

Lea Cahunek and Irena Lesar

Immigrant Parents from Kosovo on Helping Their Children with Schoolwork

Abstract: Parental involvement in their children's education is an important factor in learning and social development and is widely recognised as a principle of effective educational practice. However, little research has focused on the involvement of immigrant parents in supporting their children with schoolwork, particularly in the context of the linguistic, social, and cultural circumstances of immigration. This paper examines parents who have immigrated from Kosovo ($N = 246$) with children attending Slovenian primary schools, analysing the frequency and methods of their assistance with schoolwork. The data analysis shows that in immigrant families from Kosovo, assisting with schoolwork is primarily the responsibility of mothers. Regarding the frequency of assistance, the results indicate that children receive help from parents only a few times a month, from siblings a few times a year, even less often from classmates and professionals outside school, and almost never from an instructor. In terms of the ways parents help their children with schoolwork, the analysis shows that parents often supervise, remind, and encourage their children to learn but rarely become directly involved in the learning process itself (e.g. studying together, checking the child's knowledge, or reading with the child). The academic success of children who had received numerical grades was reported by parents to be relatively low ($M = 2.64$), with approximately one-fifth of parents stating that their child had repeated a school grade. When interpreting the results, it is important to consider the broader structural and sociocultural circumstances that may affect parents' opportunities to be involved in their children's schoolwork.

Keywords: immigrant parents from Kosovo, school-immigrant parent cooperation, parental assistance with schoolwork, children of immigrant parents, academic achievement

UDC: 376

Scientific article



<https://doi.org/10.63384/spB62z984as>

Lea Cahunek, PhD, University of Ljubljana, Faculty of Education, Kardeljeva ploščad 16, 1000 Ljubljana, Slovenia, and Matija Čop Primary School, Ulica Tuga Vidmarja 1, 4000 Kranj, Slovenia; lea.cahunek@gmail.com ©

Irena Lesar, PhD, Full Professor, University of Ljubljana, Faculty of Education, Kardeljeva ploščad 16, 1000 Ljubljana, Slovenia; irena.lesar@pef.uni-lj.si ©

Introduction

Due to geographical proximity and historical reasons, the largest share of immigrants in Slovenia come from the former common state of Yugoslavia. Data for 2024 show that 15.5% of the population of Slovenia was born abroad (SURS 2025a). In 2024, the largest number of immigrants living in Slovenia were from Bosnia and Herzegovina, followed by those from Kosovo and Serbia, with the most common reasons for migration being economic (60%) and family reunification (24%) (OECD 2025). Immigrants are predominantly male (*ibid.*), as Slovenia needs economic immigrants to fill primarily lower-paid jobs involving heavy work in difficult conditions (OECD 2023), which Slovenian citizens are often unwilling to undertake (Medvešek et al. 2022; Pajnik et al. 2010).

Immigrant men are eventually followed by other family members, which often means that their (school-age) children have to leave their familiar environments and enrol in Slovenian (primary) schools. Data indicate that this is occurring with increasing frequency, as the proportion of young people (0–19 years) among foreign citizens in Slovenia increased significantly between 2009 and 2019 (Medvešek et al. 2022), with a noticeably higher proportion of young third-country nationals in the overall population (3.9% in 2014 and 5.0% in 2018); only Germany (6.6%), Italy (5.7%), and Sweden (5.4%) have higher proportions (Schumacher et al. 2019). If we illustrate this with absolute numbers, it is estimated that more than 2,000 immigrant children are newly enrolled in Slovenian primary and secondary schools annually (Knez 2021). In Slovenia, primary school covers the first nine years of schooling.

The Slovenian school system has been facing the challenges of successfully integrating immigrant children for several decades, and in the last 15 years Slovenia has introduced several important educational and policy changes aimed at improving the integration of immigrant in the school system (Skubic Ermenc 2023).

However, one important area that has not received sufficient attention to date is the ability of immigrant parents to help their children with schoolwork and the frequency of such help (Barger et al. 2019), as these parents face additional barriers, mostly linguistic and cultural (Martin et al. 2025).

The present article focuses on the involvement of immigrant parents from Kosovo in helping their children with schoolwork at home. Immigrant parents from Kosovo were chosen primarily because, according to data from the Statistical Office of the Republic of Slovenia (SURS), Kosovars represent one of the fastest-growing immigrant communities in Slovenia. Moreover, since Albanian is not a Slavic language, Kosovar immigrants face major language barriers that contribute to their children experiencing significantly more challenges in Slovenian (primary) schools (Knez et al. 2021).

The role of parents in their children's schooling

The benefits of parental involvement in their children's education are numerous and include fewer behavioural problems, greater attendance at school, better academic achievement, improved social skills, and higher self-esteem. Therefore, it is not surprising that the importance of parental involvement is one of the most widely accepted principles of effective educational practice (Martin et al. 2025). A synthesis of the results of nine meta-analyses showed a positive relationship between parental involvement and academic achievement, regardless of how parental involvement is defined (Wilder 2013). However, Boonk et al. (2018) argue that not all forms of parental involvement are positively associated with academic achievement. The way in which parents become involved in their children's schoolwork at home is important, as there are forms of parental involvement that simply do not work or even lead to a decline in achievement (ibid.), such as commanding or pressuring behaviours (Guzman 2024).

There are numerous ways in which parents can cooperate with schools. In the American context, Epstein (2001) distinguishes six types of parental involvement in their children's education: *parenting* refers to the conditions that parents provide at home in support of their child's progress, *communicating* emphasises the importance of establishing effective two-way communication between school and parents, *volunteering* means the voluntary participation of parents in various school activities, *learning at home* refers to various ways of involving parents in their children's schoolwork in the home environment, *decision-making* is one way for parents to participate in making decisions about the operation of the school, and by *cooperating with the community*, parents identify resources and services that can support or improve their children's education.

