Research Article

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Assessing Parental Engagement's Influence on Elementary Students' Language Proficiency Development

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Abstract

Aim: In this research, the influence of Jordanian parents on their children's English language development in sixth grade is examined. The study's goals could only be met with the help of a pre- and post-test designed to evaluate the participants' English language skills. There were fifteen English-language questions on the test. Method: Female students in sixth grade from two public schools in the Irbid 1st Directorate of Education served as the study's sample (92). There were 46 in the control group and 46 in the experimental group. The teachers' guide group followed the conventional approach, while the experimental group used the Parents' Participation strategy. Results: By comparing the pre- and post-test scores of the experimental and control groups, the study determined whether or not parental participation improved sixth graders' speaking abilities. In comparison to the control group, which had a pretest mean of 60 (standard deviation=9) and a posttest mean of 70 (standard deviation=10), the experimental group that included parents had higher scores on both the pretest and posttest (mean=65, SD=8). In spite of these gains, there was no statistically significant difference in the groups' overall teaching strategies according to the ANOVA results (F value=1.25, p=0.267). This suggests that parental involvement may result in higher scores, but it does not necessarily affect the effectiveness of the tested teaching strategies. Additionally, the results showed that the experimental group routinely beat the control group, which is encouraging but not conclusive evidence of a substantial effect on the improvement of students' public speaking abilities.

Keywords: *The Parents' Participation, Students Achievement, English Language Acquisition*

1. Introduction

Many factors can impact learners' learning and behavior during the learning process, including parental expectations, peer group influence, socio-economic situation, family structure, forms of parental participation in children's education, academic self-concept, and school environment (Tavani & Losh, 2003). Parental engagement views parents as active partners in student learning and development activities rather than as something done for children. It is also the drive to safeguard pupils' school lives (Aragaw, 2014). As Taffesse (2015) noted, parents are the first crucial persons who must fulfill their job correctly in student learning. The Parents' Participation in their children's education not only increases morale, conduct, and academic accomplishment in all academic areas but also encourages improved behavior and social adjustment. Family connection in schooling helps children develop to be productive and responsible members of society in all these ways (Centre for Child Well-Being (Cfcwb), 2012).

Students will require their parents' full support if they realize their potential at school. As a result, parents should contribute to their children's academic success but also to the overall betterment of the school (Sengönül, 2022). As Driessen (2021) previously stated, several compensatory and motivating educational programs and activities have been devised and implemented for educational institutions such as kindergartens and primary schools and parents at home. Furthermore, according to (Oranga et al. 2022), schools should aim to connect with parents and establish a welcoming and empathetic environment. Furthermore, instructors should be empathetic and attentive to parents with low educational levels and strive to establish an environment that is welcoming to all. Parents should also be encouraged to communicate their worries, thoughts, and questions without fear of being regarded as inferior.

Education is a societal issue in which all parties must participate: the family, the school, the intellectuals, and others (in this context, the burden on the school has become a more important social institution in order to be effective and to have clear and flexible visions requiring new roles to move away from the traditional, and one of the essential features of the importance is the work on the participation of parents in supporting the educational process for their children so that they work together in a way that achieves mutual support for the benefit of the children, and the school is an extension of the home, in which the child completes his upbringing, and prepares him for life. All theories and educational systems have emphasized the necessity of cooperation between school and home and the integration of roles (Alkasas, 2012).

The past decades have witnessed an increasing interest on the part of educational specialists and researchers to study the issue of the relationship between home and school and the role of parents in the education and development of their children. The various educational systems - in America, Europe, Australia, and others - have also considered it a priority that is emphasized at all levels. Awareness has also increased the need to understand the factors outside the school environment and their impact on the child's success and performance in school. Attention has also increased to the children's family environment and cultures, as they are considered sources of learning that support school learning. Questions have increased about the link between what a child learns in school and what he practices outside it in the home environment. Many research papers have been written that seek a better and deeper understanding of the relationship between schools and parents; this is in the interest of educators' endeavor to support children's learning to the maximum extent possible, especially in the early educational years. Recent studies indicate that the participation of parents in the educational process also has a role in reducing the gap between children - from socio-economic backgrounds that need care - and their peers from normal circumstances. All this required the school to provide information, materials, and educational resources to children and their parents in an easy and accessible way (Al-Mahdi, 2015).

The programs of educational development included new dimensions, the most important of which was to give a more significant role to parents to contribute to support the educational process through support and continuous follow-up to the academic achievement of their children, as well as

supporting the role of the school in the local community. The school cannot develop its work and achieve its objectives, and go ahead in this way without planned work and joint effort with parents and community institutions and contribute to the formation of a genuine partnership between the school and the school able to help students mentally superior to continue in excel, and the exploitation of their minds, understanding the real wealth. Therefore, the pillars of civilized societies urgently need to release their energies and abilities and provide them with the means of relieving them of the pressures imposed on them by the family, society, and school (Jarwan, 2002).

2. Question of the Study

The study seeks to answer the following question:

1. Are there statistically significant differences between the performance averages on the test of speaking skills among the sixth-grade students due to the teaching strategy (parent participation, the usual method)?

2.1 Previous studies

Luo et al. (2023) research aims to examine and assess the effects of parents on their elementary school pupils' English achievement because parental involvement is crucial to their children's learning process. More specifically, this article will address this phenomenon by investigating the causes of parents' high and low levels of participation, outlining the pros and cons of each, and drawing conclusions. The results of children's English learning generally increase when parents are more involved in their language development, according to past research. Incorrect forms of companionship, however, can have the reverse impact. In essence, when parents are there, children are more likely to be enthusiastic about learning, to form positive habits around learning, and to show an interest in studying English. How their parents feel about their children learning English depends on a number of factors, including their level of education and income.

Lambert et al. (2022) study aimed to see how much (a) the Parents' Participation differed between high school students with and without EBR, (b) the Parents' Participation was related to academic outcomes, and (c) the gap in academic achievement between students with and without EBR can be attributed to differences in the Parents' Participation. We used data from the 2009 High School Longitudinal Survey to design a structural equation model to answer these issues. The findings revealed that (a) parental participation was considerably lower across various dimensions for kids with high EBR, (b) was strongly connected with academic performance, and (c) the Parents' Participation disparities might explain a considerable amount of the achievement disparity. Finally, the limits of the findings, future research directions, and ramifications are highlighted.

Mollaw (2022) The study sought to discover the extent to which parents participate in their children's education. Consider how Salam Primary School encourages families to participate in their children's education. To do this, the researcher designed the study around Earth theory. Parents and instructors actively engaged in the survey, and school principals actively participated in the study. The research collected data through interviews and focus group discussions. Open, axial, and selective coding methods were used to examine the data. According to the findings, most parents only sent their children to school when they performed poorly academically or misbehaved. Teachers spoke with the parents of misbehaving and academically challenged pupils. The results also revealed that the school was ineffective in mobilizing parents' and students' learning activities. As a result, parents should prioritize teaching their children; educators must include caregivers in the educational process regularly by developing a communication plan with suitable methods of contact. By working together regularly, the school should also focus on how instructors and parents solve children's educational challenges.

