

School-Family Cooperation in Perspective of Parental Expectations about Educational Objectives

Inese Barone

Faculty of Education, Psychology and Art, University of Latvia
inese.barone@lu.lv
<https://orcid.org/0000-0001-6753-1816>
<https://ror.org/05g3mes96>

Baiba Kalķe

Faculty of Education, Psychology and Art, University of Latvia
baiba.kalke@lu.lv
<https://orcid.org/0000-0002-4086-4490>
<https://ror.org/05g3mes96>

Abstract. In the realm of primary education, the relationship between schools and families is fundamental to the holistic development and academic success of children. This research study investigates the perspectives of school-family cooperation and its significance in achieving education objectives while addressing parental expectations, which leads to answering the question of the study – *What are the opportunities for school and family collaboration?* The objectives of this study encompass understanding parental expectations, evaluating the impact of cooperation on student outcomes, identifying barriers to cooperation, examining effective communication channels, and studying conflict resolution mechanisms. By conducting theoretical literature analysis, document analysis, and survey for parents, this research aims to shed light on the intricate dynamics at play in the collaboration between schools and families.

The theoretical framework of the study consists of theories describing the importance of cooperation between educational actors in a successful educational process (U. Bronfenbrenner's Ecological Systems Theory, 1979; L. Epstein's Model for Parental Involvement, 1995, 2001, 2011; Hoover-Dempsey & Sandler's theory of parental involvement, 1995, 1997, 2005; Christenson & Sheridan's Families and Schools Partnership, 2011; and Garbacz et al.'s Family – School – Community Partnership Model, 2017), and describes parent-school partnerships by analyzing research by John Dewey and other authors on the crucial role of collaboration in a successful learning process.

The case study of mixed methods evaluates the philosophical assumptions and stances, guidelines for practice, and socio-political commitment of the study question: (1) data collection method – document, literature and source analysis and survey for parents, evaluating theory concerning practice using the mapping review strategy (Petticrew & Roberts, 2006); (2) data analysis method, survey analysis using the factor analysis system, analyzing parental expectations from predefined criteria; (3) data synthesis method merging and interacting results, learning for data contradictions, synthesis of documents, literature and source analysis, and factor analysis (McCloy, 2013).

This research contributes to the ongoing discourse on improving education by illuminating the importance of school-family cooperation, which, when effectively nurtured, creates a conducive environment for students to thrive academically, socially, and emotionally.

Received: 22/02/2024. **Accepted:** 02/06/2026

Copyright © Inese Barone, Baiba Kalķe, 2026. Published by Vilnius University Press. This is an Open Access article distributed under the terms of the [Creative Commons Attribution Licence](https://creativecommons.org/licenses/by/4.0/) (CC BY), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

The results of the study reveal a significant contradiction between a parent's scrutiny of educational goals, as well as a lack of school-parent collaboration and problems. This issue is important at the international level, as it is only through a single stream of collaboration between education actors that the objectives of education can be achieved in a changing modern world.

Keywords: cooperation, educational partners, educational actors, educational targets, parental expectations.

Mokyklos ir šeimos bendradarbiavimas tėvų lūkesčių dėl ugdymo tikslų perspektyvoje

Santrauka. Mokyklos ir šeimos santykiai pradiniam ugdyme yra vaikų visapusiško vystymosi ir akademinės sėkmės pagrindas. Šiame tyrime nagrinėjamos mokyklos ir šeimos bendradarbiavimo perspektyvos bei reikšmė siekiant švietimo tikslų; atsižvelgiama į tėvų lūkesčius ir keliamas tyrimo klausimas – kokios yra mokyklos ir šeimos bendradarbiavimo galimybės?

Tyrimo tikslai apima tėvų lūkesčių supratimą, bendradarbiavimo poveikio mokinių pasiekimams įvertinimą, bendradarbiavimo kliūčių nustatymą, veiksmingų komunikacijos priemonių tyrimą ir konfliktų sprendimo būdų analizę. Atlikta teorinė literatūros analizė, dokumentų analizė ir tėvų apklausa padėjo tyrimo autoriams išsiaiškinti sudėtingą mokyklos ir šeimos bendradarbiavimo procese pasireiškiančią dinamiką.

Teorinį tyrimo pagrindą sudaro teorijos apie ugdymo proceso dalyvių bendradarbiavimo svarbą sėkmingam ugdymo procesui (U. Brofenbrennerio ekologinių sistemų teorija, 1979; L. Epsteino tėvų įsitraukimo modelis, 1995, 2001, 2011; Hoover-Dempsey ir Sandlerio tėvų įsitraukimo teorija, 1995, 1997, 2005; Christenson ir Sheridan šeimų ir mokyklų partnerystės modelis, 2011; Garbacz ir kt. šeimos – mokyklos – bendruomenės partnerystės modelis, 2017). Be to, tėvų ir mokyklos partnerystė apibūdinama remiantis Johno Dewey ir kitų autorių tyrimais apie lemiamą bendradarbiavimo vaidmenį sėkmingame mokymosi procese.

Mišrių metodų atveju studijoje analizuojamos su tyrimo klausimu susijusios filosofinės prielaidos ir pozicijos, praktikos gairės bei sociopolitinis įsitraukimas: (1) duomenų rinkimo metodas – dokumentų, literatūros ir šaltinių analizė bei tėvų apklausa, praktikos teorijos vertinimas naudojant sisteminio žemėlapių strategiją (angl. mapping review strategy) (Petticrew & Roberts, 2006); (2) duomenų analizės metodas – apklausos duomenų analizė, taikant faktorių tėvų lūkesčių pagal nustatytus kriterijus analizę; (3) duomenų sintezės metodas, apimantis rezultatų susiejimą ir sąveikas, mokymosi iš duomenų prieštaravimus, dokumentų, literatūros ir šaltinių sintezę bei faktorių analizę (McCloy, 2013).

