AED JOURNAL OF EDUCATIONAL STUDIES
(REFEREED JOURNAL)
ISSN: 2250-2327

VOL. 5

Number 1

FEB. 2016

CONTENTS

PAPERS

Editorial

A Study of Professional Adjustment of Teachers in Indian Educational System With Special Reference of Uttar Pradesh

Afroz Haider Rizvi

1-7

A Study of the Frustration among B.Ed. Pupil Teachers

Rajesh Kumar Singh

8-12

Parental Involvement and School Readiness: Why Does It Make A Difference?

Uday Singh & Preeti Mishra

13-22

Environment Awareness Ability of Public and Government School Students

Agnivesh Gupta

23-28

Education and Environmental Journalism

Sushil Kumar Dubey

29-34

A Comparative Study of Positive Breath Holding Capacities of Badminton And Lawn Tennis Players

Shekhar Singh

35-38

Study of Attitude of Trainee Teacher Educators Towards Teaching Profession

Uday Singh & Rahima Ali

39-47

सार्ध्विक विमान के दुर्गों

शेषकर सरण

48-57

राजस्थान राज्य के अवसर संभाग में पाण्डित्यिक विभाग स्तर पर विभागितता नामकता: पुरुष गीता मिश्र एवं शुभेंदु कुमार

58-69

महाविद्यालय स्तर के शिक्षकों में दबाव : एक अध्ययन पी. गिरी शुक्ल एवं लक्ष्मण सिंह

70-77

पौरी प्रेमा की नीति में शिक्षक शेषेन्द्र कुमार वर्मा

78-87

माध्यमिक विद्यालयों में शैक्षिक नवाचारों के प्रति अध्ययनकर्ता की अभिव्यक्ति का अध्ययन रेखा श्रीवास्तव

88-94

टैंगोर के शैक्षिक आदर्शों, प्रयोग एवं ग्राम सम्पर्क पुरस्कार राज्यसरकार शाही

94-105
ABSTRACT: Children with parents who are involved in the school tend to have fewer behavioural problems and better school readiness. The three dimensions of parental involvement will be described as (a) warmth and sensitivity, (b) support for child's emerging autonomy, (c) active participation in learning. Parents most often become involved in their children's education for three major reasons: (1) their personal construction of parental role, (2) their personal sense of efficacy, (3) their reaction to the opportunities and demands presented by their children and their children's schools. There is a good quality evidence that parental involvement results in improved educational outcomes in most age groups and for most approaches. The parent's involvement activities are likely to support and enhance the child's skill and knowledge development.

Keywords: Parental involvement, School readiness, Educational outcomes.

Parental involvement plays a vital part in children readiness for transition to school. Parents who understand the complexity of their child's behaviour, are participative in their child's progress understand what they can do in home environment to help prepare their children for school, and have established communicative and collaborative partnership with their child's school most likely contribute positively in child's school outcomes. The literature on parental involvement in child and adolescent education conveys a clear assumption that parents involvement or readiness benifits children learning (Eccles, 1993). Parental behavior during a child’s first five years of life is critical for the development of important social and cognitive outcomes in children. The child’s first relationships, it is now clear, are critical for the establishment of competences--cognitive, social-emotional, and self-regulatory skills--that set the stage for life-long adaptation and functioning. The interactions and experiences that children have in the home and family setting provide a framework for how the child will interpret his or her world and give meaning to culturally-framed events. Even the degree to which children are prepared to benefit from later schooling is predicated in
part on what transpires before they enter the school door. The term, “parent,” will refer to the primary parenting figure in a child’s life; it may refer to the child’s guardian or even to a small number of attachment figures who closely share parenting duties.

**DIMENSIONS OF PARENTAL INVOLVEMENT**

Parental behavior consists of an almost infinite variety of specific actions that unfold over time as the child develops. The dimensions of parent involvement include: (a) warmth and sensitivity, (b) support for a child’s emerging autonomy, and (c) active participation in learning (Sheridan & Knoche, 2008). All three dimensions influence the developmental pathways, including neural capacities, leading to social-emotional, cognitive, and communicative competence (National scientific council on developing child, 2004).

