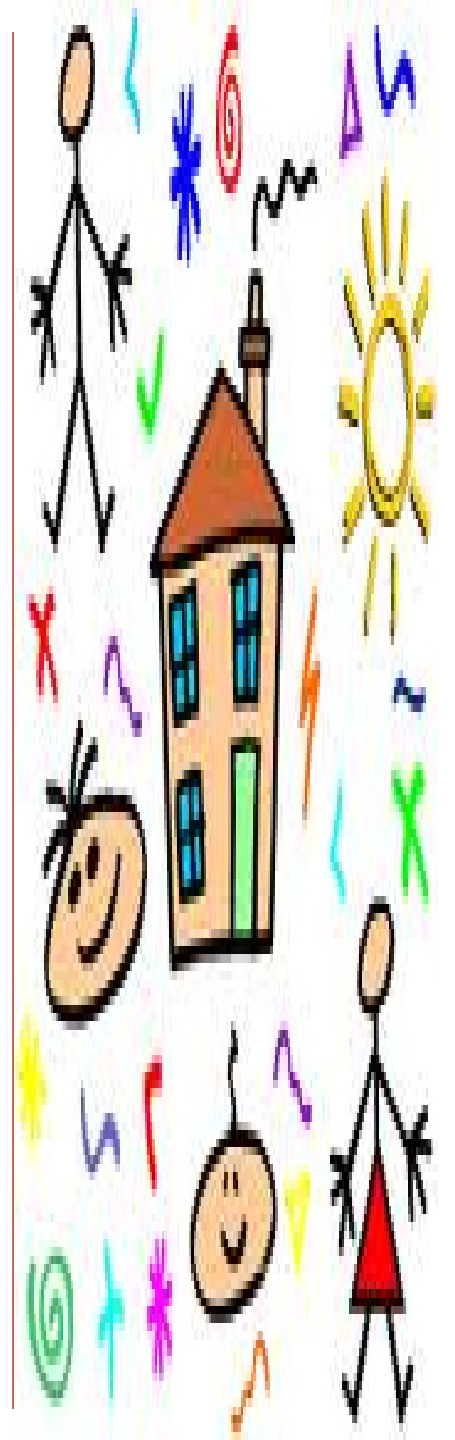


**FAMILY INVOLVEMENT
IN
SCHOOLS
FOR
SMOOTH TRANSITION
OF ADOLESCENTS' INTO
ADULTHOOD**

BY

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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 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.
- Responsibility for learning is the aspect of parenting that places emphasis on activities in the home and community that promote youth's social and academic growth.

PARENTING OF ADOLESCENTS



- The parenting styles used to engage adolescents, the quality of parent-adolescent relationships, and the ways parents monitor adolescents' behavior collectively and uniquely influence adolescent achievement at school.
- According to research "Adolescents with supportive parents exhibit higher rates of self-reliance, identity formation, school performance, and positive career-planning aspirations, as well as lower rates of depression and delinquency.
- Youth who share trusting relationships with their parents—characterized by mutual and sustained bonds and open communication—have higher grades and better physical, social and mental health. They are more likely to disclose information to their parents that will keep them out of trouble.

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. However, recent research shows that parenting styles and their impact differ among ethnic groups.

The nature of the parent–adolescent relationship is not only important for individual student outcomes such as academic achievement, but also for participation in out-of-school time activities that can benefit adolescents academically, socially, and emotionally.

In contrast, adolescents with disengaged or restrictive parents are less likely to participate in out-of-school time activities. Disengaged parents 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.



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 use 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 also linked with youth's pro-social competency, fewer problem behaviors, and school adjustment and engagement; the latter refers to whether or not students pay attention in class, take school seriously, and want to do well in school.
- 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.

RESPONSIBILITY OF LEARNING OUTCOME

In adolescence, responsibility for learning is an aspect of parenting that places emphasis on homework management, educational expectations, and encouragement for college.



Homework management:

- Parental encouragement and concrete help in managing homework supports adolescents' learning, helping them to complete homework more accurately, so that when they study on their own, they can do so with fewer problem behaviors.
- However, the association between involvement and achievement can be bidirectional, such that student behavior problems and poor achievement can also prompt high levels of involvement generally and time spent helping with homework specifically because of the needs of the students.

Educational expectations:

- When adolescents perceive that their parents have high educational goals, they have more interest in school, greater academic self-regulation, and higher goal pursuits.
- But sometimes, high expectations from parents also carry the risk of making the young adolescents set unrealistic goals for themselves.
- This can cause psychological anxieties, traumas and emotional turmoil in their life and affect their performances negatively at school.
- Therefore, it is important that the parents also take support of the school counselors in order to understanding the capabilities and potential of their pupils in a better way so that they can help them set realistic goals and make right choices for their future lives.



HOME-SCHOOL RELATIONSHIP

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 organizations and leadership groups.
- 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.

