



PARENTAL INVOLVEMENT AND SCHOOL MANAGEMENT IN EARLY CHILDHOOD EDUCATION

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ABSTRACT

Providing a secure and supportive atmosphere, providing opportunities for learning that are appropriate, lending assistance, and cultivating a good attitude towards teaching are all things that parents do when they are involved in their children's education. This participation starts in the home. An abundance of research has shown that there is a positive correlation between the academic achievement of children and the involvement of their parents. The influence that parental participation has on a variety of student learning outcomes, such as long-term academic achievement, attendance rates, behavioural patterns, and social and emotional development at the college level. In addition to that, this study investigates the many obstacles that hinder parental engagement and offers suggestions on how to enhance it. The purpose of this study is to investigate the significance of ethnic and cultural factors in parental participation, with a particular focus on the need of using strategies that are culturally sensitive. In addition to this, the research investigates a number of different tactics that attempt to increase parental involvement and evaluates how successful they are.

Keywords: *Childhood, Education, Parental Involvement, School Management, Schools, and Management.*

INTRODUCTION

There is a significant role that both parents and teachers play in assisting adolescents in achieving academic success. In order for students to achieve academic success, they need a supportive learning environment that incorporates key components such as all-encompassing support, intrinsic motivation, and teaching of the highest quality. Outside of the confines of the classroom, parental involvement in their children's education is becoming more important in light of the growing pressures placed on families. There are a lot of families who have to cope with challenging and unexpected schedules and situations while trying to handle school, sports, family relationships, quality time together, job, and other duties. As a result, there is very little time to give meaningful help in any one area.

Despite the abundance of studies on parental engagement in both domestic and international contexts, the meaning and effectiveness of the phrase "parental involvement in students' education" continue to be a cause of concern. There is a possibility that different people will have different ideas on the efficiency of various engagement strategies and the unique contributions that each group may offer to the process of learning. Providing a secure and supportive atmosphere, providing opportunities for learning that are appropriate, lending assistance, and cultivating a good attitude towards teaching are all things that parents do when they are involved in their children's education. This participation starts at home. An abundance of research has shown that there is a positive correlation between the academic achievement of children and the involvement of their parents. In addition, research has shown that the effectiveness of parental participation is increased when both parents and educators see it as a collaborative endeavour. It is essential for educators and parents to have a comprehensive grasp of the most successful methods of parental participation in order to assist children's academic growth. This may be accomplished by considering the perspectives of both teachers and parents respectively.

'Parental participation in education': its role

In the context of education, the term "parental involvement in education" refers to the active involvement and participation of parents or guardians in the educational experiences and academic achievements of their children. It is generally acknowledged that it is necessary for the whole growth and development of a kid, in addition to making a youngster successful in their academic endeavors.

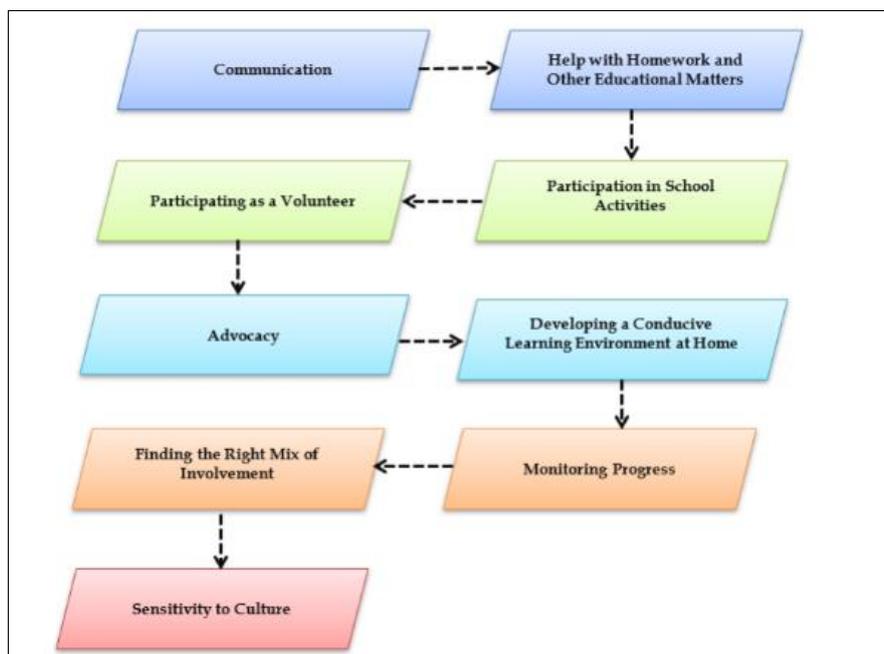


Figure 1: Parental Involvement Plays a Major Part in Education

OBJECTIVE

1. To study on The Methods for Putting Parental Involvement into Practice.
2. To study on the Education of Children and Parental Values.