Šis tyrimas prisideda prie šiandienos diskusijų apie ugdymo tobulinimą ir rodo mokyklos bendradarbiavimo su šeima svarbą, nes veiksmingai puoselėjamas bendradarbiavimas sukuria palankią aplinką, kurioje mokiniai gali sėkmingai tobulėti akademiškai, socialiniu ir emociniu požiūriu.

Tyrimo rezultatai atskleidžia akivaizdų prieštaravimą tarp tėvų požiūrio į ugdymo tikslus ir mokyklos bei tėvų bendradarbiavimo trūkumo ir iš to kylančias problemas. Šis klausimas svarbus tarptautiniu mastu, nes tik bendradarbiaujant visiems ugdymo proceso dalyviams galima siekti ugdymo tikslų šiuolaikiniame besikeičiančiame pasaulyje.

Pagrindiniai žodžiai: bendradarbiavimas, ugdymo partneriai, ugdymo proceso dalyviai, ugdymo tikslai, tėvų lūkesčiai

Introduction

Teachers and schools, pupils, and parents (family) are key educational collaborators or actors, each with their expectations on educational goals that can be similar, coherent, and unified, or, vice versa, different, and unacceptable to one of the educational collaborators. The three actors set out the principles and rules of cooperation, along with the result of successful cooperation: uniform educational objectives are one of the cornerstones of effective learning, contributing to the learning achievements and the merits of pupils, not only in school but in society as a whole (Imants & Van der Wal, 2020). Cooperation between all partners involved in the education process is a keyword, through

which, common educational objectives should be established for all education partners (Gonzalez-Mena, 2011). The school and parents share responsibility among themselves for socializing, raising, and educating a child by setting common educational goals (Daniel, 2019). Involvement of the parent in the child's school life, school activities, and education-related decision-making in setting goals and in a single and supportive collaboration is one of the prerequisites for the child's academic achievement (Fantuzzo et al., 2000; Hallgarten, 2000).

Cooperation in education is described as a concerted action between the actors involved intended to achieve the stated learning objective by promoting support, sharing experiences, assisting each other, and building a positive and respectful working climate. Cooperation is to be implemented at different levels between different stakeholders: pupils, teachers, parents, educational institution management, educational institutions, and society (Oganisyan & Ozols, 2019). Respectful communication in education is a social skill based on empathetic, non-violent, and respectful social action, as well as cooperation, participation, active support culture, and honesty in decision-making processes. The basic elements of respectful communication are the expression of observations without any verbal judgments, diagnoses, or opinions; understanding and expressing your feelings and other feelings; respect for universal human needs; and making requests without making requests (Van Voorhis, 2003).

The teachers' perspective reveals a number of key elements, in cooperation with parents in setting and realising educational objectives: (1) regular, open communication that makes it possible to understand family interests, objectives, provenance and possible problems that enable teachers to adapt learning methods and strategies to the individual needs of pupils; (2) support in teaching – parents actively participate in the education of a child, in addition to school education; (3) support for child behavioral control (Insight) – in collaboration with parents, a teacher can understand a child's behavior and social interaction by controlling behavioral and emotional issues that may affect a child's learning; (4) common educational objectives: through teacher-parent cooperation, it is possible to set common educational objectives, while ensuring that all educational actors work towards achieving the same objectives by promoting a supportive and unified learning environment (Christenson, 2004).

The perspective of educators and cooperation with parents in the context of the parents' educational goals is essential for the holistic development of children. Parents' educational goals relate to the goals and aspirations that parents have when it comes to the learning process and development of children. Effective collaboration between teachers and parents can have a significant impact on the acquisition of a child's education. From the perspective of parents and teachers, this collaboration may differ (Balan et al., 2017).

The parents' perspective, in cooperation with teachers in setting and achieving educational objectives, reveals the parents' cooperation as an educational actor, which is characterized by: (1) a better understanding of the school curriculum: parents working with teachers gain a broader understanding of what their child is learning at school, thereby allowing for more effective support at home; (2) involvement in the education

of the child, which allows parents to participate actively in the growth and development of their child and promotes a sense of responsibility and susceptibility to the learning of their child; (3) proactive action – parents may be the first to notice academic, behavioral or emotional problems affecting the learning of the child and to address the problem in a timely manner in co-operation with the teacher; (4) support for home learning: cooperation with teachers provides parents with guidance on how to assist a child in homework, projects and other academic tasks by creating a favorable learning environment at home; (5) positive role (role)-modelling: in active collaboration with teachers, parents show a positive example of collaboration for a child, children learn the value of work, communication and collaboration in general from this specific type of collaboration (Hwang, 2010).

Over the last decade in Europe, the cooperation and involvement of parents in the child's education process have received an increased attention from education policymakers and scientists, which is justified by the child's educational achievements and well-being at school if the parent is actively involved in the education process (An & Palisano, 2002, 2014; Anderman, 2011; Barr & Saltmarsh, 2014; Karlsen Bæck, 2005; Christenson, 2004; Cole, 2007; Esler et al., 2008; Frey et al., 2013; Gonzalez-DeHass et al., 2005; Herrold & O'Donnell, 2008; Hill et al., 2008; Hill & Taylor, 2004; Illeris, 2018; Jones, 2014; Lareau, 1987; Mahwah, et al., 2004; McCrory Calarco, 2016; McWayne et al., 2004; Newland et al., 2013; Parke, 2002; Rawsley, 2000; Reynolds & Miller, 2013; Santrock, 2011; Sheridan et al., 2012; Sheridan & Gutkin, 2000; Simon, 2004; Vickers & Minke, 1995, and others).