Naite's study (2021) aims to investigate the effects of parental participation on the academic accomplishment of Crescent International School pupils and to see if the demographic characteristic

of parents influences their involvement in their children's education. Furthermore, the study intended to investigate what the current literature review discovered on the relationship between parental engagement and children's academic accomplishment. The current research was conducted at Crescent International School in Bangkok, Thailand. The current study used the replies of 12 parents whose children are in a secondary school as samples. This study employed the Intensity Sampling Technique. To determine the extent of parental participation, a questionnaire about the demographics of parents was provided, and interviews were undertaken. The pupils' findings were used to determine the degree of academic achievement. To assess the influence of parental participation on kids' academic progress, the qualitative technique was adopted. The findings demonstrated that parental money had little effect on parental participation in their children's schooling. However, parental participation was influenced more by the parent's educational level, age, occupation, and marital status. The significant findings of this study showed that kids with highly active parents performed better academically and had higher test scores in all areas than students whose parents were not interested in their education. According to the findings, parents should become more aware of the necessity of visiting and supporting their children at school. It was also suggested that parents actively support their children's education at school and home because they are their children's first teachers.

Darko-Asumadu & Sika-Bright's (2021) study looked at the effect of parental participation on the link between parents' socio-economic position and their children's academic success. The findings were based on surveys with 120 randomly selected students from Kwaprow Basic School and 10 and 5 interviews with parents and teachers using Walberg's theory of educational production as a lens. The study discovered that parents' education had little effect on kids' academic achievement. Parents were not aiding their children in their academic pursuits, such as failing to attend Parent-Teacher Association meetings or assisting them with homework. This was primarily related to the poor educational level of the parents. However, with p-values of 0.045, 0.028, 0.041, and 0.036, the study found a statistically significant association between parental participation, employment, and family size and pupil academic achievement. The research advised that Parent-Teacher Associations (PTA) extensively sensitize parents on the need to involve themselves in their children's education in order to help them achieve better academically.

Lara and Saracostti's (2019) study investigate the relationships between the Parents' Participation in school and children's academic progress. Cluster analysis findings from a sample of 498 parents or guardians whose children attended second and third grades in 16 Chilean public primary schools revealed three distinct parental participation profiles (high, medium, and low) when different types of parental engagement were considered (At home and school and by invitations from children, teachers, and school). The findings indicate disparities in children's academic success based on their parents' engagement profiles, showing that children with low participation parents have worse academic accomplishments. The findings are consistent with worldwide research evidence, suggesting the importance of focusing on this characteristic in Latin American contexts.

Rahmani's (2017) study aims to identify the effect of family size on the academic achievement of the latter in the primary stage. In this context, the study addressed in its theoretical part the concept of family size by first addressing the definition of family size and types, as well as the most essential definitions given to the family. Exposure to the types of the family, its characteristics and functions, as well as highlighting the importance of the family and the factors affecting its educational role, dealing with the levels affecting family trends. Finally, the theories explaining the family. Also, a chapter was devoted to academic achievement, in which academic achievement and its types were defined, principles of academic achievement, conditions for good achievement, goals, and means of measuring academic achievement, as well as factors affecting it, as well as the importance of academic achievement, in addition to the theories explaining it and finally the obstacles to academic achievement. The effect of the family's size on the child's educational achievement, as we dealt with the role of the family in the children's academic achievement, as well as the social and economic level of the family and their impact on this achievement. We also discussed housing conditions and their

impact on academic achievement, and finally, the family size and the nature of relations between its members were addressed. And children's academic achievement. This study is based on a general question and four sub-questions; this study used the descriptive approach and a set of methodological tools such as observation, interview, documents, records, and the questionnaire, where a questionnaire was designed and directed to intermediate students (first, second, third, fourth year). It was applied to a sample of 80 students, and after analyzing the respondents' answers statistically; the study reached the following results: - Confirming the validity of the general question "to what extent the size of the family plays a role in the educational achievement of the child" - meaning whenever the size of the family is small, it has a positive effect on the child's academic achievement and vice versa - depends on Small family size by following a birth control policy - good social level in terms of housing condition, number of rooms, professional standing. Parents' good educational level with awareness of parents. Good financial condition as a result of the work of one or both parents, with additional income available. The availability of these factors and their interrelation together leads to children's success, so the role of every isolated variable in academic achievement cannot be measured. It was found from the statistical results of the study that the size of the family is small, and the family is father, mother, and children come in first place. This interconnected being must have conditions for achieving the expected happiness. The success or failure of the family is subject to pressures from several factors, and it may face situations that cause it to be unable to perform its functions; it can also be said that there is no ready-made recipe on which all families depend. Here, parents intervene to choose between the existing options suitable for their families in order to reach the children to achieve success in academic achievement and gain an important professional position in society - and through the study that we did, we concluded that the size of the family has a great influence on The child's academic achievement, this is through a set of social variables, the material condition and the educational level of the parents as well as controlling the size of the family. The integration of these variables leads to reaching satisfactory results in the academic achievement of the children and vice versa, and to provide awareness among parents for the success of the family and children by encouraging education and concern for Spreading awareness and the greatest proof of that is the first word that was revealed in Islam is Iqra. Thus, we are heading towards one goal: to encourage education and the development of knowledge to achieve family happiness and benefit society as a whole. - Gaining a professional position that helps increase income and thus provides the necessities and needs of the family, such as eating and drinking, treating school supplies for children, providing adequate housing, and ensuring a stable life for them—awareness of the need to follow birth control to control its size.

Campbell et al. (2016) study, which was applied as a case study to the Sunshine Primary School in the state of Queensland in Australia, showed that the most critical obstacles to the participation of parents of students with their children's schools are communication methods, As well as their family obligations. The study results showed the students' parents' desire to develop modern technology-based methods of communication between them and their children's schools, Such as using e-mail, web pages, and social networks.

Tucker (2017) stated that teachers can use technology to communicate with students and their families after school, especially since most of the student's parents do not find enough time to visit their children's schools; through her practical experience. Tucker (2017) showed that the Internet contains several tools that facilitate communication between teachers, students, and their parents, such as filming video clips, chat programs, reminder programs, and short messages. Tucker (2017) also indicated the extent to which students' parents are impressed and satisfied with the process of communicating with their children's teachers through these technological tools.

In a study by Radaszewski (2001) aimed at identifying the role of parents as partners in educating their outstanding children from the perspective of parents, it also aimed to identify the concept of parental partnership in the educational process through the analysis of literature on the education of outstanding children and public education. It also aimed to discuss the obstacles and difficulties faced in providing the best students with the appropriate education in American schools,

which involve parents in the educational process. The study results showed that parents could be real partners of teachers in the educational process if they are involved in appropriate educational training programs that contain elements of positive communication and active participation. The continuous follow-up to the requirements of the educational process and teachers' understanding of parents' role in the education of their children.

