



Impact of Parental Edification and Encouragement of their Children's Academic Achievements

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ABSTRACT

This study has investigated various schools and school Organizations (such as PTA and School Councils etc.) for their Endeavour to get parents' involvement. Many studies on Parental involvement assert that when parents become involved, there is definitely a boost in academic achievement And school satisfaction, thereby resulting in a successful school setting. The study, therefore, explored ways by which schools succeed in getting parents involved, and examined the levels of home-school communication.

Keywords : Education, Achievements, Brilliance, Parental involvement.

In the past, many studies have emphatically and categorically demonstrated that family involvement promotes a student's achievement and other positive behaviours and attitudes that increases success rate in the school life (Boyer, 1999; Olmsted, 1999). By exchanging information, sharing in decision-making, helping at school, and collaborating in children's learning, parents can become equal partners in the educational process. When parents/families are involved in their children's

Education, children not only perform better in school, but schools improve as well (Pape, 1999). Policy makers at all levels have been increasingly aware of the crucial role that families and the community play in the education of their wards. The study,

Therefore, investigated ways by which schools succeed in getting parental involvement, and examined the levels of home-school communication. This study has investigated various schools and school organizations (such as PTA and School Councils etc.) for their Endeavour to get parents' involvement. Many studies on parental involvement assert that when parents become involved, there is definitely a boost in academic achievement and school satisfaction, thereby resulting in a successful school setting. The study, therefore, explored ways by which schools succeed in getting parents involved, and examined the levels of home-school communication. The crux of the research is that parents/families and schools should communicate with each other about school programmes, discipline codes, learning objectives, and children's progress. This sharing of information can be accomplished through newsletters, school handbooks, parent-teacher conferences, open houses, informal messages, and telephone calls. Schools can work through community based organizations to develop relationships with parents who previously have not been actively involved in school-parent activities (McDonald & Frey, 1999). Schools can reach out to link families to needed services and community organizations which, in turn, can strengthen home environments and increase student learning. McDonald and Frey have found that parents who are frequently involved in their children's experiences, behaviours, and attitudes towards school can influence their children's views of personal educational attainment. Educators have long suspected that parents' past experiences in school settings would have an impact on the academic socialization of their children. If the parents' experiences are on the negative

Side, that might act as a barrier for society. On the other

hand, if the past experiences of parents are on the positive side, it may enhance their willingness to participate in their children's education. The perceived effectiveness of parental education and

Association in children's education in rural Haryana is planned to be examined very carefully. Adverse conditions in schools have been common experience for our children. There must not only be reasons, but also solutions to this ever existing problem in most of the schools.

There is no doubt that parenting plays a key role in children's learning and the development of their 'Learning-Skills' needs to be a family affair. If parents overlook this opportunity and responsibility, then one key area of success is missing somewhere. Nobody learns in isolation or from just one source. Every kind of experience and interaction with others adds to learning and getting wisdom. If education/edification in its broader sense is just left to the school, then the progress of a student is hampered because the home environment and members of the family have a tremendous influence, positive or negative, on a student's attitude and thought process. Sometimes, though no fault of the parents, children can become burdened, stressed and anxious. Their attitude and behaviour may deteriorate. This may be the result of outside influence and pressure. Bullying, peer influences and pressure are typical examples that may have severe impacts on attitude and learning of students. Sometimes an unpleasant or frightening experience can leave the student with lingering trauma.

Most parents anticipate talent, extra ordinary brilliance and ability in their off springs, but this is no recipe for ultimate success. More than 30 years of scientific investigation has proved that overemphasis on intellect or talent leaves them vulnerable to failures, fearful of challenges, and unwilling to remedy their shortcomings. They develop the wrong mind-set for success. Encouragement which focuses on effort rather than intelligence and talent helps making them into high achievers not only in schools also in life. Children with a good mind-set are more likely to outperform more intelligent students. Learning is more important goal than getting grades in an examination. Parents' involvement in education has many advantages similar to the participation of other stakeholders such as teachers and learners. According to Griffith (2000:162) "Involvement of parents in their children's education has long been advocated as integral to positive childhood development and school success." Griffith (ibid.) adds that the beneficial effects of parent involvement are mostly visible

in children's academic learning and performance. In addition Squelch and Lamer (1994:93) claim "Parental involvement is vital with benefits such as improving school

