

Parental involvement educational outcomes

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Parental Involvement Educational Outcome Schneider, Keesler and Morlock in their article effects of family on children learning and socialisation state that the family represents the first social system where children obtain elementary cognitive and social skills that prepare them to the challenges of schooling. It is in the family that children start learning language skills, problem solving skills, classification abilities and concept acquisition. The authors consider the influence of status variables such as socio-economic background and family structure on a child's learning process. A good example provided is parental education a socio-economic status. Schneider, Keesler and Morlock state that research confirms that students whose parents completed higher education levels performed better academically. This is because the parents have set a standard for their children; therefore, children work hard to attain an equivalent of or more than their parents' achievements. Berthelsen supports the idea that the academic achievement and social adjustments of many children depends on the parent's expectation on the child's academic achievement. Berthelsen states that the involvement of families and schools in a child's academic progress guarantees higher achievements in school.

Schneider, Keesler and Morlock consider the relation between family structure and children learning. According to the authors children in single parent families most times experience negative developmental outcomes. This is due to the huge parental responsibilities burdened on the single parent. This limits the time the parent spends with the children. As a result, this affects the children's learning and social skill. Barbara, Keesler, and Morlock explain that the emotional involvement and interaction of both parents does affect a child's emotional growth, and cognitive development <https://assignbuster.com/parental-involvement-educational-outcomes/>

(Schneider, Keesler, and Morlock, 2010).

According to Schneider, Keesler and Morlock (2010) parental action determines a child's cognitive and social development. The authors point that children who are securely attached to their parents or caregivers embody a sense of freedom when exploring their environment. Exploring allows a child to learn social skills, language skills and acquire a sense of responsibility. On the other hand; abusive parents tend to lead their children into adopting an avoidant attachment behaviour, which prevents a child from discovering their surroundings. According to a report by Toronto public health department children who experience positive parenting tend to be curious, they communicate freely and socialise freely with their peers. Positive parenting limits emotional or behavioural problems that may affect children learning and socialising process.

Schneider, Keesler, and Morlock (2010), analyse the three parenting styles prevalent in family settings. According to the authors, the authoritative parenting style is the best when compared to authoritarian and permissive parenting style. Schneider, Keesler and Morlock state that in an authoritative parental style parents involve the children in laying out the rules that determine their way of life. This parenting style encourages a positive development in the child's cognitive, social and economical well being. According to research findings, children whose parents utilise the authoritative parenting style report positive performance in their schoolwork, have a strong self-esteem, and face few social problems (Schneider, Keesler and Morlock, 2010).

According to Berthelsen, parents are in a better position to identify and encourage the growth of their children's interest and talents. This helps to <https://assignbuster.com/parental-involvement-educational-outcomes/>

reinforce a child's interest in learning and social development. The collaboration between schools and families enhances a child's learning process. Parents can encourage their children's learning interest by being involved with their children's schoolwork. Parents can create time to help their children in studying. It is important for parents to encourage their children's learning when they are at home (Berthelsen, 2005)

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