

Parental Involvement as a Motivational Factor for Children

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DOI: 10.5281/zenodo.1230904

Abstract

The study on Parental Involvement in Government Schools is an attempt to understand the diverse factors that influence and pertain to parental involvement likewise that of the teacher-parent relationship in schools that motivate children explore beyond the boundaries that are set for them, beyond their familial, socio-economic and natural surroundings. This study further aims at exploring the major causes that motivate children to join schools and be a part of them for the long term such that their parents own and have the agency to be an active member in the schooling of their children which would further contribute to child development as well as learning within the child which would be fostered through interest.

Key Words- Parental Involvement, teacher-parent relationship, socio-economic surroundings, agency, child development

Introduction

In a country that is home to a vast population, we encounter numerous moments of parents of young children in a constant mode of flux. The urban scenario of the country is such that parents of young children are either busy with their respective working lives or simply are not able to make the time to participate in the schooling process of their child's life. Vis-a-Vi this scenario, the rural and semi-rural pockets of the country are such that parents of young ones are not able to make time, yet again for their child's schooling process as they have to, by and large fulfil family duties and perform household chores. More often than not, it is these pockets of the country that is accountable for large dropout rates. In a situation like this, we would like to explore how, in smaller, closely knit communities, concepts of social and cultural capital are put to use such that the involvement of the parent takes the form of a motivational factor in a child's education within the constructs of a school.

Review of Literature

The contribution of a parent in a child's life is often viewed as something that is a given but within the context of the schooling process and the school life of a child, it is described "as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development." (Slowiaczek, Feb., 1994) A definition of this kind largely focuses on the amount of effort put in by a parent into their child's orientation such that the child feels competent and motivated enough to perform academic and non-academic activities. Parent involvement is also defined as "the dedication of resources by the parent to the child within a given domain." (Slowiaczek, Feb., 1994)

The school should be a space wherein the parent, the child and also the teacher are equal contributors to the learning and education of the child. The involvement of a parent is guided by several factors such as those of language, the parent's' educational levels, aspects of culture and cultural practices observed in the local context surrounding the child also the approach of the school staff.

For a parent in an urban context, factors such as the quality of teachers and infrastructure, the location of the school, the kind of peers their child has etc, are taken into concern. Vis-a-vi the former, for a parent in a rural context, the ideas that they associate to that of schooling would be those of having a school that is in adjacency to the home, having at least a couple of teachers, having some teaching learning material and the scope for play and simultaneous growth.

In alignment with our literature, we have observed that the inclusion and participation of parents of children residing to rural areas has been an advantage for children to learn as well as explore their surrounding on a broader spectrum. The literature reviewed also talks about notions of “student advantage”, “school advantage” as well as “parent advantage” (Pena, Sep. - Oct., 2000).

As a precondition for the smooth execution of a school, there must be a certain amount of synthesis between the teacher and the parents. Collaborative work by the two would aid to the betterment of the child. Parent involvement has also catered to the development of “positive behaviours” (Pena, Sep. - Oct., 2000) coupled with emotional and intellectual development.

The school as well as teachers must also take into account the involvement of parents by providing them with ample space for participation in various programs and activities. Whilst preparing schemes, parents should also be consulted and their viewpoints can be taken into consideration. The former can thus be viewed as a tool or a formative step in building and the formulation of a healthy “school-community relationship” (Pena, Sep. - Oct., 2000).

As for parents, whilst engaging in the education of their kids, they begin to understand and relate to the value education holds and in this process, they begin to relate to formal education themselves. As for better understanding and implementation of parent involvement, there are a few steps and requisites that a teacher has to take on her/ his part. In the process of teacher training, teachers must be sensitized and made aware regarding the importance of parents and their presence in a child’s life, particularly the child’s schooling years.

Parents must also get a fair chance to be a part of the teaching methods and methodology practiced in schools. An essential part of classroom pedagogy and practice must be involvement of parents. The parent must also get a chance to be a part of any policy design and framework that can or will have an impact of any kind in their child’s schooling process.

