a problem, but actively seeking their ideas and collaborating with them. Parents should also believe in their children's success when they hear from both the student and the teacher and be willing to engage with the teacher.

It is important to recognize that we are dealing with a new generation of students in the 21st century. As one scholar puts it, this generation is characterized by self-love, confidence, and a belief in their own correctness. Rather than trying to change them, parents and teachers should work together to guide them towards their future.

Parents and teachers should invest more time in adolescent students, showing interest, listening, analyzing their thoughts, and correcting their mistakes. Although it is important to adapt to school life at a young age, it is equally important to prepare children for life as soon as they start making decisions in adolescence.

Ethical Declaration

During the writing process of the study titled "Psychological and Pedagogical Cooperation between School and Family in the Child's Professional Adaptation", scientific rules, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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GENİŞ ÖZET

Öğrencinin akademik çalışmalarına ebeveynlerinin de dahil olması akademik başarıyı yükseltmektedir. Ebeveyn katılımının akademik başarı üzerindeki etkisi, yalnızca eğitimciler tarafından değil, aynı zamanda ebeveyn katılımını artırmaya yönelik çabaları, daha geniş eğitim politikası girişimlerine entegre eden politika yapımcılar tarafından da fark edilmiştir. Literatürde ebeveyn-çocuk etkileşimleri ve uyarıcı, duyarlı ebeveynlik uygulamalarının öğrencilerin akademik gelişimi üzerindeki etkilerinin incelendiği birçok çalışma mevcuttur. Çalışmalar göstermektedir ki ebeveynlerin çocuklarının eğitime katılımı, çocukların akademik performansı ile tutarlı bir ilişkiye sahiptir. Bazı çalışmalar ilkokulun başlangıç yıllarından sonra, öğrencinin akademik başarısının daha istikrarlı olduğunu göstermektedir. Bu nedenle, erken akademik başarıya katkıda bulunan ve değiştirilebilecek faktörlerin not edilmesi önemli görülmektedir. Çocukluktan yetişkinliğe geçiş süreci önemli ve karmaşık bir süreçtir ve bu süreçte gelişim için çok çalışmak gerekir. Yapılan çalışmalar ebeveyn ve çocuk etkileşiminin, ebeveyn rehberliğinin ve duyarlılığının, en az ders çalışmak kadar önemli olduğuna dikkat çekmektedir. Ebeveynin çocukla arasındaki değişebilecek bu ilişkisinin incelenmesinin, öğrencilerin akademik başarılarını arttırmak için siyasilere de kullanabilecekleri bir eğitim modelinin oluşmasını sağlayabileceği görülmektedir.

Okul ve ev arasındaki ortaklık, ebeveynlerin evde ve okulda katıldıkları etkinlikler yoluyla tanımlanmış ve ölçülmüştür. Ebeveynlerin eğitim ve okula yönelik tutumlarının, çocukların sınıf davranışları ve öğretmenlerle olan ilişkileri üzerinde önemli bir etkisi olduğu gözlemlenmiştir. Ayrıca gelecekteki mesleki faaliyetlere uyum sağlamak, belirli beceri veya bilgileri öğrenmekten daha büyük önem arz etmektedir. Bu durum duygusal, sosyal ve bilişsel bileşenleri içeren çok yönlü bir süreçtir. Hem okul hem de aile ortamları, çocuğun genel gelişimi üzerinde etkiye sahiptir. Bu iki kuruluş arasındaki sorunsuz ortaklık, çocuğun gelecekteki mesleki kariyerine başarılı geçişini destekleyen bir ortam yaratabilir.

Kırgız Cumhuriyet'i kanununa göre uygulanan bir eğitim modeli, Kırgızistan'da ortaokul eğitiminin kalitesini arttırmayı, ebeveynlerin eğitime dahil olmasını ve ortak çalışmalarını amaçlamaktadır. Yine kanununa göre ebeveynler çocuğun fiziksel, ahlaki ve entelektüel gelişimi için bir temel oluşturmakla yükümlüdürler; başka bir deyişle, ebeveynler çocuklarının en önemli eğitimcileridir. Devlet eğitim politikasının ana odağı, aile eğitim geleneklerinin yeniden canlandırılması, ebeveynlere çocukları eğitmede uygun eğitim ve psikolojik yardım sağlanmasıdır.