This study aims to assess the opportunities for school and family cooperation in setting educational objectives by assessing parental expectations.

Theoretical background

There are several theories describing the importance of collaboration between educational actors in a successful educational process – these are Brofenbrenner's theory of ecological system (Brofenbrenner, 1977, 1979, 1986, 1994, 2001; Brofenbrenner et al., 2006), Epstein's Model for Parental Involvement (Epstein, 1995, 2001, 2002, 2005, 2010; Epstein et al., 2011), Hoover-Dempsey and Sandler's parental engagement motivation model (Hoover-Dempsey & Sandler, 1995, 2005; Hoover-Dempsey et al., 2001, 2005), Christenson and Sheridan's theory of family and school collaboration (Christenson & Sheridan, 2011), model for inclusion of parents, school and society in education of Garbacz and partners (Garbacz et al., 2017). These theories describe the importance of parental involvement in the development of a child as an effective, capable, and robust learning process, revealing distinct and important spheres for the development of the child and areas of influence of each educational partner, thereby revealing the importance of parental expectations in achieving educational goals (Reynolds & Miller, 2013).

Table 1. Theories describing parent's actions as an actor and a stakeholder in collaboration with school

Theory	Theory key insights
Brofenbrenner's ecological system theory (Brofenbrenner, 1977, 1979, 1986, 1994, 2001, 2006)	- The child develops by collaborating with different ecological systems - The quality of connections and interactions in the mesosystem (next level by the child ecosystem) matters - Development plays a multilateral role; it is influenced by the environment affecting the development of the child
Epstein's model of parental involvement (Epstein, 1995, 2001, 2002, 2010, 2011)	- Six types of parental inclusion have been specified: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community - The theory revolves around research-examined practices about the importance of parental inclusion in the learning process - It is stressed that cooperation between school and family is essential for a successful learning process
Hoover-Dempsey & Sandler's parental engagement motivation model (Hoover-Dempsey & Sandler, 1995, 2001, 2002, 2005)	- The main focus is on parents' motivation for incorporating the relevant factors into the learning process and on the importance of cooperation - Parents have their beliefs and opinions on their role in the learning process and the child's education - Parents' 'self-sufficient' emphasis on their child's education influences the cooperation decision - There is a significant impact between parental engagement and student learning achievement
Christenson and Sheridan's theory – four elements in family-school collaboration (Christenson & Sheridan, 2001, 2004, 2010)	- Four elements related to cooperation between parents in the learning process are identified: approach, attitude, atmosphere, and action - The theory stresses the importance of cooperation as a personal relationship - It also highlights the need for self-areflexia that applies to partnerships
Garbacz, Herman, Tomson, and Reinke's model of incorporating parents, school, and community collaboration into education (Garbacz et al., 2017)	- Associations among educational actors are assessed, including the seeded 'cascading effect' - Variable elements are offered, which are empirically proven in family, school, and societal theory (FSCP), along with judgments on collaboration between educational actors and student learning achievements - Ideas are offered for further research into family, school, and community collaboration

Parent-school partnership

In educational science research and school practice, the role of the parent has been systematically changing and developing; today, parents have become teachers, researchers, lawyers, and education activists. Parent-teacher or school cooperation and the resulting relationships involve credibility, belonging, shared values and educational goals, as well as attitudes towards each other and the child (Vickers & Minke, 1995).

The idea of parent-school cooperation and partnership in education sciences has been raised, while stressing the need for a common approach to education involving not only teachers and pupils but also parents and cooperation embracing wider society. Several key factors confirm the crucial importance of cooperation (Dewey, 1916): (1) shared responsibility where both parents and teachers assume responsibility for the child; (2) common educational objectives common to parents and teachers; (3) open and continuous communication between parents and teachers is necessary; (4) participation in child learning, which includes attending school meetings and other events, engaging in discussions on curriculum and educational objectives; (5) respect for individual differences that involve respect and care for the individual differences and needs of each child.

Teachers should work with parents on common strategies offered by the school to strengthen their partnerships with parents; the school, educators, and parents can work together effectively with the objective to promote positive student outcomes with perseverance, patience, and goals in mind (Emeagwali, 2009). It is the responsibility of teachers and schools to do their utmost to promote parental participation and cooperation in the education of children. Trust in building cooperation is an essential dimension in the involvement of parents in achieving educational goals (Santiago et al., 2016).

Research on successful partnerships between schools and parents identified 6 important elements of cooperation: communication, trust, equality, skills, respect, and certain commitments (Kaiser & Rasminsky, 2017). Parents state that they want communication with the school to be regular, open, honest, with no concealed intent, where no information should be undisclosed, and so they expect that privacy-respecting professionals are working at school (Olmstead, 2013).

Elements essential for a successful relationship between a parent and an educational institution involve strong relationships, welcoming environments, multidirectional communication, and mutual understanding (Miller et al., 2022). Such cooperation is based on multi-directional communication based on deep listening, arrangements for the facilitative approaches during meetings, and handling conflicts. Mutual understanding builds upon the development of targeted cooperation: (1) teachers, parents, and families are educational actors and share responsibility to promote student development; (2) there are expectations of shared responsibility for all parties involved in the cooperation; (3) cooperation is based on interaction, and cooperation style is not dictatorial; (4) the intervention activity focuses on learning objectives equally at school and at home; (5) communication provides a single multi-directional flow of information from all actors (Miller et al., 2022).

