CHAPTER II

REVIEW OF RELATED STUDIES

Review of research studies, relating to the problem under study serves to provide deep insight into it, widen the general concepts and principles and pave the way for a close investigation of the same. The present chapter is a collection of research studies related to the problem, emotional and behavioural abnormalities found in children and the factors, which combine to cause behavioural problems in children.

The review examines first the various problems exhibited by the children at all levels. The problems include behavioural abnormalities like aggression, temper tantrums, fear psychosis, low self-esteem, depression, envy, etc. This is followed by an elaborate analysis of the various family factors like home environment, parental child rearing practices, parental control and authoritarianism and parental deprivation that are responsible for the problems experienced by the children. The need to involve the parents systematically in the upbringing of their children for their total personality development is also stressed upon in the succeeding pages. This is followed by a study of existing 'Parent Education Programs' and their efficacy. A final discussion on the studies reviewed necessitates the need for the present study.
2.1 PROBLEMS OF CHILDREN:

Children experience problems manifested in the form of aggression, hostility, negativism, disobedience, rebelliousness, jealousy and envy with respect to other children, unruly behaviours and the like. It is found that often learning difficulties and behaviour problems seem to become inextricably linked. Most children in the pre-school years do not show any marked signs of learning difficulties. It is only when children enter school they are found to exhibit behaviour problems and learning difficulties. According to Holt [1969] and Donaldson [1978] most pupils in primary schools do well initially and are seen eager, lively and happy. However Laslett (1977), Galloway and Goodwill (1987) have shown that the seeds of failure and disruption have already been sown and begin to grow as the pupils progress through the age ranges.

Premiata [1984] has made a detailed study to identify various psychological problems of children and to classify them under suitable heads like emotional, social, personal, sexual, behavioural and educational problems. She also assesses the effectiveness of different counseling approaches in solving various groups of problems and to offer suggestions for tackling the problems of children. The results of the study show that children, especially adolescents as a group are found to have a large number of
problems. These are related to physical, psychological, intellectual, emotional, social, and moral development. These problems have various symptoms like emotional and social immaturity, intellectual inadequacy and other telltale symptoms. Parents are not equipped for the role of counseling. They are ignorant about the problems faced by their children. The teachers are also not in a position to identify the problems faced by the students, which cover personal, educational and vocational fields. With parents and teachers not being in a position to resolve the problems, the adolescents are said to have serious problems facing them. The resolution of problems has covered all the fields namely personal, educational, and vocational.

In considering the various factors that may directly or indirectly contribute to the various problems experienced by the children, certain parental causes seem to be responsible for the development of deviant behaviour in children.

2.1.1 PARENTAL CAUSES:

The primary source of the child's characteristics, attitudes and emotional stability or personality disintegration lies in his relationship with his parent.
2.1.1.1 PARENTAL REJECTION:

It is found that one of the primary sources of insecurity and negativism experienced by the children is due to parental rejection of the child. On the other hand excessive affection, parental over protection or identification with the parents may produce equally undesirable effects. It is obvious that the attitudes of the parents affect the children in many different ways. Sidana U.R. [1971] has found out that girls have significantly more fear than boys on the pooled samples. The low intelligence groups of children are found to have the highest mean fear score as compared to the middle and the high intelligence groups. The children of the lower socio-economic group have higher total mean fear score than the children of the other two groups of socio-economic status. The fears of the older group are more affected by the parental acceptance or rejection than the fear of the younger group.

2.1.1.2 PARENTS' CONFLICTING ATTITUDE:

Reddy N.Y. [1966] has attempted to find out the relationship between fathers' attitude and their sons' adjustment behaviour in different areas such as personal, school, home and hetero-sexual dealings and to find out the relationship between bio-social variables and adolescent adjustment.
The sample consists of 1280 adolescents ranging in age from fourteen to twenty years, of the schools and colleges of Hyderabad and Secunderabad in the year 1964 – 66.

He has found out that conflicting attitudes of extreme nature on the part of parents have caused significant trends of maladjustment in the children. The subjects belonging to radical fathers are better adjusted in many of the areas of adjustment than those who come from conservative homes. Among the seven age groups of subjects the seventeen, eighteen, and nineteen age groups reveal significantly more personal maladjustment than the subjects in the early age groups. The adolescents are more prone to behavioural problems than the early adolescents.

2.1.1.3 PARENTS' PERSONALITY:

Ara. N. [1986] in his research has attempted an inter correlational study of parents' personality, their child rearing attitude and behaviour problems cited in their children like aggression, authoritarianism, neurotism, and anxiety. It is apparent from his findings that a father's protective attitude generate aggression in boys while a mother's neglecting attitude generate aggression in girls. A father's permissive attitude creates authoritarianism in sons and daughters. A father's loving attitude also creates authoritarianism in daughters while a mother's protective attitude creates authoritarianism in sons. Extrovert boys
have loving fathers and mothers while extrovert girls have permissive mothers. Neurotic girls have rejecting fathers. A father's restrictive attitude generates anxiety only in girls. A mother's restrictive and neglecting attitude generates anxiety in daughters only. An aggressive father has a restrictive child-rearing attitude towards his children. Restrictive fathers are found to be authoritarian. Rejecting fathers are still more authoritarian. Rejecting mothers are found to be more authoritarian. Anxious parents express restrictive and loving attitudes more frequently. Aggressive and authoritarian parents have aggressive and authoritarian children. Neurotic parents have neurotic and anxious sons and daughters.