Ailenin okula ve çocuğun akademik çevresine olan yakınlığının başarı açısından önemi tartışılmaz derecede büyüktür. Fakat bu durumda ailelerin bazılarının tutumu, sürekli okul ve çevresinde olmanın çocuk üzerinde yaratacağı utandırıcı etkiden dolayı, buna ayıracak zamanlarının olmayışından, çocuğun ihtiyaçlarını okulun karşılayacağını düşündüklerinden ya da farklı sebepler yüzünden çekimser ya da umursamaz olmaktadır. Bazı araştırmacılar bu durumları çevre etkisi, ebeveynin kendisine ya da işlerine gösterdiği önem, kültürel ve geleneksel bazı engeller olarak tanımlamıştır. Başka bir çalışma aile ve okulun ancak sorunlar ortaya çıktığında bir araya geldiğine dikkat çekmiştir. Açıktır ki öğrencinin alabileceği en iyi eğitimi alması ancak ebeveynin okul ile işbirliği içinde olmasına bağlıdır. Bu konudaki bir başka önemli engel ise anne ve babaların pedagojik anlamda yetersiz bilgiye sahip olmaları ya da hiçbir bilgiye sahip olmamalarıdır. Dolayısıyla bu bilgisizlik öğretmenlerin işini daha da zorlaştırmaktadır.

Öğrencilerin ilk ve sürekli öğretmenlerinin ebeveynlerinin olması, öğrencilerdeki tembellik ve cehaleti ortadan kaldıracak ve sürekli gözlem sayesinde akademik başarıyı da beraberinde getirecektir. Kırgızistan'da yapılan çalışmada, 7. sınıftan 10. sınıfa kadar olan 13-17 yaş grubundaki öğrenciler kullanılmıştır. Bilinen bir gerçektir ki Sovyetler Birliği'nin çöküşüyle birlikte, Kırgızistan'daki ekonomik işsizlik sorunu nedeniyle birçok ebeveyn başka ülkelere çalışmaya gitmek zorunda kalmıştır. Böylece çocuklar büyükanne ve büyükbabalarının veya akrabalarının eline kalmıştır. Bu durum hem öğrenci hem de öğretmen için sorun yaratmaktadır. Bu nedenle, ebeveyn olarak büyükanne ve büyükbabalar seçilmiş ve ölçüm sonuçlarında akademik başarı oranları düşük seviyede olmuştur, çünkü büyükanne ve büyükbaba çocuğu yeterince tanımamakta ve kendilerini sadece en temel ihtiyaçları karşılama konusunda sorumlu görmektedirler. Dolayısıyla öğretmenlerin tek başlarına çabaları da maalesef yeterli olmamıştır. Boşanma, ölüm vb. durumlardan dolayı yine benzer sorunlar

yaşanmaktadır. Bazı çalışmalar da, ebeveynlerin doğrudan kendilerinin, çocuklarının akademik çalışmalarıyla ilgilenmeye, okul ve aile bağlantılarına dikkat etmeye, çocuklarını yakın takibe almaya başladıktan sonra elde ettikleri akademik gelişmelere dikkat çekmektedir. Anne ve babalar evlerinde aile ortamına benzer bir akademik eğitim öğretim ortamı oluşturabilir, anne, çocukların özgüven, sorumluluk ve öğrendiğini uygulayabilmesi konusunda önemli bir rol üstlenebilir, aynı zamanda öğretmenler de sınıflarda, öğrencilerin duygusal, mental ve kişisel gelişimlerine yardımcı olabilecek bir akademik ortamı oluşturabilirler.

Bu çalışma Kırgızistan'daki okullarda gerçekleştirilmiştir. Ebeveynler gönüllü olarak katılabilirken, öğrenciler ve öğretmenlerin katılımı zorunlu olmuştur. Mevcut üç grup olan ebeveynler, öğrenciler ve öğretmenlerin özelliklerini ve ilişkilerini araştırmak için kota örnekleme kullanılmıştır.

