

# EDUCATION AND THE FAMILY

# CONTEMPORARY PERSPECTIVES IN FAMILY RESEARCH

Series Editor: Sampson Lee Blair

## Previous Volumes:

- Volume 15: Transitions into Parenthood: Examining the Complexities of Childrearing – Edited by Sampson Lee Blair and Rosalina Pisco Costa, 2019
- Volume 16: Chinese Families: Tradition, Modernisation, and Change – Edited by Man-Yee Kan and Sampson Le Blair, 2021
- Volume 17: Aging and the Family: Understanding Changes in Structural and Relationship Dynamics – Edited by Patricia Neff Claster and Sampson Lee Blair, 2021
- Volume 18: Families in Nigeria: Understanding their Diversity, Adaptability, and Strengths – Edited by Olufemi Adeniyi Fawole and Sampson Lee Blair, 2022
- Volume 19: Facing Death: Familial Responses to Illness and Death – Edited by Christina L. Scott, Heidi M. Williams, and Siri Wilder, 2022
- Volume 20: The Justice System and the Family: Police, Courts, and Incarceration – Edited by Sheila Royo Maxwell and Sampson Lee Blair, 2022
- Volume 21: Flexible Work and the Family – Edited by Anja-Kristin Abendroth and Laura Lükemann, 2023
- Volume 22: Conjugal Trajectories: Relationship Beginnings, Change, and Dissolutions – Edited by Ana Josefina Cuevas Hernández and Sampson Lee Blair, 2023
- Volume 23: Resilience and Familism: The Dynamic Nature of Families in the Philippines – Edited by Veronica L. Gregorio, Clarence M. Batan, and Sampson Lee Blair, 2023
- Volume 24: Cohabitation and the Evolving Nature of Intimate and Family Relationships – Edited by Sampson Lee Blair and Yongjun Zhang, 2023
- Volume 25: More than just a ‘Home’: Understanding the Living Spaces of Families – Edited by Rosalina Pisco Costa and Sampson Lee Blair, 2024
- Volume 26: Indian Families: Contemporary Family Structures and Dynamics – Edited by Vinod Chandra and Sampson Lee Blair, 2024
- Volume 27: Disability and the Family: Challenges, Resources, and Resilience – Edited by Patricia Neff Claster and Sampson Lee Blair, 2025
- Volume 28: Education and the Family: Achievement, Attainment, and Quality School Outcomes – Edited by Timothy J. Madigan and Sampson Lee Blair, 2025

# EDITORIAL BOARD

Anja-Kristin Abendroth  
*Bielefeld University, Germany*

Anna-Lena Almqvist  
*Mälardalen University, Sweden*

Clarence M. Batan  
*University of Santo Tomas, Philippines*

Eli Buchbinder  
*University of Haifa, Israel*

Yu-Hua Chen  
*National Taiwan University, Taiwan*

Patricia Neff Cluster  
*Edinboro University, USA*

Teresa M. Cooney  
*University of Colorado-Denver, USA*

Rosalina Pisco Costa  
*University of Évora, Portugal*

Alda Britto da Motta  
*Federal University of Bahia, Brazil*

Veronica L. Gregorio  
*National University of Singapore,  
Singapore*

Olufemi Adeniyi Fawole  
*University of Ilorin, Nigeria*

Ana Josefina Cuevas Hernandez  
*University of Colima, Mexico*

Man-Yee Kan  
*University of Oxford, UK*

Timothy J. Madigan  
*Commonwealth University, USA*

Marion Müller  
*University of Tuebingen, Germany*

Josip Obradović  
*University of Zagreb, Croatia*

Christina L. Scott  
*Whittier College, USA*

Ria Smit  
*University of Johannesburg, South  
Africa*

Siri Wilder  
*University of Texas – Dallas, USA*

Heidi Williams  
*Virginia Tech, USA*

*This page intentionally left blank*

CONTEMPORARY PERSPECTIVES IN FAMILY  
RESEARCH VOLUME 29

**EDUCATION AND THE  
FAMILY: PARENTAL  
INVOLVEMENT PRACTICES  
IN THE HOME AND  
SCHOOL**

EDITED BY

**SAMPSON LEE BLAIR**

*The State University of New York, Buffalo, USA*

and

**TIMOTHY J. MADIGAN**

*Commonwealth University, USA*



United Kingdom – North America – Japan  
India – Malaysia – China

Emerald Publishing Limited  
Emerald Publishing, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL.

First edition 2025

Editorial matter and selection © 2025 Sampson Lee Blair and Timothy J. Madigan.  
Individual chapters © 2025 The authors.  
Published under exclusive licence by Emerald Publishing Limited.

**Reprints and permissions service**

Contact: [www.copyright.com](http://www.copyright.com)

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

**British Library Cataloguing in Publication Data**

A catalog record for this book is available from the British Library

ISBN: 978-1-83662-891-0 (Print)

ISBN: 978-1-83662-890-3 (Online)

ISBN: 978-1-83662-892-7 (Epub)

ISSN: 1530-3535 (Series)