Parents and teachers often have different expectations of one another, whether realistic or erroneous, too high or too low. In most cases, however, mutual expectations are not openly discussed by parents and teachers (e.g. Resman 1992; Strle et al. 2017). The results of a study conducted among teachers and parents in Slovenia by Šteh and Kalin (2011) showed that teachers, counsellors, and parents had doubts about one another's competence, which, of course, is not a good basis for quality mutual cooperation. Teachers complained that some parents did not attend parent-teacher meetings and consultations,

failed to check their children's homework, and did not respond to messages (Kalin et al. 2009). However, when parents reach a limit in their ability to help their child or no longer see the benefits of such help, their motivation to cooperate decreases sharply (Resman 1992). Peček and Lesar (2006) found that primary school teachers had a rather low level of responsibility for their students' academic success; rather than seeking constructive solutions that would enable students to overcome objective obstacles to learning, such as language barriers, teachers often resorted to lowering learning requirements. On a broader social level, we should not overlook the rise of neoliberalism or individualism, which is reflected in competition in education and often leads to a narrow understanding of academic success (Medveš 2024; Nastran Ule 2024). In Slovenia, there has long been a trend towards increased parental co-responsibility for academic success (Ule 2015). As Razpotnik and Tadič (2019) point out, however, not all children are fortunate enough to be part of a family with the ability to support them. In fact, we rarely ask ourselves how much and what kind of professional work we delegate to parents, most of whom are not qualified to undertake such work. Some years ago, Resman (1992) warned that the state is losing its monopoly on schooling and education, as taking responsibility for children's education is increasingly becoming a duty of the family.

The role of parents in their children's education is, therefore, more than merely sending the children to school with all of the necessary school supplies. Especially with the rise of neoliberalism and individualism, there has been a shift in responsibility and the burden of academic success to the individual or family (Medveš 2024; Nastran Ule 2024). Parents of immigrant children in particular often find themselves in situations where they are expected to contribute to the academic progress of their children, even though they face linguistic, cultural, and socioeconomic barriers and often have fewer resources available to them (Lesar and Peček 2021). Placing the burden of schoolwork on parents deepens the differences between children with diverse family backgrounds (Razpotnik and Tadič 2019) and raises a number of additional questions or concerns, such as whether the school adapts participation to different groups of parents.

Findings on the cooperation of immigrant parents with school

Many authors (e.g. Bešter and Medvešek 2010; Campos 2022; Kolar 2024) state that immigrant parents represent a special group in the school environment and, consequently, require different treatment. Parents of immigrant children are often criticised for their lack of participation in various school events, poor knowledge of the education system, low socioeconomic status, low level of education, relatively little personal communication with teachers, parental subordination to teachers in academic matters, and a lack of books in the home environment. Moreover, they are often thought to lack interest in the educational process regarding their children (Andrews 2013; Bešter and Medvešek 2010; Horan 2019; Poza et al. 2014). In a study by Milharčič Hladnik and Kožar Rosulnik (2021), Slovenian teachers reported that immigrant parents were unwilling to cooperate actively with their children's schools, did not respond

to invitations and notices, and did not speak or understand Slovenian well enough to cooperate with the school. However, education professionals are often unable to identify with the experiences of immigrant families and are not appropriately trained to work with parents from culturally diverse backgrounds (Andrews 2013; Bešter and Medvešek 2010; Campos 2022; Horan 2019; Poza et al. 2014). A study by Bešter and Medvešek (2010) found that both sides often solve these problems by avoiding contact.

Morel (2021) refers to the uncertainty surrounding immigrant parents' correct understanding of verbal and written communications, stating that overcoming language barriers is essential for the effective integration of immigrant children into the school environment. Translations of invitations to parent-teacher meetings (Martin et al. 2025) and basic school information can help to overcome language and cultural barriers. The need for mutual communication between immigrant parents, teachers, and students has led to the practice of (older) students translating messages (Čančar and Drlić 2015). In cases where children are more fluent in the prevailing language of the destination country than their parents, this can lead to a reversal of roles in the family, whereby children act as mediators between parents and institutions. In such cases, important family decisions may depend to a large extent on the children (Anderson et al. 2020).

Due to their poor command of the language of instruction, immigrant parents are often unable to provide direct assistance to their children. Moreover, a lack of functionality with the destination country's language is often associated with lower levels of education, unpredictable work schedules, and poorer knowledge of the school system in the country of immigration (Suárez-Orozco et al. 2008). The inability to help their children with homework and a lack of knowledge of what their children are learning can be intimidating for many parents (Campos 2022). If immigrant students have access to assistance available outside the home, for example in the local community, this can have a significant impact on their homework experiences and, consequently, on their learning (Bang 2011). When collaborating with local communities, schools need to identify and utilise those resources and services that enrich the school's programmes and provide support to parents or families.

There are significant differences within immigrant communities (Hoover-Dempsey and Sandler 1997), so it is important that research focuses on examining the experiences of families from diverse minority ethnic communities, especially immigrant families (Barger et al. 2019).

Immigration from Kosovo

Unemployment is widespread in Kosovo, especially among young people. Limited employment opportunities and lower salaries compared to Western European countries reduce the attractiveness of living in Kosovo. Western countries offer a solution to the urgent challenge of youth migration: higher

salaries, stable labour markets, and a better standard of living make migration an attractive option for those seeking financial stability or career advancement (Vučinić 2024).

Available data indicate that approximately 30% of individuals of Kosovar origin live abroad, representing one of the highest emigration rates in the world (Hajdari and Krasniqi 2021). Within Europe, the largest number of Kosovar workers emigrate to Germany, followed by Switzerland, Italy, and Austria (Gollopini 2016). The first wave of emigration from Kosovo took place from the 1960s to the 1980s, mainly consisting of young men migrating abroad for employment. The second wave occurred in the late 1980s due to political changes and worsening social conditions, resulting in more frequent migration of entire families. In 1998 and 1999, emigration was associated with the abolition of the autonomy of Kosovar Albanians. After 2000, migration flows continued mainly for economic and social reasons; in 2014 and early 2015 alone, approximately 100,000 Kosovar citizens left Kosovo (ibid.). Since 2015, migration has been driven primarily by high unemployment, poor employment opportunities, high levels of institutional corruption and nepotism, poor living conditions, increasing poverty, and inadequate health and education standards (Hajdari and Krasniqi 2021). The liberalisation of the visa regime has also contributed to an increase in emigration from Kosovo. Kosovo, the last country in the Western Balkans to be granted visa-free movement within the Schengen area, continues to experience high rates of emigration (Gap Institute 2024). Between 2018 to 2022, there was a significant increase in the number of permits issued for residing outside Kosovo, with the two main destinations for emigration being Germany and Slovenia (ibid.).

Research on immigrant parents from Kosovo helping their children with schoolwork

Today, schools often assume that parents will provide their children with a certain level of support with their schoolwork (Medveš 2024; Nastran Ule 2024). Given the increased number of immigrant students (Pevce Semec et al. 2024) and the differences observed in their academic success (Hočevár 2001; Knez et al. 2021), we were interested in how often and in what ways immigrant parents from Kosovo help their children with schoolwork.

