

**FAMILY INVOLVEMENT  
IN  
SCHOOLS  
FOR  
SMOOTH TRANSITION  
OF ADOLESCENTS' INTO ADULTHOOD**

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# INTRODUCTION

With schools in such an unusual state over the past few months, children struggling to understand that the last school year has actually ended and that, when they returned to school post COVID, the settings have changed back to what it use to be like earlier. Shifting back from digital screens to normal classrooms, from typing to writing, from texting to talking, from chatting to real classroom conversations and many more changes, changes in values, attitudes, behaviours, student teacher relationships, peer relations etc., that the whole school is witnessing. Not only COVID-19 guidelines brought new procedures, but whole school's environment rapidly changed with most children entering a different grade, in a different classroom, with a different teacher and classmates, — all without benefit of the “ending” rituals of the prior year that help ease the transition from one school setting to another. We now must pause, reflect and work together in order to help our children cope with these rapidly changing environments.



# IMPACT OF COVID 19 ON ADOLESCENTS' MENTAL HEALTH & WELLBEING

- **INCREASING ANXIETY &  
DEPRESSION IN YOUNG PEOPLE**
- **INCREASED SCREEN  
TIME/SCREEN  
EXPOSURE/SCREEN ADDICTION**
- **DECREASED ATTENTION SPANS**
- **INCREASED HYPERACTIVITY**
- **GADGET ADDICTION/DRUG  
ADDICTION**



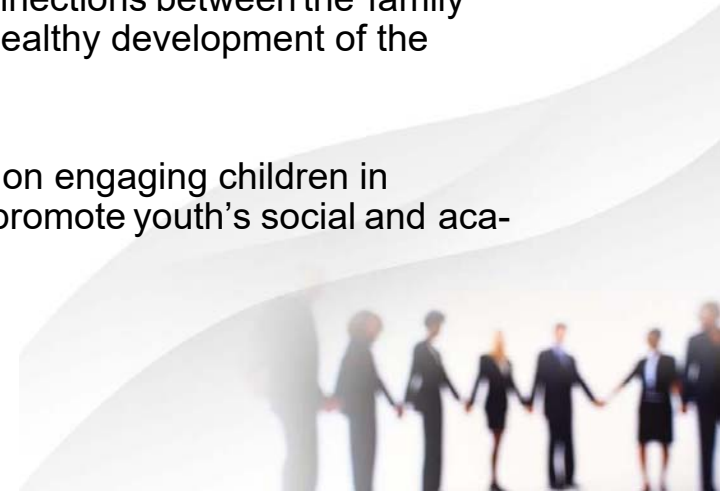
# IMPACT OF COVID 19 ON ADOLESCENTS' MENTAL HEALTH & WELLBEING

- **CHANGED SENSE OF THE WORLD AROUND**
- **PESSIMISTIC VIEW OF LIFE**
- **NOT ABLE TO ADJUST WITH RAPIDLY CHANGING ENVIRONMENT**
- **LACK OF EFFECTIVE COMMUNICATION SKILLS**
- **DECREASED EMOTIONAL COPING MECHANISM**
- **GET BORED EASILY OR TOO QUICKLY-A COMMON SYNDROME!**



