

# THE SCIENCE BEHIND GOOD PARENTING.

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## ACADEMIC SOCIALISATION;

This describes certain kinds of parental behaviours which have a noticeably positive impact on learning and academic outcomes. Academic socialisation involves:

- Communicating with children about parental expectations for education and about the value and enjoyment of learning,
- Discussing learning strategies with children,
- Linking school work to current events and other topics,
- Fostering educational aspirations and making preparations and plans for the future,
- Providing a stimulating home learning environment and making learning enjoyable and rewarding, and
- Focusing on activities which are directed at building students' decision-making and problem solving skills and affirming their growing autonomy, independence and academic abilities.

Academic socialisation provides a way of considering parental involvement that focuses on the needs of the child, including independence and autonomous decision-making.

It is intended to develop abilities in students over time that allow them to independently assess their goals, anticipate the results and consequences of their own actions, and learn from their successes and failures.

These parental behaviours help the learners to develop RESPONSIBILITY.

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Being RESPONSIBLE can be simplified to mean,

- R-----Respect the parents and school authorities.
- E-----Expectations of their schooling process.
- S-----Spirituality growth and Role of God in their performance.
- P-----Participation in their schooling affairs.
- O-----Ownership of the Schooling process.
- N-----Nurturing their academic aspirations.
- S-----Seek and apply leadership in their academic affairs.
- I-----Initiate better ways of improving performance.
- B-----Be faithful and truthful in their academic process.
- L-----Listen to guidance.
- E-----Expand in their thinking and intellectual capability.

## **PARENTAL ROLE CONSTRUCTION;**

The extent to which parents are engaged and the likelihood of that engagement being sustained over time is dependent upon how they perceive themselves as actors in their children's education.

Parents should consider themselves as key role players and stakeholders and decide to get involved in the improvement of their children's performance in schools. They need to be available anytime the schools want to engage them in decision making and school development.

Parental role construction therefore plays a decisive part in the likelihood of a parent becoming engaged in education. Whether parents decide to take part in their children's education autonomously, or whether they become engaged as a result of invitations (actual or perceived) from schools, can in turn influence the nature and quality of their engagement.

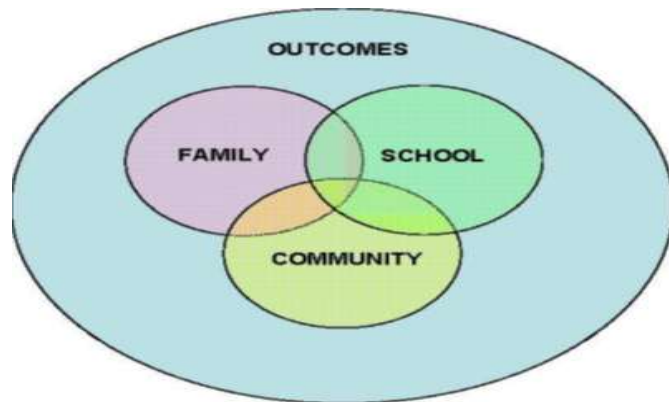
Some researchers believe that parental role construction is the single most crucial factor in decisions by parents to become engaged. They argue that the way parents perceive their role in education is generally determined by the following factors:

- Beliefs about appropriate and desirable child outcomes,
- Beliefs about who is responsible for these outcomes,
- Perceptions of what important group members (e.g. family, teachers, other parents) expect from them as parents, and
- Parental behaviours related to those beliefs and expectations.

Parental role construction is important not just because it affects parents' decisions about how and whether to become engaged, but also because role construction is intimately linked to academic achievement. Parental aspirations and expectations for their children's education have a strong relationship to academic outcomes. In turn, a parent's sense of efficacy and belief in their ability to help their children is central to whether and how they become involved with their children's schooling. The lowest likelihood of engagement occurs when parental role construction is weak – that is, when parents do not believe they should be involved in their child's education and have at the same time a low sense of efficacy.