Education for Children and Parental Values

Taking life at face value is something that a child does. After drawing attention to the fact that the phases of physical and virtual learning have the greatest influence on the early educational development of a child, which is the case. Listed below are some of the things that the child pays attention to and, as a consequence, takes in, which will eventually shape his formative years and maybe his whole life:

- **Relationship Of Parents**

The bond between a child's parents is something that every child will always be aware of. A result of this is that the child will pick up on and absorb the features of the parent, regardless of whether the parents are happy or constantly at odds with each other, if the parent is absent, whether they are single, or whether they live together. A direct influence on the early education of the child would be exerted by the parenting style as well as the current condition, phase, or reality of their parent-child connection.

- **Parental Influence**

In the event that they are prepared to put in the effort to be outstanding parents, parents of any educational or socioeconomic background have the potential to favourably influence the life route that their kid will take. Every word and deed that a child's parents do during the course of their childhood contributes to the formation of the child's personality, which ultimately determines how the child will fit into society. It's simply that some parents aren't able to provide their children with the suitable examples to emulate.

As the child begins to make sense of the world around him, he begins to observe, observe, and interpret the actions of the people around him. It is via his observation of his parents' acts, tactics, and approaches that he comes to the conclusion that they are the norm and makes an effort to copy them. The manner in which you eat, the manner in which you sit and speak, the shows that you choose to watch on television, the way in which you read and dress, the way in which you gravitate towards music, the degree to which you are familiar with the principles, your interests in general, sports, and so on are all examples of habits. Whenever any of these situations occurred, the child would simply absorb and adopt the mannerisms, attitudes, and behaviours that were shown by the parents.

Some examples of the conduits of influence are the actions and comments made by parents, even if they are not directed directly at the child, and other similar things. The act of a youngster attempting to imitate what they see and hear their parents doing or saying has the potential to act as a conduit of influence. As a result of the fact that the parents have generally communicated these things earlier, it is not uncommon to hear a child say things that he does not necessarily grasp.

- **Teaching of Parents**

For this reason, it is necessary for parents to make conscious efforts to impart knowledge and experience to their children. They have a significant role in the formation of the child's essential values, foundational ideas,

and knowledge of issues and events. The majority of the time, it is a semi-formal education in which the parents attempt to teach their child about a variety of issues, including God, politeness, friendship, and loyalty, among other potential subjects. It is essential to keep in mind that during the formative years of a kid, they are all like blank books, and the things that are written on the pages of their mental composition are the things that are written on them.

In the event that the parents do not finish filling up the blank book, another person will do so. If the child is exposed to views that are not accurate, it is likely that he will continue to hold such beliefs throughout his whole life. As a result of this, it is imperative that parents make a concerted effort to monitor their children's evolving views and eliminate any ideas that seem to be harmful before they have the opportunity to consolidate their influence.

- **Expressions of Parent's**

Every time a kid engages in a certain behaviour, he examines the reaction in light of his own wants, desires, and the urge for self-preservation (which are there but are not always voiced). It is possible that the youngster will choose to do the act again, or conversely, he may decide not to perform it at all, depending on how he understands this. At least until he comprehends the reasons behind his conduct, he chooses to accept actions that he considers to be beneficial and integrate them into his personality and routines. On the other hand, he chooses to reject behaviours that he considers to be bad. In light of this, parents should exercise care when it comes to passing on violent behaviour to their children since it has the potential to have a detrimental psychological influence on how their children see themselves. Imagine a kid who screams out to his parent when the parent is having a bad day and turns to face the child. Would the parent turn around to face the child?

It is possible that such a child may ultimately cease demanding attention completely out of fear of being rejected or chastised, especially by that specific parent. In the hypothetical situation that we are discussing, the other parent, the one who never showed any signs of frowning, would undoubtedly become the child's absolute favourite. This parent would have the greatest effect on the kid and would be in the best position to resolve any misunderstandings or psychological damage that the child may have encountered. Parents have a responsibility to create environments in which their children are able to freely and uninhibitedly express themselves. This is necessary in order to recognise any unfavourable feelings that the child may be developing. In addition, it is recommended that parents practise self-control and pay attention to the facial expressions they produce while their children are around.