INVESTOR IN PEOPLE

# CONTENTS

<i>About the Editors</i>	<i>ix</i>
<i>About the Contributors</i>	<i>xi</i>
<b>Introduction</b> <i>Sampson Lee Blair and Timothy J. Madigan</i>	<i>1</i>
<b>Chapter 1 Personal and Social Development of Children in the Online Space from the Perspective of Slovak Parents</b> <i>Gabriela Šarníková</i>	<i>7</i>
<b>Chapter 2 Addressing Gender and Advanced Degrees: The Educational Gradient in Time Spent in Childcare for Mothers and Fathers from 2012–2021</b> <i>Emily Fitzgibbons Shafer, Anne K. Johnson and Ahmed Almousa</i>	<i>37</i>
<b>Chapter 3 Attending School While Living at Home: Increased Inequalities Among College Students During the COVID-19 Pandemic</b> <i>Soo-Yeon Yoon, Jiwon Choi, Anayn Mapoy and Kaleena Wong</i>	<i>61</i>
<b>Chapter 4 Building Efficient Parents–School Collaboration in Norway: A Focus on Immigrant Parents’ Voices</b> <i>Ruta Zabityte Andreassen, Natallia Bahdanovich Hanssen and Mariya Riekkinen</i>	<i>83</i>
<b>Chapter 5 Home-Based Parental Involvement: Intersections of Gender, Childcare, Families and the Economy in Post-socialist Romania</b> <i>Irina Elena Ion, Raluca Popescu and Laura Grünberg</i>	<i>107</i>
<b>Chapter 6 Samoan Perspectives on Children and Education</b> <i>Epenesa Esera and Kuinileti Lauina Viliamu</i>	<i>135</i>
<b>Chapter 7 Family and Sexual Education: “They are from the Devil”. Scandal, Rejection, and Progress in the New Textbooks in Mexico</b> <i>Maricela Guzmán Cáceres</i>	<i>147</i>

<b>Chapter 8 Child-Centered Relatedness and Parents' Care Work in Education in Singapore</b>	
<i>Kristina Göransson</i>	173
<i>Index</i>	187

## ABOUT THE EDITORS

**Sampson Lee Blair** is a Family Sociologist and Demographer at The State University of New York (Buffalo). He received his BS and MS degrees from Virginia Tech and his PhD from Penn State. Much of his research focuses upon parent–child relationships, with particular emphasis on child and adolescent development. In 2010, he received the *Fulbright Scholar Award* from the U.S. Department of State, wherein he conducted research on parental involvement and children’s educational attainment in the Philippines. He has examined a wide variety of relationship dynamics within families. He has published 23 books, in addition to numerous journal articles and book chapters, and has presented over 150 research papers at conferences in the United States and abroad and has served as keynote speaker on numerous occasions. His recent research has focused upon marriage and fertility patterns in China. In 2022, he published *Mate Selection in China: Causes and Consequences in the Search for a Spouse* (with Timothy J. Madigan and Fang Fang). He has served as Chair of the Children and Youth research section of the American Sociological Association, as Senior Editor of *Sociological Inquiry*, Guest Editor of *Sociological Studies of Children and Youth*, and on the editorial boards of *Asian Women*, *Journal of Applied Youth Studies*, *Journal of Divorce and Remarriage*, *Journal of Family Issues*, *Marriage and Family Review*, *Social Justice Research*, *Sociological Inquiry*, *International Journal of Criminology and Sociology*, and *Sociological Viewpoints*. He also serves on the international advisory board of *Tambara*, at Ateneo de Davao University, in the Philippines. In 2023, he was reelected as Vice-President (North America) of the Research Committee on Youth (RC34) in the International Sociological Association. Since 2011, he has served as the Editor of *Contemporary Perspectives in Family Research*. He is a Recipient of the *SUNY Chancellor’s Award for Excellence in Teaching*. Abroad, he has served as a Visiting Professor at the University of Santo Tomas (Manila) and Xavier University (Ateneo de Cagayan) in the Philippines. In China, he has been a Visiting Professor at East China Normal University (华东师范大学), Qingdao University (青岛大学), Shanghai International Studies University (上海外国语大学), and Shanghai University of Finance and Economics (上海财经大学). In 2020, he was initiated into the *NCFR Legacy Circle* of the National Council on Family Relations. In 2021, he received the *Distinguished Career Service Award* from the American Sociological Association’s research section on Children and Youth.

**Timothy J. Madigan** is an Associate Professor of Sociology at Commonwealth University–Mansfield of Pennsylvania where he has been teaching a variety of courses for over two decades including his favorite course the sociology of education. He earned his bachelor’s degree from Bloomsburg University in a dual

social work and sociology program which involved field and teaching experiences at Head Start, Children and Youth Agency, and the Navajo Indian Reservation Boarding School in Chinle, Arizona. Upon graduation, he worked at the Bancroft School and Community. In addition to earning a minor in statistics and completing advanced Mandarin classes at Pennsylvania State University (PSU), his graduate degrees from the Sociology Department at PSU focused on Educational Attainment (MA) and Cultural Capital (PhD). He has published work on both topics as well as the Chinese language. He worked as a demographer within the education branch of the US Census Bureau producing annual reports about the demographics of education in the United States. In addition, he also served as a statistical consultant at the National Center for Education Statistics in the US Department of Education where, in addition to ad hoc policy studies, he reported on the condition of education in the United States, science and mathematics achievement and course taking patterns of American high school students, who goes to America's best universities, parent involvement, sub-BA labor market outcomes, diversity, access, and effective schools. He has managed education data at NCES and directed research on higher education at Shippensburg University. For a decade, he conducted the annual Mansfield University State Survey (formerly The Public Mind) exploring crucial policy issues such as education, the environment, gambling, taxes, voting, going to war, etc. His annual reports received local-, state-, and national-level media attention (e.g., NPR, Reuters, *The Wall Street Journal*, Fox News, etc.). For years, he served as Field Editor for the American Sociological Association's new Teaching Resources and Innovations Library Sociology within which he has published. He is a Ford Foundation Fellowship recipient for teaching social stratification in China. Over the years, he has served as a Visiting Scholar at Central China Normal University, Huazhong Agricultural University, Hubei Vocational College, Hubei University of Economics, National Central South University of Law and Economics in Wuhan, Nanjing Pharmaceutical University in Nanjing, National Taipei University, and The Taiwan Provincial Institute of Family Planning in Taiwan, where he has guest lectured, taught sociology and statistic courses, and conducted wave after wave of survey research on education and family. He has coauthored a book, *Mate Selection in China: Causes and Consequences in Search of a Spouse*, with Sampson Lee Blair and Fang Fang. He has published chapters on family and education in the books *Chinese Families: Tradition, Modernization and Change*, *Education and Society: An Encyclopedia* and *Introduction to Sociology: A Collaborative Approach*. He serves on several editorial boards and has published articles in over a handful of sociology journals. Lately, he is pursuing comparative research on Chinese and American college students and teaching a unique college course called "Irish Culture Through Song." Finally, he and his colleagues are finishing a first ever textbook titled *The Sociology of China: An Introduction* (ORCID: 0000-0002-6185-534X).

