
ROLE OF PARENT-SCHOOL PARTICIPATION TO IMPROVE EARLY CHILDHOOD EDUCATION IN PRIVATE AND PUBLIC PRESCHOOLS IN MAURITIUS

Oozeerally Asgar

Ph.D. Scholar,
Department of Education, Open University of Mauritius,
Port-Louis, Mauritius.
Email: asgar3@hotmail.com

Shahida Sajjad

Professor & PhD. Supervisor,
Department of Education, Open University of Mauritius
Sindh, Pakistan.
Email: shahida_sajjad75270@yahoo.com

ABSTRACT

This paper reports a case study of the role of Parent School Partnership in improving Early Childhood Education in public and private preschools of Mauritius in line with current reforms in the education system in Mauritius for free pre-schooling as of 2024. The research objective was to explore the teachers' perceptions and practices of Parent School Participation in early childhood education to improve the quality of education of the children in preschools of Mauritius. Qualitative research was carried out on a sample of twelve preschool teachers selected through convenient sampling from three private and three public preschools selected through stratified purposive sampling. These schools were of three socioeconomic statuses that are high, middle and low socioeconomic backgrounds. The research tool was open-ended interview questions for teachers of these preschools. On one hand, teachers of private preschools of higher socioeconomic backgrounds involved parent participation to a very high degree and this decreases as we move down the socioeconomic ladder. On the other hand, public schools have a centralized administration, the Early Childhood and Care Authority, and teachers from these preschools are not empowered to include parental participation in school curricular and community activities. Therefore, in Mauritius, the Parent School Partnership is more strongly supported by teachers in private preschools as compared to public preschools and participation of parents decreased down the socioeconomic ladder.

KEYWORDS

Parent School Participation, Early Childhood Education, Private schools, Public schools, Teachers, Mauritius

INTRODUCTION

The majority of failure cases at school has as root cause, a missed start at preschool and lack of parental care in education of their child from a younger age (Mao, et al. 2022; Ates, 2021; Burdinski, 2024). This is indeed a matter of urgent high concern when researchers prompt that, the purpose of free education is defeated with the high dropout rates (Cyparsade, et al. 2013; Hollup, 2004) as is the situation at secondary level in Mauritius. Therefore, it is high time or never to look back at the preschools to diagnose the possible causes and remedies for improved quality of education (Pianta, 2016; Andrew, 2019; Akabayashi, 2023). One of the present realities in Mauritius is a change in the family structure and it is a fact that the family is the first educational environment for the child (Ceka, 2016). There have also been fast changes in our society with the consequence that there are more and more cases of single parents or broken families (Yusuf, 2020; Sangeet, 2022) where children are uncared from a very young age (Gul, 2017). Therefore, parents need to shoulder more responsibility in schooling of their children, especially at preschools (Ali, 2022).

LITERATURE REVIEW

Researchers argue about supporting parents, as potential stakeholders, who have many resources which need to be usefully tapped and not ignored (Nhlumayo, 2011; McKenna & Millen 2013; Salako, 2023). They stress on the point that parental participation is an essential reinforcement of educational experiences as it helps children to continue to learn at home and this creates a more positive attitude in children and helps them perform better when they are in school (Oranga, Matere, & Nyakundi, 2023; Lillio, 2019). Furthermore, Utami (2022) summarized that, when parents are involved in their children's education, both parents and children are benefitting in this long-term investment in education. Further researchers are blunt in their statements that without family participation, intervention for quality education is difficult to be successful, and whatever improvements are achieved will disappear once the intervention is discontinued (Haisraeli, & Fogiel-Bijaoui, 2023; Kim, & Riley, 2014). This stresses on sustainability of quality of education when schools, families and communities work together as partners, the children are the ultimate beneficiaries (Agabrian & Mircea, 2007; Landmark, Roberts, & Zhang, 2013; Stefanski, Valli, & Jacobson, 2016).

Other researchers also argue about supporting parents, as potential stakeholders, who have many resources which need to be usefully tapped and not ignored (Daniel, 2017; Kang et al, 2022). They stress on the point that parental participation is an essential

reinforcement of educational experiences as it helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school (Lillo, 2019). Furthermore, Utami (2022) summarised that, when parents are involved in their children's education, both children and parents were likely to benefit in this long-term investment in education. Additionally, in spite of the alarming family crisis of this century and incomparable economic disparities in the Mauritian communities, the family still remains to be the most effective and economical system for promoting and sustaining the child's development and education (Shaturaev, 2021). Moreover, an increase in family participation in preschool programs, has demonstrated greater student academic motivation and stronger social and emotional development (Mahoney et al., 2021) among all young children from diverse socioeconomic background. As parents and other family members help in their child's preschool program, they get a first-hand experience of the difference that collaboration makes and get used to it in later grades (Boit, 2020). Such experiences often encourage the family and community to stay involved throughout their child's school career, providing substantial support for schooling and increase the chances that their children will succeed (Bryan et al., 2020).