Along with the reasons for involvement of parents in the schooling process, there are certain reasons, those of language and socio-economic distance, “parents’ negative school experiences” (Pena, Sep. - Oct., 2000), which cause hindrances in their participation. Often, parents also find it difficult to remain active in the schooling process because they begin to feel that their lack of knowledge or the lack of an ability to read will prevent them from participating. A major reason that we see in the rural context that hinders involvement by parents is the pressure to keep up to family duty’s largely those of taking care of younger children. Often, the older siblings partake in such situations; they are unable to complete their school education.

One aspect of a child’s life that is both imperative and crucial to its development is the involvement of parents. As per that which we are studying and that which we have learnt, the parent, like the child, and also the teacher are an important agency within the system of education. The voice of a parent is crucial to the formation, methodology and functioning of the process of education.

Keeping the concept of the agency of the parent in mind, parental involvement can be defined and described “as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development”(Slowiaczek, Feb., 1994). A definition and description of involvement of this kind largely throws light on how parental investment in their child’s life seeks at orienting the child such that the child feels competent and motivated enough to perform both academic and non-academic activities.

The involvement of parents varies across different realms due to diverse educational levels, various aspects of culture and cultural practices that can be observed in the local context that surrounds the child, their occupations as well as by the approach and mentality held by the school staff regarding them.

Parental involvement is also defined as “the dedication of resources by the parent to the child within a given domain”.

Statement of the Hypothesis

As per our understanding, if parents are perceived to be vigorously participated in their child’s life when they seek to spend time with their child, familiarize the child with her/ his immediate environment, take the initiative and effort to understand and be an vigorous part in their child’s classroom practices and engage in a dialogue with the child regarding the child’s social context, the

parent is looked at as being a motivational factor in their child's life, both within and outside the school, distancing the child from societal notions of caste, class etc. then the parent will be a motivational factor for the child. (*Sanjay Kumar, 2003*)

Scope of Research- Questions We Would Like To Explore

1. Parents' awareness regarding their child's daily activities.
2. Teacher-Parent relationship.
3. Contribution of the parent in the child's schooling process.

1. Method

1.1. Participants

As a part of our study, our desired sample will largely consist of children from three government schools (classes- 3 & 4), their parents, their class teachers, and also members of the SMC of that particular area. We will be choosing our sample with regard to children using the method of a "Simple Random Sample", we would there after interact with parents of the children who fall in our sample and would like to interview their class teachers.

1.2. Instruments

We would like to use an interview schedule whilst interacting with parents and teachers and the method of an unstructured interview with SMC members as well as parents and teachers.

1.3. Procedure

On choosing an initial topic and reading certain amount of literature, we have and will be-

- 1- Contact an organization: We have been chosen an organization Azim Premji Foundation, Location: Almora, Uttarakhand we will share our proposal and Process with them.
- 2- Finding 3 schools: We will choose 3 schools which will be Rural, Semi-Rural, and urban, it will help us to know the views of different types of people whose lives with different types of cultural backgrounds.
- 3- Selection and Interview of Parents: We will interview of 30 Parents from the whole 3 schools, The Parents will be chosen by the Simple random Sampling Process,
- 4- Interview with teachers
- 5- Data collection from schools or Block office
- 6- Preparing & Analysis of the quantitative data
- 7- Cross sectional between the parents views and teachers views

1.4. Benefits and Limitations

As per the literature that we have read and as per our understanding of the topic, by and large we feel that a study of this kind will help both parents and teachers in understanding and empathizing with the context of the school on a larger spectrum. The notion and necessity of parental involvement will further be understood in a school context that provides the space and opportunity for a first generation learner in attaining formal education. Among the other benefits, the notion of a motivational factor will be better understood by both teachers and parents since it will cater to the betterment of both the children and the school.