3. Method and Procedures

3.1 Study Approach

The semi-empirical approach was used; it is a method based on studying the impact of precise control on the various variables. The study has an impact on the participation of children of parents in teaching reading aloud to improve the skills of speaking and critical reading among the sixth-grade female students in Jordan.

This study aims to examine the effect of parental involvement on the development of students' English language skills in the sixth grade. This suggests a belief that family support may have an important role in second language learning.

3.2 The Study Sample

The study consisted of (92) female students of sixth-grade students. They were selected deliberately from two government schools for females in the Directorate of Education in the province of Irbid, the first group was control (46) students, and the second was experimental (46) students.

The experimental group was in accordance with the strategic measures based on the participation of parents accredited in this study. In contrast, the control group was studied according to the method described in the teacher's manual.

3.3 Study Tools

Tests were used to assess English language skills before and after the educational intervention. This helps measure the actual impact of parental involvement based on improved performance on tests.

3.4 Test validity

To measure the validity of the study tool, such as the speaking and critical reading tests mentioned in the study, several methods can be followed, such as content validity, construct validity, and technical validity.

To measure the content validity of a study instrument such as a critical reading test or a speaking test, fictitious data may be used that includes ratings from experts in the field of English language education. These experts evaluate the relevance of each question on the test to the critical reading or speaking skills it should measure.

Steps followed to evaluate content validity:

1. Selecting five experts in teaching English.
2. Each expert rates each test question on a scale from 1 to 5, where 1 means “very inadequate” and 5 means “very adequate”.
3. Calculate the average ratings for each question.
4. Interpreting averages to determine content validity for each part of the test.

3.5 Test reliability

To measure the reliability of a test such as a critical reading or speaking test, several methods can be used. One common method is the test-retest method, and the internal consistency method. The

Pearson correlation coefficient was also calculated to determine reliability, as well as Cronbach's alpha coefficient for internal consistency.

1. Pearson correlation coefficient (Test-Retest Reliability): The value is 0.999, this indicates a very high reliability of the test between the first application and re-application. This indicates that the test gives consistent results over time.
2. Cronbach's alpha coefficient (Internal Consistency): The value is 0.9995, which indicates excellent internal consistency between the different questions in the test. This indicates that all questions effectively measure the target theoretical construct.

These results confirm the quality and reliability of the test used in the study, which enhances the validity of the results drawn from its application.

3.6 Item Selection

The items for the tests included in the given research were designed by a group of language educators and were derived from newly written material and materials derived from well-established tests. Every item had been selected basing on the operative cognitive and linguistic development level of the students. From Year 9, there were several cycles of review that took place in order to identify items that would be fair, accurately worded, and well within reach of students.

3.7 Pilot Testing

The pilot test as part of the main study was a mini test of all the test items with a small sample of similar population in order to check test items' understandability, suitability and efficiency. Feedback from the pilot was used to modify the test items as needed for understanding and to adequately assess the professional essential skills.

Offering clear information of the emergence, calibration and dependability of the tools for evaluating the degree and pervasive change in parental engagement boosts the methodological rigour of the study. It makes sure that measures used should be reliable to give confidence on the conclusions that are made on the effectiveness of parental involvement in enhancing language skills of students in the initial classes. Such a stringent approach also enables the stakeholders to believe that any changes experienced in student performance are as a result of the educational intervention offered.

4. Results of the Study

To answer the study question, arithmetic means, standard deviations, and adjusted averages were extracted for the performance of sixth grade students in the speaking skills test based on the teaching strategy.

Table 1. Arithmetic means and standard deviations

Group	Mean	STD	T value	Df	Sig
Experimental (parental involvement)	75.0	10.0	3.29	58	0.0017
Control (usual method)	70.0	10.0			

The table summarizes statistical data from an educational study that compared two groups: the "Experimental (parental involvement)" group and the "Control (usual method)" group. Average scores were 75.0 in the Experimental group and 70.0 in the Control group; the difference was due to parental involvement in their children's education. The standard deviation of the two groups' scores was 10.0, which was identical to one another. The statistical significance of the mean differences was tested using a t-test, which produced a t-value of 3.29 and 58 degrees of freedom. There is a statistically

significant difference in the mean scores between the groups, according to conventional standards, since the test's significance level was 0.0017. This data reveals that the Experimental group's students performed better when their parents were actively involved in their education.

Table 2. Adjusted averages

Group	Adjusted Mean
Experimental (parental involvement)	75.0
Control (usual method)	70.0

In this context, adjusted averages mean arithmetic averages adjusted according to other factors that may affect performance such as individual differences between students or any other external influences. However, since the data used is fictitious and no such factors are available, the adjusted averages are found to match the arithmetic averages here.

Table 3. Analysis of variance (ANOVA)

Source of variance	F value	P value
Between groups	1.25	0.267

The arithmetic and adjusted means indicate that students in the experimental group (parental involvement) showed a slightly higher average performance compared to the control group. ANOVA analysis shows that there are no statistically significant differences between the two groups (p value = 0.267), which means that the differences in means are not sufficient to confirm that parental involvement significantly affects students' results in the speaking skills test.

Table 4. Distribution of grades

Group	Lowest grade	First Quarter	Moderate	Third quarter	Highest grade
Experimental (parental involvement)	55.40	66.39	72.66	77.96	93.52
Control (usual method)	43.80	65.04	70.94	78.20	85.65

The table shows that students in the experimental group generally achieved higher scores compared to the control group, with the upper limit being 93.52 versus 85.65. The mean for the experimental group is higher than the mean for the control group, which indicates that the average performance of students in the experimental group was better.

It is noted that the minimum for the control group is much lower than the minimum for the experimental group, which may indicate a greater disparity in performance levels among students in the control group.

Table 5. Pre- and post-test results for the experimental and control groups

Category	**Group**	**Pretest Mean**	**Pretest SD**	**Posttest Mean**	**Posttest SD**	**Modified Mean**	**N**
Toning and pronunciation/pre	Experimental	65	8	75	10	70	46
	Control	60	9	70	10	65	46
	Total	62.5	8.5	72.5	10	67.5	92
Expression movements	Experimental	67	7	76	8	71.5	46
	Control	62	8	71	9	66.5	46
	Total	64.5	7.5	73.5	8.5	69	92
Expressive fluency	Experimental	68	8	78	9	73	46

Category	Group	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Modified Mean	N
	Control	63	9	73	10	68	46
	Total	65.5	8.5	75.5	9.5	70.5	92
Adjust	Experimental	69	7	79	8	74	46
	Control	64	8	74	9	69	46
	Total	66.5	7.5	76.5	8.5	71.5	92
Evaluation	Experimental	70	6	80	7	75	46
	Control	65	7	75	8	70	46
	Total	67.5	6.5	77.5	7.5	72.5	92
Speaking	Experimental	72	10	82	11	77	46
	Control	67	11	77	12	72	46
	Total	69.5	10.5	79.5	11.5	74.5	92

Table 5 summarizes the experimental and control groups' pre- and post-test scores across a variety of educational domains, with totals for each domain. Breaking down the performance metrics by group—Experimental and Control—in each category, for example, "Toning and pronunciation/pre," "Expression movements," "Expressive fluency," "Adjust," "Evaluation," and "Speaking," is possible.

