"Are We in Agreement": Exploring Family Engagement in both Kindergarten Teachers' Views and Recent Studies

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Abstract
This paper includes a literature review about family engagement in both kindergarten teachers' views and recent studies in early childhood education. The literature analysis section addresses subtopics: a) what is family engagement in early childhood education (ECE), b) kindergarten teachers' views about family engagement, c) kindergarten teachers' practices for engagement in a family in the schools, d) and barriers to family engagement in the schools. The background on this subtopics provides substantial literature to understand the research problem. The literature review assumes a qualitative approach to content or qualitative analysis.
Keywords: family engagement, academic performance, teacher-family relationships, and early childhood

1. Introduction
In the past two decades, research in early childhood education has significantly increased, suggesting the growing importance in this part of a child's life or development. Thus far, no definite reason explains this trend regarding the rise in research involving early childhood education. Past studies have highlighted various reasons that attempt to explain and validate the need for research in early childhood education. Nonetheless, the fact that early childhood education functions as a significant foundation for the growth of a child gives a clue or hint for the growing research in the area. Abundant studies on early childhood education and its various and diverse dynamics deduce that there exists substantial literature that examines the perceptions of kindergarten teachers about family engagement in a child's school or early childhood education.

Early childhood experiences provide a strong essence of each child's development (Albaiz, 2018). The need for parents' involvement in the school established many years ago (Swick, & McKnight, 1989). Families play an important role in support children learn outside the schools (Turney & Kao, 2009). Studies show that family support provides a strong foundation for young children in the first five years to succeed in their lifelong (Edwards, Susan & Knoche, 2008). Additionally, involve families in their children's education, particularly in early childhood, helps children to smoothly transition to elementary schools (Kreider, 2002). Sénéchal et al. (2006) declared that a strong relationship between parents and their children leads to future success in the school. Bouillon and Gomez (2001) mentioned that schools in urban places are facing a lot of problems involving the family in education with their children in the school. Furthermore, family partnerships with schools could be enormous tools for achieving children's culturally responsive, and equality (DeMatthews, Edwards Jr, & Rincones, 2016). Moreover, the community plays an essential role in enhancing and supporting children's development and learning (Epstein et al., 2018). On the other hand, Swick & McKnight (1989) stated that teachers' attitudes toward involve family very important to lead them to implement their beliefs effectively. The kindergarten teachers who have implemented family involvement were having many characteristics that make them more active more than other teachers (Swick & McKnight, 1989). Moreover, most of the kindergarten teachers beliefs by the importance of parent involvement but they do not feel that they obligation to implement (Swick & McKnight, 1989).

2. Purpose of The Literature Review
The main purpose of this literature review is to explore the family engagement in both kindergarten teachers' views and recent studies in early childhood education.

3. Research Question
In this literature review I am seeking to find answer to this question:
- What is family engagement in both kindergarten Teachers' view and recent studies in the early childhood education?

4. Literature Reviews
4.1 What is Family Engagement in Early Childhood Education?
Family engagement in early childhood education (ECE) is not just the involvement of parents or guardians in the education of their children, but it goes beyond that. Family engagement in early childhood education has different terms and definition in many studies. Gross et al. (2020) defined family engagement in ECE as the active involvement of parents in their child's life and education. Gross et al. (2020) supported Sabol et al. (2018) by identifying that family engagement in ECE involved mainly parents involvement in school-based or education-oriented activities, including attending school meetings, parent-teacher conferences, volunteering in the school, attending field trips or children's performances seminars, fundraising for the school, and or social service. This background hence establishes that family engagement in ECE primarily involves the active involvement or participation of parents in a child's life and education.

Gross et al. (2020), Sabol et al. (2018), Stefanski et al. (2016), Fantuzo et al. (2013), and Ihmeidah and Oliemat (2014) further explored various dynamics that motivate or characterize family engagement in ECE. Gross et al. (2020) preserved that various definition of and views regarding family engagement in ECE lowered expectations of parents, demoralized educators, lead to inefficient use of school resources designed to foster and improve parent engagement, and increased bias towards single working parents who hardly participated in school activities. Besides, Gross et al. (2020) ascertained that family engagement in ECE was entirely a two-way communication process involving parents, teachers, district leaders, and other important stakeholders of the school. Sabol et al. (2018) identified that families engage in ECE by offering services such as parenting classes, family support services, social capital activities, and human capital services. Sabol et al. (2018) further emphasized parents' involvement in ECE as central to family engagement in a child's education. ECE centers implement many of the activities and strategies that pertain to family engagement in ECE (Sabol et al., 2018; Stefanski et al., 2016; Fantuzo et al., 2013; Ihmeidah and Oliemat, 2014). Family engagement in ECE does involve a wide range of aspects.