Since we are looking at doing a Cross-Sectional study, there is a possibility for certain responses to get repeated with regard to the interview schedule we have designed. This kind of a study might not provide a good amount of, for example statistical or graphical data that will be a proof of and further signify percentages or ratios in instances that mark the presence of parent involvement. Although it cannot be exactly stated as a limitation, the transaction of a certain kind of idea to a certain sample

might not be easy in the logic that there might be a shift in language or the respondent might take in the question or understand it in a different manner compared to the way and context in which we have stated it.

2. From the Field

Initially, as a part of our study, our desired sample was to consist of children from three government schools (classes 3 and 4), their parents, their class teachers, and also members of the SMC of that particular area. We there after chose to interact with parents of the children who fall in our sample and wanted like to interview their class teachers and SMC members of that school.

Due to certain conditions, we decided to change our sample size. Our current sample size is-

Number of schools	Teachers interviewed	Number of students per school	Previous sample	Current sample	Parents interviewed
Rural School	1	22 (1 to 5) 11(4 to 5)	Students (3 and 4)	Students (1 to 5)	2
Semi-rural School	2	45 (1 to 5)	Students (3 and 4)	Students (1 to 5)	9
Urban School	1	38 (1 to 5)	Students (3 and 4)	Students (1 to 5)	3

2.1. Instruments

The instruments that we chose to employ in order to conduct our research study were those of an Un-structured interview and an Interview Schedule. Prior to being at the field, we prepared an Interview Schedule for the parents and teachers. We also prepared an Interview Schedule for the children. The tool of an Unstructured Interview was employed by us whilst interacting with teachers and parents. The design based on which we were able to accomplish our study has been that of a Cross-sectional design.

2.2. Procedure

On and after reading a certain amount of literature and getting in touch with the organization (Azim Premji Foundation), we looked at conducting our study at 3 government schools located at rural, semi-rural and urban areas. We thereafter looked at interviewing 30 parents from the 3 schools but, due to their unavailability and prevalent weather conditions, we had to change our sample size.

We also looked at interviewing teachers and children at the school. The table placed above gives a clear picture of how our sample size for children had also changed. Along with this we looked at interviewing teachers and collecting data from the schools.

2.3. Findings

Keeping in mind our literature review and that of what we learnt, observed and experienced at the field, one out of us deduced that parents lack interest in their children’s educational process. For a while we were in consonance with the former since the teachers of children at both the Rural and Urban government schools stated so. On asking possible reasons for the above stated, they pointed out that it is so since the parents are themselves not educated. On preparing codes and analysing our data we found that at the rural government school, both the parents that we interviewed have at least procured formal education till class 5 and class 10 respectively. Our data has taken into consideration the education levels of mothers as well as fathers falling under our revised sample.

As per the understanding that we obtained at the field, we were able to arrive at certain indicators or markers of parental involvement through asking the children a certain set of questions at the rural government school. These indicators are those of involvement in play, help in homework, story-telling as well as whether parents come to school. Again, on looking back at the

data we collected, we were apt to presume that parents of children of this school do not spend time helping their children with their studies.

From an overall point of view we realized that a majority of grandparents, across the three schools, help the child get ready for school in the morning. From a sample of 14 children, the grandmothers of 6 children help them in the former. With regard to the school at the rural area, this could be possible since most of the children that we spoke to come from families wherein farming is the dominant and only source of income for the parents. Often, since children at this school have around more than 3 to 5 siblings, parents were also busy taking care of them and performing other household duties. Whilst looking at markers such as these and while looking at the conditions of the children, we came to understand that there is bare minimum involvement by parents at this school.

Our experience at the Semi-rural school is contrary to what we observed at the rural school. Although we maintained and were looking at similar parameters, we could clearly see rates of involvement as being higher at this school. From a sample size of 14 parents, a majority of 9 parents happen to spend time with their children. Another marker of involvement that we looked at was whether the parent has familiarized the child with their occupation and their sources of income.