RESEARCH OBJECTIVE

1. The present study was carried out to explore the teachers' perceptions and practices of Parent School Participation in early childhood education to improve the quality of education of the children in preschools of Mauritius.

RESEARCH METHODOLOGY

This qualitative study uses an interpretive paradigm with a constructivist ontological lens that there are multiple realities and meanings, which are perceived and refined as the researcher goes deeper in the exploration (Lincoln, Lynham, & Guba 2011) to construct meaning from the interview of the teachers of preschool about Parent School Partnership in their schools. As Burns et al. (2022), also posits that there are multiple realities which are disclosed and these allow for a holistic view while enhancing appreciation for the various possible meanings of experiences encountered and so the interview was extended to teachers of preschools with different characteristics. This is in line with Kivunja & Kuyini (2017) who concluded that the interpretivist paradigm is in reality, socially constructed (Bogdan & Biklen, 1998). Moreover, while pursuing the aim of understanding the multiple realities, and lived experiences of the researched, the researcher opted to use a case study methodology. Yet, because of the sample size (six preschools), adopted a multi-site case study for comparative analysis of multiple cases (Mercer, 2009) on six categories of preschools, to achieve an in-depth exploration (Savin-Baden & Major, 2023) of the grounded realities of Parent School Partnership in preschools in Mauritius. Besides, the perceptions, practices and experiences of the teachers were inquired about including parental participation in

preschools activities could help to reframe preschool policies of parental participation (Hughes, 2021). The open-ended interview was carried out for teachers as the researcher deemed it important to have a flexible approach to questioning the participants.

Sample and Sampling Method

Data was collected from twelve early childhood education schools in Mauritius selected through stratified purposive sampling method (Campbell, 2020) as the schools were having children coming from different socioeconomic background. The researcher personally visited the selected preschools to meet the teachers to inquire about parental participation in preschools. Moreover, for the research not to be affected by managerial and socio-economic biases, six public free preschools and six fee-paying private preschools were selected having three socioeconomic backgrounds; the high, middle and low (two schools from each category of social backgrounds). The public preschools were run by the government and were attached to primary schools whereas the private schools were run by private bodies but rarely childhood education received a nominal grant by the State for students. The sample included total six teachers selected through convenient sampling; one teacher each from fee-paying private preschools having high, middle and low socioeconomic status and one teacher each from free public preschools having high, middle, and low socioeconomic status.

Data Analysis

Qualitative data analysis was adopted based on 22 open-ended interview questions and five themes emerged from these questions namely; communication to and from parents, partnership in student learning, parent volunteering, the school as a resource for parents, and parents as decision-makers.

DATA ANALYSIS AND DISCUSSION

The thematic analysis below is based on 22 interview questions that the researcher asked the teachers of each of these 6 categories of schools. The findings are classified into the following five themes.

Theme 1: Communication to and From Parents

This theme inquiries about the means and efficiency of communication between schools and parents and based on four questions asking; if teachers have an early conference with the parents prior to starting of school, teachers set aside a small amount of time each day for communication with parents, the means of communication used to reach parents, and lastly if school provides staff development on effective communication techniques to reach parents. In response to the question as if the teachers have an early conference with parents prior to school start, the teacher of private preschools of high socioeconomic status was much agreeable to this by

mentioning that prior to preschool resumption or during the first week, “an early conference is held with all parents to communicate information about their children’s characteristics and their desired goals.”

The senior teacher of public preschools of high socioeconomic status said that on the day of admission and after registration of students, the parents are called into the hall and the teacher, in the presence of the headmaster explain to parents the rules and regulations of the preschool. A lot of emphasis is placed on school disciplines. The responsible teachers of private preschools of middle socioeconomic status told that as a private school they have to welcome parents and convince them that they have made the right choice. The floor is also opened for parents to suggest their ideas and opinions.

The teacher of private preschools of middle socioeconomic status mentioned that a meeting with parents takes place on the first day of start of session and parents are explained about rules and regulations of the school and what is expected from them during their child stay at the school. The teacher of private preschools of low socioeconomic status revealed about a talk with the parents to build a sort of bondage with the parents as the parents have to like the school as they pay and have to get something in return whereas the teachers of public preschools of low socioeconomic status stated that there is a formal meeting with parents when parents are explained rules and regulation of the school and early childhood education necessary formalities. When the teachers were asked if they spare sometime each day for communication with parents, the teacher of private preschools of high socioeconomic status said that they have a senior educator who is also a coordinator of the teachers and parents. The job of the senior educator is to take all matters requiring daily communication with parents. So, the senior educator has a schedule and she regularly communicate with parents to give feedback to the latter who are continuously kept aware of the progress of their children.