Araştırma, katılımcılarla yapılan birebir görüşmeler sayesinde ve belirli ay ve günlerde yapılan kronolojik bir sıraya bağlı çeşitli etkinlikler aracılığıyla yürütülmüştür. Araştırma sonucunda, ebeveynlerin bu konuda yardıma istekli oldukları ve özgüven gelişimi için öğretmen yardımına muhtaç olduklarını gözlemlenmiştir. Ayrıca, araştırma sonucu, boşanma kaynaklı stres, tek ebeveynli ailede yetişme ve modern yaşamın zorlukları gibi çeşitli durumların çocuklarla ilgilenme konusunda etkili olduğunu göstermektedir. Bununla birlikte ailenin sürekli vermesi gereken ilginin eksikliği, öğretmenin bu konudaki duyarsızlığı ve ebeveynin öğrenciden gerçekçi olmayan beklentilerinin de araştırma sonuçlarını etkilediği görülmüştür. Araştırma Joyce Epstein ve arkadaşlarının kullandığı 6 farklı türde aile ilgisi ölçeği kullanılarak yürütülmüştür. Anket Kırgızistan'da iki farklı okuldaki öğrencileri, 7. ve 11. sınıflara ders veren 30 öğretmeni ve aileleri kapsamaktadır ve sonuçlar öğretmenlerin öğrencilere yardımcı olmak istediklerini de göstermektedir. Ankete katılanların %63'ü ebeveyn ilgisinin akademik başarı için gerekli olduğunu düşünmektedir. Ayrıca bu anket öğrencilerin öğretmenleri hakkındaki algılarını anlamak amacıyla farklı okullardaki 168 öğrenciye ve Etiyopya'daki 24 öğrenciye de verilmiştir. Sonuç olarak cevap verenlerin %47'si öğretmenlerini iyi bir dinleyici, anlayışlı, sabırlı ve öğrencilerle ilgilenen biri olarak değerlendirmiştir. Ek olarak bu 168 öğrencinin ailelerinin de yarıdan fazlası öğrenci-öğretmen-veli uyum sürecinde nasıl bir iş birliği yapılacağı ve öğrenciyi gelecekteki mesleki faaliyetlere yönlendiren ilişki hakkında anket doldurmuştur. %52,45'inin üçlü görüşmeleri, ev ziyaretlerini ve sürekli iletişimi beğendiği, %34,29'unun okulun ortamından ve iş birliğinden memnun olduğu, %24,21'inin ise kendi başına çalışmayı tercih ettiği sonucuna ulaşılmıştır. Ebeveynler aile katılımını değerli buluyor, ancak daha iyi iş birliği için kısıtlamaların güncellenmesi gerektiğini belirtiyorlar. Sonuç olarak, ebeveynlerin, öğrencinin akademik başarısındaki rolünün önemi ve buna olan katkısı tartışılmaz derecede önem taşımaktadır. Çocuklar asıl eğitime ailede başladıkları için aile ve ev ortamının eğitimden uzak olması düşünülemez ve güven ile saygıya dayalı bir ebeveyn çocuk ilişkisi akademik başarıyı da etkileyecektir.

Aileler, eğitimciler ve siyasetçiler bu konularda gelişme adına çalışmalara devam etmeli ve gelecekte buna uygun eğitim ve öğretim programları hazırlayarak gelecek nesilleri buna göre

eğitmeliyimdirler. Okul yönetimleri ve aileler bu ilişkiyi güçlendirecek sorumlulukları almalı, gelişmeye odaklı bir şekilde ve içinde sürekli kontrol mekanizması bulunmayan bir eğitim modelini benimseyerek ve öğrencilere kendi arzu ve isteklerini empoze etmekten kaçınarak 21. yüzyıl öğrencilerini yetiştirmelidirler; onları dinlemeli, aktif olarak onların fikirlerini almalı ve onlarla işbirliği yapmalıdırlar. Ebeveynler, çocuklarının ve öğretmenlerinin başarısına inanmalı ve öğretmenle iş birliği yapmaya istekli olmalıdırlar. 21. yüzyılda yeni bir öğrenci nesli ile karşı karşıya olduğumuzu kabul etmek önemlidir. Bir araştırmacının da dediği gibi, bu nesil öz sevgisi, güveni ve kendi doğruluğuna inancı ile karakterizedir. Ebeveynler ve öğretmenler, onları değiştirmeye çalışmak yerine, gelecekleri adına onlara doğru rehberliği yapmak için birlikte çalışmalıdırlar. Ebeveynler ve öğretmenler, ergen öğrencilerle daha fazla zaman harcamalı, ilgi göstermeli, düşüncelerini dinlemeli, analiz etmeli ve hatalarını düzeltmelidirler. Çocukların okul yaşamına genç yaşta uyum sağlamaları önemli olsa da, ergenlik döneminde kararlar almaya başladıklarında onları hayata hazırlamak da aynı derecede önem taşımaktadır.