Although a majority from our sample belong to this geographical area, the fringe, we observed that amongst our sample, all the 14 parents have made their child aware about their occupations and sources of income. 2 out of the 14 parents that we spoke to, from this region have farming as their only source of income and 4 out of the 14 have been able to complement their income by being labourers, drivers as well as shopkeepers.

Our experience at the urban school was significantly different compared to the previous two schools that we visited and observed. From a sample of 14 parents and grandmothers, a comparatively smaller number of parents were available at the urban school, 3 out of the 14. Although this area of the larger district that we visited is urban in terms of the geographical definition of an urban area, we found that majority of parents of children at this school are daily wage labourers and migrant labourers. We expected to see this kind of a population at the semi-rural area. The former would have explained and given us a good glimpse on why they are migrant labourers. 2 out of the 3 parents of the children at this school are daily wage labourers. On having an informal discussion with one of the girls studying in class 3, we gained that her parents were sweepers.

The above stated aspect related to migration, in case of the urban school, in some sense contains an essence of how it is not allowing its people move up the social ladder in terms of maybe caste and even occupations and income but this same aspect has, in a certain sense, a positive role to play with regard to the school at the fringe. At the semi-rural school, from our sample of 9 families, nearly one family member from every family lives outside the village, either at the centre of the district or in a different city altogether. In one of the cases, one parent of the child lives outside the city and is thus just about able to make the time to attend the school meetings regularly.

Whilst looking at the school as a cooperative enterprise, we looked at another marker as to how many times or how frequently do parents of children visit the school. We found that a majority of 9 parents visit the school on a monthly basis, 2 parents visit the school fortnightly and weekly respectively and around 3 parents do not visit the school at all.

2.4. Limitations

Keeping in mind our topic, and the subsequent sample size that we had chosen to conduct our research with, we began to realize that our sample that we wanted to observe and interview at Private Schools was not possible. The former wasn't possible since a majority of schools, at the time we went, were conducting end-term exams for the children of the Primary classes. At that stage, a modify in our sample was what we desired and thus, we chose to conduct our research with children of government schools across three different geographical regions.

A second limitation that one out of the two of us felt that, due to the settings that we looked at, it would have been more appropriate to prepare a Questionnaire instead of an interview schedule. I personally felt that it was appropriate to stick to an

interview schedule since it would have been and to a certain extent was easy to translate and transact the questions that our desired sample was expected to respond to.

Since we have referred to the school as a cooperative entity and have previously learnt and understood about the agency of the child, the parent as well as the teacher, we felt that in the rural and urban schools in particular, the distance between the home of the child and the school is vast. Often, parents are unable to come to the school on being called and the former is also an important reason for very low attendance at the rural school.

The grandparent of one child walks for around 5 to 8 kilometres to collect his grandchild from the school. Like this distance has taken the form of a hurdle for the school, it was also difficult for us to conduct our study since we were also unable to go the houses of children and interact with their families and parents. Along with the distance, the unavailability of parents at the time we went to the school and attempted at visiting the community, became a problem.

I have referred to the school as a cooperative entity and thus, the mentality held by parents regarding teachers and vice versa, affects children and child education. All the 3 government schools that were a part of our sample were single teacher schools and thus, whilst interacting with the teachers, we began to understand that their opinion regarding parents was very limited. All that they could point out was the fact that parents don't get involved or participate in the schooling process since either they are busy with personal, familial activities and chores or the fact that they themselves are uneducated.

Since the terrain that we chose to work with was hilly and steep, for one, it was difficult for us to access the community and its members and secondly, it got difficult for us to conduct our study due to the weather conditions prevalent during that time of the year. Three days of continuous rain made it complicated for us to go to the schools and make more use and get a better understanding of the community and its people.