2.1.1.4 PARENTAL AUTHORITARIANISM:

The investigation of Shah C.K.[1976] is primarily concerned with studying parental authoritarianism in relation to the personality of children. He further has sought to compare boys and girls of high as well as low authoritarian parents in respect of a number of personality characteristics. The sample comprises of 300 parents and 300 children of which 140 boys and 160 girls are selected from rural and urban schools. The results prove that the effect of mother's authoritarianism is quite significant. The children of low authoritarian mothers seem to be more mature, emotionally accepting, trustful, warm, cultured, radical, and independent minded than the children of high authoritarian mothers. The low
authoritarian group of subjects seem to be more interested in people, more sociable and warm hearted than the high authoritarian group of subjects. The children with both the parents low in their authoritarian attitudes are found to be good natured ready to cooperate, attentive to people, soft hearted, kind and adjusting in comparison with the children whose parents are quite high in authoritarian tendencies.

2.1.1.5 PARENTAL DEPRIVATION:

Khan M.A. [1976] has attempted to make a comparative study of the achievement scores of parentally deprived and undeprived children.

The objectives of his study are to assess the effect of parental deprivation on personality adjustment among the deprived and undeprived children, to find out the main areas of adjustment among the parentally deprived and undeprived children and to study and compare the adjustment scores and general mental ability scores among the parentally deprived and undeprived children.

He has found out that there is a significant differential effect of parental deprivation on the level of adjustment of the children. Deprivation is affected by a variety of factors like age at the time of
separation, quality of maternal relationship during and after separation and other personality factors. Parental deprivation is found to have a differential effect on the achievement of students. There is a significant difference in respect of adjustment and mental ability scores between parentally deprived and undeprived children. Children who belong to the rural community are less adjusted in comparison to the children who are located in urban areas. There is a significant difference between the adjustment scores of the rural non-deprived children and that of the urban deprived group of children. Female children are said to have superior adjustment as compared to males.

Singh R.S. [1983] has ventured to study moral judgement in relation to prolonged deprivation and parental attitudes. He considers the following variables in his study. 1. Prolonged deprivation 2. Three types of parental attitudes namely possessive, domineering and ignoring 3. Demographic variables like the sex, area, birth order, age, and educational status of fathers, income and type of school. He concludes from his study that there is a significant negative correlation between moral judgement and prolonged deprivation. The correlation between moral judgement and sex is significant. Boys have significantly higher mean moral judgement scores than the girls. Sex differences are significant at high and low levels of deprivation. The correlation between
children's age and their capacity for moral judgement is found to be significant. Boys and girls belonging to fathers with high educational status have the highest mean moral judgement scores followed by those belonging to fathers with middle and low educational status respectively. A significant positive correlation is obtained between father's attitude of possessiveness and children's moral judgement. Father's attitude of domination is found to be unrelated to children's moral judgement. No significant correlation is obtained between the ignoring attitude of the father and the moral judgement of the children.

2.1.2 PARENTAL CAUSES:

There are several studies undertaken to analyse the parental factors that cause problems to the children.

2.1.2.1 HOME ENVIRONMENT:

Glen Franklin [1990] in his study of relationship between family environment and school discipline problems has examined specific aspects of home environment characteristic to the manifestation of student behaviour problems in school. The study involves 173 high school students at North Side High School in Fort South Arkansas. Data analysis indicates that sex, class, grade, ethnicity, family living environment, expressiveness level, conflict level, active, recreational inclinations, religious emphasis, sociability, idealism, disengagement, democratic family style are all
variables of home environment that are significant in determining whether or not a student will exhibit behaviour problem in school.

In a study conducted by Marrow and Williams on [1961] the background of family factors like Parental influence, influence and motivation on the achievement of school children reveals several family factors to be responsible for higher achievement in children. They also have found that more congenial home environment, less parental domination, sympathetic parental encouragements have all been responsible for the achievement of the children. The efficiency of the learning process depends upon the quality and amount of stimulation provided by the home environment. The investigation in this by Marjorie Bank K [1976] reveals that family environment is strongly associated with the academic achievement. Deviant behaviour at home is associated with lack of academic success and also with the manifestation of behavioural disorders in school.

Soto Lourdes Diaz [1986] has made an investigation to compare the home environment and the motivational orientation of a group of higher achieving and lower achieving Puerto Rican fifth and sixth graders in the southeastern urban Pennsylvania school district. More specifically the present investigation is designed to examine the difference in the home environment between higher achieving and lower achieving Puerto Rican children, to find the difference in the motivational orientation of higher achieving and
lower achieving Puerto Rican children and to study the relationship among the home environment and the motivational orientation variables used in the study.

