

Impact of Parental Involvement of Slum Children's Education in Odisha with Reference to Bhubaneswar City

Dr. Dipti Ranjan Malik
Department of Sociology
Email - ranjan.dipti12@gmail.com

Abstract: Parent's plays major role in children's education, due to the workload and busy schedule most of the parents haven't given time for their children's education, now it is one of the major issue in this paper the researcher try to study five schools among different slum settings and the size of the sample is 120, as children are the future of the nation, so it is very important to highlight above issue. Parental involvement means equipping schools with the necessary resources to allow them to engage parents in more meaningful ways; exploring other avenues of communicating with parents and sensitizing parents on the need to be actively involved in the education of their children.

Key Words: parental involvement, Children, Study, Education.

1. INTRODUCTION:

Parents are the first teacher of all the child so the parent and their child relation is very vital, while children are starting going to school, it is very important of every parent to keep proper communication with children and school, parental involvement in children's education means school and community come together for the betterment of the child. It also means some degree of participation by parent's at all major stages of an early education program.

According to **Malik, D. R. (2020)**. Parent's involvements which include many different activities like the amount of participation with their children's home work and other school activities which are directly or indirectly affect their children's performance. According to **Vandergrift & Greece** there are two key elements that working together to make up the concept of parental involvement. First one is level of commitment of parental support; the second one is a level of parental activities and participation. This combination of level of dedication and dynamic participation makes a parent involvement. Most of the of the research has shown that one of the most precise predictors of child's attainment in school is not the family income or parental educational level, but the extent to which parents become actively involved in them. So it is very important that the involvement of parents in the learning process of education.

1.1. SIGNIFICANCE OF PARENT'S PARTICIPATION:

Parent participation plays very vital role in the development of a child. Many researchers have shown that high levels of parental involvement are associated with high and positive result of academic attainment and social-emotional proficiency during the childhood and youth. But whenever people talk of parental involvement the focus is more on mother rather than father. If we see the modern family father is the head of the family and he is the only bread owner of the family in some cases mother also involve in this activity. Greater educational attainment and greater social emotional development only possible on parent involvements in their children's daily activity. Parental involvement means they can become more involved in helping their children improve their school work providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

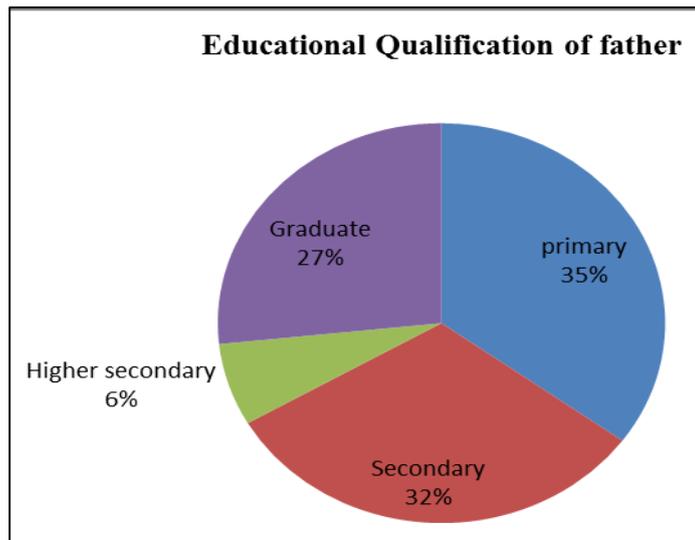
1.2. OBJECTIVE:

To find out the role of parent in children's education

2. DATA COLLECTION:

A sample is 120 parents (60 mothers and 60 fathers) were selected for the study from five schools in Bhubaneswar slums. Here the researcher was used Purposive sampling. According to the availability of the parents and researcher. Those who were willing to participate in the study were given the research tool which was translated into English to Odia (local languages) and appropriate instruction and purpose of the study was explained to them. Analysis was done using SPSS software. The data obtained was analyzed in terms of percentage.