The possibilities for actor collaboration and partnerships are varied; parents have expanded their knowledge and understanding of what their children should do, and express concrete expectations about the child's educational goals. Research reveals that, for family-school cooperation and partnership to succeed, the parent responsible for the child's education needs to learn and improve so that they could provide their support for the pupil's education and contribute to the growth path towards the educational goal (Mapp & Kuttner, 2013). The link with cooperation is essential when assessing partnerships:

(1) the level of trust between parents and school staff has increased; (2) the involvement of the parent has increased; and (3) there has been an increase in intercultural networks between the school staff and parents (in terms of socio-economic status, level of education, etc.), reliability of cooperation: parents and school staff point out that engagement in in school-parent partnership activities increases their satisfaction with cooperation and self-effectiveness, as well as cooperative cognition: parents' views on their role in raising a child have expanded to include a wider role as actors (Mapp & Kuttner, 2013).

Parent-school cooperation is important for family engagement, where family, school, and community work together in a coordinated way, and the cooperation is systemic, integrated in a long-term perspective, continuous, and sustained (Frey et al., 2013). Such cooperation is based on shared values and ethical considerations: social justice, human dignity, and value, the importance of human relationships, honesty, and competence (NASW Code of Ethics, 1996, revised in 2008).

Successful cooperation between the parent and the school is therefore a two-way communication on the planning, implementation, and evaluation of objectives, defining the needs of the child and agreeing on educational objectives.

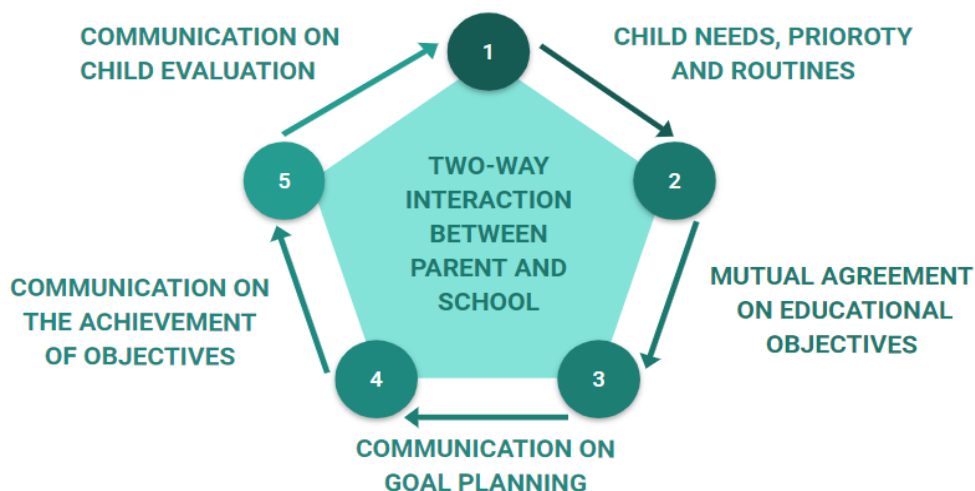


Figure 1. Elements of parent-school cooperation

Methodology

A mixed-methods design was implemented, in which, systematic literature analysis and quantitative data collection were conducted (parents, $n = 240$), followed by a separate data analysis, after which, the results of the studies were merged and summarized.

In this study, all relevant ethical norms were adhered to. Informed consent was received from the survey participants, and the respondents were informed about the nature, purpose, and progress of the study; whereas, the anonymity of the respondents was guaranteed. The results of the survey were analyzed and will be used in an aggregated way.

Research was done in 5 stages, and several methods were employed so that to achieve the results of this research (see Table 2):

1. Systematic literature review and creation of theoretical framework;
2. Defining 7 criteria that describe cooperation between parents and schools from the perspective of parental expectations and educational objectives;
3. Creating surveys for parents and their dissemination on social networks; taking care of ethical considerations at schools;
4. Survey analysis and data validation;
5. Conclusion and analysis description.

Table 2. *Methods used for the research*

Method	Details	Results
Data collection methods		
Document, literature, and source analysis using the Seven-step model (Onwuegbuzie & Frels, 2016)	Theories that describe school and family cooperation	75 units of document, literature, and sources were used for this research
Survey for parents (Cohen et al., 2018)	Latvia, May 2022, online, 1 open question “What do you expect for your child’s educational targets?”	n=240
Data analysis methods		
Criteria definition after literature and source analysis with mapping review strategy (Petticrew, Roberts, 2006)	Data analysis and synthesis performed by narrative type of synthesis	Definition of 7 criteria that describe cooperation between parents and schools from the perspective of parental expectations and educational objectives
Survey analysis using a Factor analysis system, analyzing parental expectations and educational objectives	Condensing 240 variables into 7 defined criteria by using the Qualtrics program	Exploratory and confirmatory factor analysis about parental expectations
Data synthesis method		
Merging and interpreting results, looking for data contradictions	Synthesis of Document, literature source analysis, and Factor analysis	Making conclusions

Results

Research in education sciences reveals exploration of the value of school and family cooperation in education, in particular, by assessing parental expectations and educational objectives, while highlighting several key elements analyzed in the survey on parental expectations – education as a social process, shared responsibility of education actors, unified educational goals, regular communication, parent engagement in child learning, adherence to a child’s differences, and mutual understanding to achieve educational goals. Table 3 summarizes and explains the 7 criteria that were set out in the analysis of documents and

sources using the mapping review strategy, which describes parent-school cooperation from the perspective of parents along with educational objectives.