Conclusion

The first part or paragraph of our literature review takes into account the definition of parent involvement. It has been defined "as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development". In this definition, the term "optimal" rings a bell in our minds thereby asking us what optimal development means and whether it can be quantified. Our data does reveal the participation of parents in a few ways and these few ways are the markers that we have developed in order to quantify parental involvement.

As far as looking at it as a motivational factor, some part of our data that reveals the extent of time parents spend with their children, if and how they help their children prepare for a day at school etc., throw light towards the term "optimal". One manner through which the former can be briefly explained is the effort put in by a parent in as many ways as possible for the child's orientation.

Our study looks at schools in the rural, semi-rural and urban contexts. While looking at the term urban, we do have a tendency of creating an image of a space that is advanced in terms of infrastructure, quality education etc, but in our case and based on our research findings, specifically with regard to the school that we visited, we cannot easily come to a conclusion saying that it was urban in the sense of the term.

Our construct of an urban area was contradictory to the constructs of the school. In a study that we went through as a part of the literature review, the author talks about one facet of schooling and education, namely, "school advantage". Looking back, we would look at this from an overall angle and this angle would comprise of the benefit and betterment of the agencies of children, parents and teachers.

This particular school is at an advantage due to its location and the fact that between the primary classes of 1 to 5, it has a total strength of 38 students as compared to the rural government school that had a total strength of 22 students. This study also talks about "student advantage" and "parent advantage".

The urban scenario as previously stated comprised of children whose parents are largely migrant labourers and daily wage labourers. A concept such as “student advantage” in this sense and as per our knowledge, concentrate on the detail that if not the parents at least the children are at an advantage with regard to the detail that they are able to attain at least formal education to some certain level.

APPENDICES

PARENTS' INTERVIEW SCHEDULE

अभिभावक साक्षात्कार हेतु

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|--|--------------------|--------|
| ➤ अभिभावक सं०- | गाँव/विद्यालय सं०- | |
| ➤ परिवार का मुख्य व्यवसाय: | | |
| ➤ परिवार के सदस्यों की संख्या: | लड़का: | लड़की: |
| ➤ परिवार की मासिक आय: | | जाति: |
| ➤ वर्तमान समय में बच्चे किस विद्यालय में जाते हैं: सरकारी या निजी विद्यालय | | |

- 1- आपकी नज़र में सरकारी और निजी विद्यालय में क्या अंतर है?
- 2- निजी विद्यालय और सरकारी विद्यालय में आप किसे ज्यादा महत्त्व देंगे, और क्यों?
- 3- क्या आपके बच्चे कभी निजी विद्यालय में गए हैं, यदि हाँ तो कितने समय के लिए?

3(a) आपने अपने बच्चे को सरकारी विद्यालय में नामांकन क्यों करवाया? (यदि बच्चा निजी विद्यालय में कभी गया हो तो)

- 4- आपका बच्चा प्रतिदिन कितने घंटे घर पर पढ़ता है?
 - a- 1 से 2 घंटे
 - b- 2 से 3 घंटे
- 5- आप अपने बच्चे की पढ़ाई में किस प्रकार का योगदान देते हैं?
 - a- बच्चों के विषय के बारे में मालूम है।
 - b- बच्चों की किताबों से भली-भाँति परिचित हैं।
 - c- पढ़ते वक़्त बच्चों के साथ बैठते हैं।
 - d- अपने जीवन से जुड़े अनुभवों को बच्चों के साथ साझा करते हैं।
 - e- बच्चों के साथ नियमित रूप से खेलते हैं।
- 6- क्या आप अपने बच्चों की शैक्षिक प्रगति को जानने के लिए अध्यापकों से मिलते हैं?

