



PARENTAL INVOLVEMENT IN CHILD'S ENVIRONMENTAL EDUCATION AT ELEMENTARY STAGE OF EDUCATION

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Abstract

Parental involvement in child's environmental education has been a topic of interest among those concerned with optimal developmental and educational outcomes for preschool and elementary school children. The study describes, the correlates and forms of parental involvement, as well as teacher and school influences on involvement, has been an important part of the current effort to understand why parents choose to become involved and why their involvement often functions to create positive outcomes for their children. This research focused on parents perspectives on involvement. Recommendations for policy and practice are necessarily focused on parents and on school interaction with parents. If parents come to the school-family relationship with strong to moderate standing in both areas, they will likely find through parent-initiated interactions with schools ways to be effectively involved in their children's environmental education. And the need for environmental education is today recognized by every reasonable adult.

Keywords: Parents, Environment, Education, Correlates, Involvement.

Introduction

Parental involvement in child's environment education is thus a central one in the development of science of society. It is assumed that the involvement of parents in environment education particularly in the case of the children studying in the government schools in Manipur has been decreased because of various factors, whereas in the case of parents of private schools, such involvement is prominent. It is felt that the investigation into the extent of involvement of parents in environment education systematically and scientifically is the need of the hour. Parents are the chief socialisers of informal education. At every stage of child's proper growth and development care and attention of the parents is highly called for. The researcher explained about the processes and mechanisms most important to parents, thinking, decision making and behaviour underlying their decision to become involve in their children's environmental education.

Objectives

1. To study the status of involvement of parents in education of their children.
2. To make a comparison between the parents of the students studying in the government schools and private schools.
3. To study the relationship between the educational level of parents and parental involvement in environment education.
4. To study the relationship between the profession of parents and parental involvement in environment education.
5. To study the differences in the educational involvement between the parents of the students studying in government and private schools.
6. To suggest the remedial measures.

Review of Literature

Involvement of parents in child environmental education, general invitations, demands and opportunities for involvement refer to parent perception that the child and

school want them to be involved. Literature in the area has generally focused on the involvement of parental choice, activities and environmental influence.

Research Design

In order to undertake any research work it is necessary before hand to plan and design all the procedure and methods to be used in it. From Imphal District (East & West) to ascertain the parental involvement in child's education, the researcher selected 300 parents (i.e. 150 from Govt. Schools and 150 from Private Schools) by purposive sampling. The selection has been done through the advice of resourceful persons from the office of "Directorate of Education Manipur". The survey method was used to collect the data from the sample with the help of a self made questionnaire. The study is limited to the parents of Imphal district whose children study in government schools or private schools. The researcher formulated a questionnaire with the statements carrying the necessary instructions. In order to keep administration uniform, the investigator personally visited the schools to collect the data. The investigator first acquainted the students with the purpose and then requested the students to get it filled from their parents. After their parents responded, the researcher collected the questionnaires and after proper scoring the analysis was conducted with the help of frequency, percentage and correlation.

Findings

The private school parents have highly favourable attitude of involvement of the private school parents than that of Government school parents. As a result position holder are coming out from private schools which is consistent to the report published by the Secretary, Board of Secondary Education, Manipur which clearly mentions that the private school student are in the top 10 list for the last ten years i.e. (1997-2009).

There is significant relationship between the educational level of parents and parental involvement in environment



education. The analysis shows that there is significant relationship between the profession of parents and parental involvement in environment education. There is significant difference in the educational involvement between the parents of students studying in government and private schools.

The researcher across a variety of disciplines observes that mother are the parents most closely involved in children education, a pattern that appears related to traditional beliefs about gender roles, socio cultural perception and gender-linked patterns of power distribution in societies. The dynamics variables implicit in parents thinking and behaviour choice related to involvement may help to understand more precisely why parents make their involvement choices. Ultimately, this information may help us understand how a parent's involvement choice may be linked to educational outcomes, and how those who wish to improve the parent's involvement and success may reasonably act to do so.

Suggestion

1. To focus on parents and on school interaction with parents.
2. Ecology of school policy and social values that is they must be set within the content of recommendations for action from other domains important to understanding and supporting the family school environmental relationship.
3. Improved parent - staff relationship as a function of parental participation in school activities.
4. Knowledge of parental involvement and its influence

on environmental educational outcomes for children is likely to be enhanced as researchers and policy makers focus on the benefits it may create for all involvement in the process - child, parents, school and the environment as a whole.

Conclusions

It could be said that taking care of the child for three or four hours a day is not enough. Parental involvement is very essential and it should be life long process for the overall development of the child. Lastly, Private School parents are more serious in their child's education environment because of the demands and opportunities for parental involvement presented by both the child and child school.

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