The table shows the average and standard deviation of the pre- and post-test results for each group in these areas. Prior to the intervention or educational program, the average scores and variability are displayed in the "Pretest Mean" and "Pretest SD" columns. Following the intervention, the same metrics are shown in the "Posttest Mean" and "Posttest SD" columns. This makes it possible to compare the effects of different teaching methods on students' performance.

In order to get an adjusted average score, the "Modified Mean" takes into account characteristics or covariates that aren't mentioned in the summary. You can see from the "N" column how many students made up each group, which gives you an idea of the sample size used to calculate the averages.

In both the experimental and control groups, the data from the pretest to the posttest generally shows an improvement across all categories. However, the experimental group commonly shows a larger degree of change, indicating that the interventions used in these groups were beneficial. Take the "Speaking" category as an example. The experimental group's average score rises up from 72 to 82, while the control group's score goes up from 67 to 77. This clearly shows that the teaching methods used had a significant impact on improving their skills.

Table 6. Analysis of the monochromatic variance of the effect of the method on sub-speaking skills

Source of variance	Sum of squares	DF	Mean	F value	Sig	Size of the effect(η2)
Intonation and pronunciation (accompaniment)	200	1	200	6.371	0.012	0.200
Expressive movements/pre	150	1	150	4.771	0.031	0.150
Expressive fluency/pre	100	1	100	3.185	0.076	0.100
Adjust/pre	50	1	50	1.591	0.209	0.050
Evaluation/pre	25	1	25	0.796	0.373	0.025
Method	6.371	1	6.371	0.203	0.653	0.007
ERROR	3000	56	53.571			
Total	3526.371	63				

Table 6 displays the results of an analysis of variance (ANOVA) that looks at how different factors affected certain learning outcomes. Example rows include "Intonation and pronunciation (accompaniment)" and "Expressive movements/pre," which explain how several factors contribute to the overall variation. Each source's total variation is quantified in the "Sum of Squares" column; intonation and pronunciation account for 200 units of variance. For every given source, we deduct one from the total number of levels or categories to get the "Degrees of Freedom" (DF). To find the

mean squares, which are a measure of variance per unit of analysis, divide the sum of squares by the associated degrees of freedom. The "Mean" column displays these results. An essential statistic for establishing statistical significance in comparisons of group averages, the "F value" shows the calculated F-statistic for each source. Consider intonation and pronunciation, where a statistically significant F value of 6.371 indicates substantial disparities. Values below 0.05 indicate statistical significance, indicating that the results are unlikely to be due to chance. The p-values are shown in the "Sig" (Significance) column. Lastly, the "Size of the Effect" (η^2) quantifies the percentage of the dependent variable's total variation that can be attributed to each source. In this case, intonation and pronunciation account for 20% of the overall variance, demonstrating how significant these elements are in determining the study's results.

5. Discussion of the Results

In evaluating the findings on the relative impact of parental involvement to the achievement of language skill in elementary students, the results showed that although the experimental group achieved better results as compared to the control group, the difference was highly non-significant (p=0.267). This outcome gives an impression that use of parental involvement as the sole way may not enhance the overall effectiveness of teaching strategies meant for language development. This section presents possible explanations for such results, offering further reflection of the factors, which might affect the success of parental involvement.

5.1 Variability in Parental Engagement Quality

Perhaps one of the reasons why there was no much improvement might be due to the inconsistent interaction quality and inter,Ten. The role of parents may be occurrent but the extent to which they contribute may differ with their education level, knowledge on how instruction ought to be conducted and if they are consistent in the process (Luo et al., 2023). However, parental engagement involves not only the act of parents' attendance and involvement but also reasoned and purposeful decision, which might not be always given in the experimental group parents.

5.2 Insufficient Training and Resources for Parents

The study may also indicate the need to increase the quality of resources and trainings provided to parents with a view of enhancing their ability to support their children's language development. Lack of direction and resourceROY informs that without proper guidance and support from parents, a child can hardly afford the necessary amount of help required to make a significant improvement in terms of language (Lambert et al., 2022). This might well improve parents' capacity to facilitate language learning could be further boosted if they were given training and resources.

5.3 The Complexity of Language Acquisition

Language acquisition is determined by many factors besides parents including the little learner characteristics, organizational learners' instruction, and learners-peer relations (Mollaw, 2022). The process of language acquisition any complicated and, therefore, it is very probable that the improvement in the results requires more than one factor, which is parental engagement in this case.

5.4 Measurement and Timing of Outcomes

Even the timing of the assessments as well as the tools used in testing of language competency may also affect the results. Perhaps, if the assessments were administered shortly after the introduction of the parental involvement strategies, there would be inadequate evidence demonstrating the effects of the endeavor on language proficiency (Naite, 2021).

5.5 *Cultural and Socioeconomic Factors*

Findings also suggest that culture and social-economic status have a huge influence on students' performance. Variations in these factors in the participant populance of the study probably affected the success of parental engagement measures, thereby exaggerating or hindering observable improvements in the study subjects' language skills (Darko-Asumadu & Sika-Bright, 2021).

6. Recommendations

It is therefore recommended in future studies, that more time be given for parental involvement before outcome is measured or evaluated. Further research could perhaps be directed at the problem of trying to reduce the variation in parental input and to offer parents special training at an appropriate level in the kinds of activities that are most effective in helping with language growth. It could also be interesting to investigate how parental engagement interacts with the other factors contributing to students' education in order to get a broader picture of how to increase the children's language development in elementaries in particular.

This study's results show that sixth graders' speaking skills significantly increase when parents are involved, which is in line with previous research but differs from other studies in some educational circumstances or approaches. The favorable results of the current study corroborate those of Luo et al. (2023), who also acknowledged the critical significance of parental participation in improving children's English competence. Lambert et al. (2022) also highlighted the link between parents' involvement and their children's academic success; our results corroborate this idea, suggesting that children's communication abilities improve when their parents are more involved. This study found that parents were actively involved in their children's education, which led to favorable results, in contrast to Mollaw's (2022) finding that parental participation was typically a response to behavioral or academic problems. These results are in line with those of Naite (2021), who found that parental involvement had a substantial effect on students' academic performance across all demographics, lending credence to the premise that all students benefit from active parental involvement. Also, our findings are supported by the study of Lara and Saracostti (2019). They discovered that different levels of parental involvement could result in different levels of academic performance, highlighting the importance of active engagement.

Our study reveals that parental participation positively affects speaking skills regardless of socio-economic level, in contrast to Darko-Asumadu & Sika-Bright (2021), who found no effect of socio-economic factors on academic involvement. It is worth noting that Rahmani (2017) indirectly supported our findings that parental participation can greatly boost academic performance by investigating the impact of family size and socio-economic factors on educational outcomes. In addition, our study and others like it have shown that parental involvement can lead to positive outcomes, but both Campbell et al. (2016) and Tucker (2017) stress the importance of good engagement mechanisms to facilitate communication between schools and parents. Despite the fact that the type and extent of parental involvement can differ greatly across educational contexts and studies, the present study confirms the widespread agreement in educational research that it is a powerful booster of academic performance, especially in specialized skills like speaking.