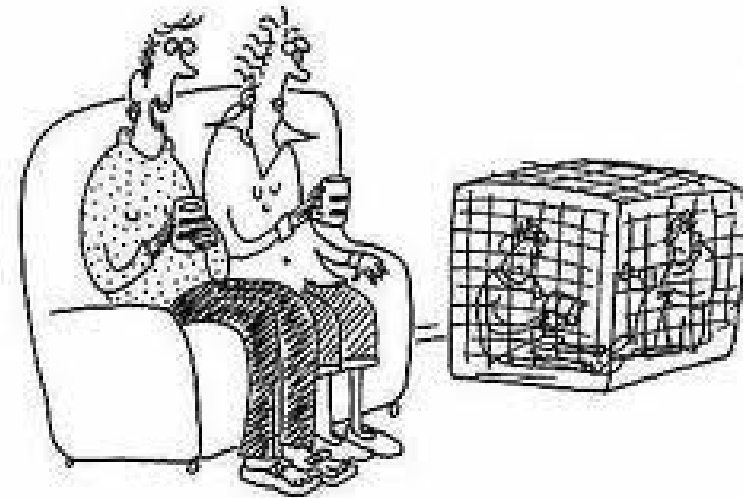
# FAMILY INVOLVEMENT PROCESS

- We must not forget that **Role of Family** doesn't end by just leaving the child at the doorstep of the school and **Role of the School** doesn't end once the child leaves for home everyday from school.
- School and family definitely needs to work in partnership for smooth transition of adolescents towards their adulthood and therefore families of adolescents must be involved in the school process.
- Three family involvement processes for creating this match emerge from the evidence base research carried forward in this regard:
- **Parenting Style**- *that* consists of the attitudes, values, and practices of parents in raising youth. Thus, how parenting is being done plays a vital role in child's performance at school.
- **Home-school relationships**- *that* are the formal and informal connections between the family and secondary school. How school and home come together for healthy development of the child/adolescent.
- **Shared Responsibility for better learning outcomes** emphasis on engaging children in activities not only in school but home and community as well that promote youth's social and academic growth.



# HEALTHY PARENTING OF ADOLESCENTS

- Different parenting styles are associated with different patterns of adolescent development.
- Many studies suggest that an authoritative style, which is responsive, warm, and firm but democratic, is associated with more positive educational outcomes than an authoritarian style, which is characterized by strictness and unilateral parental decision making.
- In contrast, disengaged parents of Adolescents are unlikely to be involved in their children's schools and unlikely to manage their children's time use, while restrictive parents set many rules but do not generally provide academic or other forms of support.
- However, recent research shows that parenting styles and their impact differ among ethnic groups.



“I’d be an irresponsible parent to let them out.”

# HEALTHY MONITORING OF ADOLESCENTS

- Healthy Monitoring of Adolescents represents a parent's—or another close adult's—attempts to know what is going on in an adolescent's life.
- Monitoring of social activities, such as being aware of an adolescent's whereabouts, decreases school problems, substance abuse and delinquency, and promotes social competence and good grades.
- By monitoring adolescents' academic and social lives, parents can prevent emerging problems from becoming big ones, foster identity achievement, and promote academic growth.
- Parental monitoring is most effective for academic motivation and achievement when adolescents perceive their parents as truly invested in their well-being and caring about them.
- However, the effect of parental monitoring might differ for girls and boys.

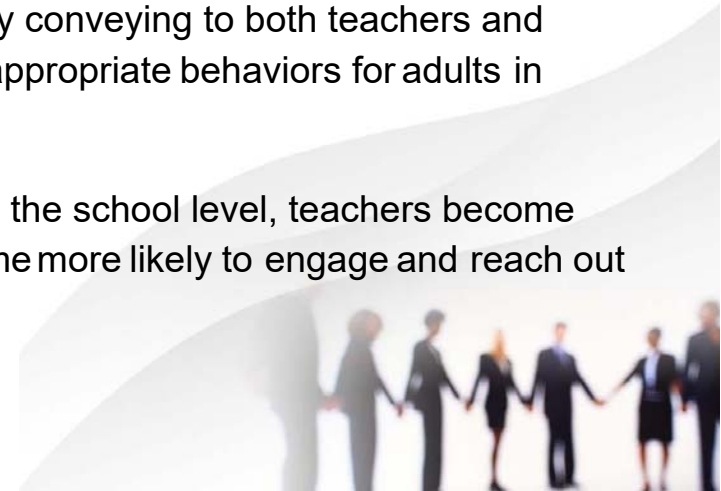




# HOME-SCHOOL PARTNERSHIP

**Although home–school relationships tend to wane during or even before children reach adolescence, such relationships continue to play an important role in youth outcomes,**

- Aspects of home–school relationships include communicating with teachers and school personnel, attending school events, volunteering at school, and participating in parent–teacher meetings and school committees.
- There are several reasons why home–school relationships matter in middle and senior school. Involvement and presence at school helps parents monitor their youth’s academic and social progress, acquire information they need to make decisions about their children’s academic future, and foster positive relationships with school staff.
- Home–school relationships also increase student achievement by conveying to both teachers and students parents’ beliefs about the importance of education and appropriate behaviors for adults in society.
- In addition, when families of diverse backgrounds are involved at the school level, teachers become more aware of cultural and community issues and, in turn, become more likely to engage and reach out to parents in meaningful and effective ways.