Table 3. *Criteria explanations describing parent-school cooperation in the perspective of parental expectations and educational objectives*

Criteria	Explanation
Education as a social process	Education as a social process highlights that learning is not solely an individual pursuit but, instead, a collective endeavor that is influenced by various social, cultural, and environmental factors like social interaction, cultural transmission, socialization, social change, globalization, and others (Gwyer & Hack, 2012).
Shared responsibility of educational actors	Shared responsibility means that education actors' respective responsibilities collectively lead to common educational goals. Each education actor has specific roles and responsibilities; it refers to the collective effort required from various individuals and groups involved in the educational process to ensure the success and effectiveness of education (Nash & Winstone, 2017).
Unified educational objectives	Common educational objectives are the broad goals and outcomes that the educational system aims to achieve in its pursuit to provide an effective education. Educational objectives include academic knowledge and skills, critical thinking and creativity, communication skills, social and emotional development, cultural and global awareness, ethical and civil values, problem-solving and adaptability, physical and health education, environmental and sustainability awareness, career and technical skills, information and digital literacy, citizenship and community engagement, life skills, collaboration and teamwork and others (López-Alvarado 2016).
High-quality, regular communication	Qualitative and regular communication between parents and schools is essential for creating a strong partnership that supports the academic and overall development of students. Effective communication helps parents stay informed about their children's progress, provides opportunities for collaboration, and fosters a positive school environment. Qualitative and regular communication can be described by several factors like regular newsletters and emails, parental portals and online platforms, phone calls and messages, parent workshops and information sessions, homework and assignment notifications, progress reports, inclusive communication, and others (Salamondra, 2021).
Parent engagement in child learning	Collaborative efforts between parents and schools can significantly benefit a student's academic success, motivation, and overall well-being. There are several elements for parental engagement – regular communication, parent-teacher conferences, homework and study support, volunteer opportunities, parent workshops and seminars, parent-teacher associations, home-school collaboration, family literacy programs, and others (Đurišić & Bunijevac, 2017).
Individual differences observance	Respect for individual differences in education, often referred to as 'inclusion' or 'diversity and inclusion', is a fundamental principle in modern educational practice that acknowledges and values the uniqueness of every student, recognizing that individuals have diverse needs, abilities, backgrounds, learning styles, and preferences as inclusive curriculum and instruction, differentiated instruction, culturally responsive teaching, individualized education plans, special education services, social and emotional learning, anti-bullying and inclusion initiatives, professional development, peer collaboration and support, parent and community involvement, and others (Yadav, 2019).

Criteria	Explanation
Mutual understanding	Mutual understanding between parents and school is essential for the success and well-being of students to achieve educational objectives, and to cooperate. It involves open, respectful, and collaborative communication between parents and schools to support students' learning and development using effective communication, regular parent and teacher meetings, a welcoming environment, parental involvement opportunities, individualized support, cultural sensitivity and inclusivity, collaborative problem-solving, and other aspects (Kapur, 2022).

240 respondents participated in the survey, of whom, 87% of respondents were women, 13% were men, and the gender of the children was 45% girls, and 55% boys. Educational levels – primary school (grades 1–3) – 46%, elementary school (grades 4–9) – 51%, and secondary school (grades 10–12) – 3%.

Table 4. Approach of parental expectations and cooperation between actors

A common approach for actors in education when assessing the parental expectations of the children's educational objectives	PARENTAL EXPECTATIONS (n=240)			
	Primary school (n=107)	Elementary school (n=122)	Secondary school (n=11)	Total (n=240)
Education as a social process	14	24	1	39
Shared responsibility of educational actors	9	7	-	16
Unified educational objectives	21	35	8	64
High quality, regular communication	13	15	-	28
Parent engagement in child learning	17	13	-	30
Individual differences observance	25	16	2	43
Mutual understanding	8	12	-	20

When assessing the defined criteria characterizing parent-school cooperation from the perspective of parental expectations and educational objectives (see Figure 2), parents point out that uniform educational objectives are an element of cooperation; this is essential for more than 26.7% of respondents; respect for individual differences of a child is significant for 17.9% of parents; education as a social process is valued by 16.3%; participation of a parent in the study of a child – by 12.5%; communication – by 11.7%; mutual understanding – by 8.3%; and shared co-operation of actors – by 6.7%.

The survey asked parents an open question, “*What do you expect for your child's educational targets?*” that describes parental expectations about a child's educational objectives. Table 4 summarizes the responses of several parents for each of the criteria that have been set for parent-school cooperation from the perspective of parents and educational objectives.

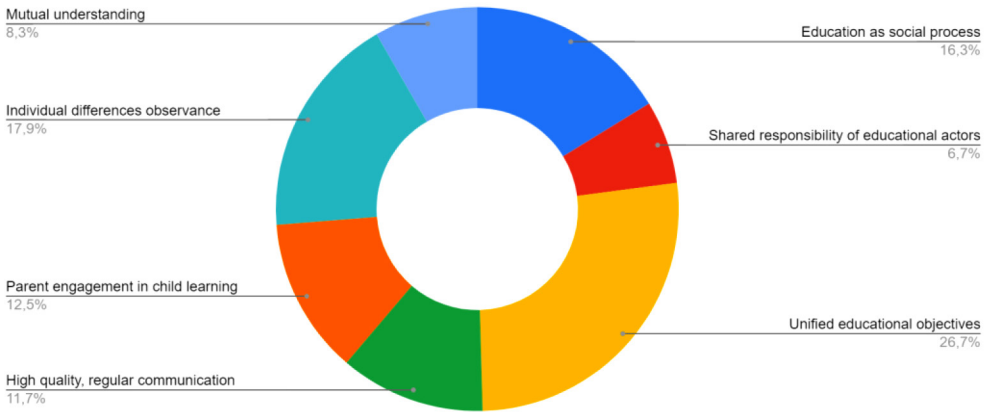


Figure 2. Parent-school cooperation in the perspective of parental expectations and educational objectives

