

# Family Involvement in Early Childhood Education in Norwegian Context

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## Abstract

Family involvement in Early Childhood Education has been demonstrated to have a significant positive impact on young children's development across various domains, including cognitive, emotional, physical, academic, and social-emotional aspects. Research indicates that these benefits are realized by families from all socioeconomic backgrounds, highlighting the universal importance of parental engagement regardless of the level of involvement. While the majority of studies in this field have originated from Anglo-Saxon countries, there has been an increasing contribution from other regions over the past decade. Norway, situated in Scandinavia, emphasizes the crucial roles that families play during the early years of learning and development. However, there remains a notable gap in research regarding the perspectives of practitioners, particularly teachers and educational administrators, on this important subject. This study seeks to bridge that gap by exploring teachers' insights and understanding their views on parental involvement in early childhood education. A survey methodology has been employed to gather data, and the findings will provide valuable implications for practice and suggest future research directions, which will be shared with participants.

**Keywords:** parent involvement, young children, sustainable education, Nordic education, child development