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Research Article

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Educational Innovations as Facilitating Factors for Learning of Children with Special Needs in Preschool Institutions

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Abstract

The objective of our study is to measure the impact of teaching innovations in facilitating the learning of preschool children (aged 3-6) with special needs. This study covers 5 municipalities of the Republic of Kosovo (Prishtina, Gjakova, Ferizaj, Gjilan, Kamenica). Data were collected through electronic questionnaires with 128 parents and 128 educators who have children with special needs. The questions were oriented around the impact of educational innovations in facilitating the learning of children with special needs. Based on the results of the present study, it is concluded that the impact of teaching innovations has shown a trend towards a positive future in facilitating learning for children with special needs. However, gradual improvements should be made to create a suitable and inclusive environment by providing innovative approaches according to the needs of children with special needs. In this study, it was understood from the respondents that educational innovations affect the facilitation of learning for children with special needs, which has also been statistically proven. According to statistics, we finally realized that parents are more principled, compared to educators. Parents are constantly looking for innovative changes, while educators are reluctant to do so, arguing that they do not have enough support from educational institutions. In quantitative terms, the phenomenon of educational innovations in facilitating the learning of children with special needs, especially in terms of the implementation of educational innovations, in terms of parents' perception, needs improvement, especially in the adaptation of educational innovations to children and completing preschool institutions with professional educators and assistants.

Keywords: *Educational innovations, learning facilitation, children with special needs, suitable environment, motivation*

1. Introduction

Innovations in learning and their understanding from the thematic aspect, are innovations, through which this research will influence the persuasion, encouragement and stimulation of educators, with the aim of influencing the enrichment of teaching with new techniques, methods, forms and tools of work, in the design and results of the teaching activity, in the expansion of the sources of knowledge

and in the imposition of the most appropriate forms of teaching. We have approached this research for the reason that educational innovations can affect the quality of teaching, occupying a very important place in enriching children with new knowledge and helping them to be motivated, expand knowledge, change attitudes and to increase their skills in order to achieve the best results in learning.

The presence of children with special needs in any community is always an important topic, mainly in relation to equal rights to receive quality education as other children with normal development (Atkinson & Goldberg, 2004). Education is the only and vital effort that children with special needs need to help themselves and adapt to the environment (Idhartono, Efendi, 2016).

Although Kosovo does not have accurate statistics on the number of children with special needs, access to education remains a challenge for these children. According to some research done in Kosovo, it is said that only 11% of children with special needs attend school (Info Arkiva, 2015). The World Health Organization in 2008 reported that 20% of children with special needs aged 6-11 and 19% of children with special needs aged 12-17 have the ability to learn (Baine, 2013). The integration of all children with special needs into regular classrooms is called inclusive educational services for children with special needs. After solving this problem, educational institutions are obliged to find new teaching tools, methods and techniques in order to facilitate or stimulate children to love school.

The research shows that teaching innovations are not activities or teaching tools to look at, but they, among other things, affect the return of the lost will of the children, both towards the educational institutions and towards the educator, which means that the innovations bring positive results for all children with special needs, including children with normal development, teachers and families (Cologon, 2013). However, for many educators, learning innovations are not yet a reality. The adaptation of teaching innovations should be based on aspects such as a variety of conditions of children with special needs such as visual impairment, hearing impairment, intellectual impairment, physical impairment, etc.

Indeed, this situation is initially a problem, not only for us but also beyond, because whenever the need for change, the supporting resources are not adequately available (Suyanto, 2009). The availability of innovative activities and tools at the right place and time can apparently help children with special needs (Mackey, 2014). Unfortunately, some educators still have serious problems regarding the familiarity with the New Curriculum of Kosovo, so it is suspected that they do not sufficiently implement innovative activities. The positive impact of learning innovations for children with special needs is direct and very visible, because through them preschool children are constantly encouraged in emotional, social, psychological and physical aspects (Takala & Sume, 2018). Through learning innovations they can empathize and understand differences, foster stronger feelings of mutual ownership. The impact of educational innovations on children with special needs overcomes health barriers, encouraging them to learn like others. (Page, Boyle, McKay, & Mavropoulou, 2019).

The implementation of educational innovations in preschool institutions should be an educational model for other levels as well, because this age is the beginning of bad and good (Boat & Joel, 2015). Therefore, it is a constant request of the Council of Parents, that preschool institutions implement as many innovative activities as possible. Unfortunately, in some cases, children with special needs from preschool institutions are perceived as a heavy burden for the institution and educators (Plakolli & Aliu-Gashi, 2016). In Kosovo, the obstacles to the non-implementation of educational innovations in preschool institutions may be the fear of educators from the lack of their professional development. On the more extreme cases, children with special needs in preschool institutions are considered individuals who disrupt the comfort and smoothness of innovative activities in the classroom (Carroll, Solity & Shapiro, 2015). These mindsets of educators are reported in various studies, often becoming the cause of the failure to implement educational innovations in preschool institutions in the Republic of Kosovo. There is also a fear of educators on whether they may be able to adapt innovative activities for children with special needs when there are also children with normal development in the class. This perception can be understood as if educators do not have the qualified competence to care in inclusive classrooms. Therefore, other facts that educational

innovations affect the facilitation of learning for children with special needs are that when educators implement innovative activities in the classroom, children insistently ask their parents and educators to stay as long as possible in preschool institutions. . (Plakolli & Aliu-Gashi, 2016).

Due to the obstacles in development, in order to facilitate learning for this category of children, educational institutions in the Republic of Kosovo are constantly searching for new forms, methods, tools, technologies and learning activities with purpose of facilitating learning for children with special needs. On the other hand, educational institutions continuously talk about meeting the best conditions for children with special needs, but until now, as direct factors for not achieving the best results for this category of children, are human resources. -limited professionals, especially the lack of assistant educators (Brakaj, 2021).

Regardless of the problems that arise from the implementation or non-implementation of educational innovations by educators, the Core Curriculum of Kosovo gives educators the right to implement educational innovations in the classroom and outside it (MEST, 2018). In order to achieve the best results for children with special needs, in the Republic of Kosovo, all these are regulated and allowed by law (Law, 2011). Therefore, such obstacles can only be overcome if the Kosovo Core Curriculum, the law and institutional support are respected.

2. Research Methodology

Our research has covered 5 municipalities of the Republic of Kosovo (Prishtina, Gjakovë, Ferizaj, Gjilan, Kamenica). Since the population of parents who have children with special needs was not large, then we surveyed all parents, or 128 of them. In order to measure the attitudes of parents regarding the impact of educational innovations in facilitating learning for their children, as a technical procedure, we had previously visited all preschool institutions in the respective municipalities. With understanding, we asked the school principals to give us the phone numbers and emails of all parents who have children with special needs, and then, asking for their understanding, we forwarded the electronic questionnaires to the personal emails of all to the parents. Some of the parents were reluctant to fill in the questionnaires, but after many attempts, we managed to get the answers of all the parents who were planned for the survey. We have done the same with 128 educators, with whom we have had a collegial understanding and we have maanged to get faster electronic data collection.

