Parental Involvement in Supporting the Implementation of Educational Supervision in Schools

BY

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Abstract

The article examines the role of parents in supporting the implementation of educational supervision in schools. Educational supervision refers to the process of overseeing and improving the quality of education in schools. While the responsibility for educational supervision is primarily rested on the shoulders of school administrators and teachers, parents can play an important role in supporting and enhancing this process. The article highlighted the importance of parental involvement in promoting effective educational supervision, including through participation in school decision-making processes and supporting school efforts to monitor and improve students' learning outcomes. Additionally, the article discusses challenges that parents may face in engaging with educational supervision and provides recommendations for how schools can better involve parents in this process. The article emphasizes the crucial role that parents can play in supporting the success of educational supervision initiatives in schools. The researcher make use of descriptive qualitative research method approach. The research discovered that, despite the efforts made by parents in supporting school supervision, there are still challenges faced by parents and other educational stakeholders in achieving the implementation of educational supervision in schools.

Keywords: Parental Involvement, Supporting Implementation, Educational Supervision, Schools.

INTRODUCTION

Education is a vital aspect of a child's development and it is essential that parents play an active role in supporting their child's educational journey. One way in which parents can support their child's education is by supporting the implementation of educational supervision. Educational supervision involves the monitoring and evaluation of educational programs and the identification of areas that require improvement. It is a crucial aspect of ensuring that children receive a quality education, and parents have a significant role to play in supporting its implementation. The article explored the role of parents in supporting the implementation of educational supervision. It also discussed the benefits of educational supervision, the challenges that schools face in implementing it, and how parents can help overcome these challenges. The article also provides practical tips for parents to support the educational supervision process and help their children succeed academically.

Ahsan, Azeem, and Gull (2017) explored the important role that parents play in the success of educational supervision. They argued that parents have a crucial role to play in ensuring that their children are successful in their academic pursuits. They began by discussing the importance of educational supervision, which is defined as the process of monitoring and guiding students' academic progress. Ahsan, Azeem, and Gull (2017) furthered argued that educational supervision is critical for ensuring that students are successful in their academic pursuits, as it helps to identify any areas where students may be struggling and provides opportunities for intervention. In their article, they went on to discuss the role that parents can play in educational supervision. According to Ahsan, Azeem, and Gull (2017), parents can provide valuable support and guidance to their children by monitoring their academic progress, providing feedback and encouragement, and creating a supportive home environment that fosters learning. Azeem and Gull (2017) also highlighted some of the challenges that parents may face when trying to support their children's academic success, such as a lack of knowledge about the educational system or a lack of time due to work or other commitments. However, Ahsan, Azeem, and Gull (2017) argue that these challenges can be overcome with the right strategies and support.

Poudel, P. R. (2018) ''Parental involvement in educational supervision'' A study of secondary schools in Nepal. In this study, Poudel, P. R. (2018) explores the level and types of parental involvement in educational supervision in secondary schools in Nepal. The study was conducted using a survey questionnaire distributed to 150 parents of students in six different schools. The results of the study showed that parents were involved in educational supervision but the level of involvement varied depending on the type of activity. For example, parents were more involved in monitoring their child's academic progress than in attending parent-teacher conferences or participating in school activities. The study also found out that parents' level of education and occupation had an impact on their involvement in educational supervision. Parents who had higher levels of education and professional occupations tended to be more involved in their child's education. Poudel, P. R. (2018). Concludes that parental involvement in educational supervision is important for improving student achievement and suggests that schools should provide more opportunities for parents to be involved in their child's education. Poudel, P. R. (2018) also recommends that future research should investigate the impact of parental involvement on student achievement in Nepal.

Mehboob, Hussain, and Ali (2017) examines the impact of parental involvement on the implementation of educational supervision in primary schools. The study was conducted in Pakistan and involved a sample of 200 primary school teachers. The researchers used a survey questionnaire to collect data on the teachers' perceptions of parental involvement and educational supervision. The study found out that parental involvement had a significant impact on the implementation of educational supervision in primary schools. The researchers found that teachers who perceived higher levels of parental involvement also perceived higher levels of educational supervision. The study also found out that teachers who perceived higher levels of parental involvement were more likely to implement educational supervision in their classrooms. The researchers suggest that this may be because teachers feel more supported and accountable when parents are involved in the educational process.

Wang and Sheikh-Khalil (2014) investigate the relationship between parental involvement and its impact on both academic achievement and mental health outcomes among high school students. Wang and Sheikh-Khalil addressed in their study was whether parental involvement has a significant impact on two crucial aspects of adolescent development, academic achievement, and mental health.