In an empirical study employing a causal, nonexperimental method of pedagogical research, data were obtained using a questionnaire intended for immigrant parents from Kosovo. In the present paper, these data are used to answer the following research questions:

- RQ1: How often do immigrant parents from Kosovo and other family members or the wider community offer to help children with schoolwork?
- RQ2: In what ways do immigrant parents from Kosovo help their children with schoolwork?

With regard to both questions, we further examine whether differences emerge depending on the gender, education, and year of arrival in Slovenia of the surveyed parents, as well as the grades and academic performance of their children.

Sample

The study sample comprised 246 immigrants from Kosovo (first generation) and descendants of immigrants from Kosovo (second generation) with at least one child enrolled in a Slovenian primary school. There were more female respondents than male respondents. The average age of the male participants was 42.99 years ($SD = 6.5$), and the average age of the female participants was 38.03 years ($SD = 0.453$), so there were statistically significant differences between the genders ($t(244) = 5.80, p < .001$).

The educational structure also differed statistically significantly by gender ($U = 5071.00, p = .005$). The share of parents who had not completed primary school was higher among women (8.2%) than men (1.3%), while there were also more women (47.6%) than men (28.9%) among the parents who had only completed primary school education. In contrast, a larger proportion of men had completed secondary education, both in the category of vocational education (22.4% of men vs. 8.8% of women) and in the category of general or vocational secondary education (36.8% of men vs. 22.9% of women). A similar proportion of men and women had completed tertiary education.

Variable	Category	<i>n</i>	%
Gender	Female	170	69.1
	Male	76	30.9
	I do not want to identify myself by gender	0	0.0
Age (years)	27–34	60	24.4
	35–40	86	35.0
	41–45	58	23.6
	More than 45	42	17.0
Living with a partner	I live alone	4	2.0
	I live with my partner	242	98.0
Education	Not completed primary school	15	6.1
	Primary school	103	41.9
	Vocational school	32	13.0
	General or vocational secondary school	67	27.2
	Higher and university education	25	10.2
	Master's or PhD	4	1.6
Employment status	Unemployed	120	48.8
	Employed	126	51.2

Born in Slovenia	Yes	14	5.7
	No, born in Kosovo	232	94.3
Year of arrival in Slovenia	→ 2000	29	11.8
	2001–2010	34	13.8
	2011–2017	44	17.9
	2018–2025	139	56.6
Child's grade in the 2024/25 school year, arranged into triads (three-grade periods)	First triad (29 + 29 + 35)	93	37.8
	Second triad (31 + 30 + 23)	84	34.2
	Third triad (21 + 21 + 27)	69	28.0
Academic achievement of the selected child in the 2023/24 school year	Has attended school in Slovenia for less than one year	54	21.8
	Has not received numeral grades	51	26.6
	The child is repeating a school grade	37	19.3
	Satisfactory	25	13.0
	Good	42	21.9
	Very good	26	13.5
	Excellent	11	5.7

Table 1: Demographic data

With regard to employment, half of the respondents (51.2%) were employed, but there was a large and statistically significant difference between the genders in favour of men ($\chi^2(1) = 83.36, p < .001$). Specifically, 94.7% of the surveyed men were employed, compared to only 31.8% of the women.

The majority of the parents in the sample were born in Kosovo (94.3%). The respondents indicated their year of arrival in Slovenia in the range from 1981 to 2025, with the majority arriving after 2011, thus confirming that they were part of more recent migration flows. For the purposes of further analysis, the participants were classified into four groups according to the migration flows outlined in the theoretical section of this paper. In this regard, the gender differences were statistically significant ($\chi^2(3) = 14.25, p = .003$), primarily indicating the later arrival of women; almost two-thirds of the women surveyed (63.5%) arrived in Slovenia after 2017, while only 40.8% of the men immigrated during this period.

The largest share of the surveyed parents answered the questions with regard to children who attended the first triad (three grades) of primary school in the 2024/25 school year, while a third of the children attended the second triad and slightly more than a quarter attended the third triad. For those children who had attended Slovenian primary schools for more than one year (192 children), the parents indicated their general academic performance. On average, their academic performance was good ($M = 2.64, SD = 1.27$), although there was a significant proportion of children who had repeated a school grade (19.3%).

Data collection and analysis

Data collection took place from February to June 2025 as part of a doctoral research project. Parents who had immigrated from Kosovo and had at least one child in a Slovenian primary school were invited to complete a bilingual questionnaire. Before completing the questionnaire, parents were informed about the purpose of the research and the estimated time required for completion (approx. 15 minutes). They were also assured of anonymity and the protection of personal data. Before beginning, the participating parents decided whether they wanted to complete the questionnaire in Slovenian or Albanian.

A targeted approach was used to locate and recruit parents for the study. In addition to schools and adult education centres in places where, according to the latest data from the Statistical Office of the Republic of Slovenia for 2025, a higher proportion of immigrants from Kosovo live, we also sought assistance from prevention programmes operating within municipalities or under the auspices of social work centres. Data collection only commenced after obtaining formal approval from the leadership of the institutions involved.

We had planned to ask parents to complete the questionnaire electronically on (tablet) computers. However, many of the female participants in particular reported that they did not have any experience with completing online questionnaires or using tablet computers. Due to the expressed low digital literacy and language barriers, the questionnaire was made available in both paper and electronic formats, allowing participants to choose their preferred format. A translator was also invited to assist in conducting the research. The translator joined the researcher and co-author of the present paper in visiting various locations in Slovenia and helping the participating parents read and understand the questions. In cases of illiteracy, the translator also assisted in completing the questionnaire.

In including parents who have lived in Slovenia for a long time and no longer attend language courses, as well as those who have a higher level of education and/or speak Slovenian fluently, we were greatly assisted by Albanian communities, associations, and personal acquaintances, many of whom shared the link to the questionnaire on their social networks, resulting in additional completed online questionnaires.

Most of the questionnaires were completed physically and in Albanian, so all of the data had to be entered manually into the 1.ka application, the use of which was originally planned for data collection.

The questionnaire for parents was anonymous and consisted of 44 questions, of which 19 were closed, 14 were semi-open, and 11 were open questions. A rating scale was also used for some questions (e.g. for the self-assessment of language skills).

The questionnaire consisted of several content sections. For the purposes of the present paper, the following sections were analysed:

- demographic, migration, and socioeconomic characteristics of parents (e.g. gender, age, country of birth, year of arrival, education, and employment status),
- helping children with schoolwork at home (obstacles, frequency, and methods of assistance).

The data were quantitatively processed using SPSS software at the level of descriptive and inferential statistics (frequencies, percentages, t-test, correlations, chi-square test, Mann–Whitney test, and Kruskal–Wallis test) (Field 2009).

