

The Effect of Parental Involvement in Preventing a Children's Behaviour Disorders

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Abstract

The supposition of this study is that involvement of parents in school events, which covers manifold positions of communication between parents and schools and a corporation in decision making, is advantageous for the educational and general progress of students. This article focused to explore the effect of parental involvement in preventing children's behaviour disorders. The study is conceptual review, content analysis of the qualitative approach were used to accumulate information about the subject matter. The findings revealed that parental involvement help to prevent a children's behaviour disorders. However, it also indicates that parent's involvement do not only benefit the children's educational performance but also influence in many aspects of their life including the way they behave. For that, government as well as private agencies have to work immensely to ensure the successful involvement of parents. Parents also have to understand that they are primarily needed to provide good citizens who are morally sound.

Keywords: effect, parents, involvement, preventing, children, behaviour disorders.

1. Introduction

Recent educational expansions in various countries have shown a rising importance of the concept of parental involvement (Suresh, 2012). The study was executed by the Education Policy Studies Laboratory – School Reform Proposals. It indicated that children at the age of 18 have naturally consumed only thirteen percent (13%) of their daily lives at school. Families most importantly parents have a part in determining the outstanding eighty-seven percent (87%). Family particularly the parents are in point of fact that they are first and most influential educator, not the school teacher (Walton, Yahiya, Gamal, 2014). It commonly acknowledged that parental involvement enhance quality as well as improvement in children's learning which will eventually give birth to potential graduates who are morally sound and productive in the country. However, if a school is to recover learning achievement, it must improve the obligatory variables of expectation, to do this parent must involve (Charlotte, 1976). Lack of parental involvement caused the poor condition and ineffective learning among children. So is the school's responsibility to make sure that parents get involved. In a survey study comprising 307 higher school teachers, 60% of the teachers responded with small contact with parents regarding their children's schooling (Dornbusch and Ritter, 1988). Conversely, involvement of the parents in public schools has already been documented by educational researchers as beneficial to the academic goals. Many educators as well as individual in public generally valued it. However, despite this support of its value acknowledged by many people, current studies indicate its underutilization by many parents at all levels of education. Furthermore, the participation of parents at higher level mainly become lowest than in secondary level (Alyssia, Gonzales and Patricia, 2005). Some of the reasons that hinder parents to get involve in their children education include; cultural differences with teachers, difficulty in getting permission from work, psychological barriers due to personal academic failures which are related to socioeconomic status and the educational level of the particular parents (Finder and Lewis, 1994). The present study will focuses to review how parents' involvement prevents a children's behaviour disorder.

2. Definition and Concept of parental involvement

There is no a single agreed and accepted definition of parental involvement; it was differently defined by various researchers. According to Majoribanks (1983), parental involvement entails certain rules and regulations that parents carry out for their children at home that are mainly established to assist them educationally. However, parental involvement according to Stevenson and Baker (1987) was also defined as parents' participation on the issues concerning the school activities. Furthermore, Grolnick and Ryan (1989) described it as a commitment of

parents and their constructive consideration to their children educational process. In application, Parental involvement is determined to comprehend various parental behaviours and practices, which covers parental expectation for their children academic's achievement and transfer of such expectation for their children (Bloom, 1990). It similarly defined as reasonably interaction between teachers and parents concerning the educational development of children (Epstein 1991). Conversely, it often defined as communication between parents and children on the issues that are related to their academic learning (Christenson et al. 1992).

Parental involvement is usually denoted to as parents' participation in their children's schooling with the determination of stimulating their educational and social achievement (Fishel & Ramirez, 2005). In another definition Jenning K and Bosch C. (2011) revealed that Pushor and Ruitenberg (2005) viewed parental involvement by way of ". . . Allowing parents to give their contribution in conjunction with educators in the children's learning achievement, sharing together their familiarity with children, education and learning". This kind of involvement signifies a collective tactic to the upbringing of children. In a study conducted by Mafa and Esther (2013) that aimed to determine the degree of parents' contribution in the schooling of their children in Zimbabwe's rural primary schools. Based on the research findings, most participants articulated that the concept of parental involvement destined that parents will be playing a role in the education of their children.