Table 5. Parental expectation examples

Specified criterion	Parental expectation examples ¹
Education as a social process	• Gain joy and motivation for learning. Learn to learn and unearth this lifelong skill. To also be persistent in facing unorthodox situations and not to give up. Find your passion/your area and be able to perfection yourself in the selected area/areas. • Let a child form oneself first of all as a good person who expertly uses their talents, as well as one who can use the tools available to him or her to be able to focus as objectively as possible on the things he or she does not yet know. • Become an educated member of society. • Universal multifaceted education, inclusion in society.
Shared responsibility of educational actors	• Clear and understandable curricula (including understandability for parents and children) and their materials. Children acquire knowledge that can then be used to study further in the higher education system. • The aim is to use the knowledge acquired at school by further studying at an institution of higher education, and, initially, to enter the institution of higher education. Learn the profession you want next and do what you can do best, and secure your life. Competition in the labor market is massive, and people need to be able to adapt, change direction, and get educated all their lives. But the foundation has to be placed on how to build your education further. • For a child to develop comprehensively, he or she can understand his or her interests to focus more on the future, and to pursue the chosen profession.
Unified educational objectives	• To have a good basic education, allowing the child to understand for oneself who his or her predecessors and his/her interests are, to further make a determined decision about continuing education. • Learn to learn effectively, develop self-driving learning skills, and socialize. • The ability to think and make decisions independently.

¹ Parents' answers from Survey parents, May 2022

Specified criterion	Parental expectation examples ¹
High-quality, regular communication	• Regular communication. • Personal attitude from the teacher. • Let the teacher know about my child, and I know what the child is doing at school.
Parent engagement in child learning	• Understand what interests the child, and what not, and learn healthy communication – so that parents can help. • Let this education system not overburden the child, and the child must have the pleasure of going to school and home. • I expect my child to be offered a quality education. The knowledge and skills provided will be adapted to today's needs. My child's education aims at a quality education, the ability to judge, analyze, think, and act. As a parent, I am ready to get involved, and help.
Individual differences observance	• Every child has their approach, and we can highlight what comes together best. • The lessons come in such a way that the child understands why his/her future needs these lessons. Because my child has learning disabilities, I expect an approach from school and education in general that would allow him/her to learn with peers and help him/her be ready for the next level of education. For a given moment, the child has no specific goals.
Mutual understanding	• The ability to collaborate, the desire to continually learn. Let the school not instill aversion to learning. More to provide knowledge than to constantly control learning knowledge! • Clear and understandable curricula (including understandability for parents and children) and their materials. Children acquire knowledge that can then be used to learn further in higher education. • Expand the child's vision, learning to understand the world and the people around him/her. To gain knowledge.

Conclusion

Parent-school successful collaboration is shaped by collaborative relationships, they are independent and balanced, and actors have their responsibilities and roles. The responsibility of parents and schools in the process of education and socialization of children is shared by setting common educational objectives, and maintaining them to achieve educational goals and respect each other is one of the priorities of positive cooperation. Each actor's actions in collaboration are flexible, responsive, and proactive, whereas different perceptions and perspectives are seen as opportunities. Cooperation has to be connected with cultural competence, values, and traditions that characterize family and school. The importance of cooperation is based on the student's learning achievements and achievement of learning objectives.

Higher levels of school-family cooperation correlate positively with students' academic achievements, social skills, and emotional well-being. By contrast, parental expectations are different from cultural, socioeconomic status, and other individual circumstances. A common understanding of school and family is essential for achieving educational goals.

The perspective of teachers and cooperation between teachers and parents is essential for the parents' expectations of the achievement of educational objectives. It creates a supportive and harmonious educational ecosystem that contributes to the child's overall development. Teachers and parents need to be aware of their roles as education actors and communicate openly to ensure that children get the best education and support possible.

Parental cooperation with the school contributes to the student's level of academic success and achievements as well as the overall well-being in school, and society as a whole. Through parent-school collaboration, a supportive environment is built that is valuable not only for the student and teachers but also for school development – for building a holistic support system that enhances positive educational experiences for the student and the school culture which would be based on unified values and school ETOs.

Valuing a parent as an educational actor reveals the contradiction that a parent is an important educational actor whose actions, and cooperation affect a student's learning achievements, but cooperation with the school is often complex, one-way from both the parent and the school. Thus, the achievement of the educational objectives through such cooperation (school-parent and parent-school) is negatively assessed and does not contribute to the student's learning.

Author contributions

Inese Barone: conceptualization, methodology, investigation, formal analysis, writing – original draft, writing – review and editing, visualization.

Baiba Kalķe: conceptualization, methodology, investigation, data curation, validation, writing – review and editing, supervision.

References

- An, M. & Palisano, R. J. (2002). *Professional collaboration in pediatric rehabilitation: A practice model*. PubMed.
- An, M., & Palisano, R. J. (2014). Family–professional collaboration in pediatric rehabilitation: A practice model. *Disability and Rehabilitation*, 36(5), 434–440. <https://doi.org/10.3109/09638288.2013.797510>
- Anderman, E. M. (2011). Educational Psychology in the Twenty-First Century: Challenges for Our Community. *Educational Psychologist*, 46(3), 185–196. <https://doi.org/10.1080/00461520.2011.587724>
- Karlsen Bæk, U.-D. (2005). School as an arena for activating cultural capital – Understanding differences in parental involvement in school. *Nordic Studies in Education*, 25(3), 217–229. <https://doi.org/10.18261/ISSN1891-5949-2005-03-04>
- Balan, R., Doborean, A., Roman, G. D., & Balazsi, R. (2017). Indirect Effects of Parenting Practices on Internalizing Problems among Adolescents: The Role of Expressive Suppression. *Journal of Child and Family Studies*, 26(1), 40–47. <https://doi.org/10.1007/s10826-016-0532-4>
- Barr, J., & Saltmarsh, S. (2014). “It all comes down to the leadership”: The role of the school principal in fostering parent-school engagement. *Educational Management Administration & Leadership*, 42(4), 491–505. <https://doi.org/10.1177/1741143213502189>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513–531. <https://doi.org/10.1037/0003-066X.32.7.513>
- Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723–742. <https://doi.org/10.1037/0012-1649.22.6.723>