Results and discussion

Frequency of helping children with schoolwork

Since we had found in other studies that immigrant parents are often unable to help their children with schoolwork and therefore seek help from outside the family, we asked the parents who had immigrated from Kosovo, »How often have the following people helped your child with schoolwork in the current school year? For each person, please indicate in the table how often they cooperate in your child's schoolwork.«

The frequency of providing help was quantified using a five-point scale (1 – *regularly/almost every day*, 2 – *often/several times per week*, 3 – *rarely/several times per month*, 4 – *very rarely/several times per year*, and 5 – *never*). Based on these values, arithmetic means (M) were calculated, with a lower average value indicating more frequent provision of help and a higher average indicating less frequent provision of help.

As shown in Table 2, the surveyed parents most often helped their children with schoolwork themselves (M = 3.2), followed by help offered by partners (M = 3.5), siblings (M = 3.8), peers (M = 4.4), employees in various institutions outside of school (M = 4.5), and, last of all, paid instructors (M = 4.9), which means that parents and children almost never used the latter form of help. A particular pattern was evident in the category *Other (specify)*, where the average frequency of help was the lowest (M = 2.4). At first glance, the frequency of offered help seems relatively high compared to that of some other categories; however, this result should be interpreted with caution, as the number of responses was very small. From the presented results, it can be concluded that parents mostly relied on their own, often limited, sources of support, while the potential of the wider community remained underutilised.

Sub-questions	Answers						M	SD
	Regularly/ almost every day (1)	Often/ several times per week (2)	Rarely/ several times per month (3)	Very rarely/ several times per year (4)	Never (5)	Total		
Me (the completer of the questionnaire)	30 12.2%	49 19.9%	59 24.0%	66 26.8%	42 17.1%	246 100%	3.2	1.3
Husband/wife	15 6.1%	34 13.8%	62 25.2%	76 30.9%	59 24.0%	246 100%	3.5	1.2
The child's brother/sister	26 10.6%	39 15.9%	33 13.4%	12 4.9%	136 55.2%	246 100%	3.8	1.5
The child's classmate	2 0.8%	11 4.5%	37 15.0%	33 13.4%	163 66.3%	246 100%	4.4	1.0
Instructor (paid)	0 0%	1 0.4%	5 2.0%	6 2.4%	234 95.2%	246 100%	4.9	0.4
Employee in a youth centre, library, intergenerational centre, or social centre (free of charge)	10 4.1%	17 6.9%	12 4.9%	4 1.6%	203 82.5%	246 100%	4.5	1.1
Other (specify)	1 6.2%	9 56.3%	5 31.3%	1 6.2%	0 0%	16 100%	2.4	0.7

Table 2: Frequency of assistance provided by different people to immigrant children from Kosovo

Further analyses showed that the participating mothers helped their children with schoolwork statistically significantly more often than the participating fathers did ($t(244) = 2.22, p = .030$). The results also show that the participating fathers were more likely to state that their partner provided help to their child with schoolwork more often ($t(244) = -4.02, p < .001$). The present study confirmed that parental involvement in children's schoolwork is markedly gendered, which is consistent with the findings of other research indicating that helping children with schoolwork largely remains in the domain of women's caregiving (Feliciano and Lanuza 2017; Ule 2015).

With regard to the education of the respondent, the results revealed a statistically significant difference in the frequency of providing help with schoolwork by the respondent ($H(5) = 49.53, p < .001$), their partner ($H(5) = 21.13, p < .001$), and a sibling ($H(5) = 12.31, p = .031$). Further comparisons indicated that respondents with higher education and their partners provided help more often to their child, while pairwise comparisons did not show any differences in the case of siblings. These results can be linked to the findings of other research indicating that parents with a lower level of education experience a sense of lack of competence and are therefore less likely to become involved in helping their child with schoolwork (Padhi et al. 2020).

On investigating possible differences in providing assistance to the child with schoolwork among groups of parents according to the year of arrival in Slovenia, statistically significant differences were found between the respondents ($H(3) = 16.61, p < .001$), their partners ($H(3) = 13.63, p = .003$), and

the child's siblings ($H(3) = 10.98, p = .012$). The surveyed parents who arrived in Slovenia before 2000 and their partners provided assistance to their children more often than parents who arrived in the period from 2001 to 2010 and in the period from 2018 to 2025. Among siblings, differences were only found in the reporting of parents who arrived in the period from 2001 to 2010 and after 2018. This indicates that both the responding parent and their partner provided assistance to the child with schoolwork more often if the responding parent had moved to Slovenia before 2000. A longer period of residence in the country of immigration contributes to the more frequent involvement of parents in their children's schoolwork, which can be understood partly in the context of gradual familiarisation with the school system and school expectations. Parents who do not understand the operation of the school system and the prevailing educational practices find it more difficult to provide support to their children (Campos 2022; Turney and Kao 2009), which may explain the less frequent involvement of parents who have immigrated to Slovenia more recently.

We were also interested in the possible connection between the frequency of providing help with schoolwork by the stated persons according to the grade (triad) attended by the child. Statistically significant differences were found in this regard between the respondents ($H(2) = 31.06, p < .001$) and their partners ($H(2) = 27.53, p < .001$). The results showed that the participating parents and their partners helped their children with schoolwork more often if the child was attending the first three grades of primary school. The results of the present study confirm the findings of several authors (Boonk et al., 2018; Guzman, 2024; Resman, 1992b), who point out that parental support gradually decreases as children progress to higher grades. Students in the higher grades of primary school may therefore be more exposed to the risk of losing support in both the home and school environments.

Differences were also found between the frequency of providing help by the stated persons according to the academic achievement of the child, which proved to be statistically significant for the surveyed parent ($H(4) = 32.60, p < .001$), their partner ($H(4) = 16.32, p = .003$), and the child's classmates ($H(4) = 9.59, p = .048$). Parents of children whose grades were excellent or very good provided help significantly more often, while pairwise comparisons did not show significant differences with regard to classmates.

Ways of offering help to children with their schoolwork

In the second part, we asked the participating parents in more depth about their involvement in their children's schoolwork by posing the following question: »How often have you been involved in your child's schoolwork at home this school year? For each activity, indicate the frequency of providing help.«

The frequency of providing help was quantified using a five-point scale (1 – regularly/almost every day, 2 – often/several times per week, 3 – rarely/several times per month, 4 – very rarely/several times per year, and 5 – never). Based on these values, arithmetic means (M) were calculated, with a lower mean value indicating more frequent provision of help and a higher mean value indicating less frequent provision of help.