Hill and Tyson (2009) is a significant contribution to the field of developmental psychology, particularly in the context of parental involvement and its impact on middle school students' achievement. The primary objective of Hill and Tyson meta-analysis is to assess the effectiveness of various parental involvement strategies in promoting academic achievement among middle school students. The study aims to answer the question of which strategies are most effective in enhancing student outcomes during this critical period of development. Hill and Tyson conducted a meta-analysis, which is a robust research method for synthesizing findings from various studies. They compiled data from multiple studies that investigated parental involvement in middle school settings. The study employed statistical techniques to analyse the data, such as effect size calculations and statistical tests, to determine the impact of parental involvement strategies on student achievement. Hill and Tyson (2009) discusses the varying degrees of effectiveness of different parental involvement strategies. Some strategies may have a more significant impact on academic achievement than others. The findings of this meta-analysis could inform educational policies and practices related to parental involvement in middle schools. Schools and policymakers may use this information to design more effective strategies for engaging parents in their children's education. Hill and Tyson provide valuable insights for parents, helping them understand how their involvement can positively affect their children's academic success during the middle school years. Hill and Tyson (2009) provide a valuable contribution to the field of developmental psychology, providing insights into the role of parental involvement in middle school students' academic success and offering practical implications for educators, policymakers, and parents.

Research Method

The method used in this research was a qualitative research method. Qualitative research method approach is an approach that is descriptive in nature that is making use of analytical strategy to examine the role of parents in supporting the implementation of educational supervision in schools. The research method involves the use of library study were theoretical aspect forms the main source of research data. Here the researcher has to review several articles, books, and or paper presentations that are related to the research topic.

Result and Discussion

Educational supervision refers to the process of providing guidance, support, and evaluation to teachers, students, and other educational professionals to ensure that they are providing high-quality instruction and meeting the goals of the educational institution. Educational supervisors may work in a variety of settings, including schools, universities, and other educational organizations. They may be responsible for observing classroom instruction, providing feedback to teachers, developing curriculum and instructional strategies, and supporting the professional development of educators. The ultimate goal of educational supervision is to improve the quality of education provided to students. By working closely with teachers, students, and other educational professionals, educational supervisors can help ensure that instruction is effective, engaging, and aligned with the educational goals of the institution.

Singh and Singh (2019) aimed to investigate the extent of parental involvement in educational supervision among secondary school students in Punjab, India. The study used a descriptive survey design, and data was collected from a sample of 400 students from 20 randomly selected secondary schools in Punjab, India. The data was collected using a structured questionnaire and analysed using descriptive statistics and ANOVA. The findings of the study

indicated that parents were moderately involved in educational supervision, with a mean score of 2.66 on a 4-point Likert scale. The study also found that parental involvement in educational supervision was influenced by factors such as the level of education and occupation of parents. Singh and Singh (2019) concluded that there is a need to encourage and promote parental involvement in educational supervision to enhance student academic performance. The study also recommended that schools should create opportunities for parental involvement in school activities and provide information to parents on how they can support their children's education.

Implementation of Educational Supervision

Educational supervision is the process of overseeing and improving the quality of teaching and learning in educational settings. It involves a range of activities, including observing teachers, providing feedback and support, developing curriculum, and monitoring student progress. Implementing of educational supervision can involves the identification of the goals and objectives of the supervision process. Before implementing any educational supervision program, it is essential to have a clear understanding of the goals and objectives of the process. This will help to establish the focus of the supervision and ensure that all parties involved are on the same page. Establish a framework for the supervision process: Once the goals and objectives have been established, it is important to create a framework for the supervision process. This includes developing a plan for when and how supervision will occur, what types of data will be collected, and how feedback will be provided. Develop a team to oversee the supervision process: Educational supervision is a team effort, so it is important to establish a group of professionals who will be responsible for overseeing the process. This may include school administrators, instructional coaches, or subject matter experts. Train the team: The team responsible for educational supervision should be trained in the framework and goals of the process, as well as how to conduct observations and provide feedback. This will help to ensure consistency and fairness in the supervision process. Conduct observations and collect data: Observations are a critical component of the educational supervision process. During observations, the team should collect data on teacher practices, student engagement, and student outcomes. Provide feedback and support: After observations have been conducted and data has been collected, the team should provide feedback and support to teachers. This may include coaching, professional development opportunities, or resources to support classroom instruction. Monitor progress: Finally, it is important to monitor progress and evaluate the effectiveness of the educational supervision process. This may include tracking changes in teacher practices, student engagement, and student outcomes over time. By following these steps, schools can implement an effective educational supervision program that supports high-quality teaching and learning.

