



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

Challenges to Parent Involvement in Child's Education

Ms. Trupti J. Upadhyay

Research Scholar, Human Resource Management,

Indian Institute of Business Management & Studies, Mumbai.

VIDHYAYANA



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

Abstract

One of the most difficult aspects of involving parents in a child's education is the lack of continuity between home and school literacy practices. Parents are often hesitant to work with their young children on academic skills for fear of teaching them differently than they are being taught in their early childhood center or program. This paper aims to find out the challenges to parent involvement in child's education. This work gives the insight as to the numerous benefits of school-parent relationships and how they contribute to the development of early language and literacy skills.

Keywords: Challenges, Parent Involvement, Child's Education

One of the most difficult aspects of involving parents in a child's education is the lack of continuity between home and school literacy practices. Parents are often hesitant to work with their young children on academic skills for fear of teaching them differently than they are being taught in their early childhood center or program. For example, Schick (2014) examined 127 Latino preschoolers enrolled in a Head Start program to determine the effect of continuity on their language and literacy development. The study concluded that children who experience a lack of continuity between home and school have higher literacy outcomes and score higher on assessments measuring emergent literacy. The results were somewhat surprising, as one may think that continuity between home and school would be beneficial for literacy development. However, children scoring higher as a result of a lack of home and school continuity is a result of them being exposed to diverse book sharing styles, different discussion techniques, and a wider repertoire of styles both in the home and in the classroom. The results suggest that early literacy practices do not need to be limited to traditional literacy practices and that discontinuity in certain emergent literacy practices can lead to positive outcomes for children (Schick, 2014). Nontraditional methods of engaging children are also beneficial for developing early literacy skills, in addition to the more traditional and dominant practices such as read-alouds and book



VIDHYAYANA

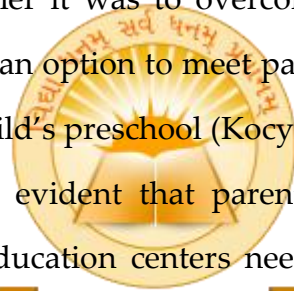
ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

discussions. Hence, parents not in the mainstream can provide quality learning experiences for their children.

Kocyigit (2015) discussed the problems some early childhood education centers face when attempting to involve parents in preschool. Kocyigit (2015) found that the following factors contributed to a lack of parental involvement in preschool: unwillingness to participate, a lack of time, too many obligations for families, a mismatch between information given and attitudes of the parents, and negative attitudes on the part of the parents. Teachers attempted to overcome these issues in several ways including speaking about the importance of preschool education and parent involvement, adjusting times of meetings, receiving help from school counselors, and trying to involve parents in decision making. This study concluded that the more parents were present in the school setting, the easier it was to overcome some of the challenges mentioned above. Home visits were also used as an option to meet parents, have discussions, and attempt in getting parents more active in their child's preschool (Kocyigit, 2015). While many challenges exist and need to be acknowledged, it is evident that parents play a critical role in their child's development, and early childhood education centers need to find ways to engage and inform parents.



VIDHYAYANA

Several different factors must be taken into consideration when early childhood programs attempt to reach out and involve parents in education, and these factors can present themselves as challenges when attempting to involve parents in their child's education. One of those factors is the education level and involvement of one or both parents or guardians. Curenton and Justice (2008) examined the literacy development of children living in a low socio-economic area in an isolated community. Through the use of questionnaires and standardized assessments, they discovered that children with more educated mothers scored significantly higher on all three subscales of a standardized assessment measuring early reading ability. They also discovered that more educated mothers reported a stronger belief in the importance of early literacy than those mothers who were less educated. All in all, students who live in areas of low-socioeconomic status



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

and have less educated mothers are at risk for poor pre-literacy skills. These students are in need of high-quality instruction in developing their emergent literacy skills in order to be successful when they enter formal schooling. There is a high need for educating parents of young children in low socio-economic communities about the importance of early literacy development as well as for providing strategies and resources for parents to support their children's early literacy development at home (Curenton & Justice, 2008).

Patterns of parental education and early literacy development have several implications for literacy programs and early childhood education centers. One implication is the involvement of fathers in the literacy development of young children. According to Morgan, Nutbrown, and Hannon (2009), fathers' visible participation in programs and at early childhood centers is low; however, they are more likely to be present, visible, and actively engaged during home visits. This suggests that while fathers are involved and play some role in children's literacy development, they are not visible in attending programs outside of the home. Morgan et al. (2009) also found a strong positive correlation between fathers who were reported to have a low involvement in children's literacy activities and children who receive free lunch (live in a low-income household). These findings indicate a need for education centers and programs to work closely with families to determine the best way to involve parents and families, specifically fathers, in the early literacy development of young children.

Understanding the methods and strategies that contribute to families and early childhood education programs working together, the significance of these relationships, and the challenges that both parents and the programs face will all contribute to the research of how parent involvement in the Early Beginning's program is impacting children's development. This literature gives the insight as to the numerous benefits of school-parent relationships and how they contribute to the development of early language and literacy skills.

Work cited:



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

- Curenton, S., & Justice, L. (2008). Children's preliteracy skills: Influence on mothers' education and beliefs about shared-reading instruction. *Early Education and Development, 19*(2), 261-283.
- Kocyigit, S. (2015). Family involvement in preschool education: Rationale, problems, and solutions for the participants. *Educational Sciences: Theory & Practice, 15*(1), 141-157.
- Morgan, A., Nutbrown, C., & Hannon, P. (2009). Fathers' involvement in young children's literacy development: Implications for family literacy programmes. *British Educational Research Journal, 35*(2), 167-185.
- Schick, A. R. (2014). Home-school literacy experiences of Latino preschoolers: Does continuity predict positive child outcomes? *Journal of Applied Developmental Psychology 35*, 370-380.



VIDHYAYANA