## ABOUT THE CONTRIBUTORS

**Ahmed Almousa** is a Doctoral Candidate in the Sociology Department at Portland State University. In addition to his doctoral studies, he holds two master's degrees in Sociology. His studies are focused on the sociology of gender inequality and, more specifically, in studying women in the workplace. He is presently working on his dissertation which focuses on the interplay between gender and the experiences that women have within the workplace and the challenges experienced by women.

**Ruta Zabityte Andreassen** is a University Lecturer at the Faculty of Education and Arts, Nord University, Bodø, Norway. She is working with professional development of teacher students and is the head of teaching practice of the faculty. Her academic background is in language teaching (English and Norwegian) from Vilnius Pedagogical University, Lithuania (now part of Vytautas Magnus University), and the University of Leeds, UK, where she earned her MEd within the field of refugee education. She has 26 years of experience from a secondary school in Norway as a language teacher, a refugee educator, and a school leader in charge of bilingual education for newly arrived students and the professional development for teachers working in multilingual and multicultural classrooms. Her fields of interests are teacher professional development, language teaching, reception of newly arrived students in schools, intercultural competence within the professional communities, and family-professional and interprofessional collaboration, among several others. She is a Member of the research group *Language and Communication Impairments* and a Member of the currently ongoing research project VOICES (Vocational Intercultural Education for Schoolteachers) both led by prof. Natallia B. Hanssen at Nord University.

**Maricela Guzmán Cáceres** is a Postdoctoral Researcher at the National School of Higher Studies Mérida of the National Autonomous University of Mexico. She has a PhD in Educational Planning and Leadership from the Universidad del Valle de México, Santa Fe. She is Sociologist and Master in Social Sciences from the Juárez Autonomous University of Tabasco and also has a Master in Educational Research from the Veracruzana University. She is a Member of the National System of Researchers, level 1. In 2019, she received the University Woman recognition for Academic Merit granted by the Autonomous University of Coahuila. Her lines of research are feminist epistemologies and gender theory, educational leadership, sociology of education, and she is currently developing a research project on scientific vocations in young Mayans from Yucatan. The author's most recent publications are the book *Feminist theory, gender theory*.

*Introductory readings (2022)*, edited for Autonomous University of Sinaloa, the chapter *Physical and symbolic boundaries between men and women. An approach from Gender Studies* in the book *Physical and Symbolic borders and boundaries and how they unfold in space*. An inquiry into making, unmaking, and remaking borders and boundaries across the world, edited by Routledge and the chapter *Theoretical overview of Latin American feminisms (2024)*, in the book *Women from Sinaloa. Social identities under construction*, edited for Autonomous University of Sinaloa. She is interested in doing frontier research, which is at the limits of social sciences and other types of knowledge, where there are questions that are difficult to answer, where it is required to use atypical and novel methodologies and concepts in their field, when current paradigms no longer respond to empirical observations.

**Jiwon Choi** is a PhD Candidate at the University at Albany, State University of New York. Her research interests lie within racial and ethnic minorities, international migration, urban community, and qualitative methods. She is currently conducting her field research on black second-generation immigrants in South Korea. She examines the dynamics of the everyday lives of black students – how they navigate their needs and negotiate with adults in the low economic status as black students in South Korea.

**Epenesa Esera** is currently a Senior Lecturer at the Faculty of Education of the National University of Samoa (NUS). She has taught at various levels of the education system: primary level (Apia Primary & Apia Infants), secondary level (Avele College), and tertiary level (Primary Teachers' College, Western Samoa Teachers' College, and the Faculty of Education at NUS). At the tertiary level, she has taught courses in the Education department which included human development, teaching and learning, curriculum development, measurement and assessment, contemporary issues, and action research. She presented papers at various conferences: Samoa Conference, Rethinking Pacific Education Conferences, Te Va'a Pasefika, Pacific Circle Consortium, and the Oceania Comparative International Education Society. She graduated with a teaching certificate from Hamilton Teachers College in NZ 1977, a Bachelor of Arts from the University of the South Pacific in Fiji 1987, Master of Arts at Macquarie University in Australia 1991, and a PhD from the University of Trinidad and Tobago in 2021. She lectured at the bachelor and postgraduate levels on contemporary issues in education, critical thinking, ethics and values, and globalization in education. Research interests are in the areas of leadership, childhood education, teacher education, and student learning. She published in the *Pacific Asia Journal*, the *Waikato Journal of Education*, *Alternative: An International Journal of Indigenous Scholarship*, the *Journal of Samoan Studies*, *MedCrave*, *World Journal of Educational Research*, and the *Global Journal of Arts Humanity and Social Sciences*.