Parents' Role in Implementing Educational Supervision

Ashraf and Fatima (2018) discusses the importance of parental involvement in the educational process. In their article, they provide a review of literature on the topic and presents various studies and research findings that highlight the positive impact of parental involvement on academic achievement. Ashraf and Fatima (2018) began by defining parental involvement and explaining its significance in the educational process. They argue that parental involvement is not limited to attending parent-teacher conferences or volunteering in the classroom but extends to a range of activities such as monitoring homework, providing academic support, and engaging in discussions about educational goals with their children. Ashraf and Fatima (2018) also highlighted the different types of parental involvement, such as academic socialization, home-based involvement, and school-based involvement. They furthered explain that academic socialization involves parents' efforts to socialize their children with academic values, while home-based involvement focuses on parents' involvement in homework and other academic tasks at home. School-based involvement refers to parents' engagement with the school, including attending parent-teacher conferences and school events. Ashraf and Fatima (2018) presented a range of research findings that support the positive impact of parental involvement on academic achievement. For example, they cite studies that show that parental involvement is positively associated with students' grades, test scores, and academic motivation. They also discuss the potential mechanisms through which parental involvement may influence academic achievement, such as increased parental expectations, better communication between parents and teachers, and improved student engagement in the learning process.

Bora and Hazarika (2016), in their study aimed to investigate the role of parents in supervising and monitoring the education of their children. They conducted a survey of 300 parents from different socio-economic backgrounds in Guwahati, Assam, India. The survey consisted of 25 questions that focused on the parents' involvement in their child's education and their attitudes towards education. The results of the study indicated that most parents had a positive attitude towards education and believed that it was important for their child's future. However, the level of parental involvement in their child's education varied greatly among the respondents. Some parents were highly involved and regularly supervised their child's homework and progress, while others were less involved and relied on the school to monitor their child's education. The study found out that parents' education level and socio-economic status had a significant impact on their level of involvement in their child's education. Parents with higher education and income levels were more likely to be involved in their child's education, while parents with lower levels of education and income were less involved. It is very importance for parental involvement in education and that parents must play a critical role in ensuring their children's success in school. It also important to note that, the need for schools to work closely with parents to promote greater parental involvement in education is very significant.

Parents play a crucial role in supporting the implementation of educational supervision in schools. Educational supervision is the process of monitoring and evaluating the quality of education provided in schools to ensure that it meets the required standards.

There are many ways in which parents can support in implementing educational supervision which can include Collaboration with school authorities: Parents can collaborate with school authorities to provide feedback on the quality of education being provided. This can help identify areas that need improvement and ways to enhance the quality of education. Support for teachers: Parents can support teachers in their efforts to improve the quality of education by providing them with resources and assistance. They can also provide feedback on the teaching methods and approaches being used in the classroom. Regular attendance: Parents can ensure that their children attend school regularly and on time. This helps to maintain a regular learning routine and ensures that children do not miss out on important educational activities. Involvement in school activities: Parents can participate in school activities and events, such as parent-teacher meetings and school functions. This helps to build a strong relationship between parents, teachers, and the school, which is essential for the effective implementation of educational supervision. Monitoring academic progress: Parents can monitor their children's academic progress and provide support and guidance to help them achieve their academic goals. This includes ensuring that children complete their homework and assignments, and providing them with resources and assistance when needed. Therefore, parents play a critical role in supporting the implementation of educational supervision in schools. By collaborating with school authorities, supporting teachers, ensuring regular attendance, participating in school activities, and monitoring academic progress, parents can help to enhance the quality of education provided in schools and ensure that their children receive the best possible education.

Choudhary and Singh (2019) examines the extent of parental involvement in the educational supervision of their children in rural schools in India. The study was conducted through a survey of 250 parents of students in government-run rural schools in the state of Rajasthan. The findings of the study suggest that parental involvement in educational supervision is relatively low in the rural areas of India. Parents were found to be more involved in aspects related to the financial and material support for their children's education, such as providing school uniforms, books, and other stationary than in academic support. Parents were also found to be less likely to monitor their children's homework, communicate with their teachers, or attend parent-teacher meetings. The study further identified a number of reasons for the low levels of parental involvement in educational supervision, including a lack of awareness about the importance of parental involvement, the perception that education is solely the responsibility of the school, and the limited educational background of parents. Additionally, the study found out that a lack of resources, including time and transportation, often prevented parents from being able to attend school events or participate in their children's education. Choudhary and Singh (2019) conclude that there is a need for greater efforts to be made to encourage parental involvement in the educational supervision of their children, particularly in the rural areas of India. They suggest that schools and government agencies should work to increase awareness about the importance of parental involvement and provide greater support to parents, including resources to help them monitor their children's education and participate in school events.