The result of the statistical analyses have revealed significant differences in the home environment between the higher achieving and lower achieving students, significant differences in the motivational orientation between the higher achieving and lower achieving students and significant correlation among the home environment and motivational orientation. The final analysis has revealed that the home environment variables play a significant role in the academic achievement of the students.

Singh, S [1984] has brought out several important points that could be of value to teachers and parents. The main aim of his study is to explore the relationship between home environment and academic motivation. He has selected a sample of 300 class students from seven schools of Barh subdivision in Patna district. He has found that academic performance is significantly and positively related to academic motivation at home. There are sex differences in respect to permissive, loving, protecting and rejecting behaviour of fathers, restricting and rejecting behaviour of mothers and academic motivation. He has found that academic achievement is related to home environment.
2.1.3 ECONOMIC FACTORS:

The study of Tran – Hoai, Doyle – Sharon; Bence – Micheal; Bul – Casey; Brandon – Richard, (1992-2002/03) have analysed data from the National survey of America’s families to determine the effects of particular child, parent and family factors on serious emotional and behavioral problems of children. The findings of the study prove that children from lower income families, children whose parents are unemployed, adolescents living with less well-educated parents and adolescents living with single parent are at great risk of serious emotional or behavioral problems.

2.1.3.1 INTERPERSONAL COMMUNICATION:

It is often seen that the adjustment level of the adolescents is greatly influenced by the interpersonal communication between parents and adolescents. In order to study the relationship between level of communication of parents and total adjustment of adolescents, Menezesol L. [1978] has considered 400 adolescents and their parents drawn from four communities of Bombay city viz, Christians, Hindus, Zoroastrians and Muslims. Data are collected both from parents and adolescents using questionnaire method. He has found that a positive and significant correlation is found between level of communication of parents and total adjustment of adolescents. A positive and significant correlation is also found between level of communication of father and mother and dogmatism of father and mother.
2.1.3.2 PARENT'S USE OF CONTROL STRATEGIES:

Moore Leslie Ann [1987] in her research to examine the links between the nature of children's behaviour, parent's effective response and parent's choice of control strategies have taken into account the ratings provided by 40 sets of parents of toddlers. They have provided ratings of the frequency with which their toddlers exhibit difficult behaviour and their own affective responses to the behaviour. Three groups of child behaviours are identified from the result namely.

a. Attention seekers
b. Avoidant
c. Frustration behaviour

The parenting strategies are also examined with multidimensional rating. 4 categories of strategies have emerged.

1. Power assertive
2. Inductive
3. Reinforcing
4. Comforting

The results of statistical analyses on the parent and child variables that are included in this study suggest that parents
experience different kinds of affect to the three clusters of 'Problematic' toddler behaviours. Further parent's use of control strategies also vary according to the types of toddler behaviour. Negative attention seeking toddler behaviour is followed by a wide variety of parent responses. While avoidant toddler behaviour frequently produce no response, toddlers' frustration is followed more frequently by power assertive strategies than are the attention seeking or avoidant behaviours. Factors that are identified by other studies relevant for understanding reactive parenting with older children, such as frequency of behaviour, parent's effect and extent of involvement is related to parent's use of power assertion with toddlers for attention-seeking and frustration behaviours.

Kafiluddin S (1980) has opined that aggression is positively related to parental power assertive techniques of discipline. He has selected three factors for this study namely, parental discipline, family structure and ordinal position. He has concluded from his study that a person subjected to power assertive discipline, reared in nuclear family and being the only child or first born will be more aggressive than a person who has been disciplined by indirect methods such as love withdrawal and induction reared in a joint family and being the middle or last born.
A study of the influence of parental control and discipline on the self esteem of the adolescents is attempted by Agarwal M. [1981]. His findings are of great use to the parent community. It was found that authoritarian and democratic personality does not differ from each other in their self-esteem, they do not differ in their attitude towards parental control. Generally people are inclined towards authoritarian instead of democratic. There is a significant relationship between parental control and self esteem of authoritarian groups. There is also a significant and positive relationship between self-esteem and parental control of democratic groups. Therefore authoritarian adolescents resent and democratic adolescents favour parental control.

2.1.3.3 PARENTAL SEPARATION:

Bisnoire Lise M, Firestone, Philip and Rynard David (1990) have studied various factors associated with academic achievement, development of fear Psychosis and insecurity in children following parental separation. 77 children aged between five and nine and their separated or divorced parents are found to have administered a series of questionnaire. 30 percent of the children have experienced a marked decrease in their academic performance following parental separation and this is evident three years later. Access to both parents is associated with better academic adjustment. Mothers with more education are said to provide better psychological home environments and their children spend more
time with the non-custodial parent. Data reveal that non-custodial parents mostly fathers are very influential in their children’s development.

