

The Role of Parents Involvement on Children’s Education

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Abstract

Education has improved and entered in all walks of life. It played a vital role in improving even the economical status of a country. As Dr APJ.Abdul Kalam’s words Dream Indian to be patriotic, he focused on students Education and their dreams of a developed country in 2020. This is possible with only the involvements of parents in children’s Education. They should involve in students education, home works and making them influenced in attaining the learning aims/factors. Parents get involved in changing the challenges to be expelled. They can change the attitudes and aspiration to make students to work for the country. In this paper I would like to talk about the importance of parents involvements towards children and children involvements towards parents.

Keywords: Education, Parent’s involvement, Family Learning.

Introduction

Parents’ involvement in children’s education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. The quality and content of parents’ involvement matter more for children’s outcomes. Family learning can also provide a range of benefits for parents and children including improvements in reading, writing. International evidence suggests that parents with high aspirations are more involved in their children’s education. In 2007, around half of parents surveyed said that they felt very involved in their child’s school life. Two thirds of parents said that they would like to get more involved in their child’s school life. Levels of parental involvement vary among parents. This document draws evidence on the impact of parental involvement on children’s education, the stages at which it is known to have an impact on children, and the types of activities that are shown to be influential.

The educational system has over-emphasized the development of the mind and has used all the resources of the world to nourish it. The soul has not been given half as much care as is needed for its vital development. The development of the mind alone, without or with very little moral and spiritual development, has worked against human progress toward love, sympathy and brotherhood. Where man’s emotions and impulses are not refined, love and sympathy have not been awakened. Where fear of God has no place in man’s heart, his knowledge and especially the knowledge of science becomes dangerous for the safety of humanity. The School and Home are important agents through which the child is able to systematically know, learn, and develop the Moral Values.

Parents and home plays a dominant role in educating a child. Parents are more accessible to the child than other members of the family. Mother is the first teacher and home is the first school and parents are first example in Social behavior. They can show their love to their children by doing everything necessary to make them follow the right path. If there is a strong family upbringing and the child feels secure, whether it is a Religious house or not, they feel more confident in doing the right thing. Such children have better judgment when it comes to choosing their friends and they stay in a better position to handle peer pressure. A special emphasis on the early training among pupils can provide better safeguards against, these and many other similar social evils.

Parents’ involvement in early years of Children:

Most children have two main educators in their lives – parents and teachers. Parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children’s learning throughout school and beyond. The school and parents both have crucial roles to play. There is no universal agreement on what parental involvement is, it can take many forms, from involvement at the school (as a governor, helping in the classroom or during lunch breaks) through reading to the child at home,

teaching songs or nursery rhymes and assisting with homework. This can be categorized into two broad strands: 1. Parents' involvement in the life of the school. 2. Parents involvement in supporting individual child at home. This document is focused on the second of these, as there is consistent evidence of the educational benefits of involving parents in their child's learning at home. Because of the complex interaction between a numbers of factors, it is difficult to prove that one causes the other; the research instead demonstrates that a relationship exists between parental involvement and achievement.

Parents get involved in their Child's school:

The vast majority (92%) of parents surveyed in 2007 reported that they felt at least 'fairly involved' in their child's school life. Around half felt very involved, which has increased from 2001, when 29% felt very involved. Women, parents with young children, parents left full-time education later. Parents of a child with a statement of Special Educational Needs are more likely to feel very involved. Broken family parents and non-resident parents are less likely than average to feel very involved.

Parents who are likely to see a child's education as main responsibility compared to previous years, and nearly half of parents believed that they had equal responsibility with the school. Parents participate in a wider range of activities with their children.

Levels of fathers' involvement in their children's education:

Studies suggest that fathers' involvement has increased since the 1970s, particularly with children under the age of 5. There is evidence, however, of great variation in levels of fathers' involvement, so that even though levels have increased on average, a substantial proportion of fathers recorded no daily direct interaction time with their children. This is likely to reflect changing family structures. But mothers are likely than fathers to say that they felt 'very involved' in their child's education. A survey of parents in 2007 found that fathers help less often with homework than mothers, however amongst parents working full time there was no gender difference.