As shown in Table 3, the parents most frequently offered forms of help associated with the monitoring and organisation of school work, such as asking their children several times per week whether they had done their homework ($M = 1.9$), encouraging them to study ($M = 2.0$), and reminding them to prepare everything they needed for the next day ($M = 2.3$). In contrast, direct forms of help with studying were significantly less frequent. Rarely or just a few times a month did parents study together with their children ($M = 3.4$), help them to complete their homework ($M = 3.6$), or check their knowledge ($M = 3.6$). Only a few times a year did parents read a book with their children ($M = 4.2$) or help with tasks such as making posters or preparing presentations ($M = 4.2$). More than half of the surveyed parents reported that they had never read a book with their children or helped them make products for their schoolwork.

Sub-questions	Answers						M	SD
	Regularly/ almost every day (1)	Often/ several times per week (2)	Rarely/ several times per month (3)	Very rarely/ several times per year (4)	Never (5)	Total		
I study together with my child (e.g. I explain the material to him/her or I make notes for him/her)	19 7.7%	37 15.0%	61 24.8%	75 30.5%	54 22.0%	246 100%	3.4	1.2
I encourage my child to study	80 32.5%	100 40.7%	57 23.2%	7 2.8%	2 0.8%	246 100%	2.0	0.9
I remind my child to prepare everything s/he needs for the next day	65 26.4%	88 35.8%	58 23.6%	24 9.8%	11 4.5%	246 100%	2.3	1.1
I help with homework	20 8.1%	28 11.4%	60 24.4%	55 22.4%	83 33.7%	246 100%	3.6	1.3
I help with making products (e.g. posters, PowerPoint presentations, etc.)	9 3.7%	12 4.9%	36 14.6%	60 24.4%	129 52.4%	246 100%	4.2	1.1
I check my child's knowledge	24 9.8%	29 11.8%	42 17.1%	68 27.6%	83 33.7%	246 100%	3.6	1.3
I ask my child whether s/he has done his/her homework	99 40.2%	92 37.4%	44 17.9%	5 2.0%	6 2.4%	246 100%	1.9	0.9
I read a book together with my child	14 5.7%	15 6.1%	28 11.4%	51 20.7%	138 56.1%	246 100%	4.2	1.2

Table 3: Parents' ways of providing help

Further analyses showed that the participating mothers studied with their children more often than the participating fathers ($U = 5268.5$, $p = .017$), as well as more often encouraging their children to study ($U = 5201.5$, $p = .010$)

and reminding their children to prepare everything necessary for the next day ($U = 5152.5, p = .008$). These results confirm the findings of research on parental involvement, which often highlights the central role of mothers in supporting their children in schoolwork, regardless of whether they are housewives, unemployed, or employed part-time (McBride et al. 2005; Merovci 2020). These differences can also be understood in the context of broader social and migration circumstances, as parental involvement is closely linked to the allocation of care and work roles in the family. The lower employment rate of women immigrating from Kosovo, which is also highlighted by statistical data (SURS 2025b), may result in a greater presence of mothers in the home environment and, thus, more opportunities for inclusion in their children's everyday study practices.

From the perspective of the respondent's education, statistically significant differences were found in the following responses: »I study together with my child« ($H(5) = 58.26, p < .001$), »I encourage my child to study« ($H(5) = 32.31, p < .001$), »I help with homework« ($H(5) = 54.30, p < .001$), »I help with making products« ($H(5) = 27.32, p < .001$), »I check my child's knowledge« ($H(5) = 50.43, p < .001$), »I ask whether my child has done his/her homework« ($H(5) = 19.52, p = .002$), and »I read a book together with my child« ($H(5) = 56.22, p < .001$). For all of these activities, pairwise comparisons between groups showed that more educated parents (i.e. with an education level greater than general secondary school) were more involved, which is consistent with the finding that those with higher educational levels in particular recognise the importance of their active role in helping their children (Merovci 2020).

Statistically significant differences were also found according to the year of arrival in the following responses: »I study together with my child« ($H(3) = 18.43, p < .001$), »I remind my child to prepare everything necessary for the next day« ($H(3) = 8.99, p = .029$), »I help with homework« ($H(3) = 16.93, p < .001$), »I help with making products« ($H(3) = 13.11, p = .004$), »I check my child's knowledge« ($H(3) = 21.75, p < .001$), and »I read a book together with my child« ($H(3) = 19.32, p < .001$). In all of these activities, pairwise comparisons between groups showed that parents who arrived in Slovenia before 2000 were the most regularly involved. The identified differences can be understood in the context of a longer period of residence in the country of immigration, which allows for gradual familiarisation with the school system, greater language competence, and more stable social and economic conditions. Existing research indicates that immigrant parents often face difficulties associated with unfamiliarity with the education system and a sense of a lack of competence to help their child directly, especially in the initial stages of migration (Campos 2022; Horan 2019; Turney and Kao 2009).

We were also interested in whether the forms of parental assistance differed depending on the grade or triad that the child was attending. Again, several statistically significant differences were found: »I study together with my child« ($H(2) = 39.317, p < .001$), »I help with homework« ($H(2) = 32.83, p < .001$), »I help with making products« ($H(2) = 15.11, p < .001$), »I check my child's knowledge« ($H(2) = 17.76, p < .001$), »I ask whether my child has done his/her homework« ($H(2) = 7.21, p = .027$), and »I read a book together with my child« ($H(2) = 16.71, p < .001$). All of these activities were carried out more often by

parents with children in the first triad than in the other two triads. This pattern can be understood in light of developmental expectations, as there is increased emphasis on independence and responsibility for learning as children grow up (Adams and Christenson 2000; Hornby and Lafaele 2011). At the same time, in the context of migration, the reduction in direct assistance may also reflect the greater complexity of the learning content and language requirements in higher grades, which leads parents to withdraw from direct learning activities and take on a more supportive or supervisory role (Campos 2022; Suárez-Orozco et al. 2008).

Differences were also found in the frequency of the above forms of assistance with regard to the child's academic performance, which proved to be statistically significant in all of the activities listed. The parents of children with excellent or very good grades studied together with their children significantly more often ($H(4) = 35.04, p < .001$), encouraged their children to study ($H(4) = 13.80, p = .008$), reminded them to prepare everything they needed for the next day ($H(4) = 11.74, p = .019$), helped with their children's homework ($H(4) = 25.39, p < .001$), helped their children to make products ($H(4) = 19.33, p < .001$), checked their children's knowledge ($H(4) = 33.19, p < .001$), ask them whether they had completed their homework ($H(4) = 10.75, p = .030$), and read with them ($H(4) = 34.30, p < .001$). These results are consistent with research highlighting the connection between parental involvement and children's academic success (Barger et al. 2019; Boonk et al. 2018).