**Kristina Göransson** is a Social Anthropologist specializing in research on family, intergenerational relations, parenting, care, and education, with a particular focus on East and Southeast Asia. She earned her PhD in Social Anthropology from Lund

University in Sweden (2006). She is an Associate Professor in the School of Social Work at Lund University, where she currently serves as Deputy Head of Department and Director of Doctoral Studies. She has conducted extensive ethnographic fieldwork in Singapore and is the author of *The Binding Tie: Chinese Intergenerational Relations in Modern Singapore* (University of Hawai'i Press, 2009). She has coordinated an international research project investigating how parents navigate their young children's education in Singapore, South Korea, and China. Her most recent publications include "Educational exit and the pursuit of a happy childhood among Singaporean middle-class families" in *Global Networks: A Journal of Transnational Affairs* (2024), "Play with a purpose: Intensive parenting, educational desires and shifting notions of childhood and learning in twenty-first century Singapore" in *Childhood* (2023), and "Navigating conflicting desires: Parenting practices and the meaning of educational work in urban East Asia" in *Ethnography and Education* (2022, coauthored with Yoonhee Kang and Yeonjin Kim).

**Laura Grünberg** is Professor of Sociology, Faculty of Sociology and Social Work, University of Bucharest, Romania, where she teaches courses on Gender Studies, Gender and Consumption, Sociology of Everyday life, Ethics in Academic Research. She is also Writer (Member of National Writer Union) and Editor in Chief of the *Romanian Journal of Gender and Feminist Studies* ([www.analize-journal.ro](http://www.analize-journal.ro)). Since 2023, she coordinates the Gender Equality Plan at the University of Bucharest (<https://gep.unibuc.ro/>). In the past, she contributed to the launching of the first MA program in Gender Studies at National School for Political and Administrative Studies in Bucharest, worked as project coordinator for the UNESCO European Center for Higher Education (UNESCO-CEPES), and has been involved in the women's movement in Romania. She has long-term experience in initiating, coordinating, offering consultancy, implementing, or evaluating gender sensitive national, regional, and European research projects in the area of education, health, media, politics, urban space, civil society. She coordinated the most recent *Gender Barometer for Romania* (2018) and has published academic articles in international peer-reviewed journals and books [e.g., Grünberg, L. (2020). In need for more tailored feminist stories in a time of crisis. In R. Ciolăneanu & R. Marinescu (Eds.), *Handbook of research on translating myth and reality in women imagery across disciplines* (pp. 1–23). IGI Global. <http://doi:10.4018/978-1-7998-6458-5.ch00>; Grünberg, L., & Ștefania M. (2019). Why the paradigm of work–family conflict is no longer sustainable: Toward more empowering social imaginaries to understand women's identities. *Gender, Work and Organizations*, <https://doi.org/10.1111/gwao.12343>; Grünberg, L. (2014). Lived feminism(s) in post-communist Romania. In G. Inderpal & B. Victoria (Eds.), *After the boom: Feminisms, states and neoliberalisms*. Duke University Press. <https://doi.org/10.2307/j.ctv11688xv.16>].

**Natalia Bahdanovich Hanssen** is a Professor in special needs education and the Leader of the research Group on Speech Therapy: *Language and Communication Impairments* at the Faculty of Education and Arts, Nord University, Bodø, Norway. She earned her PhD at Nord University and specializes in adaptive

training. Her academic background is within esthetics education, majoring in music-singing, and art history from the Belarussian State Pedagogical University named after Maxim Tank. Her research focuses on early childhood education and care, special needs education, inclusive education, comparative studies, family-professional and interprofessional collaboration, and the intersection of esthetics and special needs education. Her interests also include fields such as bullying, psychosocial learning challenges, and behavioral and relational impairments. She is currently leading a research project VOICES (Vocational Intercultural Education for Schoolteachers).

**Irina Elena Ion** is an Associate Professor at the Bucharest University of Economic Studies, Bucharest, Romania, with an academic experience of more than 15 years. She holds a PhD in Economics (2011) and a PhD in Sociology (2024). She is interested in research topics such as career development, work-life equilibrium, motherhood, and work, from the lens of management, organizational science, and sociology. She is also interested in family studies and parental involvement, shaped by the broader influence of socioeconomic regimes and policies, history, and culture. Her first PhD thesis studied the influence of education on individual earnings, on a nationally representative sample. The second PhD thesis approached the experiences of women executives in the Romanian finance industry, with a focus on the relation between motherhood and career success, in the light of dominant cultural and organizational norms and expectations. She has published several books and articles, such as “Low-income, first-generation students’ experiences of parent support in career development” in *Family Relations* (2022) and “Academic achievement and professional aspirations: between the impacts of family, self-efficacy and school counseling” in the *Journal of Family Studies* (2020). She has also served twice as a Personal Ministry Counselor in two Romanian Minister’s Cabinets.

**Anne K. Johnson** is a Doctoral Candidate in the Sociology Department at Portland State University. Her research focuses on the intersection of policing and medicine, attending specifically to law enforcement phlebotomy (LEP). She recently won the 2024 Western Association of Graduate Schools’ 3-Minute Thesis Regional Competition, presenting her dissertation research into LEP.