From the above, one will grasped that the above mentioned definitions that suggested by numerous researchers are very close in meaning to each other, because each one of them tries to restrict the meaning of parental involvement as parental struggle towards the victory and success of their children's education. In summary, parental involvement can be a label as parental contribution as well as taking part towards the learning goals' achievement of their children. It does not limit to only their participation in the school; rather it goes beyond the school's environment. To ensure the success of this partnership both teachers and parents have to strive positively to fulfil their responsibility of upbringing the children with sound knowledge and social well-being.

There is a slight difference between parental involvement and parental participation even though some of the researchers used the two terms interchangeably. Smith et al. (2007) describe both Terms as follows: parental involvement entails the participation of parents at both school and home in the background and Schooling of their own children, where they defined parental participation as the vigorous support of parents in activities that are related to only school. This involvement of parents often divided into two namely institutionalised and non-institutionalised forms. The first one involves participating in an institution such as in the parent council or school governance. However non- institutional structures entail participation in which parents help teachers through instructional activities like escorting children on school journeys, cleaning toys or assisting in the school public library (Karsten. and Sligte, 2006).

From the above point of view, it will become naturally that the term parental involvement meant certain involvement of parents in their children's education in both school and beyond the school, while parental participation restricted to only their support within the school matters. This consequently indicates that parental involvement is general while parental participation is particular. However, parental participation is part of parental involvement; therefore, parental involvement could never be separated from parental participation. This is the reason that might be lead some researchers used the two terms interchangeably.

3. Concept of behaviour disorders

The behavioural disorder as indicated by Kavale et al (2004) is an expressive disability characterized by the following:

1. An inability to learn which cannot be explained by intellectual, sensory, and health factors.
2. An inability to build or maintain satisfactory relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

From the above, it will become evidently that Children who have behaviour disorder are usually referred as 'immoral kids' because of their wrong behaviour and denial to accept instructions. However, it can be summarised as any of numerous forms of behavior that are measures unsuitable by memberships of the community group to which one belong to. Furthermore, if one of the students typify with one of the mentioned characteristics can be asserted with behaviour disorders. Conversely, a child cannot be expected to behave positively in all the time, parental involvement and constant caring can remedy and improve behaviour.

4. Parental Role in their Children's Education

Parental role construction defines as the set of activities that parents become an important and appropriate for their role of actions with and on behalf of their children. Parental role structure has an influence based on expectations and aspirations of parents and those related them that including the memberships of the family, peers, and school personnel (Hoover-Dempsey and Sandler, 1995). Parents play a significant role in learning

achievement of their children education. The task start from the early ages of children up to the level of maturity, this is through their interaction with them in positive and supportive way as well as enriching them with learning experiences because of the obstacles and barricades that are associated with learning. Charles and Alberto (2003) in their study indicate that parental involvement takes many forms which include; virtuous child-rearing in the family, the provision of the secure and stable environment, intellectual stimulation, parent-child discussion, good model of constructive social and educational values and higher aspirations relating to personal fulfilment and good citizenship, contact with school to part information, contribution in school proceedings, input in the work of the school and partaking in the school governance. This means that the parent can play a significant role towards their children learning based on the mentioned areas in the school and even beyond the school activities. But we have to be cautious that the actual involvement of parent in their children education occurs when their perceptions and beliefs is confident about education-related activities, putting in mind that they have an appropriate aspect of the parenting role.

According to Heath (2014), children start their life together with their parents as a family where parents face new significant challenges concerning developing their children's growth and development. However, the parent's care for their children affects the whole area of their early and future life. Similarly, the interaction that parents build with their children lay a basis regarding the social and emotional development that affect their future life. Moreover, parents who are usually responsive to their children contribute to the promoting of child trust and attachment.

However, many studies conducted by different researchers have shown that the role of parents concerning their children's education differs by social class and ethnicity. Some of the studies indicate that working-class parents are more expected to interpret the teacher as most deserve the person to handle the education affairs of their children than the upper-middle-class parents (Lareau, 1989). Moreover, mothers with low-income who are working or attending an academic full time were less involved in elementary education of their children than their counterpart mothers in the traditional ways. In addition to this, they also found a considerable evidence that mothers who are working developed alternative involvement plan based on their commitment and circumstances, such as telling children to come to their working places after school, and building a teacher conferences through telephone (Heather B, Mayer E, Kreider H, Vaughan M, Dearing, Eric, Hencke, Rebecca, & Pinto, Kristina. 2003). Regarding the socio-economic status Holloway ethnographic study of low level of economy ethnically diverse mothers, the women took uniform expected goals of the preschool activities, but found that women varied as far as their thoughts and perceptions regarding their own role in preparing their children for school (Holloway, Fuller, Rambaud, & Eggers-Piérola, 1997).