The teachers of private preschools belonging to the category of middle and low socioeconomic status stated that they have to keep time for parent every day. According to the teachers, they meet, advice and solve problems of parents about one hour before school time and one hour after school time. The public preschools of all three categories that is high, middle and low socioeconomic status had no provision for the regular communication with parents. The headmaster, however, explained that teachers can voluntarily keep sometime at the end of the day if parents want to meet them during working hours.

While inquiring about the means of communication used to reach parents, the teacher of private preschools of high socioeconomic status said that she uses the

communication methods which is most appropriate for a purpose. She mentions that matters which required to be signed and returned are made by letters although it takes more time to reach the receiver but because of its legal implication, it has to be mailed by post. She then made reference to e-mail and phone which are instantaneous but said that email is better “for content reference later on” whereas phone calls are not recorded and therefore made only for confirmation of appointments

The teachers of the two types of public preschools that is of high and low socioeconomic status said that they do not have some special means of communication and social media platforms were not possible as it was a government school. The teachers of private preschool of high and low socioeconomic status said that they use various means of communication with parents but mobile is mostly used to talk directly with parents and they are sure that the message has been passed from the preschool to the parents without distortion.

The teacher of public preschool having low socioeconomic status admitted that they keep the minimum contact with parents and communication is written if formal or else it is verbal. The teachers fear the temperament of the parents, especially those of the lodges who consider themselves as owner of the public school and are always ready to quarrel and fight because most of them are usually drunk.

Replying to the question about provision of teachers’ training on effective communication techniques by the school, the teacher of private preschool with high socioeconomic status said that all his staff are trained and they have followed courses in consumer relations and parent rapport buildings. The manager is confident that all his staff are well versed on how to deal with parents.

The teachers of public preschools with high, middle and low socioeconomic status elaborated that no such initiative is taken by the ministry but the staff is expected to show consumer care but this is not written in the agenda. The teachers of private preschool of middle and low socioeconomic status said that they would welcome such training because it is a plus for their school and parent partnership.

The answers revealed that private preschool having high socioeconomic status makes provision of a full fledge meeting with parents who are considered as active members of the school as the ‘The opening ceremony is quite formal and impressive with presentation of board members and staffs. The result of an early conference on the quality of education is seen with a good start and the goal of the pre-schooling program is already shared with a view to embark parents as a strong and informed support to their children. Therefore, Parent- teacher conferences are a beneficial opportunity for parents and teachers to connect on one round table. This setting provides an open

platform for discussion about the child's progress, strengths, and areas that may need improvement. The main goal is to establish a partnership between parents and teachers to foster the best possible learning environment for the child (Lee & Cheung, 2017).

Moreover, private schools make it a point to meet parents regularly as parents want to know the strengths and weaknesses of their children. This transparency in the education process is acknowledged by parents. Through communication, parents and teachers can share insights into a child's personality, learning style, and preferences. This collaborative understanding allows educators to adapt their teaching methods, creating a personalized learning experience that fits each child's strengths and challenges (Dumont & Ready, 2023).

Theme 2: Partnership in Student Learning

This theme groups all questions pertaining to school viewing parents as partners in facilitating children's learning and enabling them in various ways based on four questions comprising of; the information given to parents to orientate and train them, parents' participation with teachers in guiding children on how to set academic goals, whether teachers have a regular schedule of interactive homework which requires children to work together with and discuss with parents what they were learning in school, and if there is preschool library equipped with sufficient elementary books that parents can borrow to read to discuss with young children.

The teachers were also asked about the information given to parent to orientate and train them. The teacher of private preschool with high socioeconomic status gave a list of the areas of orientation/ training about how parents could do follow-up and discussion of schoolwork at home with their children, about the need for children to have sufficient sleep, information about nutritious food, limited use of television and Mobile and having discussion with their children at meals;

The teachers from private preschool having middle and low socioeconomic status stated that a quiet place to study is needed so that they can improve in academic performance. The manager is of opinion that such guidance will be helpful for parents to monitor their children during off-school hours and so contributing to the healthy and holistic development of their child. The teachers of public preschools with high, middle and low socioeconomic status said that they have never done such things before.

The teachers were asked if the parents participate with teachers in helping children to set academic goals. The teacher of private preschool with high socioeconomic status claimed that, parent effectiveness is enhanced when the school provides orientation/training; for example, written directions with a send-home note instruction

packet, workshop where parents participate in constructing and using instructional games, or ongoing supervision by school personnel.

