
Parental Involvement in Education

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The 21st centuries' growth in various sectors has led our country towards achieving the distinction of one of the growing nations in the world. Various efforts have been made by the Government as well as Non-Government Organizations but the literacy rate is increased if we compare it with the few decades back, but the cent percent literacy, quality and skill-based education is not reach to the global requirements. This may cause by the various factors. Among these factors, socio-economic statuses, parental attitude, their interest to give education to their children, their awareness regarding education and so on play a vital role. While parents of the disadvantaged children are not highly in favor of schooling and education of their children, today's scenario might have improved with widespread awareness regarding value of education. In this context, it is imperative to evaluate the parental involvement in education.

Keywords: Parental Education, School, Attitudes and Parents.

Introduction

Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Education means bringing all-round development of the child this will take place not only in the schools but also at home. In this case parents also play key role in education. Under the circumstance children hardly get the attention a right type of handling that they need, at school. How many of us realize that a child in any of the school spends less than 200 days out of 365 in the year at school and remains there on an average of anything from 4 to 6 hours a day. The rest of hours and day he is under the influence of the parents and in the home.

How great therefore is the parent's responsibility for the education of the child; if the child is ignored or neglected at school, should he be ignored or neglected in the home. Paul witty the famous American psychologist and educator who has done pioneer work on children says that much of the responsibility of helping children lies with the parents. Every child is an individual and must be handled differently. No one can understand him better than his parents; no one can help him as they can.

Right to Education 2010

In April 2010, universal, free and compulsory education, was stated as the 8th Fundamental Right and according to it, throughout the country children under the age group of 6 to 14 would receive free and compulsory education. India is considered as the 135th country imparting free and compulsory education within the age group of six to fourteen years.

Education in India: Post Independence period

During the time of Independence, India's education system was characterized by regional, gender, caste and structural imbalances. Only 14 per cent of the population was literate and only one out of three children were enrolled in primary schools (Government of India, Ministry of I & B, (1996), India 1995, P.79).

The Constitution of India and Education

The constitution of India was framed in 1950 with an objective to guarantee social, political and economic justice to all irrespective of caste, creed and religion. It was well visualized that, development in education along with other allied sectors would play a vital role in bringing about desirable changes in the country. It was planned that the backward sections of the Indian population i.e. Scheduled Castes and Scheduled Tribes and other backward classes must be provided opportunity in education to develop critical thinking and self-determination and contribute to the progress of the country.

These promises laid the foundation for the attempt of Universalization of Primary Education in India. In 1950, target was set to universalize primary education among the entire eligible category of children within the age group of 6-14 years of age within span of 10 years. During that period a great deal of expansion in education facilities was achieved. However, universalization was still a distant dream.

Significance of the Study

Achieving the distinction of one of the growing nations in the world. Various efforts have been made by the Government as well as Non-Government Organizations but the literacy rate is increased if we compare it with the few decades back, but the cent percent literacy is not achieved till today. The literacy rate of the disadvantaged community is still poor.

In Andhra Pradesh, in spite of the various constitutional safeguards and all the different schemes by the state government, literacy level of the rural and disadvantaged mass is found to be much lower than that of the rest of the society. This may cause by the various factors. Among these factors, socio-economic statuses, parental attitude, their interest to give education to their children, their awareness regarding education and so on play a vital role.

While parents of the disadvantaged children are not highly in favor of schooling and education of their children, today's scenario might have improved with widespread awareness regarding value of education. In this context, it is imperative to evaluate the perceptions and attitude of these parents.

The parents, today, exhibit a positive and favorable attitude towards their children's education as a result of increasing awareness of values of education through Government endeavors and initiatives.

Objectives

1. To examine the attitudes of parents towards schooling and education of their children.
2. To compare the parents belonging to first generation and second generation and so on communities with regard to their attitude towards children's schooling and education.
3. To examine whether there exists a significant gender difference in attitudes of parents towards children's education.
4. To examine the future planning and aspirations of the parents with regard to their child's education.

Key Definitions

Conceptual Framework Attitude and Behaviour

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan 2005, p. 150). Attitude is the feeling or mental disposition of an individual which influences the human behaviour. Attitude is a vital ingredient for the success or failure of children in their optimum development. Attitudes structure can be described in terms of three components.

- Affective component: this involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
- Behavioral (or conative) component: the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".
- Cognitive component: this involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".

Schooling

- Online dictionary-The process of teaching or being taught in school.
- The process of being formally educated at a school.
- Education obtained through experience or exposure.
- Merriam-Webster: training, guidance or discipline derived from experience.

Education

- The modification of the attitude and behaviour through training in formal learning systems.

Parental Attitude and Involvement in children's Education

Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been

identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000).

Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu & Willms, 1996; Keith et al., 1998).

It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention/persistence, and were found to relate positively to receptive vocabulary. (Parker et al., 1997)

The attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing.

Bogunovic Blanka and Polovina Nada (2007) found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitudes regarding education and attainment of their children. The results indicated a trend of interrelatedness of cognitively and educationally favorable conditions within the family and positive attitudes towards school, attainment, high aspirations and cognitive and intellectual interests for out-of-school activities.

Review of Studies on Parental Involvement in Education

Research illustrating the importance of parent involvement for the school success of adolescents spans nearly two decades. Duncan (1969), for example, compared the attendance, achievement, and drop-out rate of two junior high classes. In one class, students' parents had individual meetings with counsellors before their children entered junior high school. In the other class, students' parents did not meet with counsellors. After three years, students whose parents had met individually with the school counsellors had significantly higher attendance, better grade point averages, and lower drop-out rates.

Review of Studies on Socio-economic Status and Education

Huisman, Rani, and Smits, (2010) studied the role of socio-economic and cultural factors, and of characteristics of the educational infrastructure on primary school enrolment, the sample constituted 70,000 children living in 439 districts of 26 states of India. The results indicated that most of the variation in educational enrolment (around 70%) is explained by factors at the household level, of which socio-economic factors are most important.

And the result also indicated that, in the cities schooling decisions are hardly influenced by supply-side factors. In rural areas, however, these factors do play an important role. If there are fewer schools or teachers, or if the local culture is more patriarchal, rural children (in particular girls) participate substantially less. The major finding of this respect was that in rural areas inequalities between socio-economic status groups are lower if more schools and teachers are available.

It has been found that three major determinants of educational enrolment: socio-economic status, educational infrastructure, and culture have an impact on primary school participation in India (Evangelista de Carvalho Filho, (2008); Mingat, (2007); Shavit and Blossfeld, (1993); Jencks, (1972); Coleman et al., (1966). Socio-economic indices like the characteristics of households, parental income, wealth, education and occupation, have long been known to be major determinants of educational enrolment and achievement in both developing and developed countries.

Huisman and Smits, (2009); Ersado, 2005; Buchmann & Brakewood, (2000); Colclough, Rose & Tembon, 2000; Shavit & Blossfeld 1993). Parents who have reached a certain educational level might want their children to achieve at least that level. For educational enrolment of girls, education of the mother might be especially important. Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too.

In a study, that examined parent involvement among minority families in Catholic high schools, Bauch (1991) socioeconomic status was significantly related to how often African American parents communicated with teachers about school programs and their adolescents' progress.

Useem (1992) also found that educational background affected families' involvement in their young adolescents' placement in the mathematics tracking system. According to Useem, "the involvement of highly educated parents in their children's placement at critical decision points in the tracking system is one mechanism by which educational advantage is transmitted from one generation to the next." These findings of the influence of socioeconomic status on parent involvement support the work of other social scientists, who contend that parent involvement in school activities is lower among low-income and minority families than other families due to feelings of alienation (Calabrese, 1990; Winters, 1993), distrust (Lightfoot, 1978), or a devaluation of their cultural resources (Lareau, 1989).

From the above discussion, it is evident that the parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favourable attitude towards schooling and education enhances parental involvement in present and future studies.

Conclusions and Suggestions

Democratic tendencies have made it possible to provide equal opportunities to all children to receive an education.

The only situation is the parents must be realizing that their child needs special help and guidance. Parents who have problems in handling a child and would like to do their best for him should seek the help of a child psychologist or a guidance counselor. One of the most ways in which a child learns is through observation of his parents, children imitate their parents. Every parent of a child should remember that he seeks the understanding and sympathy of his parents in his search for further leaning.

Even if the parents are not highly educated and have not good schooling, they can give him the encouragement and affectation and provide him with a favourable atmosphere at home, so that he may be assisted in his intellectual growth and development. Answering the child's questions should provide him knowledge as well as excitement. Parents should prepare themselves to answer the child's questions readily and correctly.

One of the most important ways in which child learns is through observation of his parents' children imitates their parents. Good manners, correct speech habits, courtesy, neatness, consideration for others, honesty, punctuality all these are qualities that can acquired by a child at a very early age, by observing his parents practice them.

A child loves the company of his parents. He loves being taken out on a trip or excursion or just simply a walk or drive where perhaps he can have his father or his mother all to himself, to hear him relate the events of the day, or to answer his questions. The child is very pleased if the father shows his office, his factory or somewhere where he works, or some other interesting place.

Some parents try to impose certain types of skills and training upon child, without realizing that he has on interest or ability in that particular direction. If a child is bright intellectually, it does not mean that must be very good at painting or music or cricket and must be trained in one of these, because his father was a good painter, or a musician, or showed excellent performance in cricket. In this way a parent may try to fulfill his own unfulfilled ambitions through his child.

Parents who have problems in handling a bright child, and would like to do their best for him should seek the help of a child psychologist or a guidance counselor when they are not very.

- The school management/HM has to conduct the parent meetings regularly, not only to discuss about the standards of the child but also to discuss about their behavior at home.
- Parents, educators, businessmen and other personalities to inculcate the school activities meaningfully.
- HMs/administrative persons send the students' performance to the parents and to get the feedback.
- Teachers can give the guideline to the parents so that parents can mould for how students effectively participate in school environment.
- Schools committees have to be strengthened in order to mobilize the activities taking place in the school.
- If the school has a public relation officer who brings good relation with the parents.

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- Parents interact the teachers in pre and pro school timings.
 - Parents have to concentrate on the standards of the children not specifically on the marks.
 - Parents must provide suitable platform/exposure that makes the child to study.
 - Parents to avoid the pre occupations things to the good learning.
 - Parents to avoid the high sibling nature (gender discriminations) in the homes.
 - Parents should not impose their interests on the students.
 - Parents should not compare with other students.
 - Educational experts research has to be conducted on the parents to change their attitudes.
 - Parents and teachers have to provide the proper guidelines to usage of technology.
 - Parents must be cautious about the advanced technology.
 - Parents give directions to the child according to their interest to get bright future.

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