There is no denying the fact that during the past twenty-five years the rate of divorce has increased considerably accompanied by a growing emphasis on understanding the implications of divorce on the current and future functioning of children of divorced parents. The study by Carson, Cheryl Cashlon [1985] has targeted the fourth and fifth graders and their socialization. Subjects have been taken from 40 classrooms from 8 public schools in a large metropolitan area of the southwest Mexico. It is found that boys in the study are found to have more friends than girls. Boys whose parents have been divorced longer than two years have more friends than boys whose parents who are divorced within the past two years while the opposite is true for girls.

Divorce statistics further indicate that more children today find themselves in broken homes, where the major responsibility of child-rearing rests on single parents. Because of emotional as well as physical factors, these single parents are not always fully capable of creating an adequate educational environment for the child or fully developing the psychological potential of their children.
2.2 PARENT INVOLVEMENT FOR THE WELL-BEING OF THEIR CHILDREN:

Parent involvement is a collaborative effort involving families, schools, community, religious groups and employers. Parent involvement means family involvement. Growing number of grandparents, aunts, uncles, and even friends have taken over the role of parent for the children. Parent involvement today means the involvement of every adult who has undertaken the responsibility for the well being of a child. Educators consider that parent interaction with their children from infancy onwards is necessary for their personality development. Schools and educators must begin with the assumption that the majority of parents care about their children's education and want to be involved. Parents do not have to come to school to be involved. Family assistance at home affects children's attendance, achievement, and classroom behaviour. Reading or writing with a child for just thirty minutes a day, five days a week, can make a real difference in that child's school achievement. Time well spent with children includes caring, cuddling, companionship, inducing creativity, encouraging, motivating, guiding etc.
Today there is an emerging trend of a new understanding of parent involvement as most parents and families desire to provide the best future possible for their children. However, despite their interest and good intentions, some families are unaware of how to become more actively involved. Others say that they feel uncomfortable and unwelcome in their children’s schools. Still others are prevented from becoming involved by conflicts between work and school schedule.

The efforts of an urban middle school to involve parents in the functioning of the school by employing two parent representatives in an on-site parent center are studied by Freidlaender, Diane [1999]. The school demonstrated its commitment to parent involvement by setting aside a classroom as a parent center and staffing it with two parent representatives—one African-American and one Latin. Field notes from parent meeting and interviews with seven parents, the two parent representatives, four administrators, and the parenting class teacher also provide information about the program. Some rewarding interactions have occurred between parents and educators at the school, but they are limited by a variety of factors and actually involve relatively few parents. Data seem to reveal clearly that parental involvement in urban community need scaffold support. Participation skills should be modeled for parents by peers who engage them in horizontal relations that allow them to learn without fear of being silenced, alienated and embarrassed.
In 1982, a study was conducted by S. Banoo to know the parental involvement and their contribution to the education of their child. The author has prepared socio-economic status questionnaire, parental press inventory and achievement test in different subjects. It is found that the emotional, educational and moral areas of parental press have appeared to make major contribution in the prediction of academic achievements of boys, whereas in the case of girls moral, social and educational areas of parental press seem to contribute much in the prediction of academic achievement.

A study of the parental involvement in students' education during middle school and high school was made by Catsasmbis, Sophia, Garland, Janet. E. [1997]. This project analyzes data from the parent component of the national educational longitudinal study of 1988 to investigate changes in family educational involvement between students of eighth and twelfth grades. Findings show that the pattern of parental involvement in adolescents' education, change between the two grades. During high school education of their children, parents become less involved with monitoring students' individual behaviours and more concerned with a learning opportunity at school. Overall findings indicate that many parents welcome opportunities for communications with schools and desire greater participation in
the school decision-making process. They will also greatly benefit from guidance in their efforts to secure funds for post secondary education.

In the U.S.A., three historical trends are at the root of the realization of parent's involvement in the education of children, particularly the young ones. Honig, (V.K. Rao and R.S. Reddy, 1997) has categorized these as under:

1. The failure of intervention programmes to maintain cognitive gains in the absence of parental involvement.

2. The second trend is with reference to the cultural and familial differences in the abilities of parents to effectively teach their own children. Hence early child-care program organizers need to think about ways in which parent – child learning interactions could be enriched. In other words, the concept of intervention is beginning to be understood in a broader way.

3. Evidence indicate the positive effects of positive parenting on the child's competence and academic motivation.
In an unpublished dissertation by V.Mirasu, [1994] an attempt has been made to study the impact of the 'Parental Academic Guidance' on the academic achievement of the students. The samples of the study are of three types, namely, of students, parents and teachers.

Samples for the assessment of 'Parental Academic Guidance' from student population are about 400, randomly drawn from three different schools run by St.John's Educational Trust, Chennai, Tamilnadu. Parents of all the four hundred students selected by random sampling method are chosen as the sample for the parent population for the study. The findings have shown that the school going children receive liberal assistance from the parents at home and the assistance from mothers of children exceeds the assistance received from other elders at home in all subjects except mathematics. Apart from this the increasing degree of parental academic guidance to the students at the lower level in the educational ladder signifies the fact that the parents spend more time to bring their children into a self-learning mould when they reach higher classes.
Until recently, fathers are the hidden parents in research on children's well-being. Research stimulated by the new interest in fathers suggests that father's involvement in their children's schools does make a difference in their children's education. Findings from the 1996 National Household Education survey confirm that fathers and mothers who head single parent-families are virtually identical in their level of involvement and it is quite similar to that of mothers in two-parent families. Fathers in two-parent families are more likely to attend school or class events or general school meetings than they are to attend parent-teacher conferences or to volunteer at their children's schools. Findings also indicate that in two-parent households, children are more likely to do well academically, to participate in extra curricular activities, and to enjoy school and are less likely to have ever repeated a grade or to have been suspended or expelled if their fathers have high as opposed to low involvement in their school.

