

Chapter 10

Recommendations and Conclusions

This review recommends more research to explore various aspects of parental involvement from various contexts, cultures, perspectives, and approaches. This will broaden understanding of which involvements, where, and how they work to maximize children's potential. To further this idea, researchers may consider how STEM learning environments provide affordance that maximizes parental involvement. This is more vital in developing countries where parents need to overcome various challenges posed by contextual obstacles such as language and poverty.

Given the corpus of evidence indicating a solid and very linear relationship between family-school partnership and children's development, teacher education curriculum and in-service training should broaden opportunities for teachers to experience parental involvement. This could be done by creating more opportunities for teachers to practically experience, and take leading active roles in enhancing parental involvement through such activities as take-home activities. There is a need for researchers and practitioners to explore more on the best communication model which is beyond the traditional approaches which can be used to enhance parent-school partnerships.

The study recommends the formulation of empirical and practice-informed parental involvement policies and guidelines which aims to smoothen parents-school communication and build solid partnerships. The formulation of such policies and guidelines should also take into mind the question of who does what, where, and how. This will set clear boundaries among and between ECEC stakeholders and build fruitful power relationships.

There is an urgent need to include the component of parental involvement in the current teacher education curriculum. The training should equip preservice teachers with the necessary skills and attitudes to build, straighten, and sustain parent-school partnerships and parental involvement. Importantly, preservice teachers should be aware of the existing diversities in their preschool setting and how to effectively communicate with parents and children from diverse backgrounds and cultures.

Given the existing challenges related to parental involvement in children's learning and development, there is a need for various context-specific initiatives and programs to raise public and individual awareness. The initiatives and programs should focus on building sustainable tripartite partnerships between parents, schools, and ECEC stakeholders such as policymakers, NGOs, religious organizations, social and health workers, and other relevant authorities. Such a move will ensure the sustainability of initiatives and programs, and build a sense of ownership among parents, teachers, and children.

To conclude, parent involvement is a unique and dynamic aspect of the young children's education. It is necessary to revisit this concept in alignment with the recent subjects that are on the focus such as sustainability, digitalization, and ever-changing family roles and functions. The utmost goal of the educational process is to improve the children's lives. By providing better guidance in parent involvement, it could be possible to attain and employ better parent involvement programs. This piece of scientific work contributed to having a better understanding of parent involvement in ECEC by taking different perspectives and covering underestimated regions and eventually presenting the insights specifically from Norway. It is critical to conduct further reviews and apply advanced studies in the field to progress and improve the benefits for young children wherever they live.