हाँ ()	नहीं ()
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- 7- आपके और शिक्षक के बीच सम्बन्ध कैसा है?
 - a- शिक्षक से भेंट प्रतिदिन/साप्ताहिक/पाक्षिक/मासिक होती है।
 - b- शिक्षक से भेंट विद्यालय में/समुदाय में/ काम पर जाते समय/मीटिंग में होती है।
 - c- शिक्षक को बच्चों से सम्बंधित यदि कोई बात करनी होती है तो फ़ोन करते हैं/विद्यालय बुलाते हैं/घर पर आते हैं।
 - d- विद्यालय में जाने पर शिक्षक आदरपूर्वक बात करते हैं और बैठने के लिए कुर्सी देते हैं।
 - e- किसी प्रकार के आयोजनों में शिक्षकों को आमंत्रित करते हैं।

8- सरकारी विद्यालय- अभिभावकों की नज़र में:

क्र म सं०	सवाल	सरकारी विद्यालय		टिप्पणी
		हाँ	नहीं	
1	बैठने की व्यवस्था सही है।			
2	बच्चों के अनुकूल वातावरण अच्छा होता है(हवादार कमरे, बिजली की व्यवस्था आदि)			
3	बच्चों के खेल से सम्बंधित सामग्री और मैदान पर्याप्त मात्रा में है।			
4	कक्षा में बच्चों और शिक्षक का अनुपात पढाई योग्य है।			
5	एक समय में शिक्षक दो कक्षाओं को साथ में पढ़ाते हैं/दो कक्षाएं साथ में बैठती हैं।			
6	शिक्षकों के बीच आपस में समन्वय अच्छा है।			
7	शिक्षको की योग्यता बच्चों को पढ़ाने के लिए किस विद्यालय में ज्यादा अच्छी है।			
8	शिक्षकों की मासिक आय पर्याप्त है।			

9- शिक्षकों के मनोबल को बनाए रखने के लिए समुदाय क्या क्या कोशिशें करता है?

a- सरकारी विद्यालय के सन्दर्भ में:

10- यदि आप एक सरकारी विद्यालय के प्रधानाध्यापक है तो आप बच्चों के अभिभावकों से क्या और किस प्रकार की अपेक्षा करेंगे।

अभिभावक साक्षात्कार के क्रम में:

- 1- बच्चों को विद्यालय जाने के लिए माता-पिता/दादी/भाई-बहन/या स्वयं अपने से तैयार होते हैं।
- 2- क्या बच्चे सुबह नाश्ता करके जाते हैं, और या अगर बच्चे मना करते हैं तो आप क्या करते हैं?
- 3- बच्चों को आप स्वयं विद्यालय छोड़ने जाते हैं या फिर वे अन्य बच्चों के साथ आते-जाते हैं।
- 4- घर में पति-पत्नी में से कोई एक बाहर काम करने जाते हैं या फिर दोनों?
- 5- काम पर बच्चों के विद्यालय चले जाने के बाद जाते हैं या फिर पहले ही चले जाते हैं?
- 6- बच्चे जब विद्यालय से वापस आते हैं तो आप घर पर ही रहते हैं या फिर कोई और रहते हैं?
- 7- क्या आप अपने व्यवसाय या फिर काम के बारे में अपने बच्चों से साझा करते हैं?

(यह प्रश्न फ़ील्ड पर जाने के बाद अभिभावक साक्षात्कार में जोड़े गए हैं)

(These questions have been added at the field)

TEACHERS' INTERVIEW SCHEDULE

शिक्षकों से साक्षात्कार हेतु

- शिक्षक सं०- गाँव/विद्यालय सं०-
- शिक्षक का विषय:
- परिवार के सदस्यों की संख्या: लड़का: लड़की:
- जाति:
- वर्तमान समय में बच्चे किस विद्यालय में जाते हैं: सरकारी या निजी विद्यालय

- 1- आपकी नज़र में सरकारी और निजी विद्यालय में क्या अंतर है?
- 2- निजी विद्यालय और सरकारी विद्यालय में आप किसे ज्यादा महत्त्व देंगे, और क्यों?
- 3- क्या आपके बच्चे कभी निजी विद्यालय में गए हैं, यदि हाँ तो कितने समय के लिए?