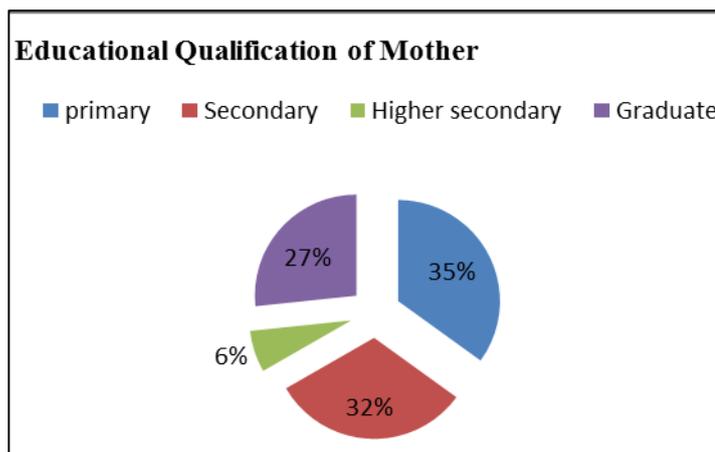
2.1. DISCUSSION:
Charts -1



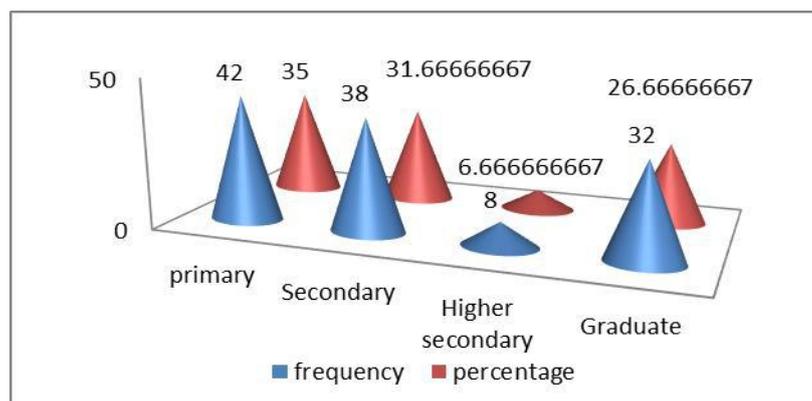
The above chart reveals that 32 percentages completed primary education 35 percentages completed Secondary education. 10 percent completed higher secondary educations there are no 23 percentage of respondents is illiterate. The educational level of the father and other elder siblings has an impact on the educational progress of the child. As the level of father education are low, it was very difficult to help their children for study activity, generally fathers were involve other activities, they didn't give more time for their children's education.

Charts-2

Distribution of Respondent on Education Attainment of the Mother

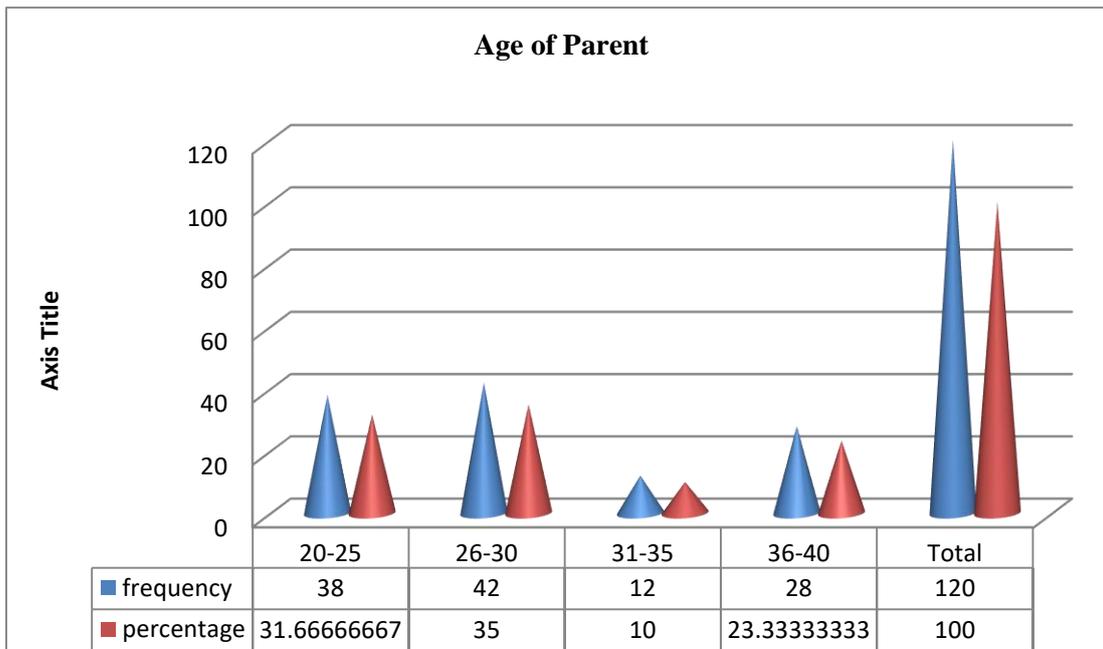


Above data shows that 35 percent mothers have primary education, 32 percent mother have secondary education, 6 percent have secondary education, and 27 percentages is illiterate. As mother education is very important for children's development but here very less of mother have higher secondary education so it affects their children's education. they support their children emotional way, all are encourage their children's education most of the time they are residing in home they are giving more time for their children's education.



Figures-1. Distribution of Respondent on Expectation of Parent as to the study Level of Children

The data shows about the aspiration degree of the parents towards the children 35 percentage of parent want his children will have completed primary education and 31.66 percentages of parents want secondary class. 6.6 percent higher Secondary and 26.6 parents want complete up to a college degree, 5.25 percentages of parent wants their children have to be completely professional course and only 26.6 percentages is not interested in graduate. The data clearly reveal that there is a general consciousness about the significance of education among these deprived groups. The parents want their children to break the spiteful round of educational backwardness and gain higher education. But the household environment where these children go put restrictions on them and as a result a large number of children drop out before finishing the primary or upper primary levels. And those who survive, only few of them attain the competency level corresponding to their level.