At a young age, the attitudes that significant people around a kid demonstrate towards possible emotional arousers have a significant impact on the youngster's probable reaction when confronted with similar situations. This is due to the fact that the youngster observes these grownups and is inspired to imitate them in terms of both the acts they do and the way in which they express themselves and their thoughts. Young children take in and perceive a great deal more than adults are aware of. When adults make the error of assuming that a kid is the only one involved, they should never make the assumption that the child will ultimately forget the same thing. Young children have a tendency to remember events that occurred when they were two years old, even after they have grown up and become adults. The child is able to pick up on their parents' feelings, including their expressions of tension, laughter, anger, love, and other emotions related

to their parents. The child is able to "read faces," be able to interpret feelings and reactions, and be able to "tailor" himself to get the expressions and behaviours that he most wishes.

Techniques for Putting Parental Involvement into Practice

Despite the fact that there are challenges associated with parental engagement, there is a well-established connection between parental involvement and student achievement. The engagement of parents is seen to have a positive impact on children and the schools they attend. The next three parts of this article will discuss three major methods that parents and infant educators may use to improve their children's learning and enable a seamless transition from home to creche. These tactics can be used to increase the learning of their children.

- **Teachers' Attitudes**

In each and every classroom, babies exhibit a wide range of emotional states, have specific requirements, and have a variety of interests. It is difficult for baby instructors to consistently detect the complex emotional and social needs of infants since babies are unable to verbally articulate their wants and feelings. This is a challenge for baby education professionals. In the event that instructors are unable to fully appreciate the extraordinary requirements that babies have, they will experience challenges.

Consequently, it is of the utmost importance for educators to develop a strong familiarity with their students and acquire a knowledge of them by engaging in conversation with the parents of young children. It is possible that the perspectives and attitudes of teachers on parental engagement will have an effect. As a result of the fact that parents are the individuals who are most familiar with their children, they have the potential to supply instructors with a wealth of knowledge on their child. It is necessary for the school board to promote parental engagement as a consequence of this. Due to the fact that the school board may not be present in many childcare facilities, teachers should urge parental involvement. For example, teachers could organise a presentation or seminar on the topic of parental involvement in their students' education. It has the potential to teach educators about the importance of family involvement.

- **Attitude of Parent's**

Parents have a significant role in the development of their children throughout the formative years (Alimohammadi et al., 2017; Bronfenbrenner, 1979; Lamb et al., 2002). It is possible that some parents will only use a creche facility to drop off and pick up their children since they do not have anybody else who can babysit the children while they are involved in their job. It is possible that parents will be more likely to take part in school activities and maintain frequent communication with teachers if they have the perception that their obligations are significant to the education of their children. It is possible that parents will be able to attend meetings with the director of the creche facility. During the course of this conference, it is recommended that the significance of parental involvement throughout the infant years be highlighted. The tool is helpful in that it raises awareness among educators and parents on the relevance of the roles that parents play in their children's lives.

- **Time**

Each of the parents and teachers has a restricted amount of time. Parents who are employed often only have the financial means to pay for the "drop-off" and "pick-up" times. Furthermore, in addition to the duties that

are associated with their jobs, instructors at childcare centres sometimes have personal commitments that consume their time. Therefore, even if both parents and instructors are aware of the significance of parental involvement, it is still crucial for them to share information with one another. Educators have the ability to construct a family contact list and communicate with parents by sending them emails and phoning them. Pictures of the chores that have been completed at the facility could be included in the weekly emails.

Parental involvement conceptualization

In spite of the assertions made by a number of academics that there is no universally accepted definition of parental involvement, Okeke (2014, page 1) makes the observation that "there appears to be some consensus in the literature on the conflation of activities that together represent effective parental involvement in their children's schooling." Also, parental involvement might be described as "a circumstance in which parents are viewed as active participants in their children's education" (Okeke, 2014, page 1). This definition is available in Okeke (2014). "a combination of supporting student academic achievement and participating in school-initiated functions" is how Makgopa and Mokhele (2013, page 228) define parental engagement. This definition can be found in their article. The importance of parents being active in their children's education and maintaining consistent communication with the school is emphasised in both senses of the term. According to Mncube (2010, page 234), parental participation contributes to "awareness of, and achievement in, schoolwork, an understanding of the interaction between parenting skills and learner success in schooling, and a commitment to consistent communication with educators about learner progress." In addition, parental participation is associated with "achievement in schoolwork." Furthermore, there is a growing body of scientific research that establishes a connection between the manner in which supportive parents or guardians behave and the academic performance of pupils.