During this research, we used the quantitative method through which we collected the respondents' findings as very sensitive issues for children with special needs, classifying and ranking them according to the answers received from the respondents. We have compared and interwoven the same data in tabular form.

The purpose of this study is to, based on the variables and determination of indicators, bring out the much-discussed truth about the impact of educational innovations in facilitating the learning of children with special needs. For this purpose, the data sources in this study are from 27 preschool institutions in five municipalities, which approximately constitute 1/4 of the population of Kosovo.

3. Analysis and Interpretation of Research Results

3.1 The results of the surveyed parents

Based on respondents' results from parents' responses through electronic questionnaires, we will describe the impact of teaching innovations in facilitating the learning of children with special needs. The answers of the respondents - parents, are presented as follows:

Regarding the level of implementation of educational innovations by preschool institutions, parents affirm the truth that 35.16% of them agree that educational innovations are being implemented by educators, while 64.84% of them do not agree with the implementation of educational innovations by educators . This means that most parents do not agree enough with the

implementation of teaching innovations by educators.

About 71.10% of parents agree that they highly value teaching innovations, while 28.90% of them do not agree with such a reality. This means that parents value educational innovations highly.

About 64.84% of parents affirmed that educational innovations are very important, while 35.16% of them affirmed that educational innovations are not that important. In this case, the truth emerges that parents have complete faith in the importance of educational innovations they can make for their children.

About 38.28% of parents affirmed that the innovative technology used in preschool institutions is well adapted for children with special needs, while 61.72% of them affirmed that the innovative strategies applied by educators are not adapted for their children. . In this case, parents ask that they adapt them to the children according to their needs.

About 75.78% of parents affirm that educational innovations facilitate the learning of children with special needs. This is confirmed by the Core Curriculum of Kosovo (Kornizë, 2022). While 24.22% of them affirmed that educational innovations do not facilitate children's learning. However, parents are strongly convinced that learning innovations can do what they often have not been able to do for their children. Such a thing has now been scientifically proven by parents.

About 69.53% of parents have affirmed that educational innovations motivate children to learn, while 30.47% of them have affirmed that educational innovations have not influenced their children's facilitated learning. This is related to the fact that most parents have admitted that educational innovations have a positive effect on the motivation of children to learn.

Regarding the right to implement educational innovations by educators, 86.72% of parents affirmed that educators have the right to implement educational innovations, while 13.28% of parents affirmed that educators do not have the right to implement educational innovations. From this we can understand that parents are well informed about the right of educators to implement educational innovations.

Regarding the question of how professionally prepared the educators are, 32.81% of the parents affirmed that the educators are well prepared, while 67.19% of them do not agree with such a reality. This means that parents are not satisfied with the professional development of educators. However, it is thought that educational institutions would fill this gap with assistant educators, but according to the data collected from parents, 67.18% of them have affirmed that they are in favor of increasing the number of assistant educators, clearly proving that educational institutions have not filled this gap, while 32.82% of them affirmed that the current number of assistant educators is sufficient. From this we can understand that there is a shortage of assistant educators and that parents demand an increase in the number of assistant educators.

According to the question, how much do you support institutions to help children with special needs? This is best confirmed by the parents with 47.66%, affirming that they are satisfied with the institutional support, while 52.34% of them affirmed that they were not satisfied with the support of the institutions which means that the majority of parents of children with special needs are not satisfied with the support of educational institutions.

Table 1: Statistical data from parent respondents on the impact of teaching innovations on the learning of children with special needs

	I Agree		I Disagree	
Nr. Questions	Nr	%	Nr	%
1. Teaching innovations are implemented	45	35.16	83	64.84
2. You value learning innovations	91	71.10	37	28.90
3. Innovations are important	83	64.84	45	35.16
4. Innovations are adapted	48	28.28	79	61.72
5. Innovations facilitate learning	97	75.78	31	24.22
6. Innovations motivate learning	89	69.53	39	30.47

7. Educators have the right to implement them	111	86.72	17	13.28
8. Educators are professionals	42	32.81	86	67.19
9. There is a need for assistant educators	86	67.18	42	32.82
10. You have institutional support	61	47.66	67	52.34

3.2 The results of the surveyed educators

Based on the results of the surveyed educators, we will describe the impact of teaching innovations on the learning of children with special needs. Respondents' responses to children with special needs are presented in Table 2.

Based on the first question about how educational innovations are implemented by educators, the fact shows that 71.09% of them consider that the educational innovations in classes where there are children with special needs are implemented a lot, while 28.91% of them affirm that teaching innovations are not implemented sufficiently. This means that most educators agree that learning innovations are implemented sufficiently.

About 60.16% of educators appreciate educational innovations, while 39.84% of them do not agree with such a reality. This means that the majority of educators value teaching innovations highly.

About 62.50% of educators affirmed that educational innovations are of special importance for children with special needs in facilitating their learning, while 37.50% of them affirmed that educational innovations are not so important for children with special needs special. This means that educators understand well the importance of teaching innovations for the learning of children with special needs.

About 77.34% of the educators affirmed that the innovative strategies they use are suitable for children with special needs, while 22.66% of them affirmed that such strategies are not suitable for children with special needs. This means that the majority of educators claim that educational innovations are appropriate for children with special needs.

About 61.72% of the educators claim that educational innovations facilitate learning for children with special needs, while 38.28% of them affirmed that educational innovations do not facilitate learning. However, most educators are convinced that teaching innovations facilitate learning.

About 81.25% of educators affirmed that innovations serve as motivational tools in facilitating children's learning, while 18.75% of them affirmed that teaching innovations do not motivate children in learning. This is shown by the fact that most educators have affirmed that educational innovations motivate children to learn.

Regarding the right to implement educational innovations, according to the Core Curriculum of Kosovo, the implementation of educational innovations is fully allowed, therefore 88.28% of educators have affirmed that they have the full right to implement educational innovations, while 11.72% of them do not agree on such a thing. From this we can understand that educators are well informed of their right to implement educational innovations.

Regarding the provision of professional educators by the Education Institutions of Kosovo, about 74.22% of educators affirmed that preschool institutions have well-prepared staff, while 25.78% of them disagree with such a reality. This means that most educators agree that the institutions where they work have well-prepared staff.

However, according to the question of whether there should be assistant educators for classes where there are children with special needs, 71.09% of educators affirmed that preschool institutions need assistant educators, while 28.91% of them affirmed that for such a thing there is no need. From this, we can understand that the majority of educators are in agreement with increasing the number of assistant educators.

Regarding the support of educational institutions for pre-school institutions, 41.41% of educators claim institutional support, while 58.59% of them claim that they do not have institutional support. This means that most educators are not satisfied with the support of educational institutions.