Age of Respondents:

The dc information of parents who participated in the study is shown in the above table. Majority 31.6 percentage of parent were in the age group of 20-25 years where as majority 35 percentage of parent were in the age group of 26-30 years. 23 percentages of parents have 36-40 years.

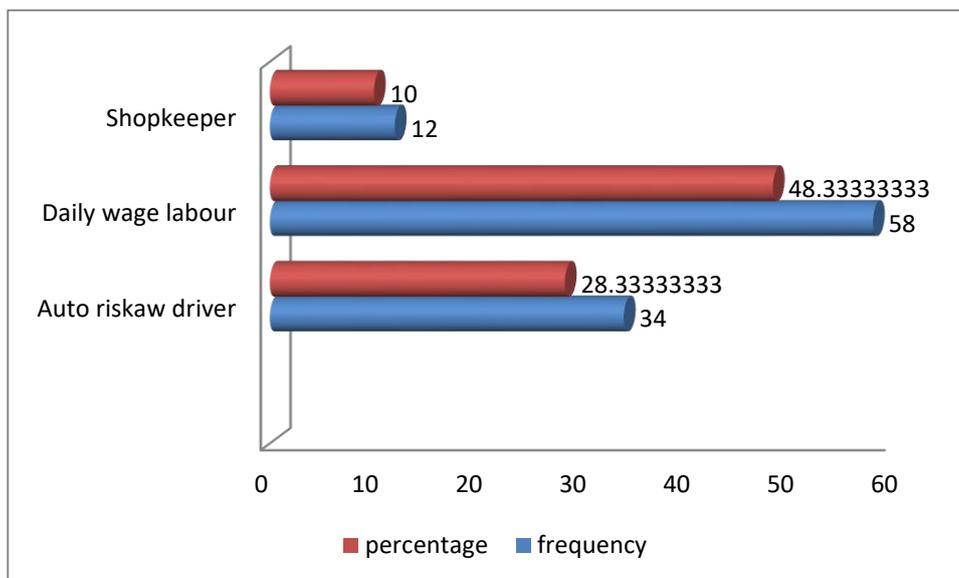


Figure-3 Occupational outline:

Majority of the parent were daily wage labor, 10 percent parents were shopkeeper 28.3 percentage of parent were Auto driver. As parent had different profession they are giving more time for their job only so it had a major effect on their children’s education. One of the reasons for fathers to perceive problems and barriers could be due to their business and long working hours and failure to manage time. Mothers are more involved because they work as professionals and can manage their time better to involve in their child’s education.

3. CONCLUSION:

In this paper, the nature of parental involvement in children's education in the early years of school is investigated, as well as the relationship between parental involvement and children's learning competence. The research shows that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students. Looking more closely at the research, there are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. Programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, show particularly impressive results. Along similar lines, researchers have found that the more active forms of parent involvement produce greater achievement benefits than the more passive ones. However, considerably greater achievement benefits are noted when parent involvement is active when parents work with their children at home, certainly, but also when they attend and actively support school activities and when they help out in classrooms or on field trips, and so on. Early childhood education programs with strong parent involvement components have demonstrated the effectiveness of this approach. Research in this area indicates that parents generally want and need direction to participate with maximum effectiveness. Orientation/training takes many forms, The research also reveals that improved parent attitudes toward the school and improved parent self concepts characteristically result when parents become involved in their children's learning. Parents often begin their participation doubting that their involvement can make much difference, and they are generally very gratified to discover what an important contribution they are able to make. In this connection, it is important for school people and parents to be aware that parent involvement supports students' learning, behavior, and attitudes regardless of factors such as parents' income, educational level, and whether or not parents are employed. That is, the involvement of parents who are well-educated, well to do, or have larger amounts of time to be involved has not been shown to be more beneficial than the involvement of less-advantaged parents. All parent involvement works and works well.

3.1. Barriers to parental involvement: Despite the benefits accruing from parental involvement, participants advanced a number of barriers they experienced in their attempts to involve parents. The frequently mentioned barriers were that: Some parents lacked knowledge and were uncooperative: This barrier was identified by almost half of the participants. It was argued that such parents could not supervise their children's homework neither could they assist with the homework. The problem was that when called to come to school to discuss their children's achievement, they hardly responded positively. One participant explained that: Parents may be called to attend to problems of their children and may not come or even refuse to come. Relationship between teachers and parents is a barrier that causes parents not to be free to come to school. Time factor were one of the major barriers is time because all are busy their activists it was very difficult to gather in a fixed time. This barrier was associated with working parents, Communication problems. The study arrived at the following conclusion: First, teachers and school heads were aware of the meaning of parental involvement. Second, they were also aware of the benefits associated with involving parents in the education their children. Third, schools were not maximizing the benefits accruing from parental involvement because of a number of barriers. Fourth, teachers and school heads knew strategies that could be used to enhance parental involvement. The following recommendations are made: First, schools must be encouraged to strengthen home-school ties. Second, responsible authorities should equip schools with the necessary resources to enable them to involve parents in more meaningful ways. Third, parents need to be educated on the need for them to be actively involved in the education of their children. Fourth, future research on this phenomenon should also seek views from parents and children.

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