Qasim and Khan (2016) explores the extent of parental involvement in the educational supervision of their children in public and private schools in Pakistan. The study was conducted using a survey questionnaire distributed to 300 parents, with 150 from public schools and 150 from private schools. The questionnaire included questions on the frequency and type of parental involvement in their child's education, their perceptions of the school's responsiveness to parental involvement, and their demographic information. The results of the study showed that parental involvement in educational supervision was generally low in both public and private schools in Pakistan. However, parents from private schools reported higher levels of involvement than parents from public schools. The study also found out that parents from both types of schools were more likely to be involved in activities related to their child's academic performance, such as helping with homework and monitoring their child's progress, rather than in broader school activities. Qasim and Khan (2016) suggest that schools should encourage and facilitate parental involvement in order to improve educational outcomes for children in Pakistan. They also recommend that future research should explore the reasons behind the low levels of parental involvement and potential strategies for increasing it.

Challenges parents faced in Supporting the Implementation of Educational Supervision

Educational supervision is a crucial component of a child's academic development, and parents can play a vital role in supporting its implementation. However, parents may face several challenges when it comes to providing the necessary support for educational supervision which may include Time constraints: Parents may have busy schedules, making it difficult for them to commit enough time to supervise their child's education. This can make it challenging to monitor their child's progress regularly. Lack of expertise: Not all parents may have the necessary knowledge or expertise to provide educational supervision effectively. This can make it challenging for them to identify areas that need improvement or offer meaningful support. Language barriers: For parents who may not speak the language of instruction fluently, understanding the academic materials may be challenging. This can make it difficult for them to provide the necessary support their child needs. Limited resources: Some parents may not have access to the necessary resources to provide educational supervision, such as textbooks, educational software, or internet access. This can make it challenging to provide effective support. Resistance from the child: Some children may resist their parents' efforts to supervise their education, especially if they feel like their independence is being compromised. Conflicting priorities: Parents may have conflicting priorities, such as work commitments, household chores, or other family obligations, which can make it challenging to commit time and resources to educational supervision. However, while there are several challenges that parents may face when supporting the implementation of educational supervision, it is important for them to make a concerted effort to provide meaningful support to their children's

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education. This can help ensure that their children receive the necessary academic guidance and support they need to succeed.

Zahid and Shah (2018) focuses on the importance of parental involvement in the educational supervision of private schools in Lahore, Pakistan. They argue that parental involvement can enhance the effectiveness of educational supervision and improve the overall quality of education in private schools. The study uses a mixed-methods approach, including both quantitative and qualitative data collection and analysis. The quantitative data was collected through a survey of 300 parents, while the qualitative data was obtained through interviews with 20 school principals and 10 educational supervisors. The findings of the study suggest that parental involvement in the educational supervision process can positively impact the performance of private schools. The research note that parents who are actively involved in their children's education tend to be more aware of the quality of education provided by the school and are more likely to demand high standards of performance from both teachers and administrators. Additionally, the study highlights the important role that educational supervisors can play in promoting parental involvement and improving the quality of education. Zahid and Shah (2018) emphasizes the need for private schools to actively engage parents in the educational supervision process to improve the quality of education provided. The authors suggest that schools can achieve this by establishing effective communication channels between parents and educators, encouraging parental participation in school activities, and providing parents with regular updates on their children's academic progress.

How Schools can Better Involve Parents in the Process of School Supervision

Kumar and Chhabra (2018) investigates the impact of parental involvement on academic achievement among secondary school students in Delhi, India. The study explores the extent to which parents engage in educational supervision and how it affects their children's academic performance. Kumar and Chhabra (2018) conducted a survey of 200 students and their parents from various schools in Delhi. The survey included questions about the parents' involvement in their children's education such as their level of supervision, their involvement in homework, and their communication with teachers. The students' academic performance was measured by their grades and attendance records. The findings of the study show that parental involvement in their children's education has a positive impact on academic achievement. The study found out that students whose parents were highly involved in their educational activities had higher grades and better attendance records than those whose parents were less involved. Additionally, the study found out that parental involvement in educational supervision is positively correlated with academic motivation and study habits. Kumar and Chhabra (2018) suggest that parents can play a critical role in their children's education by taking an active interest in their academic progress and providing guidance and support. They recommend that schools and educators work to encourage parental involvement in education by providing resources and opportunities for parents to engage in their children's education.