The teachers of private preschool of middle and low socioeconomic status reminded us that, parents are not sure that they are providing the right type of help to their children because children usually distract parents by saying that their teachers do not do this way or that parents are outdated. The teachers of public preschools with high, middle and low socioeconomic status said that there are no such initiatives. Parents do ask such questions in Parent Teacher Associations (PTA) meeting but nothing clear has emerged so far. They say that it would be fine if parents are oriented towards the goal of the school and help teachers in their tasks but it has not been so before.

The teachers were asked if they have regular schedule of interactive homework that requires children to work together and discuss with parents what they were learning in school. The teacher of private preschool with high socioeconomic status mentioned that the school do use modern pedagogical strategies in order to involve parent in the education of their children. According to the teacher, parents are much more likely to participate when teacher encourage and assist them in helping their children with schoolwork. The teacher of private preschool with middle socioeconomic status stated that a few parents like to have such interactive homework and connect to one via web, but we are not involved in that.

The teachers of public preschools with high, middle and low socioeconomic status and the teachers of private preschools with low socioeconomic status mentioned that the teachers perform interactive class work with pupils but no interactive homework with parents. Teachers put it that parents' effectiveness is enhanced when the school provides orientation/training. Yet, a private school manager mentioned that the goals are written in school contract and the parents can feel free to give this helping. According to Chan and Chan (2005) the benefits of parental participation in goal setting are that when children know their parents care about their academic life, it can boost their motivation and engagement in school activities. Homework also is a means for teachers to keep parents informed about the work carried out at school. Teachers expect that parents give a helping hand in improving the overall performance of their children by joining teachers in their children education.

Theme 3: Parent Volunteering

The theme addresses the effective school as one that stretches its resources by encouraging partners to volunteer based on six questions including; school's encouragement for volunteer participation of parents, having volunteer parents to extend the capacities of school staff, having parents volunteer to improve the school environment or facilities, parents' teams to welcome and orient new families at the

beginning and during the year, having WhatsApp group for parent to interact and parents who volunteer to organize and manage resources

The teachers were asked how the school encourages volunteer participation of parents. The teacher of private preschool with high socioeconomic status already has a volunteer orientation packet that provides clear instruction about voluntary work that may be applicable to the school. The volunteers are considered as resource persons but are not remunerated. For instance, there are parents who are very good in theater and can prepare children for sketches on special festivities at school. The teacher of private preschool with middle socioeconomic status admitted that as private preschools they do look for volunteer in term of sponsors and other forms which are useful for the progress of the school and they do get parents who participate in a lot of activities and this is very useful to them especially when they feel supported by parents.

Some parents feel that they can do something for the school if they have time because they are poor and cannot contribute money. So, they help in sport activities or if we organize some cleaning activities on the environment day were the responses by the private preschool teacher having low socioeconomic status. The teachers of public preschools with high, middle and low socioeconomic status said that they do not have the right to sensitize parents for any extra school activities. They also added that the PTA can do that but the PTA is mostly involved for extracurricular activities for the whole school like the prize giving ceremony and so the preschool has a secondary role.

The teachers were asked if parents volunteer to organize and manage resources in school. "Our school is open to parents and we do welcome parents who have expertise to help the staff to organize and manage resources as far as possible and we have no objection to tap resource persons in organizing our resources for quality education," was the reply of teacher from private preschool having high socioeconomic status.

The teachers of public preschools with high, middle and low socioeconomic status did not have the possibility of allowing parents to manage and organize resources. They know that this would have been a plus in the education system, but everything is controlled by the government. The teachers from private preschool having middle and low socioeconomic status said that rarely parents are interested to join in to manage and organize resources especially when it come for educational resources because they are not highly qualified parents. Those who are qualified do not come to our school.

The investigation was centered toward development of an attitude of community benevolence through various types of parental participation and one of them being volunteering towards the community. In private school there were more parent

volunteer than in public schools. According to Carlock, Nygaard and Ormiston (2023) teachers value and encourage parent participation and volunteers at school. By scheduling parent-teacher talks, workshops, or volunteer opportunities, schools can promote family participation (Shah, Sajjad & Rehman (2023). Teachers encourage parents to share their skills, interests and diverse family cultures with the school. Anda (2022), added that teachers also encourage parental participation in social activities to enable families to meet and form a sense of belonging to the school community. Besides, in private schools, where parents are shareholders, these parents are allowed to manage resources but this is quite rare. In other schools, the teacher of these schools does not have the possibility of allowing parents to manage and organize resources.

Theme 4. The School as a Resource for Parents

This theme is about the school being involved in helping the community and parents participation in community development based on four questions, availability of school for community groups, teacher to utilization of resources available in the school by teachers especially in emergency situation in the community, provision of free breakfast for children by school and community action plan to help the community contain problems such as traffic safety, drug dealing and environment cleaning among others.