**Analyn Mapoy** holds a bachelor’s degree in Sociology from Sonoma State University.

**Raluca Popescu** is a Full-professor at the Faculty of Sociology of the University of Bucharest with more than 20 years academic experience in teaching and researching family, demography, gender studies, quality of life, and social policies. She holds a bachelor’s degree in Sociology (1999), a master’s degree in Social Policies of Development (2001), and a PhD in Sociology (2009) with the thesis “Family institution in Romanian society.” Specialized in the sociology of family, with vast research experience in this field, she has a rich expertise on family typologies, family values, quality of family life, and family policies. She coordinated

and participated in more than 50 research projects, national and international, supported by academic institutions, state's institutions, international organizations, NGOs, and private donors. She published three author books on the specifics of the Romanian family institution, the quality of family life and vulnerable Roma women and coordinated three volumes about extracurricular activities for children in the rural area, about school integration in communities with children left behind by their migrant parents and about family and gender policies. She published more than 50 articles, book chapters, and research reports on family issues and related fields. She has extensive contribution to policy formulation, expertise in social policy design and implementation, in evaluating and designing capacity building/development programs. She is currently the representative for Romania within The International Network on Leave Policies and Research and expert for Romania within the project "Scientific analysis and advice on gender equality in the European Union" for the European Commission DG Justice, Consumers, and Gender Equality.

**Mariya Riekkinen** from Åbo Akademi University (Finland) specializes in international minority rights law, refugee and migrant education, intercultural communication, and youth empowerment. Beyond her two doctorates in law and social sciences, she also graduated from a program in Intercultural Pedagogy. She has a history of successful leadership on a range of relevant projects, including two with the Nordic Council of Ministers (Promoting Social Inclusion of Youth in Northern Industrial Towns and Discovering Youth Perspectives through Activism & Leadership: Experiences in Finland, Norway, and Sweden) and one by NordPlus (To Language through Culture: Methodological Support for Migrant Pupils in Finland, Sweden, and Norway). Additionally, she has served as a contributor on two human rights projects with the Foreign Ministry of Finland: Equal Before the Law: Access to Justice in Central Asia and The Publicity of Documents.

**Gabriela Šarníková** is an Associate Professor and Researcher at the Department of Christian Education, Sts Cyril and Methodius Faculty of Theology, Palacký University Olomouc in Czech Republic. She was born and still lives in the Slovak Republic. She received her master's degree in Slovak language and literature as well as pedagogy from Faculty of Education in Prešov, Pavol Jozef Šafárik University in Košice in Slovak Republic. She received higher master's degree in philosophy from Faculty of Philosophy in Catholic University in Lublin, Poland. She received her doctoral degree in the same subject at the same faculty. She focused on the issue of education for virtues. She received an associate professor degree in pedagogy from Faculty of Education in Charles University in Prague. She was a Teacher in kindergarten, elementary school, and high school, and for 10 years, she was an Assistant Professor at the Faculty of Education in Catholic University in Ružomberok, Slovakia. She worked with children and youth in leisure activities. Currently, for the 14th year, she works at the Palacký University in Olomouc in the Czech Republic. Her professional and research interests include philosophy for children, methodology of pedagogy, didactics, philosophy of

education, alternative school systems and approaches, methodology of leisure time activities, ethical and spiritual education.

**Emily Fitzgibbons Shafer** is an Associate Professor of Sociology at Portland State University. Her work centers around family and gender, including surname choice in marriage, the differential response parents have to sex of children, and the division of labor within households. A former Robert Wood Johnson Health and Society Scholar at Harvard University, she received her PhD in 2010 from Stanford University. Her work has been published in journals such as *Journal of Marriage and Family*, *Demography*, and *Social Forces*.

**Kuinileti Lauina Viliamu** is the Head of the Education Department for the Faculty of Education at the National University of Samoa. She taught at primary level for over 20 years and at the tertiary institution for 16 years. She teaches courses for the Bachelor of Education Primary and the Bachelor of Education for Early Childhood. As HOD she supervises all education programs. Opportunities to present at local and overseas conferences such as the Saasia Conference, Faculty of Education Conference, the Vaka Pasefika Education Conference, and the Oceania Comparative International Education Society have been great experience. She holds a trained Teacher's Certificate, a Bachelor of Education from the National University of Samoa, and a Master of Education in Curriculum Studies from the University of the West Indies Barbados. Her research interests are in Early Childhood Education teaching pedagogy, curriculum, classroom management, and assessment. She has published in the *Pacific Asian Journal* and the *Center of Samoan Studies Journal*. She is married with four children.

**Kaleena Wong** is an Associate at the Glen Price Group. She holds a bachelor's degree in Geography, Environment, and Planning (Sustainable Communities Concentration) from Sonoma State University.

**Soo-Yeon Yoon** is Associate Professor of Sociology at Sonoma State University. Her primary research and teaching interests lie in the areas of families, social stratification, gender equality, health, and life course. Currently, she is working on several projects examining the transition to adulthood amidst growing inequality.