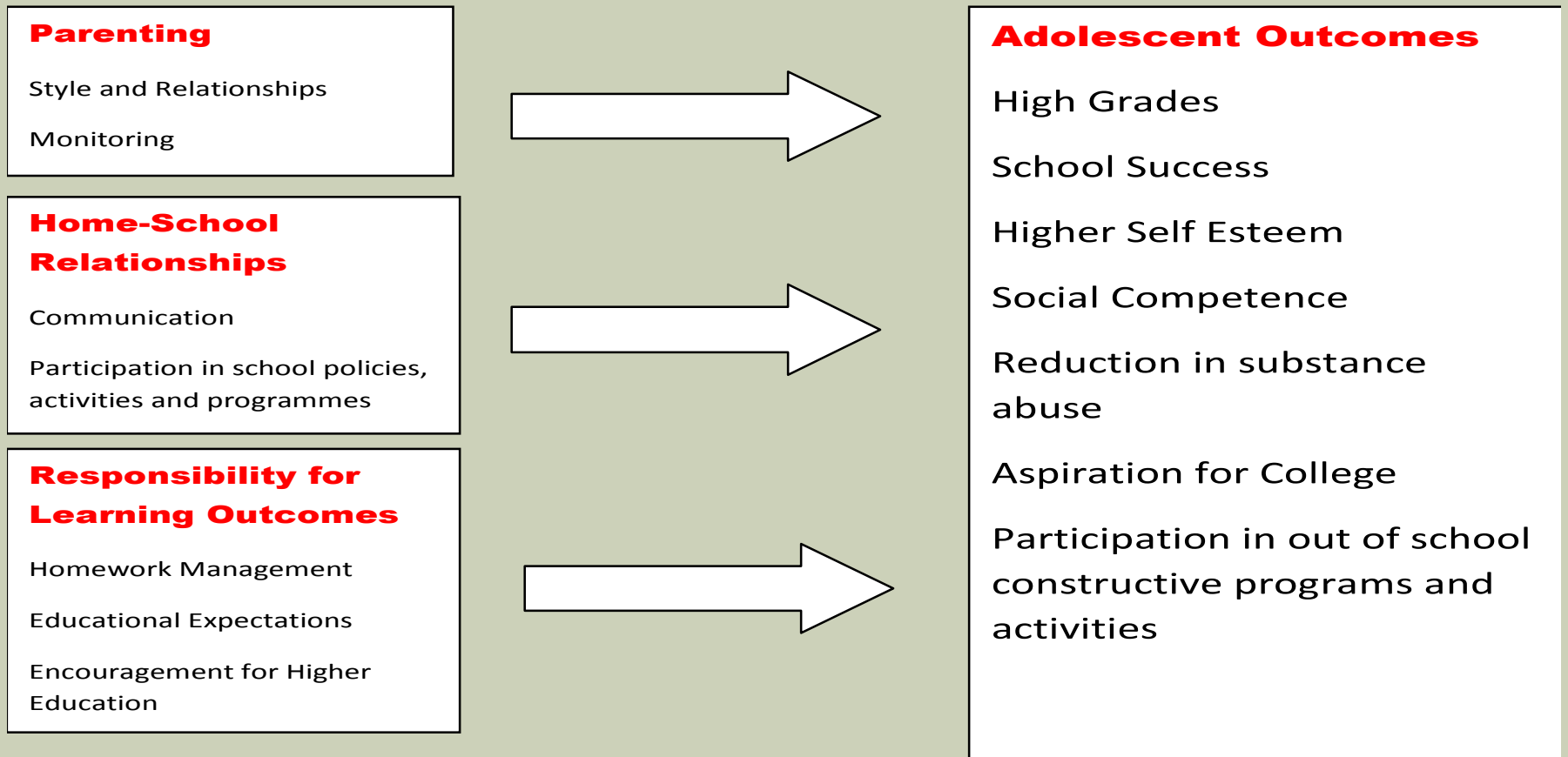
HOME-SCHOOL RELATIONSHIP

- Home-school relationships are also linked to various student achievement outcomes beyond grades, including adjustment across transitions and students' educational expectations for themselves. For example, parents' frequent contact with school personnel and involvement in school policies and parent-teacher organizations are positively related to students completing school.
- Youth 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.



SUMMARY

Figure 1. Processes of family involvement and adolescent outcomes:



SUGGESTIONS

For Policy Makers:

- Promote family engagement in secondary school
- Invest in initiatives that engage families in college preparation.
- Develop policies to help parents obtain the information they need to support their children's academic trajectories

For Practitioners:

- Approach family involvement in middle and senior schools in multiple ways.
- Facilitate parents' ability to monitor their adolescents' growth and progress.
- Support adolescents and their parents in the transition to college.

For Researchers:

- More investigation on the role of families in promoting smooth transitions for youth is required.
- Build a culturally specific knowledge base related to family involvement in adolescence

APPENDIX: SCHOOL & FAMILY INVOLVEMENT SURVEY QUESTIONNAIRE

Q1. Which amongst the parenting style is most often used by the parents of children in your school?

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

Q2. Which according to you is most effective parenting style amongst the four given above?

Q3. 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**

Q4 Who is responsible for the learning outcome of students?

- a. Students**
- b. Teachers**
- c. Parents**
- 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 involve families of students in your school in multiple ways?

**THIS PRESENTATION IS INSPIRED BY A
STUDENT'S STATEMENT:**

“My dad doesn't know how I am
doing at school until a teacher
calls him to complain and he
gets another excuse to scold
me..

TEACHERS WON'T HELP I KNOW!

**COUNSELOR MA'AM CAN
YOU...???”**



THANK YOU!!!