We found that immigrant parents from Kosovo were limited in their ability to directly help their children with schoolwork due to their lower levels of education, as well as work schedules, poorer command of the language of instruction, and less familiarity with the education system in the country of immigration (Suárez-Orozco et al. 2008). The inability of immigrant parents to help their children with homework and their lack of awareness of what their children are learning can be intimidating for many parents (Campos 2022).

Limitations of the study

Several limitations should be taken into account when interpreting the results of the present study and placing them in a broader research context. The sample was designed purposefully, so the findings cannot be directly generalised to the broader population of immigrant parents. In addition, some of the data were based on the parents' self-assessments, so the presence of social desirability bias in the responses was possible, especially when parents reported on their own involvement in their children's schoolwork.

Conclusion

Most of the parents who participated in the present study had immigrated from Kosovo to Slovenia after 2017. Their educational level was extremely low,

as almost half of the sample, mostly women, had only completed primary school or less. It is also important to note the academic performance of their children in Slovenian primary school in the previous school year; the academic performance of children who had been numerically assessed was relatively low ($M = 2.64$). A recently published study (Bajraj 2024) found that the average academic performance among students in Slovenian primary schools was higher for Slovenian ($M = 3.69$) and Croatian students ($M = 3.5$) and lowest for Albanian students ($M = 2.78$). In the present study, the proportion of children who, according to the surveyed parents, were repeating a grade was surprisingly high (19.3%) compared to available data indicating that fewer than 1.5% of students in Slovenia repeat a grade (Eurydice 2011).

With regard to the people who most often provided help to the children of immigrants from Kosovo, it was found that both the reporting parent and his/her partner provided help on average only a few times per month, while siblings offered help a few times per year, the children's classmates and professionals outside the school were involved even less often, and help was almost never obtained from an instructor. In terms of gender, we found that, in Kosovan immigrant families, helping children with their schoolwork was primarily the concern of mothers. In terms of the other demographic characteristics of the respondents, it was found that participating parents with a higher level of education and their partners, as well as those who immigrated to Slovenia before 2000, more often provided help to their children with schoolwork. It was also found that the parents of children in the first triad of primary school, as well as the parents of children with excellent or very good academic performance in the previous school year, provided help to their children with schoolwork significantly more often.

Interesting insights were also gained by asking how often parents were involved in their children's schoolwork and what forms this involvement took. According to the surveyed parents, they asked their children several times per week whether they had done their homework, encouraged them to study, and reminded them to prepare everything they needed for the next day. Rarely, or a few times per month, parents studied with their children, helped them with homework, and checked their knowledge. Only a few times per year did parents read a book together with their children or help them with making posters or preparing presentations. It can therefore be concluded that immigrant parents from Kosovo more often only supervise their children and encourage them to study while rarely getting involved in their children's learning process.

Further statistical analyses showed that the greatest differences in the frequency of parents' involvement in helping their children with schoolwork were in relation to the child's academic performance, as the parents whose children had excellent or very good academic performance in the previous school year helped their children more often in all of the listed ways than the parents of children with poorer academic performance did. Another relevant factor was the education of the parents, which proved to be significant in all of the listed ways of helping, except for reminding the child to prepare everything needed for the next day. The period when the parents arrived in Slovenia was also found to be

important, as it emerged that those who arrived in Slovenia before 2000 helped their children more often in all of the listed ways, except for encouraging the child to study and checking whether s/he had completed his/her homework. The class or triad that the child attended also proved to be an important factor in most of the ways of helping, except for encouraging the child to study and reminding the child to prepare everything needed for the next day. The child's academic success and the triad that the child was attending, as well as the education level of the parents and the period of their arrival in Slovenia, were found to be important characteristics that influenced the frequency and methods of help with schoolwork. It is clear that some parents typically only supervise their child's schoolwork, while others are more actively involved in various ways of providing help (studying together, checking the child's knowledge, reading with them, etc.).

The results of the present research show that differences in how frequently parents help their children with schoolwork and the ways in which this help is manifested are not only a matter of the personal will and interest of the parents but are also related to broader circumstances or objective facts. In view of the finding that parents rarely utilise sources of help in the local community, it would be desirable to implement more systematic support practices in the school environment, which would relieve families of the burden of helping their children with schoolwork and most likely contribute to better academic performance.

It is important that schools and education professionals inform parents about the available external sources of help and familiarise them with different forms of support that go beyond individual help with schoolwork. Intercultural mediators can play a key role in this respect, helping parents to understand the school's expectations and directing them to appropriate sources of support. It is also important to recognise and value the forms of support that parents can offer regardless of their level of education or their knowledge of the language of schooling, for example, developing the child's native language skills, reading together, showing an interest in the child's schoolwork, discussing events at school, and creating a supportive home environment. This kind of approach enables a shift from a deficit-oriented understanding of parental support to a more inclusive and culturally sensitive understanding of school-family cooperation based on recognising the existing resources and capabilities of families. Since many parents have no previous experience of being involved in helping their child with schoolwork, organising introductory meetings upon the child's entry into school seems to be a particularly meaningful practice, enabling parents to gradually learn about the school's expectations and communication methods as well as their own role in supporting their children. Such support should not be limited to a one-time event but should represent an ongoing process of monitoring and inclusion.

Statement on access to research data

Data is available after embargo

The research data on which the findings of this article are based will be publicly available in the data repository RUL after the embargo expires on May 30, 2029. The embargo is justified to protect the research process, prevent premature use or misuse of the data, and ensure that the doctoral student and/or supervisor can first properly interpret and publish the data.

Acknowledgments

The work was supported by the Slovenian Research and Innovation Agency under the Grant No. P5-0126.