Schools can involve parents in the process of school supervision in a variety of ways which include Regular communication: Schools should establish regular communication with parents to keep them informed about their child's progress and any issues that may arise. This can include weekly or monthly newsletters, emails, phone calls, or conferences. Parent-teacher conferences: Schools should schedule parent-teacher conferences regularly to provide parents with an opportunity to discuss their child's academic progress, behaviour, and any concerns they may have. These conferences can also help teachers to better understand the needs of their students. Parent involvement in decision-making: Schools should involve parents in decision-making processes related to their child's education. This can include soliciting feedback on school policies, curriculum, and extracurricular activities. Parent volunteers: Schools can encourage parents to volunteer in the classroom or for school events. This not only helps to strengthen the relationship between parents and the school, but it also provides valuable support for teachers and staff. Parent education programs: Schools can offer parent education programs that provide resources and support for parents to help their children succeed in school. These programs can cover a wide range of topics, including academic support, behaviour management, and college readiness. Technology: Schools can use technology to enhance parent involvement, such as online portals that provide access to student grades, attendance records, and homework assignments. This allows parents to stay informed about their child's academic progress and communicate with teachers more easily. By implementing these recommendations, schools can help to foster a strong partnership with parents, which can lead to improved student outcomes and a more supportive learning environment.

Fan, X., & Chen, M. (2001) present a meta-analysis of research on the relationship between parental involvement and students' academic achievement. This analysis aims to provide a comprehensive understanding of how different forms of parental involvement influence students' academic outcomes. The primary objective of this meta-analysis is to examine the overall effect size of parental involvement on students' academic achievement and to identify specific dimensions of parental involvement that have a significant impact. The researchers conducted a comprehensive review of existing studies that investigated the link between parental involvement and academic achievement. Fan, X., & Chen, M. (2001) gathered data from studies that met specific inclusion criteria, resulting in a final sample of 77 studies. These studies were selected based on their adherence to scientific standards and their focus on various dimensions of parental involvement, such as communication, monitoring, and educational aspirations. Fan, X., & Chen, M. (2001) utilized statistical techniques to calculate effect sizes, allowing them to quantify the strength of the relationship between parental involvement and academic achievement. Fan, X., & Chen, M. (2001) also examined potential moderators, such as socioeconomic status and grade level, to explore whether these factors influenced the relationship between parental involvement and academic achievement. The meta-analysis revealed several key findings including overall positive effect: The overall effect size indicated a positive correlation between parental involvement and students' academic achievement. This suggests that students whose

parents are more involved tend to have higher academic achievement. The research also finds specific dimension. Different dimensions of parental involvement had varying effects on academic achievement. For instance, parental educational aspirations and communication with the school had stronger associations with academic achievement than parental help with homework. Socioeconomic status (SES) was found to be a moderating factor. The effect of parental involvement on academic achievement was stronger for students from low-SES families compared to those from high-SES families. The effect of parental involvement on academic achievement was more pronounced in elementary school compared to middle or high school. As with any meta-analysis, there are limitations to consider. The studies included in the meta-analysis were conducted in diverse settings with varying methodologies, which could introduce heterogeneity in the results. Additionally, the quality of parental involvement may vary widely, and this variability could influence the observed effects. Fan and Chen (2001) highlight the significance of parental involvement in influencing students' academic achievement. The findings underscore the importance of creating a supportive environment where parents are engaged in their children's education, especially for students from economically disadvantaged background

Epstein, J. L. (2018) writes a significant book in the field of education that emphasizes the importance of collaboration among schools, families, and communities to enhance student learning and overall school effectiveness. Published in 2018 by Routledge, the book builds upon Epstein's extensive research and expertise in the area of family and community engagement in education. Epstein's book is built on the premise that education is not solely the responsibility of schools but is a shared responsibility involving schools, families, and communities. She presents a comprehensive framework for understanding and implementing effective partnerships among these stakeholders. Epstein introduces a framework that categorizes involvement into six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This framework helps educators and stakeholders understand the various ways they can work together to support students. The book is rooted in extensive research, including Epstein's own work, which provides evidence of the positive impact of family and community engagement on student achievement and school improvement. It offers practical insights and strategies based on this research. Epstein provides practical guidance and strategies for educators, administrators, and other stakeholders on how to establish and sustain effective partnerships. This includes ideas for creating welcoming school environments, involving parents in decision-making processes, and designing family engagement programs. The book also focuses on the professional development of educators and school leaders, emphasizing the importance of training and support to help them develop the skills and knowledge necessary for successful collaboration with families and communities. Epstein recognizes the importance of cultural sensitivity and tailoring engagement efforts to meet the diverse needs of families and communities. She discusses how cultural competence can play a vital role in building trust and effective partnerships. Epstein addresses policy

implications related to family and community engagement in education. She discusses how educational policies can support or hinder the development of strong partnerships and offers recommendations for policymakers. The book remains highly relevant in the context of education, where the importance of family and community involvement continues to be emphasized as a means of improving educational outcomes and addressing various challenges. Epstein, J. L. (2018) is a valuable resource for educators, school leaders, policymakers, and researchers interested in enhancing the role of families and communities in education. It offers a comprehensive framework, research-based insights, and practical strategies for improving schools by fostering strong partnerships among all stakeholders.