A case study of parent involvement in the education of their child has been made by Gibson, Roy Brad of Fordham University in 1991. The research is designed to find out whether parent involvement in the decision-making process influences the students' achievement, school climate and school leadership. Participants are observed, surveyed, and interviewed at individual schools or by telephone. All participants are interviewed formally.
and informally. The findings of this research supports that parent involvement greatly influences the academic progress of their children. It is also suggested that schools should plan appropriate parenting programmes with the capability of reaching all families. Also, the findings of this study indicate that the school personnel and their practices especially teachers, influence whether or not parents are productive partners in their children's education.

In an exploratory study by Salomon – Anne [1998] to find out parent responsiveness to behavioural problems observed in their children has found that parents in both groups, (children with behavioural problems and without behaviour problems) have given support to their child in similar proportions. However, the parents of children without behaviour problems believe more so than parents of children with behaviour problems, that children need the parents' emotional support during difficult situations with peers or at home.

2.3 NEED FOR PARENT EDUCATION:

Research studies prove that active involvement of parents is an essential and useful strategy in tackling many of the problems experienced by the children. Parent involvement increases the children's educational achievements and helps to develop their wholesome attitudes towards the teachers and their peer group. It
helps in improving their existing skills in teaching their children for
deficiencies in child-rearing skills, besides bridging the continuity
gap that exists between school and home. Meaningful participation
in the educational activities contributing to a child's development
has positive effects on parents' personality. It helps parents to
develop their own sense of self-worth and gives them new
confidence.

However it is found that majority of the parents are
unprepared for the task of parenthood, which results in numerous
problems. Some times it is found that parents use wrong practices
in bringing up their children. For example, the disciplinary
techniques they follow at home. 'Parent Education' aims to develop
awareness among parents of all socio-economic classes and
communities regarding proper child development, health care and
education and to equip them with adequate information on child
development and child-rearing practices. The ultimate goal of
'Parent Education' is to make the parents self-reliant enabling
them to search for alternative solutions when confronted with
problem situations. The idea is to help the parents become capable
of applying the approach so as to formulate an appropriate
solution.
2.4 PARENT EDUCATION PROGRAM:

The term 'Parent Education' has been defined as instruction on how to parent. This definition properly applies to organized programs rather than to informal get-togethers. 'Parent Education' enables the parents to become aware of the various concepts and principles related to parenting. 'Parent Education Programs' that are initially organised have as their major aim, the dissemination of information and later the provision of expert advice on the handling of children in specific situations. The parent educator provides knowledge to parents without feedback as to what they need to what they understand. [V.K. Rao and R.S. Reddy, 'Parent Education' 1997]. It was against such a backdrop that experts gradually begin to feel the need of parent involvement in 'Child Education Programs'. A given 'Parent Education Program' may stress one aspect over others. For example, behaviour modification programmes usually focus more on the mechanics of selecting problem behaviours and programming reinforcement, whereas 'Parent Effectiveness Training' as developed by Gordon gives ample opportunities for discussions and for communication skill building activities.
Different scientific disciplines are trying to understand human behaviour and its underlying causes. Social scientists, psychologists, child developmentalists and anthropologists have been conducting researches for the last several decades to study different aspects of a child's personality. Parent educators have used the empirical findings to give messages to parents on how to bring up children. Watson, (The Rogers Psychology of Adolescence, 1962) a behaviorist believes that since children are to become adults the best experience that a child could receive is training based on conditioning in how to be an adult. Freud, (The Rogers Psychology of Adolescence, 1962) on the contrary, wants parents to socialize children in a pleasant manner.

Different recommendations emerging out of the experiments set up by scientists have led to the emergence of different child rearing theories. Many attempts have been made to offer parents a variety of the programs, which provide some kind of information about child development. The job of parent educators is to provide such information on child development as will be useful to parents. This information can be related to norms of child development of different age groups, or developmental characteristics at various ages, or the interests and abilities that emerge at different stages. Parents can modify their behaviour on the basis of such information and use it in a variety of situations. For example, a mother can try appropriate ways of handling children's routine
chores such as eating, toilet training, and so on. Data regarding child development or any other related areas are usually based on scientific studies and hence more reliable.