Supporting the above points of research findings, Petrie and Holloway (2006) conducted a research investigating the mother's view about their roles in their children education and their expectation towards their children pre-school, focused to contrast the opinions of mothers with different degrees of parenting self-efficacy as well as contrasting the perception of working class and middle-class mothers of pre-school age children. Sixteen women were selected for interview, directors of twenty-one public pre-schools in the San Francisco area were asked to share information in the study with mothers having children attending pre-schools. Their findings indicate that many mothers were involved in learning activities that enhanced academic skills at home. Moreover, working mothers are not likely to pressure their children to learn at home than middle class mothers. Most of them also agreed that preschool fundamentally is a place where their children enriched with social skills, but the parent put less emphasis on the academic affairs of pre-school. While most of the mothers exposed their sense of challenge in providing a discipline that is effective, only lower efficacy mothers expected the preschool to give construction and control for their offspring. They also discovered that Working-class mothers seem to be more often interacting with the teachers informally in the classroom as well as community occasions planned by the playgroup than middle-level mothers. Working-class mothers with little efficacy utilised the playgroup staff as a medium of support and advice regarding their parenting, as well as a source of social interaction, while middle-class mothers depended on other sources of support. From the above, one can prove the above statement that parental role towards their children education varies depending on the socio-economic status, commitment and parent level of education.

5.1 Dimensions/Types of Parental Involvement

Different researchers utilised parental involvement in various ways depending on their different perception of the concept. However, the effects of involvement of parents on their children learning outcomes also differ depending on which types of involvement learning outcomes were examined by the researcher (weihua F and Cathy M, 2009). This is might be due to the misconception of the concept (parental involvement) and unclear operational definition of the term. Grolnick and slowiaczek (1994) in their study parental involvement in children schooling pointed out three types of parental involvement that encompass of behavioural, intellectual, and personal aspects. However Charles and Alberto (2003) in their study titled indicate that parental involvement takes different form which include; good parenting in the home, the provision of the secure and

stable environment, intellectual stimulation, parent-child discussion, good model of constructive social and educational values, and higher aspiration relating to personal fulfilment and good citizenship; contact with school to part information, sharing in school happenings; contribution in the activities of the school and partaking in the school governance. Fans (2009) also empirically determine a seven component of parental involvement namely; television rules, communication, contact with the school, parent-teacher association, volunteering, supervision and educational aspiration. Weihua F and cathy (2009) in their study aiming to explore the influence of parental participation on children academic self-efficacy, engagement and intrinsic motivation have fragmented some variables regarding parental involvement which include; school to home communication, parental values, parental involvement in school functions, and surveillance of homework and reactions towards grades.

From the above, it will become naturally that parental involvement is an elusive term that is why researchers used the term in their studies with a different perspective. As a result of this, the impacts of variables (parental involvement and students' academic outcomes) become different depending on which aspects were examined. However, some of the types of parental involvement that have been used by various researchers were similar, and some were used interchangeably.

5.2 Epstein's Framework

Epstein (2001) a leader in parent-teacher and school partnership discovered six types of parental involvement often known as Epstein framework based on the overlapping spheres theory. This structure contained the essential component of parental involvement which finds that successful programs incorporate the whole six. It also used to examine parents' involvement in the school settings. Numerous well-structured schools nowadays are now applying the model for the betterment of children's learning achievement. These include parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. These components will help child to have success in various aspects of his study, even though the components was initially formed to facilitate academic achievement where they often contribute to assist parents, teachers as well as students to achieve the learning goals. Presently the component are utilised as constructed types of parental involvement where many researchers aspiring to conduct a study on parental involvement use it as determiners/constructs/types/factors and predictors of parental involvement. This eventually facilitates and guides them in designing a questionnaire on parental involvement.