3(a) आपने अपने बच्चे को सरकारी विद्यालय में नामांकन क्यों करवाया? (यदि बच्चा निजी विद्यालय में कभी गया हो तो)

- 4- कक्षा में पढ़ते समय आप बच्चों से किस प्रकार की बातें साझा करते हैं?
 - a) अपने जीवन से जुड़े अनुभवों को साझा करते हैं।
 - b) बच्चों के अभिभावकों के बारे में बात करते हैं।
 - c) समाज की समस्याओं के बारे में बात करते हैं?

5- पाठ्यक्रम को बच्चों के सामाजिक परिवेश को किस प्रकार जोड़ते हैं?

6- क्या आप अपने बच्चों की शैक्षिक प्रगति और बच्चों से सम्बंधित बात करने के लिए क्या टूल अपनाते हैं?

हाँ ()

नहीं ()

7- आपके और अभिभावक के बीच सम्बन्ध कैसा है?

- a- अभिभावकों से भेंट प्रतिदिन/साप्ताहिक/पाक्षिक/मासिक होती है।
- b- अभिभावकों से भेंट विद्यालय में/समुदाय में/ काम पर जाते समय/अभिभावक-शिक्षक मीटिंग में होती है।
- c- अभिभावकों को बच्चों से सम्बंधित यदि कोई बात करनी होती है तो फ़ोन करते हैं/ घर बुलाते हैं/ विद्यालय आते हैं।
- d- प्रत्येक अभिभावकों से एक जैसा व्यवहार करते हैं।
- e- किसी प्रकार के आयोजनों में अभिभावकों को किस प्रकार आमंत्रित करते हैं।

8- सरकारी विद्यालय आपकी नज़र में क्या है?

9- (यदि बच्चा निजी स्कूल में जाता है तो) आप अपने बच्चों को सरकारी स्कूल में क्यों नहीं भेजते?

10- अभिभावकों की भागीदारी से आप क्या समझते हैं, और किन किन सन्दर्भ में भागीदारी होनी चाहिए।

CHILDRENS' INTERVIEW SCHEDULE

छात्र/छात्रा साक्षात्कार

छात्र/छात्रा संख्या:

गाँव/विद्यालय का नाम:

- 1- विद्यालय से जाने के बाद आप घर पर कितने घंटे पढ़ते हो?
- 2- घर पर पढ़ते समय आपकी कौन मदद करता है?
 - ✓ माता-पिता साथ बैठते हैं।
 - ✓ बहन या भाई पढ़ाते हैं।
 - ✓ दोस्तों के साथ बैठ कर पढ़ते हैं।
- 3- क्या मन्मी या पापा विद्यालय सुबह छोड़ने या दोपहर में लेने आते हैं?
- 4- क्या आपके माता-पिता आपकी किताबें देखते हैं?
- 5- सुबह विद्यालय आने से पहले आपको कौन तैयार करता है?
- 6- विद्यालय न आने का मन होते हुए क्या आपके माता पिता फिर भी आपको विद्यालय भेजते हैं या नहीं?
- 7- छुट्टी के दिन क्या आप अपने माता-पिता के साथ वक्त बिताते हो?
 - ✓ घर पर खेलते हुए।
 - ✓ बाज़ार जा कर।
 - ✓ घर के कामों में हाथ बंटा कर।
 - ✓ खेतों में जाकर।
 - ✓ पढ़ाई करके।
- 8- क्या विद्यालय में पढ़ाये जाने वाले विषयों में कोई ऐसा विषय है जो सिर्फ पापा पढ़ाते हैं?
- 9- विद्यालय में अच्छे अंक आने पर आपको आपके माता पिता किस तरह प्रोत्साहित करते हैं?
 - ✓ कोई तोहफा देकर।
 - ✓ घुमाने ले जा कर।
 - ✓ खिलौने देकर।
 - ✓ बाज़ार ले जाकर।
 - ✓ कहीं घूमने जाते हैं।



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