# HOME-SCHOOL RELATIONSHIP

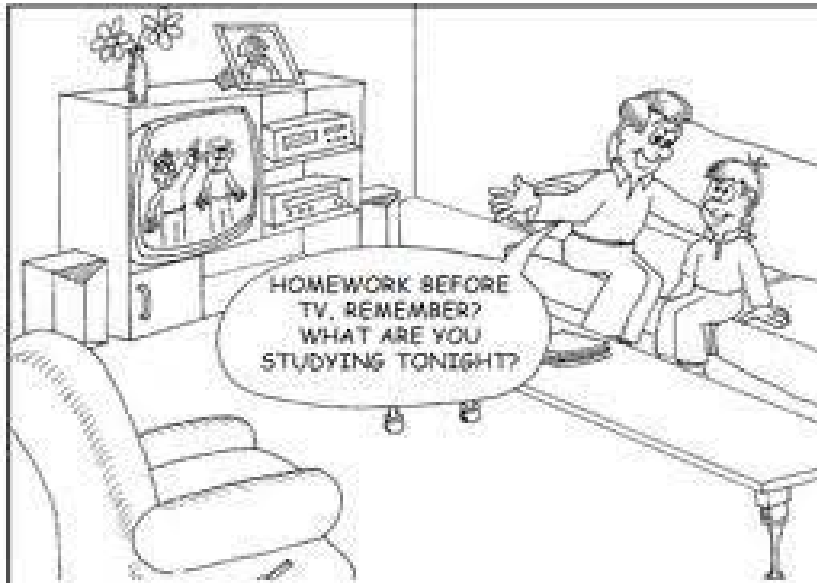
- Parents' frequent contact with school personnel and involvement in school policies and parent-teacher meetings are positively related to students completing school.
- Adolescents also make successful transitions from middle to senior school when parents monitor their progress, evaluate that information, and intervene by actively communicating with teachers.
- When parents attend meetings at the school that provide basic information about college entrance processes, SAT and other Entrance Test preparations, financial aid, and course placements, parents begin to imagine their children as college students, feel more comfortable in the school environment, and build support groups with other parents to scaffold their children's college preparation.
- Such participation may also increase parents' familiarity with college preparation requirements and engage them in navigating the school and college application system; youth whose parents possess these qualities are more likely to get focused and aim high for higher study goals.



# SHARED RESPONSIBILITY FOR BETTER LEARNING OUTCOMES

In adolescence, responsibility for learning has to be shared between teachers and parents in multiple ways such as through homework management, educational expectations etc.