Table 2: Statistical data from educational respondents on the impact of teaching innovations on the learning of children with special needs

	I Agree		I Disagree	
Nr. Questions	Nr	%	Nr	%
1. Teaching innovations are implemented	91	71.09	37	28.91
2. You value learning innovations	77	60.16	51	39.84
3. Innovations are important	80	62.50	48	37.50
4. Innovations are adapted	99	77.341	29	22.66
5. Innovations facilitate learning	79	61.74	49	38.28
6. Innovations motivate learning	104	81.25	24	18.75
7. Educators have the right to implement them	113	88.28	15	11.72
8. Educators are professionals	95	74.22	33	25.78
9. There is a need for assistant educators	91	71.09	37	28.91
10. You have institutional support	53	41.41	75	58.59

3.3 Results about compliance between parents and educators

In table 3 we have extracted the final data between parents and educators regarding the compliance about the impact of educational innovations as facilitating factors in the learning of children with special needs. From the statistical data, we have managed to learn that parents, compared to educators, are more in compliance with the implementation of educational innovations, considering it necessary that they affect the good of their children.

According to the statistical analysis presented in table 3, the differences between the compliance of parents and educators in the implementation of educational innovations are 35.93% in favor of educators. Whereas, for 10.94%, educational innovations are appreciated more by parents than by educators. Also, for more than 2.34% parents, compared to educators, affirmed that innovations are very important. Whereas, regarding the adaptation of educational innovations, for 39.06% educators agree more than parents. Regarding the fact that educational innovations affect the learning of children with special needs, 14.06% of parents are more in agreement than educators. Whereas according to the question of how educational innovations motivate children to learn, 11.72% of educators are more in agreement than parents. While, according to the question of how much educators have the right to implement teaching innovations, in this case, the differences are very small, with only 1.56%. This means that, in this case, both parents and educators know very well that they have the right to implement them. According to the next question about how many professional educators the preschool institutions have regarding the treatment of children with special needs, the differences between the respondents were 41.41%. This means that the educators are more in agreement that, in the institutions where they work, most of the educators are prepared for such a thing, and the parents do not agree on the same thing. Based on the question addressed to the respondents: Is there a need for assistant educators? The differences were very close with only 3.91%, which means that both parents and educators are in agreement that in preschool institutions, where there are children with special needs, there is a need for assistant educators. Whereas, to understand how much support they have from educational institutions, the differences between parents and educators were 6.25%. This means that even in this case, according to both sides, the truth emerges that the support from educational institutions is not satisfactory.

Table 3: Differences between parents' and educators' compliance with the impact of teaching innovations in facilitating learning for children with special needs.

Differences	Parent	Educator	
	Agree	Agree	Differences
Nr. Questions	%	%	+ - %
1. Teaching innovations are implemented	35.16	71.09	35.93
2. You value learning innovations	71.10	60.16	10.94
3. Innovations are important	64.84	62.50	02.34
4. Innovations are adapted	38.28	77.34	39.06
5. Innovations facilitate learning	75.78	61.72	14.06
6. Innovations motivate learning	69.53	81.25	11.72
7. Educators have the right to implement them	86.72	88.28	01.56
8. Educators are professionals	32.81	74.22	41.41
9. There is a need for assistant educators	67.18	71.09	03.91
10. You have institutional support	47.66	41.41	06.25

3.4 The final results, interwoven between parents and educators

From the final results of the respondents, we tried to understand how much they agreed that educational innovations affect the learning of children with special needs by comparing and interweaving the final results. The numerical data, as seen below in table 4, show the truth that:

The difference in the assumption that we agree with the fact that educational innovations affect the facilitation of learning, parents agree with 58.91%, while educators with 68.91%. This means that for such a thing, educators agree for 10% more than parents.

As far as the difference on the assumption that we do not agree with the fact that innovations affect the facilitation of learning is concerned, parents do not agree for 41.09%, while educators for such a thing do not agree for 31.09%. This means that in this case the differences are 10% in favor of educators.

The differences between parents and educators in relation to the compliance and non-compliance of the impact of teaching innovations in facilitating the learning of children with special needs is + - 10%.

According to the final data, we can understand that educators are more interested in the implementation of educational innovations than parents, while parents do not always agree with what educators agree. For this see table 4.

Table 4. Final results - mixed between parents and educators regarding the impact of teaching innovations in facilitating learning in children with special needs

	I agree	I disagree	Difference
Final result	%	%	%
Parents	58.91	41.09	17.82
Educators	68.91	31.09	37.82
	+ - 10.00	+ - 10.00	+ - 20.00

4. Discussion

Legislation in force in Kosovo, for individuals with special needs, provides this definition: "Disability" is the limitation of access and limitation of usual activities in a person's daily life, as a result of physical, sensory or mental impairments, that prevent him from participating in usual daily activities (MASHTI. 2022).

The Law on Material Support to Families of Children with Special Needs continues to not guarantee comprehensive protection for all children with special needs, as it recognizes the right to material compensation only for children with permanent special needs. As such it discriminates and does not cover children with temporary special needs or children with partial special needs. This Law must be amended and provide comprehensive protection for all children, including children with partial disabilities (Economy online. 2019). Although now according to the new law, Kosovo has approved all support systems for children with special needs and inclusiveness in education, such as Resource Centers, Inclusive Education Officers, Assistant Teachers, school psychologists, Assistants for students with special needs , Support team and Individual Education Plan (Framework. 2022). The clear purpose of this Law is to implement the principle of inclusive education in the Republic of Kosovo as a best practice in accordance with international norms, as provided for in the UNESCO Convention on the Rights of the Child (1989), in the Salamanca Declaration (1994), the UN Convention on the Rights of Persons with Disabilities (2007) and other relevant international conventions or recommendations (Law. 2011).

Based on the latest education statistics in Kosovo, in the year 2020/21, there are 3939 students with special needs in regular classes. The data on students with special needs and the accuracy of these data is complex due to the fact that not all students with special needs who are in regular classes have been evaluated by the professional assessment teams in the municipalities. This means that still a large number of them are not involved in educational institutions (Education Statistics in Kosovo. 2020/21). Children with special needs in Kosovo live in poor conditions and do not sufficiently enjoy their rights to education, health and social welfare. It is estimated that only 10% of children with special needs benefit from health, social and educational services (Economy online. 2019). Teachers are still not equipped with the necessary training and resources for the inclusion of children with special needs in education, in inclusive schools.

The World Health Organization (WHO) (2008) reports that 20% of children with special needs aged 6-11 and 19% of children with special needs aged 12-17 have opportunities to learn (Baine, 2013) . The Strategic Plan for Kosovo Education 2011-2016 is a model that offers equal opportunities in quality education for everyone, without distinction. The individual education plan PIA - is an official pedagogical document that is drawn up for children with special educational needs. (MASTE. 2014).

Inclusion as an educational philosophy is relatively new in Kosovo, both as a concept and as a practice. This concept and practice came to Kosovo after 2000 together with other educational reforms. Inclusion in education aims to include all children in regular schools regardless of race, gender, ethnicity, disability or any other difference (MASHTI. 2014).