Performance, reducing drop-out rates, decreasing delinquency and developing a more positive attitude towards the school." Similarly, Dekker & Lamer emphasized that "If the school (and thus education) is to be improved, we need parents who are critical and can make sensible judgements and who do not view changes in the education system as a threat" (1993:165). Again, according to Emerging Voices (HSRC 2005:119) "It is important for parents to be involved and supportive of their children's education because children feel encouraged when their parents are informed about their progress at school." Thus it is clear that it is not desirable to exclude parents from involvement in school governance when it is their children who are the main clients and potential beneficiaries of educational organisations.

Today, laws have been framed to enforce parental involvement in schools including provisions of NCLB and School Accountability Teams. Movements for community control of education such as the education of low-income children, special education students, and English Language Learners have been developed to meet the needs of students. Various districts focus on implementing strategies to promote parents, families, and community involvement (National Center for School Engagement, 2004). The Family Strengthening Policy Center (2004) established that states can develop a state-wide network to support teachers' preparation for parental involvement, and also provide technical assistance to local districts and schools on how to get parents involved. The concerned authorities must have a written policy for administrative support and training for staff, parents and community members on parents' involvement programmers. The community should be able to communicate with state education agencies and school districts to promote widespread and effective parental involvement policies and practices. According to the U.S. Department of Education (1997) a sustained mutual collaboration, support, and participation of school staff and families are required for a successful school family partnerships and children's learning. Although the success of school family partnerships is difficult to reach, it is important to note that the benefits to children and their educational success depends on hard work required to sustain the school family partnerships (Epstein, Coates, Salinas, Sanders, & Simon, 1997).

In line with the mandates of NCLB, the New Mexico Public Education Department (NMPED) has developed statewide standards which establish expectations for all New Mexico public school students. These standards require every district in New Mexico to develop an Education Plan for Student Success

(EPSS) — a long-range strategic plan to promote students' success and continuous school improvement (Parents Searching Out, 2009).

Hanke (2006) pointed out that lack of parental involvement is due to lack of helpful information to parents. Emails, phone, letters, newsletters and personal contacts can be made by schools to reach out to parents. If schools communicate

With parents regularly and consistently using the various means, the gap between school and parental involvement will be reduced. Students' expectations and achievement will increase if families show high levels of interest (National PTA, 1998). Six different areas of parental involvement are identified by Epstein and

Associate (1997): "parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community". Two types of communication exist (Tracy, 2000, cited in The Pacific Resources for Education and Learning, 2006). These two types include one-way (transmittal) and two-way communication. In one-way communication, the school disseminates information to parents on how they can help their children at home. Examples of this type of communication are newsletters and informational fliers. The two-way communication is considered much more interactive and perceived as a partnership between the school and families. Examples include surveys and questionnaires structured to collect informational data pertaining to students (The National Center for Family Literacy, 2003; The Pacific Resources for Education and Learning, 2006; Lindeman, 1977). Renal and Vivian (2007) explained that even though the invention of new technologies has made it easier for schools to reach out to parents (through emails, cell phones and internet websites),

The use of traditional methods in communication has been found to be an effective way for schools to communicate with parents, but this has been limited in use by schools because of time constraints. In addition, it has been assessed that the frequent use of mass communications (newsletters, calendars, letters and handbooks) by school educators has not been effective in changing student behaviours. However, as Jonson (1999) reported, many parents do not communicate with their children's schools due to a vast number of reasons. For example, their concerns might not be heard or responded to promptly, or they are busy at work. Despite the fact that technology is a tool providing new channels for communication, studies have shown that parents and teachers find difficulty in using them or lack access to them (Weighing & Jialing, 2007; Blanchard, 1997). Funds granted for teacher development/highly-qualified teachers be used to expand teachers, principals and other school administrators' ability to effectively engage parents in the education of their children and in school improvement. Such training might include parental involvement groups and organizations at local and state levels, and school's parental involvement plan stating the parental involvement strategies and accountability goals (National PTA, 2006).

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