(A) **Parental warmth and sensitivity**- The first dimension clusters around warm and sensitive responses to the child’s needs and cues. It includes all those behaviors variously described in the child development literature as loving nurturance warm and sensitivity, responsive contingency to children’s needs, emotional ability toward the child (Sheridan, 2008). Children survival and development depend on parental warmth and sensitivity because children are inherently relationship seeking beings. In preschool observers describe securely attached children as more curious, self-directed, sensitive to others’ needs and eager to learn than children who are insecurely attached as infants (Knoche, 2008). Children with less secure relationships with their caregivers tend to have lower levels of behavioral and emotional control, lower levels of autonomy and experience difficulties in learning tasks. Parents often use styles that emphasize either a physical, social or cognitive style of expressing warmth and sensitivity for example certain kinds of parents may emphasize a physical style of nurturance eg. focusing on the child’s desire for food, clothing, holding & responsive touch, these parents communicate their love and devotion. In contrast, parents may take greatest pleasure in a social style of nurturing by singing to the child, taking her on visits etc. The third kind of parents may emphasize a cognitive style of expressing warmth and sensitivity by responding to the child’s interests and preferences as following their eyes to see what they are looking at. All the three styles can be combined by parents and used in establishing a warm relationship.

(B) **Parental support for autonomy**- The second dimension of parental behavior clusters around parental guidance and support for autonomy. It includes all
those behaviours variously described in child developmental literature as discipline, positive guidance and support for the development of independence, self reliance and self regulation. Children cannot remain infantile forever and must learn to do things for themselves so that they can get along without constant supervision. Parents promote autonomy by helping children to care for their own needs in the areas of eating dressing and personal hygiene. They support their capacity to function maturely in the home, neighbourhood or school classroom by teaching them to regulate the expression of their needs and emotions, respond cooperatively and compliantly to adult authority and direction, resist temptation to misbehave and violate rules and find ways to tolerate frustration & stay on task (Clarke & Ladd, 2000). Research indicates that by promoting autonomy, parents promote desired outcomes such as effective communication with peers, positive social outcomes & increased level of cognitive competence at school level (Mulvancy et al., 2006).

(C) Parental participation in learning – The third dimension of parental behaviour clusters around promoting and participating in children learning. It includes all behaviour such as teaching, scaffolding facilitating and promoting language and learning. Parents provide for their young children general learning both at home and outside home in many direct and indirect ways and this is sometimes called the curriculum of home e.g. they promote their children learning by interacting with them in an attentive and interesting way and by providing them with ample opportunities to gain new information and encouraging or permitting them to solve their own problems. Before starting school, children interact with materials that are important for emergence of literacy. By interacting with all forms of environmental print, children gain valuable information about print, signs and books, sounds, letters, words, and sentences and when they practice language associated with songs, rhymes and stories they are prepared for later more formal instruction in school (Burn, Griffen & Snow, 1999). The richness of literacy environment strongly predict children’s language and academic outcomes (Sheridan, 2008). Young children who experience reading and writing as pleasurable events are generally more successful later in school. Informal activities such as eating a meal or getting dressed or playing in the park or backyard are also important natural learning opportunities for children. Parents ability to provide such a curriculum at home have been related to early childhood language outcomes, literary success and positive outcomes (Weigel et al., 2006). Finally parents play an important role in arranging young children out of home learning opportunities, by how they select
a quality school experience for their children and how they engage fully with children and staff. Parents regular participation in school activity such as parent teacher conferences, as well as involvement in class activities observation visits and take home activities have been linked to young childrens later academic success (Knoche, 2008).

Why parents become involved in their children education?

The most important questions concerning parental involvement in children education addresses why parents choose to become involved and why their involvement, once underway often positively influences educational outcomes.

Kathleen V. Hoover-Dempsey and Howard M. Sandler of Vanderbilt university suggest that parents most often become involved in their childrens education for three main reasons

(i) Their personal construction of parental role - Parents become involved because they construct the parental role as including parental involvement in their children education. Parents role construction is distilled from parents ideas about the parental role learned largely through observation and modeling of their own parents school related involvement and their friends involvement in children schooling. The construction of parental role is important because it enables the parent to imagine, anticipate and act on a host of educationally related activities with their children.

(ii) Their personal sense of efficacy for helping children succeed in school - The personal sense of efficacy for helping children succeed in school means that a parent believes that he or she has the skills and knowledge necessary to help his or her children, that the children can learn what he or she has to share and teach and that he or she can find and alternative sources of skill and knowledge if and when they become necessary (Hoover-Dempsey etal., 1992). Parents who have been successful in school themselves or who received varied forms of involvement from their own parents during schooling are likely to have more efficacy for helping children succeed in school. Verbal persuasion by others that involvement activities are worthwhile and can be accomplished by the parent and emotional arousal induced when issues of importance to the parent eg. his or her childs wellbeing or success as his or her own success as a parent are on the line. The parents whose children’s school and teachers make efforts to communicate the value of parents direct involvement will probably be higher in efficiency than parents who do not have these experiences.
(iii) Their reaction to the opportunities and demand characteristics presented by both their Children and their children’s school - Parents also become involved in part because they perceive opportunities, invitations, or demands, from their children or their children’s school to do so (Hoover-Dempsey et al., 1992). Children for example might be consistently enthusiastic about any parents visits to school or might be generally eager to talk about school day’s events. The general demands and opportunity characteristics presented by schools might be found in a consistently inviting environment or a regular parent news letter describing volunteer opportunities.