# INTERACTIONS BETWEEN HOME AND SCHOOL,

(Epstein's overlapping spheres of influence model.)



Gains in learning are most prominent when parents and school staff work together to facilitate a supportive learning environment in both the home and the school. The combined effect of parental support in the home, a quality home learning environment, a positive relationship between parents and teachers, and a quality learning environment at school has been found to make a positive contribution to children's academic achievement throughout the schooling years.

Parental involvement within the school can act as a forerunner to effective practices at home, and parents are more able to assist their children if they are kept informed about how they are doing in school and the best ways to encourage and motivate them to learn.

While the home learning environment remains critical to a child's education, dialogue between parents and school needs to occur to keep parents informed about curriculum, courses, school rules, and assessments. Building this kind of communication, parents and teachers can then work together to support the child in his or her education.

Positive attitude towards schooling, teachers and all the school fraternity should be developed at home and then the virtues are going to be transferred to school.

## **THE PARENT-TEACHER PARTNERSHIP.**

Experts have proved over the years that a positive parent-teacher relationship contributes to child's academic excellence.

"Easier said than done," you may be thinking. After all, there are teachers your child will love and teachers your child may not. There are teachers you'll like and dislike as well. There are teachers who may adore your child, and those who just don't understand him. But whatever the case, your child's teacher is the second most important person in your child's life (after her parents, of course). And you can help make their relationship a strong and rewarding one.

"A positive parent-teacher relationship helps your child feel good about school and be successful in school "It demonstrates to your child that he can trust his teacher, because you do. This positive relationship makes a child feel like the important people in his/her life are working together."

Communicating well is a key factor for making this relationship work. Communication on both sides is extremely important, the parents need information about what and how their child is learning, and the teacher needs important feedback from the parent about the child's academic and social development.

But communicating effectively with a busy teacher, who may have up to 30 kids in a class, can be challenging. When's the right time to talk — and when isn't? How can you get her attention? What should you bring up with her with and what should be left alone? How do you create a relationship with someone you may only see a few times a year? And how do you do this without coming across like an overanxious pain in the "you-know-what?"

**Try these strategies to build a positive relationship with your child's teacher.**

1. **Approach this relationship with respect.** Treat the teacher-parent-child relationship the way you would to any really important person in your life. Create a problem-solving partnership, instead of confronting a teacher immediately with what's wrong. Meet with a teacher to brainstorm and collaborate ways to help your child, instead of delivering a lecture.
2. **Let your child develop his own relationship with the teacher.** This is one of the first relationships with an adult your child may have outside the family unit. If you take a back seat and let the relationship develop without much interference, a special bond may develop.
3. **Try not to brag.** Of course you think your child is brilliant, but bragging over her many accomplishments may send a message to the teacher that you think he may not be good enough to teach your child. You don't need to sell your child to the teacher; you have to trust that your teacher will come to know what's important herself. Telling a teacher that your child loves to read will thrill the teacher. But challenging your teacher with statements like 'Susie read 70 books over the holiday may backfire.
4. **Remember how you liked (or disliked) your teachers.** Your experience at school is likely to affect your attitude toward your child's teacher. "It's important to leave your own experiences at the door, so you can talk about your child with the teacher and not about you.

# THE HOME ENVIRONMENT.

The home learning environment is formative in a child's social development and is an essential contributing factor to educational outcomes at all stages of the schooling process.

Parents can create a home environment suitable for learning by, among other things.

- Designating an area to do homework,
- Providing access to reading material, and
- Assisting with the organisation of homework and studies.

Learners can be classified into one of five categories of perceived parental influence:

1. Desire to please family,
2. Felt obligation to repay family by achieving academically,
3. Perceptions of strong family support for academic achievement,
4. Desire to avoid emulating negative family role models, and
5. Perceptions that family exerts little or no influence on academic motivation and performance,
6. Greater engagement in school work, and
7. A stronger belief in the importance of education.

*"If you have never been hated by your child, you have never been a parent." Bette Davis.*