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Parent As Teacher Of Young Children – A Status Study

*Mahnaz Heidari Nia ** Dr. N.N Prahallada

* PhD scholar Department of Studies in Education, Mysor.

* Associate, Professor RIE (NCERT) Mysore .

ABSTRACT

This study considered the relationship between parental opinions of preschool children on parent as a teacher inventory. A total of 180 parents of children enrolled in the pre schools responded to Parent As A Teacher (PAAT) inventory. Results showed The highest percentage of parents were found having positive attitude for the frustration (66.66%- not getting frustrated with the child on many issues) subscale and the lowest percentage was for the play (55%- Play is essential and influences child development) subscale.

Keywords : Information and communication technologies, diaspora, migration.

INTRODUCTION:

Many people believe that the success of society depends on how well parents perform their role (Hsu & Hsu, 1999). Parents have an enormous influence on their children for several reasons, but most importantly because they are their children's first teachers. Children's brains are like sponges the first couple years of their lives and they absorb in everything surrounding them. Therefore, what they learn from their parents in the first couple years of their lives will impact children for the rest of their lives. It is important that children learn how to be excited about learning from an early age. Parents are the ones who need to instill this excitement in their children. Parents with a personal, educated background have a much easier time preparing their children for school compared to parents lacking this background. The education that children receive is very much dependent on the education that their parents received when they were children. Parents strongly affect the learning process because they are the biggest at this early stage in their children's lives. Home and school everyone shares the goal of helping children learn and feel successful. When parents and teachers work together, everyone benefits: students tend to earn higher grades, have better behavior, and show more positive attitudes toward themselves and toward school.

CHILD DEVELOPMENT AND PARENTING CONCEPTS

Until recently, educators were not required to interact with parents. Previously, the assumption was that trained teachers were the only persons capable of helping students; therefore, parents were expected to avoid interfering and to leave instruction to professionals. In contrast, today, early childhood educators have the task of convincing parents to see themselves in a new context-as their children's first teachers who should arrange preschool learning at home to prepare children for the classroom. Some related tasks for educators include determining the level of parent knowledge about early development, finding out what they expect of young children, and learning how their influence is affected by demographic factors. The expectation is that if educators can become aware of the normative attitudes parents, they will be better able to establish partnerships with them. The present study will open our eye towards these possibilities.

REVIEW OF RELATED LITERATURE

Parents' expectations of pre-school children

Parents are a key component of a child's life and their role significantly influences development in the early years. The

immediate family is the main social network and fir learning environment for a young child. According to Parker, Boak, Griffin, Ripple, & Peay (1999), when parents are involved with their young children, it helps their children adjust better to public school. Adults, including parents, have many skills that scaffold their children's learning through everyday interactions (Hirsh-Pasek & Golinkoff, 2003).

Jensen (2010) found that guided play can be a very effective teaching method for young children. Children obtain higher levels of play when parents have an understanding of play and its benefits to learning. Study also considered the relationship between parental opinions of play and other parenting roles by completed the Parent As A Teacher (PAAT) inventory. Results showed significant positive relationships between opinions of play and other areas of parenting including creativity, teaching/ learning, and frustration.

Beckert, Strom, Yang, Huang & Lin (2004) studied Parent Expectations of Young Children in Taiwan. This studied investigated how 223 mothers and 200 fathers of 3- to 6-year-old children from Taiwan saw their child-rearing strengths and shortcomings. The Mandarin version of the Parent as a Teacher Inventory (PAAT) was administered to each of the 423 subjects. This instrument is designed to examine five aspects of interaction between parent and child. Multivariate analyses of variance were applied to determine the significant effects of eight independent variables on the five PAAT subscales. The variables that significantly affected parent responses were (1) amount of time spent with a child, (2) household income, (3) parent education, and (4) gender of parent. The variable with the most impact was time spent with a child. Parents who spent 10 hours or more per week interacting with their child demonstrated greater strengths than peers who spent less time interacting with their child, as indicated on all subscales of the PAAT.

OBJECTIVE OF THE STUDY:

The purpose of this study was to investigate the maternal attitude towards, parent as a teacher inventory (PAAT) which has the following sub scales - frustration, control, creativity, and teaching/ learning of pre-school children

THE TOOL:

Parent As a Teacher Inventory (PAAT):

The purpose of the PAAT inventory is to identify favorable

qualities of parents with 3- to 9-year-old children and detect behaviors for which further education appears warranted (Strom, 1995). The PAAT identifies how parents interact with their child, what they desire or expect of the child, what actions are taken in response to child behaviors, and their understanding of how to facilitate child development. The inventory includes 50 Likert-type items that constitute five subscales that contain 10 items each. The subscales representing key child development and parenting concepts from the research literature include the following:

1. Creativity: parental acceptance of the child's creativity and willingness to encourage its development.
2. Frustration: parental frustration with the child and focus of the frustration.
3. Control: parental feelings about the need to control the child's behavior.
4. Play: parental understanding of play and its influence on child development.
5. Teaching/Learning: parental views about child development and parents' ability to provide a supportive home environment.