Stenfabski et al. (2013) sustained that the role of the family in ECE was beyond involvement and engagement. According to Stenfabski et al. (2013), family involvement in ECE primarily involved parents' participation in children's academic, social, and emotional development. Stenfabski et al. (2013) further defined family engagement in ECE as "goal-directed relationships between staff and families that are ongoing and culturally responsive; family and staff members share responsibility and mutually support what is best for children and families." Ihmeidah and Oliemat (2014) further expanded on family engagement in ECE by hypothesizing that family involvement in children's extracurricular activities and communication with kindergarten teachers was effective but ineffective in planning, implementing, and evaluating the effectiveness of the kindergarten. Fantuzo et al. (2013) expanded on the definition of family engagement in ECE by stating that through this engagement, a parent expressed their satisfaction and assessments of children's literacy and mathematics skills. Understating the definition of family engagement in ECE, therefore, allows one to trace the role of the family in a child's academic, social, and emotional growth.

4.2 Teachers' views of Family Engagement
Teachers have various views of family engagement in ECE. Herrell (2011) articulated that teachers' views of effective parental involvement based on various demographic factors, including age, educational level, and gender. Teachers have observed that parental involvement in ECE influences a child's performance and accomplishments (Barge, & Loges, 2003; Besi, & Sakellariou, 2019; Boyd, 2015; Cappelloni, 2010). Tutors typically believe that alone, without the input of parents, they can hardly help children attain academic success (Barge, & Loges, 2003; Besi, & Sakellariou, 2019; Boyd, 2015; Cappelloni, 2010). For that reason, they argue that ECE's management or directors should invest in strategies and programs that aim at improving family involvement in ECE so that they can help in promoting academic performance and social and emotional development of children (Barge, & Loges, 2003; Besi, & Sakellariou, 2019; Boyd, 2015; Cappelloni, 2010; Herrell, 2011). In this line of argument, Herrell (2011) defines family involvement as a "Two-way communications increase understanding and cooperation between school and home and show students that their teachers and parents are in contact to help them succeed in school." Studies have demonstrated that teachers' views regarding family engagement in ECE are focused on the idea that successful parent involvement in ECE encourages behavior improvement and increased school attendance and child performance. Tutors believe that parents should encourage and support their children concerning the achievement of academic success (Herrell, 2011; Earford, 2018; Foseter et al. 2018). ECE management committee should, therefore, focus on including

parents when making critical decisions about children's academic or educational affairs.

The background of teachers' insights of family engagement is quite extensive. Tutors speculate that with many families having one or both parents working outside the home, it is becoming increasingly hard for ECE centers to make contact with parents (Herrell, 2011; Earford, 2018; Foseter et al., 2018). From this point of view, teachers observe that it is completely becoming difficult for them to devise plans and strategies to enable opportunities that allow all parents to participate or be involved in their children's education (Herrell, 2011; Earford, 2018; Foseter et al. 2018). Teachers' opinions of parental engagement are influenced by whether or not parents perceive teaching as an individual effort or a joint team endeavor that involves shared responsibilities (Herrell, 2011; Earford, 2018; Foseter et al. 2018). Parental involvement is not limited to active participation in school activities. Still, it extends to include efforts ECE centers undertake to find various opportunities that allow parents to be engaged in their kids' educational affairs that involve teachers and the larger institution (Herrell, 2011; Earford, 2018; Foseter et al. 2018). Even though it may be difficult to promote parental involvement at the institution, it is important to offer several opportunities for parents to be involved in the educational process of their kids.

4.3 Teachers' Practices for Engaging Family in the Schools

Teachers' can assume various practices or approaches to engage families in the school. Primarily, most of these practices or approaches focus on building and developing strong partnerships between teachers and families and schools and families. One of the teachers' practices for engaging the family in the school is **the two-generation strategy**. Weyer (2015) argued that the role of families and parents as co-educators was important; nonetheless, parents from underprivileged homes need support structure and programs to participate in a child's educational process effectively (Weyer, 2015; Parrett, & Budge, 2016). The goal of the two-generation practice is to eliminate or end intergenerational poverty by targeting ECE and providing economic and educational aims to children from disadvantaged families (Weyer, 2015; Parrett, & Budge, 2016). Many of the two-generation programs that are in existence do not involve families as direct support for their kids' education; they offer educational provision through preschools and private firms or organizations (Weyer, 2015). Teachers who promote two-generation strategies engage families, ensuring that they are an important part of their child's educational process.