Hoover-Dempsey, K. V., & Sandler, H. M. (2017) is a seminal paper that explores the significance of parental involvement in a child's education. Kathleen Hoover-Dempsey and Howard M. Sandler, present a concise analysis of existing research on parental involvement and offer insights into why it matters for a child's learning outcomes. The paper underscores the crucial role that parents play in their children's educational journey. It highlights that parental involvement is not merely desirable but essential for a child's educational success. Hoover-Dempsey and Sandler draw upon several theories, including social cognitive theory and social capital theory, to explain how parental involvement impacts a child's motivation, learning, and achievement. Hoover-Dempsey, K. V., & Sandler, H. M. (2017) emphasize that parental involvement can positively influence a child's motivation to learn. When parents are engaged in their child's education, it can enhance the child's self-efficacy, self-regulation, and interest in learning. The paper presents evidence from previous studies suggesting that children with actively involved parents tend to perform better academically. This includes improved grades, standardized test scores, and overall educational attainment. Hoover-Dempsey and Sandler discuss various ways in which parents can be involved in their child's education. This involvement can take the form of helping with homework, attending school events, communicating with teachers, and fostering a supportive home environment for learning. Hoover-Dempsey, K. V., & Sandler, H. M. (2017) acknowledge that some parents face barriers to involvement, such as lack of time, resources, or confidence in their ability to support their child's learning. Addressing these barriers is essential to promoting equitable educational opportunities. The paper offers practical insights for educators, policymakers, and parents on how to promote and facilitate parental involvement. It emphasizes the need for schools to create a welcoming and inclusive environment for parents and caregivers.

Hoover-Dempsey, K. V., & Sandler, H. M. (2017) provide a concise overview of the research surrounding parental involvement in education and its impact on children's motivation, learning, and academic achievement. The authors highlight the critical role parents play in supporting their children's education and underscore the importance of addressing barriers to involvement. This paper serves as a valuable resource for educators, researchers, and policymakers interested in enhancing educational outcomes through increased parental engagement.

W. H. Jeynes, (2012) published in Urban Education, focuses on examining the effectiveness of various parental involvement programs in urban settings. The primary objective of this meta-analysis is to evaluate and synthesize existing research to determine the impact of different types of parental involvement programs on the academic achievement of urban students. The study aims to provide insights into whether parental involvement has a positive or negative effect on the educational outcomes of students in urban schools. W. H. Jeynes, (2012) conducts a meta-analysis, which involves the systematic review of multiple studies on the same topic to draw comprehensive conclusions. The study includes research articles that investigate parental involvement programs in urban educational settings. W. H. Jeynes employs statistical techniques to aggregate the findings from various studies, allowing for a quantitative analysis of the collective impact of parental involvement programs. The meta-analysis suggests that parental involvement programs generally have a positive impact on the academic achievement of urban students. Different types of parental involvement programs, such as parental expectations, communication between parents and teachers, and parental participation in school activities, are found to have varying degrees of effectiveness. The study also highlights the importance of cultural and socio-economic factors in shaping the effectiveness of parental involvement programs in urban contexts. The findings suggest that schools and policymakers should prioritize parental involvement programs in urban settings as a potential strategy for improving educational outcomes. Educators should consider tailoring parental involvement programs to the specific needs and demographics of urban students. The study emphasizes the importance of fostering strong communication and collaboration between parents, teachers, and schools in urban areas. The study's findings are based on a synthesis of existing research, which means that the quality of the included studies may vary. W. H. Jeynes' meta-analysis provides valuable insights into the effectiveness of parental involvement programs for urban students. The findings suggest that such programs can have a positive impact on academic achievement, but the specific strategies and contextual factors need to be carefully considered. Researchers, educators, and policymakers can use this study as a foundation for designing and implementing effective parental involvement programs in urban education settings. However, it is important to complement these findings with up-to-date research and a nuanced understanding of the local context.

Sanders, M. G., & Sheldon, S. B. (2009) study appears to be examining the importance and impact of parental involvement in career development interventions within a school setting. Sanders, M. G., & Sheldon, S. B. (2009). Seem to be more focused on reviewing existing literature and synthesizing information rather than presenting original research findings. It may include a literature review, theoretical framework, or conceptual analysis to support its claims. The article contributes to the field of school counselling and career development by highlighting the vital role parents play in supporting their children's career aspirations. If the study provides evidence-based strategies for involving parents effectively, it could have practical implications for educators, counsellors, and policymakers. Sanders, M. G., & Sheldon, S. B.