Evidence suggests that the quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers spend with their children

Parental involvement is important:

Improvements in cognitive and social development – early year's education Parental involvement with children from an early age has been found to equate with better outcomes. What parents do is more important than who they are for children's early development – i.e. home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation or education. . Parents 'involvement in home learning activities makes an important difference to children's attainment and social behavior at age three to 10, when the influence of other background factors have been taken into account playing with letters and numbers, emphasizing the alphabet, reading with the child teaching songs and nursery rhymes, painting and drawing, and visiting the library. This study also found significant differences in the types of home learning activities that parents undertake with boys compared to girls.

Significantly more girls' parents reported activities such as reading, teaching songs and nursery rhymes etc. Differences in this aspect of parenting may account for some of the variation in cognitive and social behavioural outcomes of boys and girls when they enter primary school. There is an impact of parental involvement for school children. Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood. Research explores the effect of parents' involvement on achievement at 16 in English and Maths found that very high parental interest is associated with better exam results. Parental involvement has a positive effect on children's achievement even when the influence of background factors such as social class and family size have been taken into account.

Parental behaviour has a bigger effect than school quality on pupils' attainment:

The specific impact of parents' involvement in their children's education Parents have a critical role to play in ensuring positive outcomes for their children. There is consistent evidence that fathers' interest and involvement in their children's learning which was measured in terms of interest in education, outings and reading to the child, is statistically associated with better educational outcomes. These outcomes included: better exam results, a higher level of educational qualifications, greater progress at school, higher educational expectations more positive attitudes and better behaviour at school. These positive associations exist across different family types, including two-parent families, single parent families and children with non-resident fathers. However, the specific outcomes and strength of effect can vary across family type.

Research indicates that parents' involvement is important not only when a child is in primary school but also when they are in secondary school and regardless of the child's gender Educational attainment into adulthood. Other studies involving further analysis of the data has found that fathers' and mothers' involvement in their child's education at age 7 independently predicted educational attainment at age 20 in both sons and daughters. Parental involvement in the study was measured in terms of the number outings with the child, parents' interest in education and reading to the child and the study also controlled for a wide range of other influences on educational attainment. Further research has examined the effect of parental interest on

educational outcomes. It found that although mothers' interest predicted educational attainment in both sons and daughters, fathers' interest at age 10 predicted only later educational attainment in daughters. It found that fathers' interest affected sons' educational attainment via its effect on mothers' interest.

Parental involvement in homework and reading:

Nearly three-quarters of parents surveyed, said that they felt that it was extremely important to help with their child's homework. They frequently helped their child with their homework one third did so occasionally. How often a parent helps with homework is strongly tied to the school year of the child; parents of younger children helped more frequently than those in later school years. Research shows that pupils tend to hold positive views about homework, seeing it as important in helping them to do well at school. Studies suggest that particularly for secondary school pupils there is a positive relationship between time spent on homework and achievement. This does not necessarily mean however that the more time on homework the higher the achievement; as some international studies suggest that pupils doing a great deal of homework. The impact of parental involvement in reading on achievement A research has been examined the relationship between children's home learning environment and their reading attainment.

Factors that positively influence attainment:

The frequency with which parents reported related to reading of the child. This is associated with higher scores for 'pre-reading', 'language' and 'early number' attainment. Frequency of alphabet learning has made a bigger difference on pre-reading attainment than the mothers' highest qualification

The impact of family learning on children's achievement

The benefit of learning across the family is now well documented. Family learning broadly refers to approaches which engage parents and children jointly in learning.

This can include family literacy and numeracy programmes to improve the basic skills of parents and the early literacy of children and may include joint parent/child sessions to support early reading skills. An evaluation of literacy and numeracy programmes, which examined achievement before and after the courses found: Significant improvement in the reading and writing of parents and children following the programme, similar improvements were also found for the numeracy schemes. Teachers felt that the children who had taken part in family literacy programmes had better classroom behaviour and better support from their families compared to their peers. They were rated equal to their peers in their motivation and achievement. Communications between parents and children were also found to improve markedly, and parents also reported being more confident in helping their child at home and communicating with the teacher at school

Parents want to get more involved:

Despite the fact that the vast majority of parents surveyed in 2007 said that they felt at least fairly involved in their child's education, some parents face particular challenges to becoming involved. Two-thirds of parents agree that they would like to get more involved in their child's school life. Parents who felt less involved are also those who wanted to get more involved; particularly non-resident parents and those who left full time education by 16. However, many parents who already felt very involved in their child's education also expressed a desire for greater involvement especially those in Indian ethnic groups and those whose first language was not English.