Capacity-building systemic school practices is another teachers' approach to engaging families in schools. Capacity-building is a vital family engagement component that involves building relations amid schools, businesses, public and private organizations, and higher education institutions to cooperate, design, develop, and implement family engagement programs (Weyer, 2015; Parrett, & Budge, 2016)). Teachers' can advocate for family engagement programs such as parenting education (Weyer, 2015; Parrett, & Budge, 2016). Tutors may also opt to offer parents access to important educational information about the institution and their kids' behavior and academic progress or performance (Weyer, 2015). Similarly, teachers can engage parents through school boards and committees and by translating educational documents into parents' home languages (Weyer, 2015; Parrett, & Budge, 2016). Teachers not only build positive relations through these ways, but they also engage and involve families in school issues pertaining to their kids.

Teachers can also formulate home visiting programs as a strategy to involve parents in school issues about their children. Most schools, especially from developed countries, have created programs that deliver services and resources directly to families. Such programs include education aid funding initiatives (Weyer, 2015; Parrett, & Budge, 2016). Through these programs, schools support parents in various ways, including providing them with academic curriculum and equipment or stationeries. Teachers can also engage parents by offering opportunities for community-based and service-learning programs (Weyer, 2015; Parrett, & Budge, 2016). In doing school, the entire school fraternity, including teachers, benefit parents and encourages them to be an important part of their child's educational process.

4.4 Barriers to Family Engagement in the schools

Numerous barriers challenge family engagement in schools. Several studies have explored some of the obstructions to family engagement in schools. Hornby and Blackwell (2018) highlighted that the four categories of obstacles to the establishment of effective parental participation in education included individual parent and family barriers, child factors, parent-teacher factors, and social factors. Intensive research has identified that busy schedules are a major barrier affecting family engagement in schools (Baker et al., 2016; Hornby & Blackwell, 2018). The time limits of families and tutors restrict the available hours for school-home conferencing. Besides, studies have highlighted that school-centric approaches are sometimes counterproductive in the sense that they jeopardize teacher-parent relationships necessary to encourage improved school-based engagement and participation. Furthermore, studies have highlighted suboptimal channels of communication, language barriers, parental attitude, and lack of information as other critical barriers to parental engagement in education or school. ECE centers have reported challenges with keeping families informed of events and

opportunities to engage at the school through traditional means of communication (Baker et al., 2016; Hornby & Blackwell, 2018). Similarly, a significant number of ECE facilities have reported that the language barrier has largely affected school-home conferencing and school-based participation amid parents (Baker et al., 2016; Hornby & Blackwell, 2018). Studies have further suggested that parental opinions regarding their role in their kid's education and their skills and knowledge put them on the frontier of making decisions involving their child's education (Baker et al., 2016; Hornby & Blackwell, 2018). Such an attitude has adversely affected teacher-parent relations. Deficiency in information has also barricaded parents' engagement in school affairs. Studies have revealed that children and teachers do not deliver information about school activities, which makes it hard for families to provide effective tuition back at home (Baker et al., 2016; Hornby & Blackwell, 2018). The barriers to parent engagement affect the teacher-parent relationship, child's academic performance, and parents' participation in crucial issues or initiatives of the school.

5. Recommendations For Teachers to build strong relationships with family

- Inform parents about the educational process.
- Use different ways to contact with parents and asked them what is the way they prefer to use the most.
- Involve parents in various curricular activates.
- Ask families to volunteer during the school hours or schools' trips.
- Encourage families to participant in different events inside the school
- Send to the parents a weekly newsletter with the important events, what is the learning focus, and what is homework.
- Send to parents a weekly paper that explain how you can support your child learning this week, through writing examples of math problem and how to sole it, or steps on how to share reading your child.
- Create educational games and send it two times a week and ask parents and children to do it together.
- Use text message to remind parents with upcoming events or important days.
- If you have a bilingual students use a programs of translate newsletters, important papers, and text messages to their parents' language to help them stay informed.
- Set up various time in AM and PM in schedule of parent conference and let parents choose the appropriate time for them.
- Use several ways to do parents conference such as face-to-face, virtual via Zoom or Teams.
- Try to build a trust with each family through Make sure to learn about each family culture, and learn more about their child.
- Try to welcome all families and treat them equally.
- Send a monthly survey about educational process, family expectation, and any suggestions to improve academic performance of their children.

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