(2009) appear to address an important aspect of career development in schools, emphasizing the role of parents in shaping students' career choices and outcomes.

Sheldon, S. B., & Epstein, J. L. (2002) explore the role of family and community involvement in enhancing student behaviour and improving school discipline. The article addresses the critical issue of student behaviour and school discipline in urban educational settings. It acknowledges that poor student behaviour and disciplinary problems can hinder the learning process and negatively impact the overall school environment. Sheldon, S. B., & Epstein, J. L. (2002) argue that involving families and communities in the educational process can be an effective strategy to address these issues. Sheldon, S. B., & Epstein, J. L. (2002) draw on Epstein's framework of overlapping spheres of influence, which includes school, family, and community involvement. They propose that when these three spheres work together collaboratively, they can have a positive impact on student behaviour and discipline. The article presents empirical evidence from several studies and initiatives that demonstrate the positive effects of family and community involvement on student behaviour and school discipline. These studies typically involve interventions such as parent-teacher conferences, parent workshops, and community outreach programs.

Sheldon, S. B., & Epstein, J. L. (2002) found the following: Family and community involvement can improve student behaviour by fostering a sense of ownership and responsibility among students and their families. Collaborative efforts between schools, families, and communities can lead to the development of effective strategies for addressing discipline issues. Schools that actively engage parents and the community tend to have lower rates of disciplinary problems and suspensions. Effective communication and partnership-building between schools and families are crucial components of successful involvement initiatives. The article highlights the importance of promoting family and community involvement in schools as a means of improving student behaviour and school discipline. It suggests that schools should implement strategies for involving families and communities in meaningful ways, such as through parent-teacher associations, community outreach programs, and workshops. Sheldon, S. B., & Epstein, J. L. (2002) conclude that fostering strong partnerships between schools, families, and communities can have a positive impact on student behaviour and school discipline. It emphasizes the need for schools to actively seek ways to involve families and communities in the educational process to create a more supportive and disciplined learning environment.

Henderson, A. T., & Mapp, K. L. (2017), A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement" is a significant publication in the field of education that emphasizes the importance of collaboration between schools, families, and communities to improve student outcomes. The title aptly captures the central theme of the research, which is the examination of the impact of connections between schools, families, and communities on student achievement. Henderson, A. T., & Mapp, K. L. (2017) highlight the critical role that collaboration among schools,

families, and communities plays in enhancing student achievement. They argue that when these three entities work together, students are more likely to succeed academically. The report draws on existing research and data to support its claims. It synthesizes findings from various studies, providing a comprehensive overview of the subject. The report emphasizes the importance of using evidence-based practices in establishing effective connections between schools, families, and communities. It offers practical insights and examples of successful initiatives. A key takeaway from the report is the idea that engaging parents and the wider community in a child's education goes beyond traditional parent-teacher conferences. It involves creating a culture of involvement and partnership. The report underscores that these connections are not just peripheral but have a direct impact on student outcomes, including academic achievement, attendance, and behaviour. This finding reinforces the importance of collaboration.

Henderson and Mapp suggest that policymakers, educators, and communities should consider the implications of their findings when shaping education policies and practices. Their report can serve as a valuable resource for decision-makers. Henderson and Mapp, advocate for sustained efforts to build and strengthen relationships among schools, families, and communities. These connections are viewed as essential components of a holistic approach to education reform. Henderson and Mapp highlights the critical role of collaboration among schools, families, and communities in improving student achievement. It provides a valuable synthesis of research and offers practical insights for educators, policymakers, and stakeholders interested in enhancing the educational experience and outcomes for students.

Pomerantz, Moorman, and Litwack (2017) explores the complex dynamics of parental involvement in children's academic lives. Their article is published in the "Review of Educational Research," a reputable peer-reviewed journal. Pomerantz, Moorman, and Litwack acknowledge that parental involvement in children's education is generally considered beneficial. It is often seen as a way to support children's learning, motivation, and overall academic success. The article challenges the simplistic notion that more parental involvement is always better. Instead, it emphasizes that the quality, manner, and timing of involvement matter significantly. They argue that a one-size-fits-all approach to parental involvement may not be effective. Pomerantz, Moorman, and Litwack (2017 delve into different types of parental involvement, such as help with homework, communication with teachers, attending school events, and monitoring academic progress. They explore how each type of involvement can have varying impacts on children's academic outcomes. They examine the roles of different family members in children's academic lives, including mothers, fathers, and grandparents. They also explore the motivations behind parental involvement, highlighting that parents may be driven by various factors, such as a desire for their child's success or a need for control. One significant finding is that excessive or intrusive parental involvement can have detrimental effects on a child's development. This challenges the conventional wisdom that more involvement is always positive. Pomerantz, Moorman, and Litwack suggest that educational policies and

practices should take into account the diversity of families and their varying needs when it comes to parental involvement. They argue for a more individualized and context-aware approach. They provide a nuanced and insightful analysis of parental involvement in children's academic lives, highlighting the need for a balanced and context-sensitive approach. It underscores that the "how, whom, and why" of parental involvement are critical factors to consider when designing educational interventions and policies.