The challenges to become more involved:

Work commitments are the most commonly cited barrier by parents from getting more involved in their child's school life. Alongside this it should be noted however, that there are also many benefits for families from working. Other barriers cited by parents included child care issues/the demands of other children and lack of time generally. Difficulties with basic literacy and numeracy skills can also be a barrier to parents being involved in their child's education. Analysis of longitudinal data on adults has looked at how parents' literacy and numeracy levels can affect children. This study indicated that children of parents with the poorest grasp of literacy and numeracy are at a substantial disadvantage in relation to their own reading and math development compared to children who have parents with good literacy/numeracy.

Parental involvement varies among different groups:

A survey of parents has found variation in levels of parental involvement among different ethnic groups.

For example, City parents are more than twice as likely as village parents to say they felt very involved in their child's education. City -Parents are also more involved in their child's school activities including homework. Village -Parents are less likely to say that a child's education is the school's responsibility rather than the parent's of City. Village -parents compared to City- parents said that it was the school's responsibility.

Research on the views of parents from different area in TamilNadu found that City and village parents placed an extremely high importance on the value of education and expressed a great deal of concern about the future of their children. Good education was viewed as very important to combat racial discrimination and disadvantage and to prevent social exclusion. Lone parent families and parental involvement Research has found that lone parents along with on-resident parents are less likely than average to feel very involved in their

children's education. Gardian-Parents are also less likely than others to say that they felt very confident in talking to teacher sat their child's school (two-thirds of parents said that they felt very confident compared to 60% of Gardian -parents).

Impact of parental attitudes and aspirations

There is evidence that the attitudes and aspirations of parents (and of children themselves) predict children's educational achievement. However this association between parental aspirations and a child's attainment is complex and affected by interrelationships. International studies indicate that parental education influences expectations, in that having higher parental education is significantly related to having higher expectations of children's achievement. However, it is also likely that parents with higher education have higher attaining children for whom they have higher expectations. Parents' perceptions of their child's skills and ability also influence their aspirations for them. Indian studies have found that parents with high aspirations are more involved in their children's education. Most parents have high aspirations for their young children; however these aspirations are likely to change as children grow older because of economic constraints, children's abilities and the availability of opportunities.

Although aspirations significantly predict attainment, regardless of socio-economic background, they may be stronger predictors of achievement for young people from more Advantaged backgrounds. There is evidence that some groups (in particular females, those from lower socio economic backgrounds and minorities) may be more likely than others to experience an 'aspiration-achievement gap'; which is the difference between their aspirations and educational achievement.

Whilst high parental and pupil aspirations may lessen the effects of low socio-economic background, the effects vary amongst different groups despite high educational aspirations of parents and pupils. This suggests the need to ensure that practical and attitudinal obstacles are also addressed alongside measures which support aspirations.

Conclusion:

So, parents must know exactly what is to be offered to their children. We are delighted to hear that at least parents have agreed that the central document is telling about the future of the nation is in our hands. We provide some information on 'teenage student's checklist which parents can use when assessing the value education offered to our teenagers. Parents are much concerned about their children's schools. You will be very aware that the issue of teenage wasting time has provided headline news for many years and a great deal of work has gone into trying to reduce teenage unwanted activity. Such reassurances should not be taken at face value therefore. Parents are the primary educators of children in these matters and it is therefore the policy that schools should be fully involved for the betterment of the children and parents also should be fully cooperative in these ventures. Where children are taught in schools

- They should be taught with the help parents.
- Education should focus on values and issues of children's life.
- Biological explanations should be limited and not the key focus of work.

A fierce debate has raged between those who promote discussion of biological matters and promotion of value free discussion, with knowledge of education and initiative should be more solidly based upon value discussion and life-time planning. In other countries a widespread adoption of values-based education programmes has been associated with positive outcomes.

For example, in one scheme in Monroe County, New York, research showed that such a programme had a positive impact. After three years of teaching 9-14 year-olds, the number of students saying they had an improvement, while the boys at the age of 15 to 17-year fell faster down in education than others.

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