The teachers were asked for the possibility to use resources available in the school especially in emergency situation in the community. "The school has a few resources which can be put to the disposition of the community during period of emergency like the building which could be used to shelter victims of natural catastrophes such as cyclones in Mauritius and also a temporary health care center, if need be," was all that the teacher of private preschool having high socioeconomic status could afford. The teachers from private preschool having middle socioeconomic status said that the schools belong to them and they are free to use the resources the way they want and they would volunteer to help in emergency situations. The teachers of public preschools middle socioeconomic status said that all the resources available is for the government and that they have no right to use them. When asked about the provision of free breakfast for the children at school, the teacher of private preschools with high, socioeconomic status answered, "Breakfast is provided to all students and included in the schooling, there are specialized cooks employed by the school who provide breakfast on a daily basis to all students and the food is recommended by a dietician." The teachers of public preschools with high, and middle socioeconomic status and the teacher of private preschool having middle and low socioeconomic status declared that no breakfast is provided at school but that they do allow children to have breakfast if they have brought it from home. The public preschools having low socioeconomic status are classified as Priority Education Zone or (Zone d'éducation prioritaire) ZEP schools and they do have bread by the Ministry of Education in the morning and the

school PTA provides butter and milk.

The question about having a sort of community action plan to help the community having problems such as traffic safety, drug dealing and environment cleaning among others was much appreciated by the teacher of private preschools with high, socioeconomic status. "This is a component of responsible citizenship," and she added, "The school was not only meant to have children with flying academic results and also, our aim is to have responsible citizens in the future generations". The teachers of public preschools sadly said that this component forms part of our teaching program and since an early year we expose children to the problem that exist in the society through stories, films and talks. However, they said that the Ministry does send people every year to talk to parents about these matters but very few parents are present.

The resources of private schools belong to the owner and shareholders allow to use the resources. In the PTA the executive committee has the power to allow the parents to use resources, for instance sport equipment on a sports day. Researchers (Kearney · 2023; Simon, S. 2023) say that, in a strong community parents could provide children with role models and positive relationships with adults and that this would help to shape their attitudes and beliefs as a good citizen. When these children become part of a strong community, they have the opportunity to live with people of different cultures, customs, and ways of thinking (Eden Academy, 2024). The aim is to have responsible citizens in the future generations. So, private schools do put some efforts to increase environmental, health and safety awareness among citizens. As for public schools, they are too much dependent on the authorities and do not take initiatives like these though teachers perceive it as a very good activity. By bringing everyone together to think and discuss about resources and group participation, this tool increases awareness about the skills and resources already available in the community (Kahu, Thomas, & Heinrich, 2024).

Theme 5. Parents as Decision Makers

This theme enquires about empowerment of parent as decision makers and feel trusted by the school and so do their children. This section comprised of three questions including; parents' participation in review of proposed school policies and curriculum, parents' participation in all decision making and advisory committees and training given to staff and parents on shared decision making. Regarding the question about the parents' participation in review of proposed school policies and curriculum, the teacher of private preschools of high socioeconomic background said that she has two executive committees that runs the school. One is the board of trustees who are the shareholders of the school and the PTA executive committee. The manager contacts the board of trustees for major decisions but decisions concerning curriculum

implementation is taken by the manager.

The teacher from public preschool of middle socioeconomic background and teachers of private preschools of low socioeconomic background, mentioned that they have never heard of such things. They think that the school policies and curriculum cannot be tackled by parents in collaboration with teachers. They believe that this should be carried at national level and not at school level. When asked about the parents' participation in all decision making and advisory committees, the teacher of private preschools of high socioeconomic background said that parents do not participate in all advisory committees. If ever they do, it should be about some decisions where parents have to be consulted. Also, if there is financing of projects by the PTA, then surely the PTA president who is apparent participate in decisions. Teachers from public preschools of a high, socioeconomic background and teachers of private preschools of middle socioeconomic background were of the opinion that parents are allowed to participate in PTA advisory committees and this is limited to extra-curricular activities. According to them, we should not allow parents to direct us. Regarding the training given to staff and parents on shared decision making the teachers of private preschools of high socioeconomic background replied that the staff are supposed to be trained during their studies and they do gather on site experience. However, parents are not trained by us but they do come from a background where they are quite experienced in the matter.

This is a very high level of parental participation as parents need to be experts or experienced to handle school policies and curriculum. In star preschools in Mauritius, some parents are members of trustees and in other private schools, PTA members could suggest policy changes at the school level. Public preschools have never included parents at such a high level. This is an international practice as according to Walden University in the U.S. there are Parent Teacher Associations that encourage parents to get involved along with school board meetings during which parents can voice out their suggestions for school improvements. Teachers are willing to be trained in this administrative ability for the development of cooperation between parents and teachers. According to literature, shared decision-making is an approach to increasing school and family engagement in care decisions which can lead to higher quality decision, more relevant school-care interventions and greater manager, family and staff satisfaction (Légaré et al., 2018).