The term "parental participation" refers to a partnership between the home and the school that aims to improve the educational experience of the participants. According to Matejevic et al. (2014), page 290, the partnership orientation emphasises the significance of parents and schools working together to educate and socialise children. This takes into account the fact that children and families come from different cultural backgrounds, as well as the importance of incorporating a variety of perspectives in order to cultivate a constructive learning environment. One of the most important principles that underpins the partnership method is the collaboration between the school and the parents.

Several other attempts have been made to describe parental involvement in education, in addition to the explanation that was provided in the preceding paragraph, the traditional definitions of parental engagement include actions linked to school, such as assisting children both at home and at school (that is, when parents interact with the school and assist their children with school-related duties such as homework).

It is also possible to conceptualise parental engagement in education by using Epstein's model of parental participation. When it comes to the model, there are six primary levels. Parental involvement in their children's education and school life in general is explained via activities at each level of the programme. A breakdown of each level is provided in the paragraphs that follow in order to demonstrate the many ways in which parents may participate in their children's educational experiences.

- The first level is all about parenting; parents do all in their power to provide for their children's fundamental requirements, keep an eye on them and discipline them when it is required, and cultivate

an environment at home that places a high value on education in order to ensure that their children are successful in school.

- The second stage of development involves parents communicating with instructors and schools on their children's engagement in school activities and personal development. This period is also known as the formative stage. The significance of this level lies in the fact that it assists in the early identification of learning difficulties and encourages the participation of parents in the process of eliminating such barriers.
- The act of parents assisting teachers, students, staff members, and other parents in the classroom or in other parts of the school is what is meant by the term "volunteering." The participation of additional parents in school events might serve as a kind of support. Participation in voluntary work is the third level of parental involvement.
- Parents work together with their children's schools to cooperate on the assignment of homework and participation in activities connected to the curriculum. This allows parents to get active in their children's education at home. The concept of learning at home is the primary emphasis of this fourth educational level. The school must maintain consistent contact with the parents in order to give them with the information they need about the ways in which they may contribute to their child's education and the locations where they can do so.
- When it comes to the fifth level, which is all about decision-making, parents are responsible for making choices about the education of their children. There are a few different methods to do this, including becoming a member of school-based parent organisations, school-governing bodies, or SGB subcommittees. Not only does this position provide parents the opportunity to engage in the governance of the school, but it also gives them the opportunity to advocate for the school's overall interests.
- One of the concepts that is included of the sixth level is the concept of working together with the community. It is necessary for parents to get involved with nongovernmental organisations (NGOs) and other social groups that are dedicated to advancing education at this point in time. This will allow them to provide support to the school and work together with instructors to achieve the goal of the school.

During the process of unpacking parental engagement, two primary arguments are brought to light. The first argument is that it is essential for parents to be involved in their children's education, and the second argument is that schools should provide assistance to parents in their efforts to be present in their children's educational experiences. Both of these arguments are addressed in the following manner. As a means of increasing parental involvement in schools and providing the necessary assistance and support to parents, the section that follows offers recommendations in the form of strategies that could be required. The primary purpose of this part is to implement the major idea that has been made throughout this article.

The justification for endorsing parental engagement in school

In order for parents to become more actively involved in their children's education, it is reasonable to assume that they will need aid from the administration of the school as well as from other stakeholders involved in education-related matters. The contention that there are circumstances that prevent parents from participating in their children's education, such as "individual parent and family factors, parent-teacher factors, child factors, and societal factors," serves to reaffirm the need of encouraging parental participation in educational activities. The authors continue by stating that the elements that are unique to each parent and family include the parents' perspectives on parental involvement, the manner in which they perceive invitations for parental engagement, the circumstances of their current life, as well as their class, colour, and gender. This is in agreement with the assertion that the social and cultural capital of parents who originate from low-income homes has a negative influence on the level of involvement that their children have in school.

Some examples of parent-teacher factors include the differentiation between goals and objectives, attitudes, and the language that is used among the two parties. One may argue that differences in the aforementioned areas could make it more difficult for families to participate in school activities and for teachers and parents to work together towards a common goal. The age of the kid, behavioural concerns, aptitudes and talents, as well as learning difficulties and impairments, are all factors that are associated with children. It may be difficult for parents of kids who are experiencing these difficulties to get involved in their children's education and to make it a habit to accompany their children to school on a regular basis in order to discuss their challenges with teachers. A few examples of recognised social factors are political, economic, historical, and demographic characteristics. The lack of personal connection may be attributed to both social and cultural capital, according to the findings of some study which investigates parental engagement and clearly demonstrates the effect of both aspects.