The 'Parent Education Program' is based on the principle that parents need access to knowledge in order to perform adequately as parents. Valentine and Stark [1979] state that adults have the right and competence to share in making decisions which affect their own lives and the lives of their children. The range of skills which the experts have considered parents need to acquire is extremely wide and various. The National Parent Teachers Association [1992] describes the following types of participation:

- Parents as their first educators in the home,
- Parents as partners with the school and
- Parents as advocates for all children and youth in the society.

Head Start (U.S. Department of Health and Human Services, 1992) describes four primary avenues for parent participation:
• Parents join in decision-making about what kind of program to have and how it will operate.

• Parents are involved in the classroom as paid employees, volunteers and observers.

• Parents participate in adult and parent-oriented activities, which they have planned.

• Parents, as primary educators, work with their own children in learning activities at home and at school, with the support of the Head Start staff.

The Arizona Department of Education distinguishes five categories of parent involvement:[U.S. Department of Health and Human Services, 1992]

• Home-school communications – involves the exchange of information between parents, teacher, and the school. Good communications serve as the foundation for all other home-school partnership activities.
• Parents as supporters - represent the traditional role that parents have played such as fund-raising for the school, attending open day or school performances.

• Parents as learners - means that parents have an opportunity to increase their knowledge about the school curriculum, school policies, and other aspects of school life and parenting skills.

• Parents as teachers – reflect that crucial fact that parents are the child's first and foremost teacher. Home – Learning activities represent one important strategy.

• Parents as advisors, decision makers, and advocates – means that parents share with teachers and administrators their views and influence decisions on issues that affect their children (Chrispeels, 1987).

Most effective ‘Parent Involvement Program’ includes a parent education component. ‘Parent Education’ consists of activities, workshops, lectures and discussions, which are intended to answer questions, improve skills, provide information and provide social interaction for parents with children in school. (U.S. Department of Health and Human resources, 1992)
2.4.1 THE PARENT EDUCATION DESIGN SCALE: DEVELOPMENT AND FACTOR STRUCTURE

The design of Parent Education has become a matter of professional and public concern. Lack of unanimity as to the best way to proceed has impeded program development. As noted by Cooney [1981], attitude towards 'Parent Education' varies markedly from widespread acceptance in some quarters to resistance from those who view it as an intrusion into the domain scale, that is the education for parenthood attitude scale has fallen far short of the maximum obtainable score.

In this connection, Saphon – Shevin[1982] observes that an awareness of the attitudes of the participants toward design features would benefit programme planners as attitudes have been shown to be directly related to participation rates in human service programs (Paradise and Wilder, 1979).

He has developed a scale in order to empirically identify the most salient issues involved in parent education design and to provide an instrument to measure the attitudes of participants towards these issues. He opines that these responses will help to resolve design issues assisting in program development.
2.4.1.1 TEST DEVELOPMENT:

Likert - type items have been developed from the literature and from suggestions from colleagues and students. These are opinions to which respondents are asked to agree or disagree strongly or mildly on a 4-point scale. The resultant pool of items is retrieved by members of the English faculty to eliminate ambiguities and grammatical errors. It is then assigned to four independent judges from the Departments of Psychology and sociology in order to establish content validity. They are individually instructed to determine which of those items measure attitudes toward 'Parent Education' design. If three of four reviewers agree, an item is retained. The 76 items thus generated by this process are arranged so that successive item content is as varied as possible.

The scale is administered to 484 freshman and sophomore students between the ages 18 and 21 years drawn from Introductory Psychology classes at the Pennsylvania State University.
2.4.1.2 RESULTS:

The items along with their factors are depicted in 7 tables. Of these, factor 1 identified by 7 items and factor 4 identified by 6 items, appear to be curriculum factors which include subjects such as general health care and nutrition, physical growth and development, normal behaviour development, behaviour problems, principles of learning, and social, emotional and moral development. Factor 2 includes items about mandatory and voluntary attendance based on age, previous children, educational status and financial assistance. Factor 3 with 7 items, is emerged as an enrollment of clientele factor with items about those groups to which parent education should be directed. Factor 5 primarily includes items about the professional qualification of the staff. Factor 6 contains items about the role of local state and federal governments. Factor 7 has 4 items and appears to be a measure of outcomes foreseen by the respondents. It is comprised of items concerned with the value of 'Parent Education', that is who will benefit, how it will affect child abuse and divorce, and what negative effects can result.

'The Parent Education Design Scale' developed by Sapon - Shevin [1982] has presented an instrument, which serves to provide a source of attitudinal information about potential clients. However items dealing with frequently identified issues such as teaching method and format have not been loaded on any factor. Future
research needs to test these results by subjecting new data to a confirmatory factor analysis. This scale is of value to those involved in parent education design and research.

2.4.2 DIFFERENT APPROACHES TO PARENT EDUCATION PROGRAM:

Despite recent trends to teach, 'parenting skills' in a more thorough and effective manner, the variety of programs in operations remain vast. A taste of that variety may be obtained by sampling three very different programs. The three programs may be characterised in order as diffusive, didactic and pragmatic.

In diffusive parent education program a parent graduate of a previous group acts as a "Facilitator" for his group. Each group typically consists of eight to twelve members. Handouts, homework assignments and suggestions for further reading are utilized.