- Bronfenbrenner, U. (1994). Ecological models of human development. In *International encyclopedia of education* (Vol. 3, 2nd ed., pp. 1643–1647). Elsevier.
- Bronfenbrenner, U. (2001). The bioecological theory of human development. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences* (pp. 6963–6970). Elsevier Sciences.
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (6th ed., Vol. 1, pp. 793–828). John Wiley & Sons Inc.
- Christenson, S. L. (2004). The Family-School Partnership: An Opportunity to Promote the Learning Competence of All Students. *School Psychology Review*, 33(1), 83–104. <https://doi.org/10.1080/02796015.2004.12086233>
- Christenson, S. L., & Sheridan, S. M. (2001). *Schools and families: Building connections within diverse communities*. Sage Publications.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Cole, B. (2007). Mothers, gender, and inclusion in the context of home-school relations. *Support for Learning*, 22(4), 165–173. <https://doi.org/10.1111/j.1467-9604.2007.00467.x>
- Daniel, H. (2019). *Generational differences and its impact on teaching and learning*. University of Mississippi Medical Center.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. MacMillan.
- Đuričić, M., & Bunijevac, M. (2017). Parental Involvement as a Important Factor for Successful Education. *CEPS Journal: Center for Educational Policy Studies Journal*, 7(3), 137–153. <https://doi.org/10.26529/cepsj.291>
- Emeagwali, N. S. (2009). Fostering parent-teacher collaboration in the classroom (Classroom Connection). *Techniques: Making Education and Career Connections*, 84(5), 8–9. <https://www.proquest.com/trade-journals/filtering-parent-teacher-collaboration-classroom/docview/1933098289/se-2>
- Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701–712.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Epstein, J. L. (2002). *Six types of involvement: Keys to successful partnerships*. National Network of Partnership Schools, Johns Hopkins University.
- Epstein, J. L. (2005). School-initiated family and community partnerships. In T. Erb (Ed.), *This we believe in action: Implementing successful middle level schools* (pp. 77–96). National Middle School Association.
- Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 92(3), 81–96. <https://doi.org/10.1177/003172171009200326>
- Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of Leadership: Effects of District and School Leaders on the Quality of School Programs of Family and Community Involvement. *Educational Administration Quarterly*, 47(3), 462–495. <https://doi.org/10.1177/0013161X10396929>
- Esler, A. N., Godber, Y., & Christenson, S. L. (2008). Best practices in supporting school-family collaboration. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 917–936). National Association of School Psychologists.
- Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology*, 92(2), 367–376. <https://doi.org/10.1037/0022-0663.92.2.367>
- Frey, A. J., Alvarez, M. E., Sabatino, C. A., Lindsey, B. C., Dupper, D. R., Raines, J. C., Streeck, F., McInerney, A., & Norris, M. P. (2012). The Development of a National School Social Work Practice Model. *Children & Schools*, 34(3), 131–134. <https://doi.org/10.1093/cs/cds025>
- Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2017). Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. *Journal of School Psychology*, 62, 1–10. <https://doi.org/10.1016/j.jsp.2017.04.002>

- Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the Relationship Between Parental Involvement and Student Motivation. *Educational Psychology Review*, 17(2), 99–123. <https://doi.org/10.1007/s10648-005-3949-7>
- Gonzalez-Mena, J. (2011). *Family, school, and community: Partners in children's development*. Pearson.
- Gwyer, J., & Hack, L. (2012). Education is a social process. *Journal of Physical Therapy Education*, 26(3), 3–4.
- Hallgarten, J. (2000). *Parents exist, OK!?: Issues and visions for parent-school relationships*. Institute for Public Policy Research.
- Herrold, K., & O'Donnell, K. (2008). *Parent and family involvement in education: 2006–07 school year – National Household Education Surveys Program of 2007* (NCES 2008–050). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent Academic Involvement as Related to School Behavior, Achievement, and Aspirations: Demographic Variations Across Adolescence. *Child Development*, 75(5), 1491–1509. <https://doi.org/10.1111/j.1467-8624.2004.00753.x>
- Hill, N. E., & Taylor, L. C. (2004). Parental School Involvement and Children's Academic Achievement: Pragmatics and Issues. *Current Directions in Psychological Science*, 13(4), 161–164. <https://doi.org/10.1111/j.0963-7214.2004.00298.x>
- Hoover-Dempsey, K. V., Battiato, A. C., Walker, J. M. T., Reed, R. P., DeJong, J. M., & Jones, K. P. (2001). Parental Involvement in Homework. *Educational Psychologist*, 36(3), 195–209. https://doi.org/10.1207/S15326985EP3603_5
- Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental Involvement in Children's Education: Why Does it Make a Difference? *Teachers College Record: The Voice of Scholarship in Education*, 97(2), 310–331. <https://doi.org/10.1177/016146819509700202>
- Hoover-Dempsey, K. V., & Sandler, H. M. (2005). *The social context of parental involvement: A path to enhanced achievement*. U.S. Department of Education, Institute of Education Sciences.
- Hoover-Dempsey Kathleen V., Walker Joan M. T., Sandler Howard M., Whetsel Darlene, Green Christa L., Wilkins Andrew S., & Closson Kristen. (2005). Why Do Parents Become Involved? Research Findings and Implications. *The Elementary School Journal*, 106(2), 105–130. <https://doi.org/10.1086/499194>
- Hwang, Y. S. (2010). Attitudes towards inclusion: Gaps between belief and practice. *International Journal of Special Education*, 25(1), 136–146. <https://files.eric.ed.gov/fulltext/EJ921198.pdf>
- Imants, J., & Van Der Wal, M. M. (2020). A model of teacher agency in professional development and school reform. *Journal of Curriculum Studies*, 52(1), 1–14. <https://doi.org/10.1080/00220272.2019.1604809>
- Illeris, K. (Ed.). (2018). *Contemporary theories of learning: Learning theorists - in their own words* (2nd ed.). Routledge.
- Jones, J. (2014). Best practices in providing culturally responsive interventions. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations* (pp. 49–60). National Association of School Psychologists.
- Kaiser, B., & Rasminsky, J. S. (2017). *Challenging behavior in young children: Understanding, preventing, and responding effectively* (4th ed.). Pearson.
- Kapur, R. (2022). *Understanding the concept of mutual understanding among instructors and students in educational institutions of all levels*. ResearchGate.
- Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 60(2), 73–85.
- López-Alvarado, J. (2016). Educational research: Educational purposes, the nature of knowledge and ethical issues. *International Journal of Educational Research and Review*, 4(5), 72–77.
- Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. SEDL. U.S. Department of Education. <https://www.ed.gov/sites/ed/files/documents/family-community/partners-education.pdf>
- McCloy, C. H. (1941). The Factor Analysis as a Research Technique. *Research Quarterly. American Association for Health, Physical Education and Recreation*, 12(1), 22–33. <https://doi.org/10.1080/10671188.1941.10761876>