This paper depicts the different categories of preschools in Mauritius and the reactions of teachers concerning Parent School Partnership for improving school performance and hence improving quality of education. The main objective was to find preschool teachers' practices and perception of parental participation as a means to improve quality of education at this level. The questions were adapted from the different

typologies of parental involvement based on Epstein's model (Epstein 2011; Goshin & Mertsalova, 2018) conforming to the realities of Mauritian early childhood education. The questions were essentially concerned with parents' participation in: communication with school, partnership in student learning, parent volunteering activities, using the school as a resource and, as decision makers. There were two different management style: a centralized government management in the public schools where permission has to be sought from the Ministry for every school matter (Kuru Cetin & Taskin, 2016) and three different socioeconomic backgrounds. On the other hand, the private schools have the freedom to take their decisions in school matters or a more or less contextualized managerial style.

The results showed that teachers of private preschools were more interested as in the Consumer Model (Cunningham & Davis, 1985; Nicolini, 2003) where teachers function as a consultant while parents decide upon action is to be taken, the Curriculum-enrichment Model, with goal to extend the school curriculum to include parent's contributions (c 1993; Tabak, 2021) and the Partnership is Trust model (Kyzar, Haines, Turnbull, & Summers, 2011;2016) where the teacher is required to have reliable, confidential, open and honest relationships with parents. These preschools had as clientele parents from the higher socioeconomic and a few from the middle-class background. However, in public schools, this participation was to a much lesser extent as per the Expert Model where teachers are considered as experts in all areas of education of children, but parents participation is given less importance (Cunningham & Davis, 1985; Daniels, 2017; Hornby & Blackwell, 2018) and the Transmission Model in which teachers consider themselves as the primary source of expertise on children but acknowledge the benefits of using parents as a resource (Swap, 1993; Kimu, 2012). Moreover, public schools are mostly chosen by parents from middle-class and working-class background. Furthermore, the findings reveal that higher schools use parental participation to enrich current school programs by bringing parents into the educational process. The preschools' teachers differ in their practices to encourage parent participation in several of areas including communication, learning at home, volunteering, decision-making, and community collaboration. Besides, the general recommendation is that effective parental participation programs need to sustain the needs of the school and community for improving education at preschool level.

RECOMMENDATIONS

In light of the results of this multiple case study the researcher recommends that the Ministry of education puts it on its agenda to urge preschools to develop a plan to integrate parents in the activities of preschools. Parental participation is recognized by teachers and educators as partners to make it possible for the goals of quality education to be realized and therefore efforts should be made by the teachers to entrust parents

'as assistant' teachers for home works of their children. Parents are community builders and the school can act as a community center and therefore, the ministry could empower public preschool teachers to build community school partnerships. In addition, training programs and workshops could be organized for the training of both parents and teachers on a collaborative approach to making shared decisions for the educational achievement of preschool children.

REFERENCES

- Agabrian, M. (2007, January). Relationships between school and family: The adolescents' perspective. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 8(1), 1-34.
- Ali, S. B. (2022). *Role of Parents in Pre-Primary Education: An Exploration of Parental Awareness & Involvement in Bangladesh on Pre-Primary Education*. Doctoral dissertation, Brac University.
- Anda, R. J. (2022). Parents Academy: A Capability Program to Improve Plaza Rizal Elementary School Parents' Involvement in Education during the Pandemic.
- Andrew, A., Attanasio, O., Bernal, R., Lina Cardona Sosa, L.C., Krutikova, S., and Rubio-Codina, M. (2019). Preschool quality and child development, IFS Working Papers, No. W19/23, Institute for Fiscal Studies (IFS), London, <https://doi.org/10.1920/wp.ifs.2019.1923>
- Ateş, A. (2021). The Relationship between Parental Involvement in Education and Academic Achievement: A Meta-analysis Study. *Pegem Journal of Education and Instruction*, 11(3), 50-66.
- Boit, R. (2020). Navigating the process of building parent-teacher partnerships: Experiences of early childhood pre-service teachers. *Journal of Childhood, Education & Society*, 1(2), 167-181.
- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education* (Vol. 368). Boston, MA: Allyn & Bacon.
- Bryan, J., Williams, J. M., & Griffin, D. (2020). Fostering educational resilience and opportunities in urban schools through equity-focused school-family-community partnerships. *Professional School Counseling*, 23(1_part_2), 2156759X19899179.
- Burdenski, K., Johnson, W., Petherick, E. et al. (2024). Non-parental Childcare during Early Childhood and Problem Behaviour Trajectories from Ages 5 to 14 Years. *Child Psychiatry Hum Dev*. <https://doi.org/10.1007/s10578-024-01703-4>
- Burns, M., Bally, J., Burles, M., Holtslander, L., & Peacock, S. (2022). Constructivist grounded theory or interpretive phenomenology? Methodological choices within specific study contexts. *International Journal of Qualitative Methods*, 21, 1-13. Doi: 1609406922107758.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of research in Nursing*, 25(8), 652-661.
- Carlock, K., Nygaard, M. A., & Ormiston, H. E. (2023). School principals' perceived barriers