Proactive methods for including parents in their children's education

It is recommended that proactive measures be taken towards parental engagement in education in the context of South Africa. These approaches should take into consideration concerns about the level of family involvement in education as well as the help that school administration is expected to offer to parents. According to the findings of the first investigation, these strategies are based. The condition of things in schools may be reflected in an analysis of the six methods to parental involvement in education, and putting these ways into practice might be one way to urge parents to become more involved in the education of their children.

Establish a warm and friendly educational environment.

In order to arouse the interest of parents in the schools, the ambiance at the schools has to be intentionally friendly. The environment of the school need to be physically appealing to parents from a wide range of backgrounds when they first join the institution. In light of the fact that students in South Africa come from a diverse range of backgrounds, it is imperative that no parent experience feelings of alienation from the school. Parents should not have the perception that the school is a closed institution, which would cause them to feel anxious about sending their children there. The parents of the students at the school need to feel like they own the school and that they belong there. The administration is responsible for contributing to the creation of a good environment at the school. For the purpose of fostering trust, the principle, in their role as the head of the SMT, should work to cultivate strong links between teachers and parents as well as transparent communication. To learn key office-staff abilities with an emphasis on customer service and to treat parents,

students, and visitors with respect, the administrative staff needs to participate in professional development. This is necessary in order to gain.

Encourage instructors to engage parents in their education

The establishment of routine school processes that are centred on communication and the cultivation of trustworthy and pleasant relationships between the school and the parents is of utmost importance. The instructors have a responsibility to inquire about the views, emotions, and questions of the parents in relation to the roles that the home and the school play in the educational process. During discussions with parents, there should be time set out to discuss parental involvement and to think about tactics that have been successful in the past when the school has been concerned. It is of the utmost importance to have a school file that is up to date and contains comments from both instructors and parents about what is useful and efficient. Additionally, in order to improve the capacities and capabilities of instructors in order to facilitate greater relationships between teachers and parents, a resource bank that is suited to the requirements of the school should be built. Additionally, in-service training programmes need to be developed in order to provide educators with the assistance they need to successfully engage parents and improve school resources in order to facilitate fruitful cooperation with families. The best possible answer would be to provide teachers the opportunity to collaborate with one another and learn from their colleagues. The tactics that are used to include parents in their children's education should undergo constant revisions. In conclusion, it is necessary to develop engagement strategies that take into consideration the needs of the community, the instructors, and the families of the students.

It is important to study what parents want their children to learn, how they see it, what their family is like, and the culture in which they live.

A variety of recommendations for enhancing the child's educational experience have to be made accessible, taking into account the circumstances of the parents. There is a direct correlation between the circumstances of the parents' family and the kind of aid that instructors may provide to parents, as well as the ways in which parents may assist and support their child's educational development. The teachers are obligated to devote their whole attention to the promotion of communication between the school and the families. When it comes to the education of their kid, it is essential to solicit and take into consideration the thoughts and perspectives of the parents. It is recommended that the existing techniques of engagement be updated as required in order to enhance the compatibility of invitations with the circumstances presented by families. Last but not least, new strategies need to be developed in order to enhance the likelihood of communication between the family and the school being established.

CONCLUSION

Early childhood education serves as the cornerstone upon which all future educational foundations are constructed. The parents would either give themselves a pat on the back or a kick in the head when the child grew up to become an adult. These were the two common responses. A house built on rock will not collapse in the case of a storm since it is built on solid rock. Children who have parents who are actively involved in their early childhood education to the greatest degree feasible are also included in this category. Young children take in and perceive a great deal more than adults are aware of. When adults make the error of assuming that a kid is the only one involved, they should never make the assumption that the child will

ultimately forget the same thing. Young children have a tendency to remember events that occurred when they were two years old, even after they have grown up and become adults. The child is able to pick up on their parents' feelings, including their expressions of tension, laughter, anger, love, and other emotions related to their parents. It is possible for the child to "read faces," understand feelings and reactions, and "tailor" himself in order to acquire the facial expressions and behaviours that he most wishes. The involvement of parents in their children's educational experiences has implications for the local, state, and federal governments, as well as for the parents themselves.

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