Parental Involvement in Early Childhood Education

This dissertation, "Parental Involvement in Early Childhood Education and Children's Readiness for School: a Longitudinal Study of Chinese Parents in Hong Kong and Shenzhen" by Yi-hung, Lau, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation.
Abstract: Much of the research on parental involvement in education has focused on its positive influence on school-aged students in the western culture. This thesis examined Chinese parental involvement in the early years by conducting three empirical studies in Hong Kong and Shenzhen. Study 1 was designed to be qualitative in nature to examine kindergarten teachers' and parents' perceptions and practices of parental involvement by conducting focus group interviews with 35 teachers and 41 parents. Responses revealed that teachers and parents defined parental involvement differently, in which teachers defined it as parents assisting the teachers or the school, while parents defined it as the support they provide for their child's learning and development. Respondents also had varying opinions about the current parental involvement practices and discussed different family, school and child factors that influence parental involvement. Study 2 investigated the association between parental involvement and children's readiness for school using a sample of 431 children. Parents' involvement was examined using parents' self-report, whereas readiness for school was assessed using two child tests and parents' report. Results indicated that parents practiced more home-based involvement than school-based involvement. All parental involvement dimensions significantly predicted overall readiness for school; however, only the dimensions of Language and Cognitive Activities and Home-School Conferencing were found the significantly predictors of children's Chinese literacy and cognitive development. Study 3 was a follow-up investigation of the changes in parents' perceptions and practices of parental involvement during the transition from kindergarten to primary school. Individual interviews were conducted with 18 parents three months after their child's school entrance. Compared to their involvement during the kindergarten years, most parents indicated a shift to become more academic oriented in their involvement and expressed their dissatisfaction in the distant parent-teacher relationship in the primary school.

Implications, limitations and future research directions on this topic are discussed. DOI: 10.5353/th_b4723038 Subjects: Early childhood education - Parent participation - China - Shenzhen Shi - Longitudinal studies Early childhood education - Parent participation - China - Hong Kong - Longitudinal studies Readiness for school - China - Hong Kong - Longitudinal studies Readiness for school - China - Shenzhen Shi - Longitudinal studies

Exploring the importance of parental engagement in early childhood education, this book delves into research and practices in 25 countries to bring students, researchers, teachers and policy-makers insights into working families around the world. The incorporation and consideration of parental engagement and involvement in early childhood education are a new phenomenon to many countries. Yet, increasing research recognises the importance of parental engagement and involvement in early childhood education services, and the role both parents and teachers play to support children’s learning and development. Using a range of materials from curriculum to policy documents, Garvis et al. demonstrate differences in practices and terminologies pertaining to the topic and provide an international perspective on the importance of parental involvement and engagement in early childhood education services. The content covers a range of countries as well as countries beyond an ‘Anglo-Saxon’ perspective. The different policy settings across these countries highlight how countries work with, and involve, parents differently, which is useful for jurisdictions where early childhood education is a developing aspect of a country’s education system. Looking at cultural influences, partnership
approaches, parental collaboration, institutional dominance and child involvement in parent meetings, the content offers readers real understanding of parental engagement and involvement in different settings. The readership includes students in early childhood education, and researchers, teachers, policy makers, and general members of the public interested in parental engagement or involvement in early childhood education across the globe.

A lot of work has been done in Early Childhood development and the involvement of parents and, because parental involvement is crucial in children's development, a number of strategies to involve parents have been designed and implemented. The activities to support physical, social and mental development are always apparent to the teachers and parents, although those associated with spiritual and emotional development are less clear. The parent support activities are implemented by parents, teachers and SMC members to ensure that they put into practice the support geared towards child development. The level of education of the parents however influences the level of support given to children especially with regard to their intellectual development. This book therefore looks at the domains that have to be supported and the role that has to be played by every key stakeholder in the development of children. The work of ECD supporting institutions like MRCU in Uganda is fundamental to ensure better practices of parental involvement and hence development of a holistic child.

This volume focuses on how family-school partnerships are conceptualized, defined, and operationalized as well as the research that is needed to advance these foundational issues. Each chapter integrates prevailing approaches into a research-based framework for supporting learning from pre-K through high school. The book incorporates structural and relational methods into the larger context of educational processes to promote research about collaboration and to improve the academic and behavioral development of students. Diverse theories and models of family-school alliances demonstrate approaches and interventions that are goal-directed and strengths-based, respectful and responsive. In addition, the book analyzes cognitive, behavioral, and interpersonal aspects of partnership and discusses different methods of assessing parental involvement and student outcomes. Included in the coverage are innovative, agenda-setting discussions on: Definitions and conceptual frameworks of family-school partnerships. Need-satisfying partnerships. Diverse parent perspectives and participation. Measurement of family-school partnership constructs over time. Foundational Aspects of Family-School Partnership Research is an essential resource for researchers, professionals, and graduate students in child and school psychology, educational policy and politics, family studies, developmental psychology, sociology of education, sociology, and anthropology.