A much more didactic approach is taken by Jackson and Terdal, [1978] who describes a parent education program within a paediatric medical practice. Seven group sessions, each for about eight couples, are run three times, with good attendance and low drop-out race. Written, verbal, video and film information are presented, followed by group discussion and reinforced by homework assignments. The curriculum includes general child development and behaviour modification approaches.
A quite different venture in theory, much more attuned to the day-to-day needs of parents is reported by Van Der Eyken, [1980] in his Pragmatic approach. He is of the opinion that parents are in need of a service which is non-institutional, local, sympathetic in allowing them to express their requirements, and immediately available and readily accessible to a wide community. The solution is to use the telephone, which has the added advantage of "conspirational anonymity".

2.4.3 DIFFERENT PHILOSOPHICAL ORIENTATION OF THE PARENT EDUCATION PROGRAMS:

Despite the diversity in service delivery, Parent Education Program's have traditionally been categorized by their philosophical orientation. Specifically, Medway [1989] discusses three popular categories; reflective, behavioral and Adlerian. Reflective parent education stems from Carl Roger's client-centered therapy, particularly from the communicative techniques employed by that therapy, such as active listening. The major emphasis of a reflective program is to build parental awareness, understanding and acceptance of the child's feelings (Tavormina - 1980). This program typically consists of eight three hour training sessions that focus on building close, warm relationships between parents and children through parental acceptance of children and democratic frame work for decision-making.
In contrast, 'Behavioural Parent Education' focuses on observable child behaviour and the environmental circumstances that maintain behaviour patterns. This type of programme is geared towards training parents to use specific techniques to control undesirable behaviour in their children and typically does not have a strong philosophical view of parenting to guide its curriculum. Parents are informed that behaviour is maintained by both positive and negative environmental reinforcements. Leaders systematically teach parents to pin-point specific negative and positive child behaviours that the parents desire to see decreased or increased, and encourage the implementation of techniques such as behaviour, specific praise and time out to modify these behaviours. Other behaviour modification principles, such as creating incentive systems are also taught.

'Adlerian parenting programs' are derived largely from Rudolph Dreikur's application of Alfred Adler's personality theories to child rearing (Nye, 1989). A prominent parent education program founded on these philosophies is the Systematic Training for Effective Parenting (STEP). This program is developed by Dinkmeyer and McKay (Carter, 1980). Parents are taught that all behaviour is purposive. They are informed of goals of child misbehaviour, such as gaining attention or obtaining revenge.
Parents are encouraged to use natural and logical consequences to control behaviour while maintaining a cooperative home environment. STEP programs are typically taught in eight to nine sessions of 1.5 to 2 hours each (Nye, 1989).

Programs are mainly aimed at four distinct types of groups. There are programs designed to improve parenting generally, programs aimed at specific population of parents, programs focused on specific population of children, and programs built around specific parenting issues. General parenting programs are those that are geared towards generally well-functioning parents who desire increased knowledge on how to handle everyday occurrences in rearing normally developing children. Specific programs are oriented toward parents whose condition raise specific concerns – for instance, incarcerated parents or single parents. Similarly, specific, programs are formulated to address the needs of children with special demands, such as chronically ill children or children with learning disabilities. Issue-specific programs are those that address specific concerns of parents, such as raising drug-free teenagers.
2.4.4 STUDIES ON PARENT EDUCATION

PROGRAMS:

Lewis, Angela. G [1996] in their study about decreasing aggressive behaviour and increasing alertness in students through a family educator program and video lending library have found out that there is a need for parent education about television viewing that may cause aggression and inattention problems in children. The results of the program show that parents increase their knowledge about appropriate television viewing for children. Behavioral records indicate that aggressive behaviour among the children decreases while alertness increases.

The paper presented at the Annual meeting of the American Educational research Association (Atlanta, GA, April 12-16, 1993) discusses the impact of 'Follow Through', a comprehensive program for low-Income children in grades 1 to 3 and their parents previously enrolled in Head start programs. The paper notes that the longevity of 'Follow Through' over 25 yrs is a unique aspect of the program and that working with Head Start children and parents provide a continuity and firm base which facilitates 'Follow Through' success. The paper also highlights some of the evaluative comments on project representing varying 'Follow Through' models. Parents in the cognitive enrichment program (COGNET) reported that the program helped them better to understand their children. Evaluation also shows that there are
differences between parents involved in COGNET and those not involved. Differences are noted in how parents help children with problems and what kinds of learning situations children experience. The cultural linguistic approach has published a handbook on parent involvement. Evaluation of the direct instruction model shows that parents feel that their children are receiving better academic instruction than students in any other approach.