# INTRODUCTION

Sampson Lee Blair<sup>a</sup> and Timothy J. Madigan<sup>b</sup>

<sup>a</sup>*The State University of New York, Buffalo, USA*

<sup>b</sup>*Commonwealth University, USA*

In conjunction with the 1964 Civil Rights Act, the U.S. Congress established the Equality of Educational Opportunity Study. The purpose of this was to better understand the growing gaps in educational performance and attainment between African-Americans and Whites. James S. Coleman, the lead investigator and author of the resulting 1966 report (now referred to as “The Coleman Report”), revealed that the existing system of school segregation and unequal funding was most certainly aiding in the creation of differential educational success between the two racial groups. More importantly, though, he emphasized that school performance and educational attainment were primarily due to the influence of family. The investments of time, energy, and finances on the part of families were seen as central to a child’s success in school. The racial and ethnic stratification in the United States, particularly in regard to household income, played a substantial role in the differences in educational success of African-Americans and Whites. The quality of schools (e.g., teachers, facilities, textbooks) was important, but it was in the context of the family that children would develop educational goals. It was in the context of the family that children would receive support with their schoolwork. And, it was through socialization in the context of the family that children would come to understand the value of education.

Around the globe, there is the seemingly ubiquitous recognition that school performance and educational attainment represent a means by which individuals can enhance their chances of becoming successful in their lives. Obtaining a stable job, receiving earnings which allow for financial stability, and simply having a “good life” depend greatly upon the educational credentials of individuals. Indeed, Coleman posited that the modernization of societies, accompanied by population growth, urbanization, and an increasing number of professions within the labor force, made the acquisition of educational credentials absolutely essential. His contention has proven to be quite accurate, as parents in

most modern societies steadfastly prompt and encourage their children to not only obtain their high school degrees but also continue their academic careers at the collegiate level. A college degree, simply, is viewed as the “Golden Ticket” and will increase a young daughter’s or son’s chance of getting a good job, becoming financially secure, and eventually having a successful life.

It is completely understandable, then, that many parents become actively involved in their children’s lives and seek to ensure their academic progress and success. The degree of involvement, along with the forms of parental involvement, can vary greatly. For many parents, sitting with their children and assisting them with their school homework is part of their daily routines. Some parents, due to their jobs and daily commutes, may find such involvement to be difficult if not impossible. Hence, many parents attempt to support and encourage their children in other ways, such as by providing educational materials and experiences. By supplying their children with books, computers, internet access, art supplies, and the like, parents can attempt to ensure that their children have all of the materials which they may need for their academic studies. In a similar manner, some parents seek to encourage their children’s academic interests by providing them with educational experiences, such as taking them to museums, government capitols, art galleries, and historic sites. Of course, all of these varieties of parental involvement will require a certain level of financial investment on the part of the parents, which again underscores the issue of family income.

Parental involvement is always grounded within the larger culture, as well. In communalistic cultures, it is not uncommon for the educational support of children to include parents, siblings, and extended kin. In the Philippines, for example, it is quite common for the financial costs of schooling to be borne by aunts and uncles, grandparents, and even godparents, as the success of each child is viewed as being necessary to the family, in its entirety. Cultures with such a high degree of familism view the support of children’s needs as a collective effort, thus helping to facilitate children’s school performance and attainment, above and beyond what the individual nuclear family can provide, alone. In a similar vein, parental involvement often depends upon other societal factors, such as the nature of its economy (and labor force). All parents want their children to succeed, and their definition of success typically revolves around financial security. In countries wherein the labor force is heavily concentrated in their primary and secondary sectors (agriculture and manufacturing), many parents may view the pursuit of a college degree as a good option, but not a necessary one. Accordingly, parents may concentrate their involvement upon the primary and secondary levels of education.

Again, parents around the globe will always want to see their children succeed and go on to have happy, productive lives. Educational attainment, in the eyes of the vast majority of parents, is viewed as the primary means of achieving these goals. In this volume of *Contemporary Perspectives in Family Research*, researchers provide a truly global understanding of how parents are involved in their children’s school experiences. Each of the studies provides an important piece of the much larger puzzle, concerning how parental involvement impacts the school performance, attainment, and even in-class experiences of youth.

COVID-19 changed the way teachers provided instruction to their students around the world. In “Personal and Social Development of Children in the Online Space from the Perspective of Slovak Parents,” Gabriela Šarníková researched how parent involvement operated in Slovakia during the pandemic. Parents can become involved with their children’s education in many ways, and they are described in the study. Of particular interest in this study was the area of personal and social development. Schools often do not formally incorporate these goals directly into the curriculum, although they agree with the importance of them and attempt to implement them in numerous indirect or concurrent ways. How do they work out? By examining the posts of parents who were engaged in Facebook school support groups, the results were mixed. Time management and consistent rules were common issues that emerged in the shift to remote learning. The computer and internet kept instruction going. But they also allowed more computer savvy students to cyber bully weaker students and to cheat. This leads to another interesting finding: collaboration between parents and teachers to develop the resilience of students was weak. Overall, more attention and research needs to be devoted to the topic of student’s personal and social development and ways of establishing more productive partnerships between parents and schools for best tackling this educational goal.

Research shows that middle class parents engage in concerted cultivation of their children in order to help them succeed in school. What is missing from these types of studies is investigation into whether advanced education among middle class parents produces a more intensive cultivation. In “Addressing Gender and Advanced Degrees: The Educational Gradient in Time Spent in Childcare for Mothers and Fathers from 2012–2021,” Emily Fitzgibbons Shafer, Anne K. Johnson, and Ahmed Almousa shed light on this issue in their study of childcare. Furthermore, they examine how the pandemic altered parental provision of childcare. Using the American Time Use survey, they find the basic gender gap in childcare with women providing twice as much care in general. They also find a clear education gradient showing childcare, including engaging children on cognitive tasks, increases as education level rises. The pandemic increased the time that mothers and fathers spent engaged in childcare, especially for mothers. After controlling for other factors, the education gradient largely disappears for women suggesting a convergence on this dimension. For men, some of the education gradient becomes insignificant. However, in the area of cognitive care, the difference remains. Factoring in COVID-19 timeline, the pandemic seems to have caused men with advanced degrees to spend more time on the cognitive care of their children.