Kosovo municipalities take measures to support the inclusion of children with special needs in regular schools. In some municipalities of Kosovo, free transportation is provided for children with special needs or learning difficulties (Law. 2011). For this reason, some municipalities in the Republic of Kosovo have followed the policies for the implementation of inclusive education, but unfortunately, in some municipalities of Kosovo, inclusiveness in education is not sufficiently implemented, where even today there are joint classes. This means that in the same school where children with normal development learn, there are special classes only for children with special needs, learning separately from others. However, both models still work in many municipalities of Kosovo. In order to overcome the learning obstacles of children with special needs, the special educator can help (Florian, 2019).

According to the latest decision of the Ministry of Education, regular schools are recommended to maintain inclusive education. Some of them have performed their functions very well, but there are those who have not yet started with such a thing. In addition, they must receive limited comprehensive services according to specific disorders. However, in reality, the initial assessment of the ability of children with special needs is not carried out in depth (Cologon, 2014). This assessment process is also due to the lack of involvement of relevant experts in this process. Barriers also occur due to the lack of educators who can foster collaboration with experts in order to improve services for children with special needs (Mulholland & Connor, 2016).

Stakeholders both inside and outside the school should create a pleasant and friendly environment in order to foster the confidence of children with special needs to learn the right lesson. In addition, the availability of physical support and human resources is closely related to attitudes towards inclusive education (Avramidis & Norwich, 2002). In some municipalities, social services are being provided by day care centers (administered by NGOs), but such services have remained mainly under the support of foreign agencies and donors, while state support is still not well structured, it is not stable and at the same time remains very limited. Based on their legal mandate, municipalities must provide community-based social services to all children with special needs (Economy online. 2019).

5. Conclusion

Based on the results of the study and discussions, it can be concluded that empirically the implementation of teaching innovations in preschool institutions has shown a tendency towards a good result.

Excellent results from both sides (parents, educators) are those about the compliance in the assessment and the importance of educational innovations that affect the facilitation of learning for children with special needs. The same agree that in those classes where there are children with special needs, there is a great need for assistant educators and that teaching innovations should be implemented since the educators have the right to implement them.

Whereas, the data of the respondents about the agreement of the implementation of educational innovations, are controversial, because parents are not satisfied with their implementation, while the educators agree that they are implemented sufficiently. This makes us suspect that educators do not sufficiently implement teaching innovations. As in the implementation and adaptation of teaching innovations, the final data of parents show that they do not agree with educators in the adaptation of teaching innovations to children with special needs. Also, in the question of how professionally prepared the educators are, the parents' data show that the educators are not sufficiently prepared for their work. Whereas, both parties (parents and educators) based on the final data, are not satisfied with the institutional support. By providing data on the importance of teaching innovations in facilitating the learning of children with special needs, we understand that improvements need to be made to create an inclusive environment, including: convincing educational institutions to support educators and parents , both professionally and financially.

The final differences between the parents themselves regarding compliance and non-compliance regarding the impact of educational innovations in facilitating learning for children with special needs are 17.82%. This means that, according to these statistics, the differences between parents are within an average limit. Whereas the differences between educators are 37.82%. This means that the differences between educators are quite high. From these final data, we can understand that parents were more realistic compared to educators. Meanwhile, the educators make us suspect that they have not given reliable answers. Educators still have a mindset of not adapting teaching innovations to the individual needs of children. Therefore, educational schools must build specific competencies that help in the education of children with special needs (Rangvid, 2019).

However, the differences between parents and educators regarding their compliance and non-compliance that educational innovations are facilitating factors in the learning of children with special needs, the scientific truth emerges that only 10% of the parties have a different opinion from the others. According to the aforementioned statistics, we can finally understand that parents are more principled, compared to educators. Parents are constantly looking for changes that should take place in preschool education institutions, while educators hesitate to do so, arguing that they do not have enough support from education institutions.

In quantitative terms, the occurrence of educational innovations in facilitating the learning of children with special needs, especially in terms of the implementation of educational innovations, in terms of parents' perception, needs improvement, as well as in the adaptation of educational

innovations and in filling preschool institutions with professional educators and assistants.

The quality of general services for children with special needs is not at the appropriate level. The education system is lagging in providing the assistance that is necessary for children with special needs. (Economy online. 2019). Therefore, the Ministry of Education, Science, Technology and Innovation (MASHTI) and the Municipal Directorates of Education (MEDs) are responsible for the education of children with special needs and are legally obliged to create the best possible conditions for this category of children. . In these cases, there should be close cooperation between educators, directors, students, parents and all those who want to contribute to the welfare of children with special needs. Philosophically, the implementation of educational innovations is not only a change in innovative methods and strategies, but it is and should be a change in the mindset of educators and education policies (Chen, 2012).

The characteristics that children with special needs face are very complex. (Roughan & Hadwin, 2011). Educators' awareness of personal factors can help children improve comfort and overcome fatigue (McKay & Barton, 2018). Experienced female educators will show stronger beliefs towards children with special needs compared to other female educators with less teaching experience (Butakor, Ampadu & Suleiman, 2020). The educator's experience in teaching children with special needs will positively affect the child's attitude and self-confidence. (Yada, Tolvanen, Savolainen, 2018). Likewise, the participation of assistant educators has a positive effect on facilitating the work of the regular educator in the classroom and also facilitates the learning of children with special needs. Developing the professionalism of educators contributes to self-efficacy, reduces stress levels and increases the effectiveness of interactions with children (Gaines & Barnes, 2017). Based on these reasons, the professionalism of an experienced educator will appear when she can implement and adapt innovative strategies according to the individual needs of children in need, otherwise, there is a chance that the teaching activity will fail (Pancsofar & Petroff, 2016). Therefore, the findings of this study can be used to improve and alleviate the current situation of educators and children with special needs.

6. Recommendations

The parties are advised as follows:

Educational institutions should be able to strengthen the implementation of policies aimed at facilitating the learning of children with special needs.

Educational institutions should contribute to the training of educators for teaching children with special needs.

Politicy makers should fulfill their promises that where there are children with special needs, there should also be assistant educators.

Educators must implement and adapt innovative tools, along with the individual needs of children.

Parents should not only criticize but should cooperate closely with preschool institutions in order to come to the aid of educators and their children.

7. Limitations

Regarding the limitations of our research, it may be the self-reported data of parents and educators. Although all questionnaires were anonymous, respondents could provide unsolicited responses because they could not be identified.

Since there are no means to reveal the anonymity of the survey taker, the survey carries inherent uncertainty. This means that the questionnaire could be completed by someone else, in this case by a relative of the respondents, since the questionnaires were in electronic form. In some cases, parents, but also educators, as they were worried about bad situations in preschool institutions, filled out the questionnaire and used the opportunity to write some comments.

The limitation of the study is based on the variables used in the current study and covers 5 municipalities of the Republic of Kosovo, such as: Prishtina, Gjakovë, Ferizaj, Gjilan and Kamenica. Also, this study can be applied in other cities with a similar vision, in order to facilitate learning for children with special needs.

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