- and facilitators to the normalization of school-based mental health services: A multimethod investigation. *School mental health*, 15(3), 940-954. <https://doi.org/10.1007/s12310-023-09597-8>.
- Ceka, A., & Murati, R. (2016). The role of parents in the education of children. *Journal of Education and practice* 7 (5), 61-64, 2016 418 2016.
- Chan, K.-W., & Chan, S.-M. (2005). Perceived Parenting Styles and Goal Orientations: A Study of Teacher Education Students in Hong Kong. *Research in Education*, 74(1), 9-21. <https://doi.org/10.7227/RIE.74.2>
- Cyparsade, M., Auckloo, P., Belath, I., Dookhee, H., & Hurreeram, N. (2013). Beating the language barrier in science education: In-service educators' coping with slow learners in Mauritius. *Science Education International*, 24(4), 402-415.
- Daniels, R. M. (2017). *Exploring the motivations and practices of parents-home educating their children with ASD* (Doctoral dissertation, UCL (University College London)).
- Desforges, C., & Abouchaar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review (Vol. 433). London: DfES.
- Dumont, H., & Ready, D. D. (2023). On the promise of personalized learning for educational equity. *Npj science of learning*, 8(1), 1-6.
- Eden Academy. (2024). Parent and community involvement in education: strengthening partnerships for social improvement. *International Journal of Applied Research in Social Sciences* 6(3):372-382.6(3):372-382.
DOI:10.51594/ijarss.v6i3.894.LicenseCC BY-NC 4.0
- Epstein, J.L. (2011) *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. 2nd Edition, Westview Press, Boulder.
- Goshin, M., & Mertsalova, T. (2018). Types of parental involvement in education, socio-economic status of the family and students' academic results. *Вопросы образования*, 3, 68-90.
- Cunningham, C., and Hilton Davis, H. (1985). *Working with Parents: Frameworks for Collaboration*. Open University Press.335150365, the University of California 9780335150366.
- Gul, A., & Nadeemullah, M. (2017). Psycho Social Consequences of Broken Homes on Children: A Study of Divorced, Separated, Deserted and Blended Families. *Pakistan Journal of Applied Social Sciences*, 6(1), 17-36.
- Haisraeli, A. and Fogiel-Bijaoui, S. (2023) Parental Involvement in School Pedagogy: A Threat or a Promise. *Educational Review*, 75, 597-616. <https://doi.org/10.1080/00131911.2021.1935489>
- Hollup, O. (2004). Educational policies, reforms and the role of teachers' unions in Mauritius. , Telemark University College. Norway
- Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational review*, 70(1), 109-119.
- Hughes, D. R. (2021). *School Personnel Perception of Barriers to Parental Involvement: A Qualitative Descriptive Study* (Doctoral dissertation, Grand Canyon University).
- Kahu, E. R., Thomas, H. G., & Heinrich, E. (2024). 'A sense of community and camaraderie': Increasing student engagement by supplementing an LMS with a Learning Commons Communication Tool. *Active Learning in Higher Education*, 25(2), 303-316.