Change can come fast to a society and sociologists have noted the impact of rapid change on the lives of people, for example, the Great Depression. The present volume of work is benefited by the work of Soo-Yeon Yoon, Jiwon Choi, Analyn Mapoy, and Kaleena Wong who have meticulously documented how the COVID-19 pandemic disrupted student and family life. In “Attending School While Living at Home: Increased Inequalities Among College Students During the COVID-19 Pandemic,” they found more negative disruptions than positive ones. Many students lost beneficial connections to fellow students. In some cases,

forming informal friendships with others was a means to obtaining good grades. Thus, students reported lower grades in the remote learning environments that they were forced to transition to. Students also often mention the various types of disruptions to their new learning environments in the form of excessive noise, the need to help in child rearing responsibilities, family fights emerging, battling for physical space, and so on. The negative impact of COVID-19 disproportionately affected women more than men and minorities more than whites in their study. Also, higher social class seemed to provide more family resources to enable some fortunate students to perform better as a result in the changes to the educational environment around them.

Changes in immigration and labor policies in Norway have produced a new challenge for educators. Given the success of parent school collaboration programs in other countries, examining their use in Norway provides an index of how systems are coping with such change. In “Building Efficient Parents–School Collaboration in Norway: A Focus on Immigrant Parents’ Voices,” Ruta Zabityte Andreassen, Natallia Bahdanovich Hanssen, and Mariya Riekkinen set about to gauge parent–school collaboration. They interviewed 13 immigrant and labor migrant parents. Parent–school collaboration involves a complex set of interactions between teachers and parents which require various types of resources to effectively conduct. Two themes emerged from the analysis of their data: cultural linguistic issues as well as networking with others. Fluency in the Norwegian language facilitates collaboration. Short of that, bilingual teachers are able to help as is Google translate, but the effectiveness declines. Parents expressed gratitude for being included in interactions with other parents as well as their children interacting with other children. They do not want to be seen as outsiders. But it can be challenging to establish deeper connections to other parents if the cultures are not the same. Immigrants who had spent more time in the country felt an obligation to reach out to newly arriving immigrants, especially if they were struggling with the language. The results exemplify the importance of building social capital to help ensure educational success of children.

Families are shaped by larger political policies and structures. Also, gender expectations for mothers and fathers within families can be affected directly or indirectly by larger political goals. What is happening in one social institution affects other parts of society and this becomes clear in Romania. In “Home-based Parental Involvement: Intersections of Gender, Childcare, Families, and the Economy in Post-socialist Romania,” Irina Elena Ion, Raluca Popescu, and Laura Grünberg’s study of Romania in the past half a century or so shows how policies have all kinds of intended and unintended implications. Boosting women’s participation in the labor force, a goal of the socialist regime, can lead to super mom expectations: pursue career as well as family. But after the collapse of communism and the rise of neoliberalism regime, mothers pursuing careers were expected to do both well and intensively. Families responded differently to this role conflict depending on its social class resources. Older relatives could provide childcare in a system lacking private providers. Fathers could provide the service if they were less attached to the formal labor system. Membership in the EU allowed for poor adults to exit Romania in large numbers for opportunities

elsewhere, further challenging the family system and age cohort demographic balance. Policies seemed to have had contradictory results, and their differential effects on women's ability to provide in the raising and education of their children while also pursuing careers seems to be unanticipated by policy makers over time.

As societies around the world face globalization forces and attempt to develop, they need to make choices between what aspects of their traditional ways of life they should keep while adopting new institutions and norms found in advanced countries. This is no exception in Samoan society. In "Samoan Perspectives on Children and Education," Epenesa Esera and Kuinileti Lauina Viliamu show how Samoan society strives to maintain its culture while adjusting to the influence of western countries. Will young children reject their parents and traditional ways of life, or will they embrace their cultural heritage while going through education? The traditional values at the core of Samoan family life are described in detail by the authors: clarity of thought, visionary, quest for truth, delving beyond the surface, open mindedness, avoidance of rash decisions, and distribute power. Many of these core cultural values align with the concepts that comprise the servant leadership framework. The authors believe that Samoans are succeeding at maintaining their cultural distinctiveness while changing economically and family and community education efforts are crucial to achieving this outcome.

In Mexico, the government is attempting to update the textbooks used throughout the country in all schools. The new books have produced an outcry by various groups in Mexico over their content regarding family and sexuality. What should be taught about the diversity in families, sexual orientation, sexual identity, and at what age? In "Family and Sexual Education: "They are from the Devil". Scandal, Rejection, and Progress in the New Textbooks in Mexico," Maricela Guzmán Cáceres provides an overview of the controversy. The progressive nature of the content of the books seems to be the main cause of dissatisfaction. Given Mexico's Catholic religion background, it would be expected that protests would come from that part of society. But questions also arose over how the material was selected and who decided what to include. Also, concern exists whether educators were trained to teach the new content. The author shows some of the most controversial material, contrasting what is written versus what appears to be hyper sensationalizing rhetoric of it. He also compares the new content to guidelines put forth by UNESCO's Comprehensive Sexuality Education. Given Mexico's high rates of under 15 pregnancy rates and consumption of pornography over the internet, it seems reasonable to promote earlier and more realistic information about sex and family. And what constitutes acceptable sexual behavior. In the end, questions about the age appropriateness of some of the materials are raised and parents will need to navigate their own and other sources about sexual education.