PAAT instructions inform respondents that they will read statements on feelings about their child. For each statement, they are to circle only one answer. Each item includes four possible answers: (1) strong yes, (2) yes, (3) no, and (4) strong no. If parents have no doubt about a statement, they are directed to circle strong yes or strong no. Otherwise, yes or no should be circled, indicating the direction of their feelings concerning each of the 50 statements. There is no time limit.

Scoring the inventory involves assigning a numeric value of 4, 3, 2, or 1 to each of the 50 responses. The most desirable responses based upon child development research are valued 4, with diminishing values assigned to other responses on the basis of their distance from the most desirable. Scoring may begin from the left or the right. For example, the most desirable answer for item 29 is strong yes, while the most desirable response in item 39 is strong no. Both responses would be valued 4. Respondents who circled other answers would receive the lower values.

THE SAMPLE:

180 preschool mothers were selected from different schools in the Mysore south zone of Mysore District.

Table 1
FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONSES OF PARENTS ON PAAT AND RESULT OF CHI-SQUARE TESTS

| Five areas as measured using PAAT | Strong Yes | Yes | No | Strong No | X2/ P value |
|---|-------------|------------|------------|-------------|------------------------|
| CREATIVITY The child is creative and we have to encourage development of creativity. | 112 (62.22) | 43 (23.88) | 19 (10.55) | 06 (3.33) | X2=148.67**; P=.000 |
| FRUSTRATION We get frustrated with the child on many issues. | 14 (7.77) | 16 (8.88) | 30 (16.66) | 120 (66.66) | X2=170.04**; P=.000 |
| CONTROL There is need to control the child's behavior on many issues. | 105 (58.33) | 54 (30) | 11 (6.11) | 10 (5.55) | X2=134.71**; P=.000 |
| PLAY Play is essential and influences child development. | 99 (55) | 52 (28.88) | 14 (7.77) | 15 (8.33) | X2=107.24**; P=.000 |

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|---|----------|------------|------------|-----------|-----------------------|
| TEACHING/LEARNING We are capable of providing a supportive home environment. | 108 (60) | 40 (22.22) | 19 (10.55) | 13 (7.22) | X2=126.53** P=.000 |
|---|----------|------------|------------|-----------|-----------------------|

Note: ** Sig at .01 level; X2=Chi-square value; P-probability; Values in parenthesis indicate percentages.

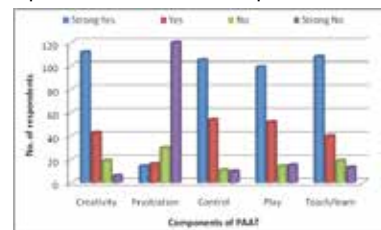
Result:

It is found that the attitude of mothers in Mysore city South block towards preschool children is as follows with respect to five areas as measured by PAAT.

1. Creativity: 62.22 % of parents strongly agree that the child is creative and we have to encourage development of creativity whereas 3.33 % of parents strongly disagree. Chi-square test revealed a significant difference between groups of frequencies of 'strong yes', 'yes', 'no' and 'strong no' with chi-square value of 148.67 with the significance level of .000.
2. Frustration: 7.77 % of parents strongly agree that they get frustrated with the child on many issues whereas 66.66 % of parents strongly disagree. Between various groups of frequencies of responses, X2 test revealed a significant difference (X2=170.04; P=.000).
3. Control: 58.33 % of parents strongly agree that there is need to control the child's behavior on many issues whereas 5.55 % of parents strongly disagree. Chi-square test revealed a significant difference between groups of frequencies of 'strong yes', 'yes', 'no' and 'strong no' with chi-square value of 134.71 with the significance level of .000.
4. Play: 55 % of parents strongly agree that play is essential and influences child development whereas 8.33 % of parents strongly disagree. Between various groups of frequencies of responses, X2 test revealed a significant difference (X2=107.24; P=.000).
5. Teaching/Learning: 60 % of parents strongly agree that we are capable of providing a supportive home environment whereas 7.22 % of parents strongly disagree. Chi-square test revealed a significant difference between groups of frequencies of 'strong yes', 'yes', 'no' and 'strong no' with chi-square value of 126.53 with the significance level of .000.

Figure 1

Frequency responses for various components of PAAT



Discussion:

It is clear from the above table showing the responses of parents on various components of PAAT, that parents in Mysore of preschool children can be rated for child-rearing practices on all subscales and overall performance for the PAAT as having better parenting attitude.

The highest percentage of parents were found having positive attitude for the frustration (66.66%- not getting frustrated with the child on many issues) subscale and the lowest percentage was for the play (55%- Play is essential and influences child development) subscale.

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