## Homework Management:

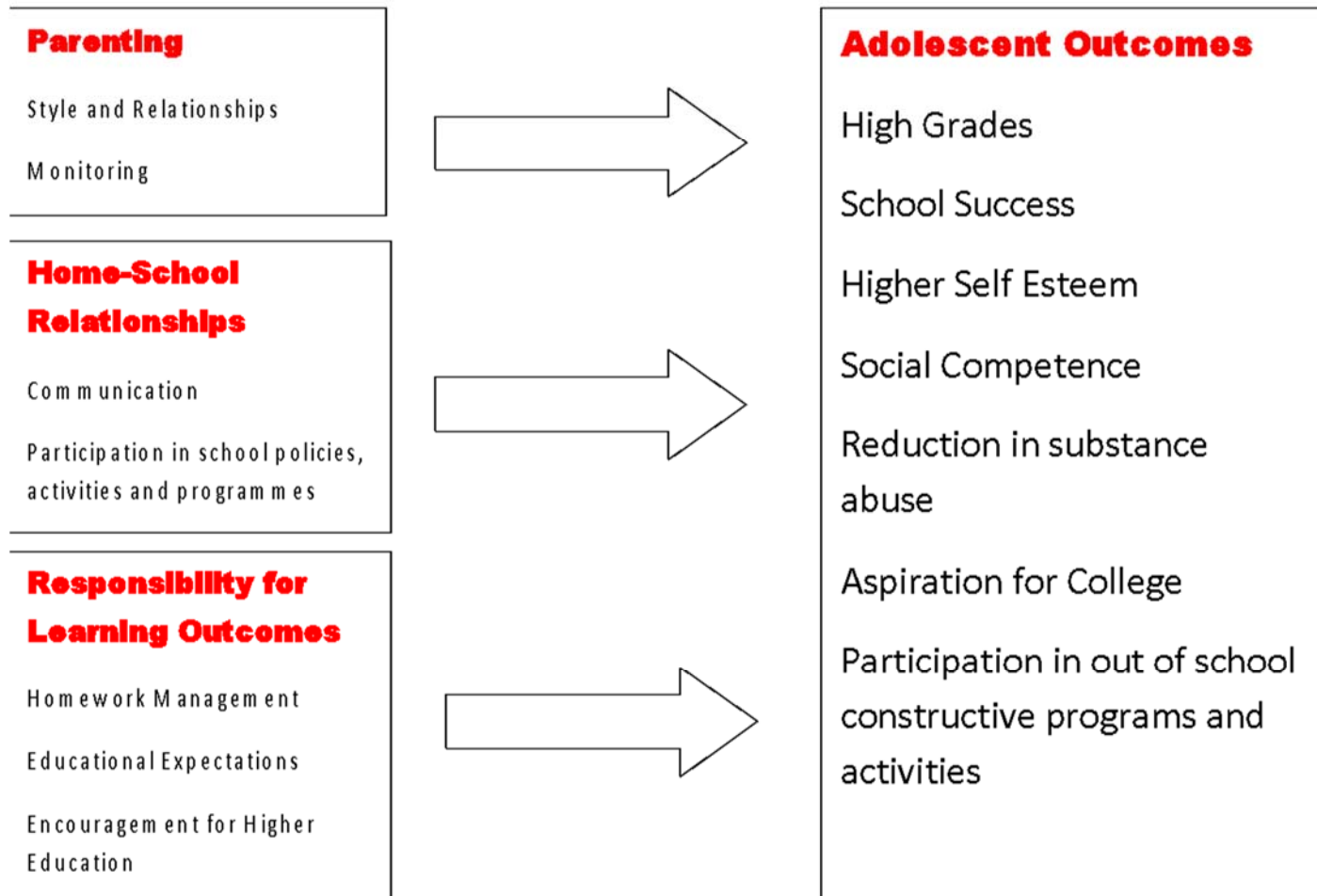


## Educational Expectations:



# SUMMARY

**Figure 1. Processes of family involvement and adolescent outcomes:**



THIS PRESENTATION IS INSPIRED BY A STUDENT'S STATEMENT:

“My mom and dad doesn't know how I am doing at school until a teacher calls them to complain and they get another excuse to scold me..

TEACHERS WON'T HELP I KNOW !

COUNSELOR MA'AM CAN YOU...???”

THANK YOU!!!



# LET'S HEAR SOME VOICES OF YOUNG ADOLESCENTS

<https://youtu.be/VMXBMaepd4o>

<https://youtu.be/CKVrzs-3kzo>



# APPENDIX: SCHOOL & FAMILY INVOLVEMENT SURVEY QUESTIONNAIRE/FEEDBACK FORM

**Q1. Which according to you is most effective parenting style amongst the four given below?**

- a. Authoritarian      c. Autocratic
- b. Neglectful        d. Democratic

**Q2. Which options come under healthy monitoring of adolescents?**

- a. Knowing which activities interest them the most currently
- b. Telling them to complete homework on time
- c. Helping them in their Homework
- d. Taking part in the activities that interest them
- e. Knowing his grades are falling
- f. Knowing why his grades are following

**Q3. Who is responsible for the learning outcome of students?**

- a. Students            c. Parents
- b. Teachers           d. All three

**Q5. How can Teachers and parents share the responsibility of learning outcomes of students?**

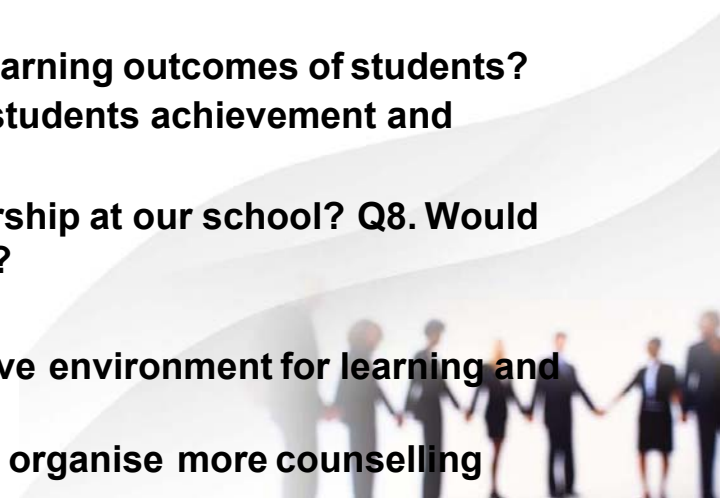
**Q6. How can family involvement approach in schools enhance students achievement and wellbeing?**

**Q7. Give five suggestions to enhance School and Family partnership at our school? Q8. Would you like to attend more such Parenting/Counselling Workshops?**

**Yes/No**

**Q9. How can parents be more involved in creating healthy, positive environment for learning and growth of the students?**

**Q10. Kindly suggest few topics/themes you would like school to organise more counselling**



**workshops on?**