This study compared 120 Chinese immigrant parents and 127 English speaking non-Chinese parents on their parental involvement in early childhood education (ECE), and investigated the role of parenting beliefs, parenting practices, and demographic variables on the level of parental involvement. Parental involvement was measured with the Parental Family Involvement Questionnaire, which was administered to all parents, and interview data collected from 50 parents about reasons for early childhood education
involvement. Parenting beliefs and practices were assessed with the Parental Role Construction for Involvement in the Child's Education Scale: Role Activity Beliefs, the Parental Sense of Competence Scale, and the Parenting Styles and Dimension Questionnaire (PSDQ). ECE practices to encourage parental involvement were also examined from interviews conducted with 30 kindergarten head teachers. Results showed that Chinese immigrant parents were less likely than non-Chinese parents to communicate with teachers, volunteer to help at the kindergarten, and participate in kindergarten decision making. Hierarchical multiple regression analyses revealed that, for the whole sample, role construction and self-efficacy were important predictors of communicating with teachers, volunteering to help at the kindergarten, and participating in kindergarten decision making. For the Chinese sample only, perceived opportunity for involvement, parent education and English language proficiency predicted communication with teachers, and opportunity for involvement was the only significant predictor of participating in kindergarten decision making. Parent interviews corroborated and supplemented these findings. Teacher interviews highlighted a range of communication strategies, policies and systems used by kindergartens to encourage parental involvement. Based on findings from parents and teachers this thesis makes some tentative recommendations for early childhood services, particularly about ways to increase Chinese immigrant parents' level of ECE involvement, such as helping Chinese immigrant parents to understand the importance of parental involvement, suggestions for enhancing the parenting confidence of Chinese immigrant parents, and their perceptions of opportunity for involvement, employing bilingual staff, and developing relationships with Chinese immigrant parents.

Parental participation has long been recognized as a positive factor in children’s education. Research consistently shows that parents’ contributions to their children’s education lead to improvements in their academic and behavioral outcomes, from elementary through middle and secondary school. Recognizing the critical role of school psychologists in this equation, Parental Involvement in Childhood Education clearly sets out an evidence-based rationale and blueprint for building parental involvement and faculty awareness. The author’s starting point is the gap between the ideals found in the literature and the reality of parental involvement in schools. An ecological analysis identifies professional, institutional, and societal factors that keep schools and parents distant. Methods for evaluating parental involvement are detailed, as is a model for developing and maintaining strong parental relationships at the instructor, school, and education system level, with an emphasis on flexible communication and greater understanding of parents’ needs. This empirically sound coverage offers readers: A detailed understanding of obstacles to parental involvement. An evidence-based model for parental participation. A three-nation study of parental involvement practices in schools. Guidelines for implementing parental involvement activities and initiatives. A review of effective communication strategies with parents. Analysis of key interpersonal skills for effective work with parents. Parental Involvement in Childhood Education is essential reading for practitioners and researchers in school psychology and counseling, social work, and educational psychology, whether they work directly with schools or in providing training for teachers and other professionals who work with children and their parents.
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The study sought to establish the influence of parents' participation on development of Early Childhood and Development Programmes in Lioki Githunguri, Kiambu County. Population of study comprised of five pre-school head teachers, twenty five parents and fifty pre-school children. Study used survey method to sample parents, teachers' and children's views on parental roles in ECDE programmes. Research instruments included questionnaires, interview schedules and observation check-lists that were completed by the researcher as the respondents indicated. Data collected was analysed with the aid of computer software (SPSS V17.0) for data processing. The study found out a strong relationship between parental involvement in children's education and positive performance in school. The study recommended rigorous sensitization and education of parents on the importance of getting involved in their children's education and activities and parental-integration in the management of ECDE centres was emphasized.

The second volume in this Early Childhood Education in the 21st Century: International Teaching, Family and Policy Perspectives miniseries focuses on teacher and family perspectives of early childhood education and care from 19 different countries around the world. The aim of this volume is to articulate the key components of teacher education and family practices that impact young children’s education and care. Each country featured in this volume presents its own unique perspective in relation to the cultural and societal constraints around teacher training and/or family practices and the thinking around those practices that are important for early childhood development. Offering a unique insight into how teachers and families work together in different countries, the book is essential reading for early childhood educators, researchers, early childhood organisations, policy makers and those interested to know more about early childhood within an international perspective.

This work is a report on the positive impact of parental involvement on their child's academics and on the school at large. * Includes four specific real-life examples of parental involvement initiatives: home visits, the use of technology, school/community gardens, and community organizing * Offers bibliographic listings for additional print and online resources * Presents a comprehensive index

Studienarbeit aus dem Jahr 2012 im Fachbereich Padagogik – Kindergarten, Vorschule, fruhkindl. Erziehung, Sprache: Deutsch, Abstract: Management of family involvement in the early childhood education is important because early childhood years are the period during which children acquire the basic skills that serve as the foundation for later learning, and social and cognitive development. Moreover, these years are the time when families' beliefs about their children's abilities are shaped and when children's own academic self-concepts begin to form. Therefore, management of family involvement in the early childhood education matters for young children's cognitive and social development, and learning. The ultimate goal of management at any level of education is the attainment of children's learning and holistic children development. Therefore, early childhood education should be structured and managed in such a way that family members are involved to facilitate children's holistic development and learning. That is, the early childhood context should be supportive and effective for family involvement in the early childhood education to enable children acquire appropriate social and cognitive skills. It should be noted that management of early childhood education is a critical issue as it involves golden age of intellectual curiosity and development of the children. Family is the major component for children growth and development in all aspects it interacts with children throughout their life. The research studies link effective family involvement in early childhood education with good children's outcomes. Children's outcomes are likely to include social competence, cognitive development, communication skills, literacy
development, vocabulary growth, expressive language, comprehension skills and positive engagement with peers, adults, and learning. Therefore, this work supports the ideas that decision to invest in family support and education services is an effective

This volume encourages reflection on previous volumes. Family involvement has been an issue in early education going back to Pestalozzi almost two centuries ago. This book looks at what advances in the area of family involvement in early education have been made since the publication of the previous volume.

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