Kocak, Aylin; Bekman and Sevda [1999] have made a study on the experience of mothers with child education program. This study investigates the change experienced by mothers participating in the Mother-Child Education Program (MOCEP) in Turkey, which is provided in adult education centers in collaboration with the Ministry of National Education and the Mother-Child Education foundation. MOCEP targets both the child and the child's immediate environment and aims to foster cognitive and psycho-social development in the home environment. The main aim of this study is to explore the experiences, feelings, and perspectives of mothers through a qualitative approach. Individual interviews with program participants, focus groups, and researcher observations provide the data. As quotes from the interviews reveal, mothers have indicated a positive change in their behaviour, self-esteem, and child-rearing attitudes because of the program. Mothers have reported, listening to their children more and avoiding negative
discipline method. They also believe their children and husbands behave more positively because of the programs influence.

In a study on the impact of a 'Parent Education Programme' during mothers' and Fathers' transitions to Parenthood by Fang, Shi-Ruei, Sherry; Frizzel, Tracy, [1998] includes 76 middle class, well-educated parents and their children, of which 89 percent are first-time parents and 10.9 percent are second or third time parents. Mean age of the children enrolled in this program is 16 years and nine months. The program consists of six moderately structured weekly sessions in which developmentally appropriate skills enhancement techniques are demonstrated and practiced. The subsequent open discussions are also an important component of the intervention. Pre-intervention data from this investigation indicate that the transition to parenthood poses different stresses for mothers and fathers. However, post-intervention data indicate that both parents show an increase in several areas of adjustment after participation in the program. Mothers have reported a statistically significant decrease in parenting stress related to restriction and an increase in social support, whereas fathers have reported statistically significant increase in marital adjustment and a reduction of parenting stress related to competence.
A study of the parent training with low income multi-ethnic parents of toddlers is made by Gross, Deborah; Fogg, Locus; Webster – Stratton [1999]. This study has tested the effectiveness of Parent Training (PT) as a health promotion/prevention intervention. Participants are parents of toddlers enrolled in 11 urban day care centers serving low-income families of colour. Findings indicate that PT parents report less reliance on coercive discipline and give fewer negative, indirect, and direct commands to toddlers during play than comparison parents. Children of PT parents use fewer aversive behaviours with their parents and demonstrate fewer classroom behaviour problems than comparison children.

Drazen, Shelley M.; Haust Mary, [1993] have attempted to evaluate the effectiveness of a parent education program in increasing school readiness in poor and high needs children. 'Participants in the Parents and Children Together Program' [PACT] of Binghampton, New York, has received home visits from trained and certified parent educators beginning when a child is born and continuing until he is 3 years old. The parent educators have provided information about child development and parenting and have referred parents to other agencies when needed. The participants of this programme are matched with a control group of 20 children whose families have not participated in the program. Results indicate that the experimental group had significantly higher scores on all measures than does the control group.
Samech [1990] has designed an ‘Intervention Program’ to assist fourth and fifth grade children in their adjustment to their parents’ divorce. The researcher has designed, developed, written and tested the intervention used in this study. It is structured and designed for 7 hourly sessions over 7 consecutive weeks. The sessions are led by the researcher and school counselors at each of the 6 participating schools. When the program is implemented for a selective group it is found that focussed time limited, school based group intervention with a special program component can assist children with their adjustment to parental divorce. Results of testing also suggest that divorce does not initiate maladjustment of children but that adjustment can be moderated or contained by providing support and by teaching these children problem solving skills. Additional research is needed to explore the effectiveness of intervention – oriented programs for assisting children with their adjustment to parental divorce. There is a continuous need for intervention designed with content and methods that address development and cultural needs of children whose parents have divorced.

Du Joit Jeanette [1989] of the University of South Africa has framed guidelines for the development of a support program. The intention is not only to draw the single parents attention to possible problem areas of the ‘Single Parent Situation’, but also to
support the parent in handling the situation more effectively and possibly to avoid these problems.

The findings of most of the research indicate that parents' value 'Parent Education Programs' and many parents report that they are helped and guided by these programs in the upbringing of their children. While there is a growing body of research findings on the effects of different parent education programs, more systematic study is necessary to answer questions about these programs. Such research will inevitably lead the practitioner to develop and implement more effective parent education programs.

2.5 CONCLUSION:

Based on the review of studies cited above it can be concluded that various problems prevail among the children at various stages. These problems include attention seeking, disobedience, shyness, lying, stealing, feeling of insecurity, lack of concentration, laziness, etc. Studies about the development of the children, their emotional, behavioral, and social problems seem to suggest that their parents exert the most powerful influence on them in their early years. So it may be said that parenting is a skill to be acquired, which comprises of common sense, intuition and empathy. It is evident that parents' have the potential to create a healthy atmosphere for growing children for their well-being. In order to enable the parents to play their role effectively, they need to be guided and
empowered. Many parent education programs those have been initially organized have served to disseminate information on successful parenting and have provided advice on the handling of the children only in specific situations and have lacked efficacy, as there have been no feedback from the parents. While there is growing body of research findings on the effects of different parent education programs, more systematic study is necessary to answer questions about the programs. It is against such a background that the present study "Parent Education for the well being of their children" is attempted to provide the basic tenets for a curriculum for parent education program. Such an attempt will pave the way for a systematic and conceptually based program intended to impart useful information, awareness, and skill to the participants on aspects of parenting.
Chapter III