Why parental involvement has a positive effect on children’s educational outcomes?

Children early development and learning is promoted when they experience secure attachments with stable dependable care givers within consistent and predictable environments (Chazan-Cohen et. al 2009). What happens at home and within community makes a difference to children’s readiness and their educational outcomes (Forget-Dubois et al. 2009). The nature of parent-child relationship and quality of parenting exerts strong influences on children learning and development, including school readiness (Weiss & Stephen, 2009). Involvement of parent can be covered under broad two dimensions;

(a) Involvement of Parents at Home Level - Children need stability, permanency and safety in order to flourish. All children, but especially young children in the process of establishing trust with adults, require a safe and stable home and caring, permanent relationships. Long-term stays in temporary out-of-home placement can negatively affect children, causing emotional, behavioral and educational problems. The level of education attained by parents strongly affects their children’s development. Higher levels of maternal education are associated with better school readiness among young children, better health throughout childhood and adolescence, and an increased likelihood of finishing high school and going to college. Higher education levels of parents contribute to a more supportive home learning environment and more involvement in the child’s school (Krieder, 2002). Children who have been neglected or physically or sexually abused are more likely to have cognitive and emotional problems. Abuse and neglect are strongly linked with many negative outcomes for children including poor school performance, frequent grade retention, juvenile
delinquency and teenage pregnancy. Children are most at risk of maltreatment if their families are overwhelmed by multiple problems such as inadequate income, lack of a job, inadequate housing, emotional stress, drug or alcohol abuse, mental illness or domestic violence (Boethal, 2004). Young children who are taught regularly by their parents develop better early literacy skills, are better readers when they reach elementary school and are more likely to succeed in school. Reading to young children helps to develop imagination, creativity, vocabulary and early literacy skills. Children who are taught on a regular basis and who have books in the home are more likely to enjoy books and to read on their own. Young children with depressed mothers are more likely than other children to demonstrate social-emotional and behavior problems, difficulties in school, trouble with self-control, poor peer relationships and aggression (Chazan-Cohen, 2009).

(b) Involvement of Parents at School- A parents ability to support child’s entry into classroom is an important component to school readiness. Parents that expose their children to school activities and other meaningful learning experiences assist their children with their success in schools. School readiness is built through experiences prior to entry into school and a child’s family is important to shaping those experiences. Parents involvement and participation in programmes, activities organized by school directly contributes in their child’s progress. It is often seen that parents who keep in touch with the teachers and attend school meetings are able to monitor their child in various aspects. Children whose parents do not give proper time in school feel themselves neglected. Parents educational goals, beliefs, attitudes and commitment are considered crucial for school success. Parental commitment to ensuring timely enrolment for young children is an important aspect of successful school transition. The parent’s involvement activities are likely to support and enhance the child’s skill and knowledge development. Parents influence their children’s educational outcomes by reinforcing specific aspects of school learning. Involving themselves in aspects of childrens schooling parents often give their children interest attention praise and rewards. Parental reinforcement of behaviours linked to school success enables and enhances positive educational outcomes.
CONCLUSION: The influence of parental involvement on children school readiness and educational outcomes depends on the fit between the parents choice of involvement activities and the school goals and expectations for parental involvement. A fit between school expectations and parent-involvement activities is an important mediating variable in the success of parent involvement activities because the parent and school conduct most of their mutual business through the child (i.e. child is the primary link between school and parent) The child occupies.

A position in this regard that might best be understood as a boundary role. Child is the party primarily responsible on a day to day basis for negotiating and moving between the demands and expectations of two separate entities. Parents and teachers may interact directly with each other frequently or intermittently but it is the child who lives fully in each adults domain. Optimally, the school and parent would work to fit
each others expectations appropriate for child’s learning and development. After all discussions of parental role and functions firstly it indentifies parental involvement as a process that occurs over time and is dynamic. Secondly it suggests that parental, school and child contributions taken together constitute the involvement process. Efforts to improve the process and its outcomes are probably well served by cooperative efforts.

REFERENCES:


