
Parental Involvement in Education

LOURDU MARY

Research Scholar, Department of Education,
Manonmaniam Sundaranar University, Tirunelveli.

Dr. REXLIN JOSE

Assistant Professor, Department of Education (DD&CE),
Manonmaniam Sundaranar University, Tirunelveli.

The present study is intended to focus on the involvement of parents in the education. The education plays a vital role in the development of the country. The progress of the country depends on the wellbeing of the students who carry the potentials of all the development of the nation, so the involvement of parents in education. Parents are the sculptures of young generation, they develop the cognitive skills of the children, so their involvement in education should be the remarkable one. This bring crucial changes in the progress of the nation.

Keywords: Finnish Education, Cognitive Skills, Progress and Late Bloomers.

Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.^[1] Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. A fundamental goal of education is to make an individual perfect and reasonable. It makes an individual civilized and refined. Cultured and modernized. It is the only mean for a civilized and socialized society. It is the key to solve various problems of life. As students of the modern era digital natives, they should be taught through techno-based instructional aids.

Finnish Education

This Education system is implemented in Finland. In which parents are the first teachers. They were given maternity package of three books for each parent and one for the newborn baby. So, the parents are instructed to involve themselves in Education. They focus on the quality education and the self-interested learning. So, the parents can give much importance to the children who takes long phase in learning. The children learn on their own interest though they lag in Education.

Late Bloomers (LB)

A slow learner initially wants to learn, but has a problem with the process. A reluctant learner is not motivated and can also be passive aggressive, creating more problems for teachers and parents through non-cooperation. Reluctant learners seldom have slow learning problems. Actually, slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education.

Cognitive Skills

‘Cognitive skills’ refers to the abilities to gain meaning and knowledge from experience and information. Cognition is more than just learning information, it's the ability to think about new information, process and speak about it and apply it to other, previously acquired information.

Cognitive skill development in children involves the progressive building of learning skills, such as attention, memory and thinking. These crucial skills enable children to process sensory information and eventually learn to evaluate, analyze, remember, make comparisons and understand cause and effect. Although some cognitive skill development is related to a child's genetic makeup, most cognitive skills are learned. That means thinking and learning skills can be improved with practice and the right training.

Parent- Teacher Association

This may include being a school board member, a participant on a parent advisory committee or a local school improvement council, or an active member of the PTA. Areas in which parents may be helping to make program decisions include goal setting, development and implementation of program activities, assessment, personnel decisions, and funding allocations. This area of parent involvement is one of the most controversial. Surveys show that most parents would like to play a more active role in this type of involvement, whereas most school administrators and teachers exhibit great reluctance to encourage parents to become partners in governance.

- The elimination of mistaken assumptions parents and school people may hold about one another's motives, attitudes, intentions and abilities.
- The growth of parents' ability to serve as resources for the academic, social and psychological development of their children--with the potential for much longer-term influence. (because of continued interaction with their children over time)
- The increase of parents' own skills and confidence, sometimes furthering their own educations and upgrading their jobs, thus providing improved role models for their children.
- The increase in parents serving as advocates for the schools throughout the community.

Review of Related Literature

"Parent Participation in the Schools." *Phi Delta Kappan* 67(1986): 442-446. Describes the changing relationships between schools and communities and discusses the critical role of parent involvement in education. Presents detail on parent involvement programs in New Haven, Connecticut elementary schools programs which resulted in the schools' moving from being extremely low achieving to universally high achieving.

Becher, R. M. Parent Involvement

A Review of Research and Principles of Successful Practice. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1984. (ED 247 032). Reviews research on parent involvement and presents extensive information on the elements of successful parent involvement programs. Identifies research findings regarding the role of the family in determining children's abilities and achievement, the effects of parent education programs on student outcomes, parental practices which promote reading success, and the role and potential of parent involvement in enhancing school-family relations.

Cotton, K., and Savard, W. G. Parent Involvement in Instruction, K-12

Research Synthesis. Portland, OR: Northwest Regional Educational Laboratory, 1982. (ED 235 397). Reviews 18 studies on the effects of parent involvement in instruction on the achievement, attitudes, and behavior of elementary and secondary students. Found such involvement beneficial, especially when parents receive orientation and training for helping their children.

Role of the Parents

Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

Training to the Parents

A word of caution about training activities for parents: While research indicates that orientation/training activities are beneficial, those researchers who have looked at the extent of training have found that a little is better than a lot. That is, programs with extensive parent training components do not produce higher student achievement than those with only basic

training, and they sometimes experience considerable attrition--presumably because their time and effort requirements overtax the willingness of parents to stay involved.

Suggestions and Recommendations

- Communicating to parents about their involvement and support makes a great deal of difference in their children's school performance, and that they need not be highly educated or have large amounts of free time for their involvement to be beneficial.
- Encouraging parent involvement from the time children first enter school (or preschool, if they attend). Teach parents that activities such as modeling reading behavior and reading to their children increase children's interest in learning.
- Developing parent involvement programs that include a focus on parent involvement in instruction--conducting learning activities with children in the home, assisting with homework, and monitoring and encouraging the learning activities of older students.
- Providing orientation and training for parents, but remember that intensive, long-lasting training is neither necessary nor feasible.
- Making a special effort to engage the involvement of parents of disadvantaged students, who stand to benefit the most from parent participation in their learning, but whose parents are often initially reluctant to become involved.
- Continuing to emphasize that parents are partners of the school and that their involvement is needed and valued.

Conclusion

Research has established that the most successful parent participation efforts are those which offer parents a variety of roles in the context of a well-organized and long-lasting program. Parents will need to be able to choose from a range of activities which accommodate different schedules, preferences, and capabilities. As part of the planning process, teachers and administrators will need to assess their own readiness for involving parents and determine how they wish to engage and utilize them. Involvement of parents in Education will bring many changes in Education which in turn enhance the development of the nation.

Reference

- Chavkin, N. F., and Williams, D. L., Jr. "Enhancing Parent Involvement." *Education and Urban Society* 19(1987): 164-184.
- Clarke-Stewart, K. A. "Exploring the Assumptions of Parent Education. In *Parent Education and Public Policy*, edited by R. Haskins and D. Addams. Norwood, NJ: ABLEX Publishing Co., 1983.
- Edge, D.; Strenecky, B. J.; McLoughlin, J. A.; and Edge, S. M. "Involving Parents and Families in the Educational Process." In *Organizational Psychology in the Schools: A Handbook for*

Professionals, edited by C. A. Maher, R. J. Ill back, and J. E. Zins. Springfield, IL: Charles C. Thomas, 1984.

Gordon, I. "The Effects of Parent Involvement on Schooling." In *Partners: Parents and Schools*, edited by R. S. Brandt. Alexandria, VA: Association for Supervision and Curriculum Development, 1979.

Revicki, D. A. *The Relationship among Socioeconomic Status, Home Environment, Parent Involvement, Child Self-Concept, and Child Achievement*. Chapel Hill, NC: University of North Carolina, March 1981. (ED 206 645).