In recent years, some Asian countries have become concerned with the pressure in society for students to achieve. As a result, they are trying to develop policies to lower the pressure. China, for example, has passed laws to prevent parents from making their children stay up late at night studying. In Singapore, the government has been stressing a more holistic approach to child development with emphasis on new intra and interpersonal skills needed for the


21st century. However, competitive exams continue to be used to sort students into later educational tracks. In “Child-centered Relatedness and Parents’ Care Work in Education in Singapore,” Kristina Göransson posits that this puts parents in a conundrum. They need to be concerned with developing both academic and soft skills in their children and how to balance the two. Her ethnographic study of parents found very intensive parenting, especially by mothers, going on based on a child-oriented familism. Higher social class parents had more resources, including social capital to push their children into best schools and find private tutors, etc., although poor parents held high expectations as well. Along with these more common pursuits, they also had to negotiate and manage the well-being of their child, given the academic pressures. They devised several ways to deal with the conflicting demands including instilling a love of learning and creating an attitude of resilience in their children.

The researchers in this volume of *Contemporary Perspectives in Family Research* most certainly provide valuable insight into the multi-faceted ways in which parents can affect the school performance and attainment of their daughters and sons. Collectively, their work sheds considerable light upon both the direct and indirect components of parental involvement and also gives future researchers very useful recommendations for additional study. As two of the central institutions of society, education, and the family are absolutely intertwined, yet the relationship between them, like society itself, is ever-changing. With this collection of work, we hope that it serves to inspire future research. We wish to express our most sincere appreciation to all of the researchers for their considerable efforts. We also give our thanks to all of the anonymous reviewers, as well as the helpful staff at Emerald Publishing.

# CHAPTER 1

## PERSONAL AND SOCIAL DEVELOPMENT OF CHILDREN IN THE ONLINE SPACE FROM THE PERSPECTIVE OF SLOVAK PARENTS

Gabriela Šarníková

 0000-0001-6272-0618, Palacký University, Czechia

### ABSTRACT

*This article focuses on the cross-cutting theme of personal and social development of pupils during online teaching during COVID-19 pandemic from the perspective of Slovak parents. We conducted qualitative research in an asynchronous Facebook group.*

*The aim was to explore the attitudes of Slovak parents of school-age children toward the personal and social development of children in the context of online teaching.*

*The results showed that even though parents do not explicitly mention the term personal and social development, they largely understand its content and they comment on topics related to it.*

*These themes correspond with the content defined in the cross-cutting theme personal and social development.*

*The key topics that parents perceive as problematic in the process of online teaching of students are communication skills, time management, setting rules, resilience of children and pupils, and bullying and safety in the school environment. These topics emerged as the essential themes in the research.*

---

Education and the Family: Parental Involvement Practices in the Home and School  
Contemporary Perspectives in Family Research, Volume 29, 7–35

Copyright © 2025 by Gabriela Šarníková

Published under exclusive licence by Emerald Publishing Limited

ISSN: 1530-3535/doi:10.1108/S1530-35352025000029002

*The research has shown that parents comment on the topics of personal and social development, but they are only involved to a minimal extent in cooperation with the school in the field of personal and social development.*

**Keywords:** Slovak education; cross-cutting themes; personal and social development; online teaching; parents and school

## INTRODUCTION

After the dissolution of the Austro-Hungarian Empire in 1918, Slovakia and Bohemia formed one country under the name of Czechoslovakia. The country experienced various regime changes – starting as a bourgeois republic and then enduring the two world wars, followed by a more than 40-year-long socialist regime commencing in 1948. In the area of education, this period meant more than 40 years of a unified educational system, starting from kindergarten, through elementary school to the secondary-school level. Education underwent various transformations, but these were always in line with the unified educational system overall, as well as the principles of Marxism–Leninism. These principles permeated all levels of education and the content of almost all school subjects. There was a uniform curriculum followed by all schools across the country. They utilized identical textbooks and very similar school equipment and organizational systems. The only difference was that the language used for speaking and teaching at schools in Slovakia was Slovak, while Czech was used in the Czech Republic.

National minorities were allowed to use their mother tongues (i.e., Hungarian, Ukrainian, and Polish) in their education.

In 1968, due to the political steps undertaken by the government at the time, it seemed that the country was opening up to Western influence temporarily. However, under the command of the Soviet Union, on August 21, 1968, troops from the Warsaw Pact seized control of the major strategic points throughout the country. Subsequently, the regime was restored, and the unified socialist educational system was reintroduced. During the short period of democracy, education at elementary schools could include English tuition, and the children of teachers and government employees were allowed to attend religious classes. After August 1968, the content of the curriculum and the system of school subjects returned to the state it had been in prior to 1968. Moreover, material written by dissidents and authors who disagreed with the invasion of the Warsaw Pact troops was erased from the textbooks.

Since 1948, the operating guidelines of the school system have undergone several changes. Compulsory schooling was alternately changed from 8 to 9, and later 10 years in length. Elementary education was divided into two levels – first (lower/elementary school) and second (higher/middle school). After graduating from elementary school and successfully completing entrance exams, pupils continued their studies at various types of vocational schools, secondary schools, or grammar schools. After grammar or vocational school, one could continue their studies at college or university (Eurydice, 2023; Kreidl, 2004).