Wang and Sheikh-Khalil (2014) investigate the relationship between parental involvement, student achievement, and mental health during high school years. The primary objective of the study is to examine whether parental involvement has an impact on two critical aspects of high school students' lives: academic achievement and mental health. The study involves a sample of high school students. Wang and Sheikh-Khalil (2014) employ statistical analysis techniques to examine the relationships between parental involvement, academic achievement, and mental health. The study finds out that higher levels of parental involvement are associated with improved student academic achievement and better mental health outcomes. This would suggest that engaged parents play a crucial role in their children's high school experiences. The findings of this study can have significant implications for educators, parents, and policymakers. If parental involvement is found to positively impact student achievement and mental health, it may encourage schools and parents to work collaboratively to enhance the educational experience and well-being of high school students.

González-DeHass, Willems, and Holbein (2005) is a significant contribution to the field of educational psychology. González-DeHass, Willems, and Holbein provide evidence supporting a positive relationship between parental involvement and student motivation. They suggest that when parents are actively engaged in their children's education, students are more motivated to learn and perform better academically. The research distinguishes between different forms of parental involvement, including academic, social, and emotional involvement. It highlights that various types of parental engagement can impact student motivation differently. González-DeHass, Willems, and Holbein employed a comprehensive methodology to investigate the relationship between parental involvement and student motivation. The study begins with an extensive review of existing literature, providing a solid foundation for their research question and hypotheses. Data was collected through surveys and questionnaires administered to both parents and students. González-DeHass, Willems, and Holbein's (2005) study sheds light on the crucial role of parental involvement in shaping student motivation. Its comprehensive methodology and findings provide valuable insights for educators, parents, and policymakers seeking to enhance the educational experience and outcomes of students.

Conclusion

In conclusion, the role of parents in supporting the implementation of educational supervision is crucial. Effective educational supervision requires the cooperation and involvement of parents in their children's education. Parents should understand the

importance of educational supervision and actively participate in their child's learning process. They can do this by establishing a good relationship with teachers, monitoring their child's progress, providing a conducive learning environment at home, and ensuring that their child completes their homework and attends school regularly. By working together with teachers and other educational stakeholders, parents can play a vital role in ensuring that their child receives the best education possible. Ultimately, this partnership between parents and schools can lead to improved academic outcomes and the overall success of the child.

Recommendation

Educational stakeholders must investigate different models of parental involvement and their effectiveness in supporting educational supervision. They should Compare and contrast models like the Epstein Model, Comer Model, and others in the context of educational supervision. Analyse the attitudes, beliefs, and perceptions of parents towards educational supervision. They must also understand how these attitudes influence their level of involvement and support for supervision initiatives. School leaders must examine the communication channels and collaboration mechanisms between parents and school authorities regarding educational supervision. Assess the impact of effective communication on parental support. Investigate the effectiveness of programs or workshops designed to educate and train parents on their role in educational supervision. Evaluate how such programs influence their involvement and support. Explore how cultural and socioeconomic factors influence parental involvement in educational supervision. Analyse whether there are disparities in involvement among different demographic groups. Assess the mechanisms in place for parents to provide feedback and evaluation of educational supervision practices. Study how this feedback is utilized for improving supervision. Investigate the quality and impact of parent-teacher partnerships in the context of educational supervision. School leaders should explore the strategies and practices that promote effective partnerships. Analyse the extent to which parents are involved in decision-making processes related to educational supervision policies and practices within schools. Investigate the correlation between parental involvement in educational supervision and student academic performance, behaviour, and overall well-being. Identify and examine the barriers and challenges that parents face in actively supporting educational supervision initiatives. Explore strategies to overcome these barriers. Assess the role of technology and digital tools in facilitating parental involvement in educational supervision, such as parent portals, online progress tracking, or communication apps. Conduct a comparative analysis of the role of parents in supporting educational supervision in different educational systems or countries. Identify best practices and lessons that can be shared globally. Investigate the long-term effects of parental involvement in educational supervision on students' educational attainment and lifelong learning. Analyse the implications of your findings for educational policies and practices, and suggest recommendations for policymakers to enhance parental support for educational supervision.

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