6. Effect of parental involvement in preventing children's behaviour disorders

A real partnership between parent and school is one of the most imperative pillars of the academic success. Parental involvement frequently assumed as exact activities, compartments, and Practices that parents occupy in, to support their children's schooling. These activities can take place in a diversity of settings comprising a child's school, home, or community. The reason is that, parents are the source and primary educators of their children. In this case, if they provide a full cooperation towards their children's education, a learning objective shall be achievable (Saulwick, 2006). It is obvious that preventing a children's behaviour disorder is one of the academic aims and goals. Many studies have also indicated that involvement of parents in their children education positively associated with learning performance. It also associated with attendance, discipline, child behaviour as well as quality of teaching (Michael, Dittus, & Epstein, 2007; Leithwood & Steinbach, 2002). Many studies showed that the parental involvement enhance learning motivation among children. Motivation that is the goal oriented is believed to affect human behaviour in various situations like learning, thinking, perceptions, creativity, and feelings.

Erickson (1950) revealed that when a child was in 7-12 years old, he will more like to learn things and master some skills such as writing and reading competing with his friends and other children at home or school. In this stage if parents and teachers encouraged and reinforced him positively through praising and gifts, will make them to feel that they are productive, so at long last this will help to make him more productive in the society. He also asserted that at 13-19 years old a child will also start to feel mixture of emotions. The child in this stage like really to know who is he via the roles and activities he plays in the community. The moment he failed to do so will have a kind of confusion which may affect his adulthood life and also affect his behaviour. Conversely, Ecological system theory that was developed by well-known psychologist bronfenbenner (1997) indicates that the human being developmental stages are influences by the several type of the environmental system. This approach is often known as the human ecological theory. Sarah (2012) state that the theory will help people to fully understand the reason why we may behave differently when we compare our behaviour in the presence of our family as well as our behaviour when we are in the school surrounding or at work places. She added that the theory shows that we met deferent environment via our life which may eventually affects our behaviour in varying degrees. For example, *The Mesosystem* of the theory involves the children's relationship and interaction with above categories of people (parents, community, and school) in individual life for a particular purpose. This shows that the experience of our family is probably related to our school experience.

Sarah (2012) at this point stated an example that “if children are neglected and abandoned by their parents they may probably have a little chance of developing positive attitude towards their teachers. Angela (2008) emphasize that if child’s parents in this stage play a meaningful role in his school like attending parent-teacher conference and any school’s activities concerning him, it will help ensure the child overall growth. In contrast if the child’s parents disagree how to train him best, and they give their child controversial lessons, this will negatively affect a child’s growth in different channels. It is evident that overall growth of the children includes their behaviour and social well-being.

Conversely, Overlapping spheres theory of influence entails inter-relationship that existed between family, school and community. This theory was developed by Epstein of John Hopkins University (1991) where he describe that school, family and community are directly influence the way students learning and their development, this shows that the theory has direct interaction between parent, students as well as their teachers, and also help to point out the role that environment and parents play in promoting the learning achievement of children. The overlapping of parents into their children’s education help to create positive attitude among them.

Furthermore, If a child mistreated by his parents and may be by his teachers also will be evident in his behavior as well as his manners and consequently lead him to treat innocents people in the same way he has been treated, thinking that all the people are equal. However, Parent Forsaking Their Responsibility from Children is another factor also that has a great impact on children negatively. If parents neglect and abandon their responsibility that they had on them will lead their children to go out fighting for their survival and eventually the children will not fully respect the parents ((Abdullahi Nasih 2000). The above statements showed that parents play a vital role in eliminating the children’s behaviour disorders. If parents disregarded the education of their children and refused to involve in their schooling will affect their children’s behaviour negatively not only their performances. Therefore, based on the above findings one can understand that immorality is significantly associate with lack of parents’ involvement in their children’s education.

7. Conclusion

The discussion in this study has proved how significant of parental involvement is in averting a children’s disobedience and social disorder. Parents’ involvement benefits the children in different ways such as students’ increase in attendance, attitude improvement, preventing children’s behaviour disorders and learning achievement. The attitude of the parents signifies the supporting nature of family in their children’s education. Lack of parental involvement caused the poor condition and ineffective learning among children. However, lack of parental involvement is the most challengeable issue in eliminating the children’s behaviour disorder, So is the school’s responsibility to make sure that parents get involved. People have to know that children’s education is an integral and mutual duty for both parents and teachers. Focusing on teachers only in providing the education to children would not help to have successful learning. School cannot work isolated or independently for the purpose in which established for, without the involvement of parents. For that, government as well as private agencies have to work immensely to ensure the successful involvement of parents. Parents also have to understand that they are primarily needed to provide good citizens who are morally sound.

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