References

- Adams, K. L. and Christensen, S. L. (2000). Trust and the family-school relationship examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology*, 38, issue 5, pp. 477–497.
- Anderson, M., Cox Jr., J. B., Giano, Z. and Shreffler, C. M. (2020). Latino parent-child English language fluency: Implications for maternal school involvement. *Hispanic Journal of Behavioral Sciences*, 42, issue 4, pp. 547–562.
- Andrews, M. (2013). Capitalizing on Mexican parents' cultural models of parental involvement from their children's perspectives. *Linguistics & Education*, 24, issue 4, pp. 497–510.
- Bajraj, E. (2024). *Zaznana opora učiteljev in vrstnikov ter učna zavzetost učencev priseljencev*. Master's thesis. Maribor: Pedagoška fakulteta.
- Bang, H. J. (2011). What makes it easy or hard for you to do your homework? An account of newcomer immigrant youths' afterschool academic lives. *Current Issues in Education*, 14, issue 3, pp. 1–26.
- Barger, M. M., Kim, E. M., Kuncel, N. R. and Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological Bulletin*, 145, issue 9, pp. 855–890.
- Bešter, R. and Medvešek, M. (2010). Vključevanje migrantskih otrok v vzgojno-izobraževalni sistem. In: M. Medvešek and R. Bešter (eds.). *Državljeni tretjih držav ali tretjerazredni državljani?* Ljubljana: Inštitut za narodnostna vprašanja, pp. 205–269.
- Boonk, L., Gijssels, H. J., Ritzen, H. and Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational research review*, 24, issue 1, pp. 10–30.
- Campos, C. L. (2022). *Parental involvement of Latino immigrant parents in an elementary school*. Doctoral dissertation. Minneapolis: Walden University.
- Čančar, I. and Drljić, K. (2015). Razvijamo medkulturnost kot novo obliko sobivanja. V: M. Madruša Jelen and I. Čančar (eds.). *Kazalniki uspešnega vključevanja*

otrok priseljencev v slovenske šole in izzivi za nadaljnje delo. Ljubljana: ISA institute, pp. 22–37.

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

Feliciano, C. and Lanuza, Y. R. (2017). An immigrant paradox? Contextual attainment and intergenerational educational mobility. *American Sociological Review*, 82, issue 1, pp. 211–241.

Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*, 23, issue 7/8, pp. 691–704.

Field, A. (2009). *Discovering statistics using SPSS* (third edition). Los Angeles: SAGE.

Gap Institute (2024). *Propensity to emigrate from Kosovo following visa liberalization: implications for the workforce*. Available at: https://www.institutigap.org/documents/64525_Visa%20liberalization.pdf (accessed on 12 December 2025).

Gollopeni, B. (2016). Kosovo emigration: Causes, losses and benefits. *Sociologija i prostor*, 54, issue 3, pp. 295–314.

Guzman, J. (2024). *Effects of parent involvement in academic achievement of upper elementary school student*. Monterey Bay: California State University.

Hajdari, L. and Krasniqi, J. (2021). The economic dimension of migration: Kosovo from 2015 to 2020. *Humanities and Social Sciences Communications*, 8, article 273.

Hočevar, A. (2001). Osnovnošolsko izobraževanje beguncev v Sloveniji. *Sodobna pedagogika*, 52, issue 2, pp. 142–163.

Hoover-Dempsey, K. V. and Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67, issue 1, pp. 3–42.

Horan, A. (2019). *“Céad míle fáilte”? Parental involvement: The varied experiences of immigrant parents in Irish primary schools*. Master's thesis. Dublin: DCU Institute of Education.

Hornby, G. and Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63, issue 1, pp. 37–52.

Kalin, J., Resman, M., Šteh, B., Mrvar, P., Govekar Okoliš, M. in Mažgon, J. (2009). *Izzivi in smernice kakovostnega sodelovanja med šolo in starši*. Ljubljana: Znanstvena založba Filozofske fakultete.

Knez, M. (2021). Jezikovna zmožnost učencev priseljencev v osnovni šoli. In: M. Bitenc, M. Staber and A. Žejn (eds.). *Sociolingvistično iskrenje*. Ljubljana: Znanstvena založba Filozofske fakultete, pp. 79–106.

Kolar, Š. (2024). *Sodelovanje učiteljev s starši priseljencev*. Master's thesis. Maribor: Pedagoška fakulteta.

Lesar, I. and Peček, M. (2021). Biti priseljenec v Sloveniji – od raziskav na velikih vzorcih do prvoosebni izpovedi. In: I. Lesar and M. Peček (eds.). *Priseljenci v Sloveniji skozi raziskovalno prizmo študentov Pedagoške fakultete*. Ljubljana: Pedagoška fakulteta, pp. 5–42.

Martin, S., Horgan, D. and Looney, E. (2025). Migrant parents' school involvement: Extent, barriers and opportunities. *Educational Research*, 67, issue 3, pp. 385–405.

McBride, B. A., Schoppe Sullivan, S. J. and Ho, M. H. R. (2005). The mediating role of fathers' school involvement on student achievement. *Applied Developmental Psychology*, 26, issue 2, pp. 201–216.

Medveš, Z. (2024). S šolsko reformo od empiristične h komunikacijski pedagogiki. In: M. Nastran Ule (ed.). *Kakšno šolo v prelomnih časih?* Ljubljana: Fakulteta za družbene vede, Založba FDV, pp. 83–139.

Medvešek, M., Bešter, R. and Pirc, J. (2022). *Mnenje večinskega prebivalstva Slovenije o priseljevanju, priseljencih in integraciji*. Ljubljana: Inštitut za narodnostna vprašanja.

Merovci, S. (2020). *Parent-teacher voices in Kosovo schools: A micro study on parent involvement*. Available at: https://knowledgecenter.ubt-uni.net/conference/2020/all_events/105 (accessed on 23 December 2025).

Milharčič Hladik, M. and Kožar Rosulnik, K. (2021). The challenges of integrating migrant children into the slovenian education system. In: M. Sedmak, F. Hernández-Hernández, J. M. Sancho-Gil and B. Gornik (eds.). *Migrant children's integration and education in Europe*. Barcelona: Octaedro, pp. 187–204.

Morel, A. (2021). Medjezikovni stiki v slovenskem šolskem prostoru. In: M. Bitenc, M. Stabej and A. Žejn (eds.). *Sociolingvistično iskrenje*. Ljubljana: Znanstvena založba Filozofske fakultete.

Nastran Ule, M. (2024). V zagovor preobrazbe šolstva. In: M. Nastran Ule (ed.). *Kakšno šolo v prelomnih časih?* Ljubljana: Fakulteta za družbene vede, Založba FDV, pp. 7–43.

OECD (2023). *Indicators of immigrant integration 2023*. Available at: https://www.oecd.org/en/publications/indicators-of-immigrant-integration-2023_1d5020a6-en.html (accessed on 10 December 2025).

OECD (2025). *International Migration Outlook 2025*. Available at: https://www.oecd.org/en/publications/international-migration-outlook-2025_ae26c893-en.html (accessed on 3 January 2026).

Pajnik, M., Bajc, V. and Herič, S. (2010). Migranti na trgu dela v Sloveniji. *Dve domovini*, 32, pp. 151–167.

Peček, M. and Lesar, I. (2006). *Pravičnost slovenske šole: mit ali realnost*. Ljubljana Založba Sophia.