- Kang, S. L., & McIntosh, S. (Eds.). (2022). *Enacting Equitable Global Citizenship Education in Schools: Lessons from Dialogue between Research and Practice*. Taylor & Francis.
- Kearney, S. (2023). "It Wasn't About the Guidelines; It Was About the Image." *College Students' Social Practices during the COVID-19 Pandemic: The Role of Performative Health Behaviors*. Doctoral dissertation, The University of Iowa.
- Kim, Y., & Riley, D. A. (2014). Testing Bronfenbrenner's theory of parent-program communication: Parental homework as a form of family involvement in early care and education. *HS Dialog: The Research to Practice Journal for the Early Childhood Field*, 17(2).
- Kimu, A. M. (2012). *Parent involvement in public primary schools in Kenya*. Doctoral dissertation, University of South Africa.
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of higher education*, 6(5), 26-41.
- Kuru Cetin, S., & Taskin, P. (2016). Parent involvement in education in terms of their socio-economic status. *Eurasian Journal of Educational Research*, 66, 105-122 <http://dx.doi.org/10.14689/ejer.2016.66.6>
- Kyzar, K., Haines, S. J., Turnbull, A. P., & Summers, J. A. (2016). Based practices for fostering trusting partnerships with families in educating students with intellectual disability. In *Handbook of research-based practices for educating students with intellectual disability*, pp. 304-327. Routledge.
- Landmark, L. J., Roberts, E. L., & Zhang, D. (2013). Educators' beliefs and practices about parent involvement in transition planning. *Career Development and Transition for Exceptional Individuals*, 36(2), 114-123.
- Lee, A., & Cheung, R. M. B. (2017). School as setting to create a healthy teaching and learning environment: using the health promoting school model to foster school-health partnership. *Journal of Professional Capital and Community*, 2(4), 200-214.
- Légaré F, Adekpedjou R, Stacey D, Turcotte S, Kryworuchko J, Graham ID, Lyddiatt A, Politi MC, Thomson R, Elwyn G, Donner-Banzhoff N. (2018). Interventions for increasing the use of shared decision making by healthcare professionals. *Cochrane Database Syst Rev*, 7(7), 1-385.CD006732.
- Lillo, S. R. (2019). In pursuit of community engagement: Unpacking the knowledge and skills associated with service-learning efforts. *Journal of Research in International Education*, 18(1), 3-22.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research*, 4(2), 97-128.
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., ... & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 11-28.
- Mao, P., Yang, X., Tan, M., Luo, A., Jiang, S., Guo, J., & Chen, J. L. (2022). The roles of parental absence, life skills and personality traits in mental health status among adolescents in rural China. *Journal of Pediatric Nursing*, 64, 15-23. <https://doi.org/10.1016/j.pedn.2022.01.011> PMID: 35125274
- McKenna, M. K., & Millen, J. (2013). Look! Listen! Learn! Parent Narratives and Grounded

- Theory Models of Parent Voice, Presence, and Engagement in K-12 Education. *School Community Journal*, 23(1), 9-48.
- Mercer, C. B. (2009). *A multi-site case study of informal leadership succession planning in three higher education institutions*. Doctoral dissertation, University of Calgary, Graduate Division of Educational Research.
- Nhlumayo, B. S. (2016). *Strengthening and Sustaining Collaborations between Schools and Parents in Rural Contexts: A Phenomenological Approach*. Doctoral dissertation, University of KwaZulu-Natal, Edgewood).
- Nicolini, M. K. (2003). *Teachers' perceptions of parent/teacher roles in parent involvement in education*. Dissertation for Degree of Master of Science. University of Florida.
- Oranga, J., Matere, A. and Nyakundi, E. (2023) Importance and Types of Parental Involvement in Education. *Open Access Library Journal*, 10, 1-9. Doi: [10.4236/oalib.1110512](https://doi.org/10.4236/oalib.1110512).
- Pianta, R., Downer, J.T., and Hamre, B. (2016). Quality in early education classrooms: Definitions, gaps, and systems. *The future of children*: 26(2):119-138. DOI: [10.1353/foc.2016.0015](https://doi.org/10.1353/foc.2016.0015)
- Salako, O. O. (2023). *Parental Involvement for Spanish-Speaking English Learners: Teachers' Perspectives*. Doctoral dissertation, The University of North Dakota.
- Sangeet, O, Singh S. (2022). Experiences of single-parent children in the current Indian context. *J Family Med Prim Care*, 11(7):3790-3794. Doi: 10.4103/jfmpe.jfmpe_2455_21.
- Savin-Baden, M., & Major, C. (2023). *Qualitative research: The essential guide to theory and practice*. Routledge.
- Shah, N., Sajjad, S., and Rehman, F. (2023). Causes and Prevention of Dropouts of Students in Higher Secondary Schools of Quetta. *Journal of Social Sciences and Media Studies (JOSSAMS)*, 7(1), 25-33. <https://doi.org/10.21123/jossams.v7i1.249>.
- Shaturaev, J. (2021). Indonesia: superior policies and management for better education (Community development through Education). *Архив научных исследований*, 1(1), 1-10.
- Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships. *School Community Journal*, 26(2), 135-160.
- Tabak, H. (2021). Analysis of school principals' views on parent involvement in education. *Kastamonu Education Journal*, 29(2), 378-389.
- Tim Ruberg, A., Shikishima, C., Yamashita, J. (2023). Education-oriented and care-oriented preschools: Implications on child development, *Labour Economics*, 84. 1-37. 102410, ISSN 0927-5371.
- Utami, A.Y. (2022). The Role of Parental Involvement in Student Academic Outcomes. *Journal of Education Review Provision*, 2 (1):17-21.
- Yusuf, H., Fahrudin, A., Fahrudin, F. I., and Fahrudin, F. A. (2020). Impact of single mother family on child development: A review literature. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(10), 1985-1994.