- McCrory Calarco, J. (2016). The Broken Compass: Parental Involvement with Children's Education, by Keith Robinson and Angel L. Harris, Harvard University Press. 2014. 322 pages. \$45 hardcover. *Social Forces*, 94(4), Article e106. <https://doi.org/10.1093/sf/sou126>
- McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools*, 41(3), 363–377. <https://doi.org/10.1002/pits.10163>
- Miller, G. E., Arthur-Stanley, A., & Banerjee, R. (2022). *Advances in family-school-community partnering*. Routledge.
- Nash, R. A., & Winstone, N. E. (2017). Responsibility-Sharing in the Giving and Receiving of Assessment Feedback. *Frontiers in Psychology*, 8, Article 1519. <https://doi.org/10.3389/fpsyg.2017.01519>
- National Association of Social Workers (NASW). (1996). *Code of ethics of the National Association of Social Workers*. NASW Press.
- Newland, L. A., Coyl-Shepherd, D. D., & Paquette, D. (2013). Implications of mothering and fathering for children's development. *Early Child Development and Care*, 183(3–4), 337–342. <https://doi.org/10.1080/03004430.2012.711586>
- Oganisjana, K., & Ozols, R. (2019). *Metakognitīvātē, domāšanas astoņi pīlāri un to ietekme uz indivīda rīcību. Rekomendācijas konfliktu un problēmsituāciju risināšanai*. Izglītības kvalitātes valsts dienests.
- Olmstead, C. (2013). Using Technology to Increase Parent Involvement in Schools. *TechTrends*, 57(6), 28–37. <https://doi.org/10.1007/s11528-013-0699-0>
- Onwuegbuzie, A. J., & Frels, R. (2016). *Seven steps to a comprehensive literature review*. Sage Publications.
- Paquette, D. (2004). Theorizing the Father-Child Relationship: Mechanisms and Developmental Outcomes. *Human Development*, 47(4), 193–219. <https://doi.org/10.1159/000078723>
- Parke, R. D. (2002). Fathers and families. In M. H. Bornstein (Ed.), *Handbook of parenting: Volume 3: Being and becoming a parent* (2nd ed., pp. 27–74). Lawrence Erlbaum Associates.
- Petticrew, M. & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Blackwell Publishing.
- Rawsley, A. (2000). A future perspective in the school curriculum. *Journal of Educational Enquiry*, 1(2), 65–78.
- Reynolds, W. M., & Miller, G. E. (Eds.). (2013). *Handbook of psychology: Volume 7: Educational psychology* (2nd ed.). John Wiley & Sons.
- Salamondra, T. (2021). Effective communication in schools. *BU Journal of Graduate Studies in Education*, 13(1), 22–26.
- Santiago, R. T., Garbacz, S. A., Beattie, T., & Moore, C. L. (2016). Parent-teacher relationships in elementary school: An examination of parent-teacher trust. *Psychology in the Schools*, 53(10), 1003–1017. <https://doi.org/10.1002/pits.21971>
- Santrock, J. W. (2011). *Educational psychology* (5th ed.). McGraw-Hill.
- Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon, K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. *School Psychology Review*, 41(1), 23–46. <https://doi.org/10.1080/02796015.2012.12087374>
- Sheridan, S. M., & Gutkin, T. B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21st century. *School Psychology Review*, 29(4), 485–502.
- Simon, B. S. (2004). High school outreach and family involvement. *Social Psychology of Education*, 7(2), 185–209. <https://doi.org/10.1080/02796015.2000.12086032>
- Van Voorhis, F. L. (2003). Interactive Homework in Middle School: Effects on Family Involvement and Science Achievement. *The Journal of Educational Research*, 96(6), 323–338. <https://doi.org/10.1080/00220670309596616>
- Vickers, H. S., Minke, K. M. (1995). Exploring parent-teacher relationships: Joining and communication to others. *School Psychology Quarterly*, 10(2), 133–150. <https://doi.org/10.1037/h0088300>
- Yadav, B. S. (2019). Individual differences: Role of parents, society and teachers. *Cosmos An International Journal of Art & Higher Education*, 8(1), 4–6.