Pevce Semec, K., Rutar Ilc, Z., Klobasa, H., Fras Berro, F., Rutar, S., Slivar, B., Zore, N. and Zupanc Grom, R. (2024). *Smernice za vključevanje otrok, učencev in dijakov iz drugih jezikovnih in kulturnih okolij v slovenski vzgojno-izobraževalni sistem*. Ljubljana: ZRSŠ, Zavod Republike Slovenije za šolstvo.

Eurydice (2011). *Ponavljjanje razreda v obveznem izobraževanju v Evropi: predpisi in statistika*. Ljubljana: Ministrstvo za šolstvo in šport. Retrieved from: <https://eurydice.sio.si/tematske-studije/ponavljjanje-razreda-v-obveznem-izobrazevanju-v-evropi-predpisi-in-statistika-1/> (accessed on 1 June 2026).

Poza, L. E., Brooks, M. D. and Valdés, G. (2014). Entre familia: Immigrant parents' strategies for involvement in children's schooling. *School Community Journal*, 24, issue 1, pp. 119–148.

Razpotnik, Š. and Tadič, D. (2019). Refleksija sodobnega šolskega prostora na Pedagoški fakulteti Univerze v Ljubljani. *Vzgoja in izobraževanje*, 50, issue 5/6, pp. 30–38.

Resman, M. (1992). Šola, učitelji, starši – sodelovanje z različnimi pričakovanji. *Sodobna pedagogika*, 43, issue 5/6, pp. 223–235.

Schumacher, G., Löschner, J. and Sermi, F. (2019). *Data on children in migration, part 1: The basic*. Available at: <https://ec.europa.eu/jrc/en/publication/data-children-migration> (accessed on 10 December 2025).

Skubic Ermenc, K. (2023). Nekateri izzivi izobraževanja učencev in dijakov priseljencev z vidika načela medkulturnosti. *Sodobna pedagogika*, 74, issue 1, pp. 9–27.

Strle, M., Petric, M., Korošec, P. and Juhart Vrebac, S. (2017). Sodelovalni dialog strokovnih delavcev in staršev. *Vodenje*, 15, issue 1, pp. 61–79.

Suárez-Orozco, C., Suárez-Orozco, M. M. and Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge: Belknap Press/Harvard University Press.

SURS (2021). *Vsak sedmi prebivalec Slovenije se je v Slovenijo priselil*. Available at: <https://www.stat.si/StatWeb/news/Index/9999> (accessed on 1 March 2023).

SURS (2024). *Meddržavne selitve po državljanstvu, državah prejšnjega, prihodnjega prebivališča in spolu, Slovenija, letno*. Available at: <https://pxweb.stat.si/SiStatData/pxweb/sl/Data/-/05N1010S.px> (accessed on 1 June 2026).

SURS (2025a). *Prebivalstvo, 1. januar 2025*. Available at: <https://www.stat.si/StatWeb/News/Index/13582> (accessed on 1 June 2026).

SURS (2025b). *Socioekonomske značilnosti prebivalstva in selivcev*. Available at: <https://www.stat.si/statweb/News/Index/14013> (accessed on 1 June 2026).

Šteh, B. and Kalin, J. (2011). Building partner cooperation between teachers and parents. *CEPS Journal*, 1, issue 4, pp. 81–101.

Turney, K. and G. Kao. (2009). Barriers to school involvement: Are immigrant parents disadvantaged? *Journal of Educational Research*, 102, issue 4, pp. 257–271.

Ule, M. (2015). Vloga staršev v izobraževalnih potekih otrok v Sloveniji. *Sodobna pedagogika*, 66, issue 1, pp. 30–45.

Vučinić, A. (2024). *Addressing the urgent challenge of youth migration in Kosovo. New social initiative*. Available at: <https://newsocialinitiative.org/wp-content/uploads/2024/10/Policy-Paper-Andelija-Vucinic.pdf> (accessed 12 December 2025).

Wilder, S. (2013). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66, issue 3, pp. 377–397.

Lea CAHUNEK (Univerza v Ljubljani, Pedagoška fakulteta, OŠ Matije Čopa, Slovenija)
Irena LESAR (Univerza v Ljubljani, Pedagoška fakulteta, Slovenija)

PRISELJENI STARŠI S KOSOVA O POMOČI SVOJIM OTROKOM PRI DELU ZA ŠOLO

Povzetek: Vključenost staršev v šolanje svojih otrok je pomemben dejavnik njihovega učnega in socialnega razvoja ter eno izmed splošno sprejetih načel učinkovitih vzgojno-izobraževalnih praks. Manj raziskano področje pa je vključenost staršev priseljencev v procesih pomoči otrokom pri delu za šolo, zlasti v kontekstu jezikovnih, socialnih in kulturnih okoliščin priselitve. Prispevek obravnava starše, priseljene s Kosova ($N = 246$), katerih otroci obiskujejo slovensko osnovno šolo, ter analizira pogostost in načine njihove pomoči otroku pri delu za šolo. Analiza podatkov je pokazala, da je pomoč otrokom pri delu za šolo večinoma skrb priseljenih mater s Kosova. Z vidika pogostosti pomoči rezultati kažejo, da je otrok le nekajkrat na mesec deležen pomoči staršev, nekajkrat na leto pomoči brata oz. sestre, še redkeje otrokovega sošolca, otrokove sošolke in strokovnih delavcev zunaj šole, skoraj nikoli pa ni deležen pomoči inštruktorja oz. inštruktorice. Glede različnih načinov starševske pomoči otroku pri delu za šolo analiza kaže, da starši pogosteje otroke le nadzirajo in opozarjajo na šolske obveznosti ter jih spodbujajo k učenju, medtem ko se le redko neposredno vključijo v sam proces otrokovega učenja (npr. se skupaj z otrokom učijo, preverjajo otrokovo znanje, z njim berejo). Učni uspeh otrok, ki so bili številčno ocenjeni, je bil po poročanju staršev razmeroma nizek ($M = 2,64$), pri čemer je skoraj petina staršev navedla, da je njihov otrok razred ponavljal. Pri interpretaciji rezultatov je treba pozornost nameniti tudi širšim strukturnim in socialno-kulturnim okoliščinam, ki lahko vplivajo na možnosti staršev za vključevanje v otrokovo delo za šolo.

Ključne besede: priseljeni starši s Kosova, sodelovanje priseljenih staršev s šolo, pomoč otroku pri delu za šolo, otroci priseljencev, učni uspeh

Elektronski naslov: lea.cahunek@gmail.com