

Pathology of Parental Involvement in Their Children's Enrollment in Preschools: A Case Study of Neyriz

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The objective of this study was to identify the pathology of parental involvement in their children's enrollment in preschools of Neyriz. The study used the survey questionnaire to meet the research objectives. The study population were parents who had preschoolers which, for the purpose of the study, 217 sample were chosen via Morgan formula. The data collection instrument was self-made questionnaire based on 5-point Likert scale. Next, the data were analyzed using descriptive statistics. One sample t-test, and Friedman test were used to determine if significant influence exist between the variables. The findings showed that economic, social individual and educational factors have a significant influence on parental involvement in their children's enrollment. However, Friedman test results indicated that, among those variables, the educational factor has most influence on parental involvement. It is recommended that educational institutions pay more attention to the educational and economic factors and provide free education towards increasing children's enrollment in preschools.

Key Words: pathology, parental involvement, preschool, economic factors

Introduction

Involving parents in their children's enrollment in preschools provides many opportunities for success. Research has demonstrated the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development. Opportunities for parental involvement in children's learning signify possibilities for healthy children, families and communities; this can become a reality through a proactive and preventative approach (Center for Child Wellbeing, 2012).

The family makes critical contributions to student achievement, from earliest childhood through high school. Efforts to improve children's outcomes are much more effective if they encompass their families. When schools engage parents and students, there are significant effects. When parents are involved at school, not just at home, children do better in school and they stay in school longer (Henderson & Berla, 1994).


Involving parents in their children's enrollment in preschools provides many opportunities for educational success. Research has demonstrated the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development. Opportunities for parental involvement in children's learning signify possibilities for healthy

children, families and communities; this can become a reality through a proactive and preventative approach.

Among the participation's components is the people's participation that today's have been common in the education system and people using their abilities, represent quality and quantity services to the education system voluntarily. Necessity of people's participation in the education and due to that in parent's participation in their children's registration affairs, is the undeniable principle.

Once changes in children's life has been occurred, its education and training becomes more sensitive. Attention to all respect and training needs of children, results in more participation of parent – teacher in the recent years. Parent participation in organizations in the first childhood years is effective in the establish of mutual relation between the family and organization and results in the relation to bigger society (Sadq Zadeh, 2009).

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Many of patterns for education of preschool are emphasis on family's participation. Since the rate of active parent participation is not suitable in preschools in Neyriz, it is necessary that in order to active parent participation, factors and obstacles are determined in related to registration and in order to partnership and also parents attention, in the field of preschool registration, practical strategies are presented. So the main purpose of this research is the finding challenges and damages of parent participation till through the presenting of practical parent strategies they could be generally and effectively participating on their child's registration.

Literature Review

Becoming involved at school has important effects, not just for students, but for all members of the family. Parents develop more positive attitudes towards the school, become more active in community affairs, develop increased self-confidence, and enroll in other educational programs. This strengthens the family not only as a learning environment, but as an economic unit (Center for Child Wellbeing, 2012; Henderson & Berla, 1994). No matter what economic, racial, or cultural group, whether it's rural or urban, children's educational academic achievement scores do go up when there's parent involvement, when there's good relationships between the home and the school, because those relationships serve to motivate students to achieve at the level their ability enables them to" (Rural Audio Journal, 1995). Continued family involvement is key in creating sustainable change in behaviors (Linden, 2010). The most successful early intervention programs, deal with the children's families as well as with an enriched school program because the family plays such a critical role in reinforcing the school's lessons (p.57). The schools also rely on the community to reinforce the lessons and values they teach" (Linden, 2010).

Parent involvement typically involves parents' behaviors in home and school settings meant to support their children's educational progress. Measures of parent involvement commonly include the quality and frequency of communication with teachers as well as participation in school functions and activities (Catsambis, 2001; Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004; Nokali, Bachman, & Votruba-Drzal, 2010). Parent involvement also characterizes parents' values and attitudes regarding education and the aspirations they hold for their children (Catsambis, 2001; Nokali et al., 2010). Although values and attitudes may not directly influence academic outcomes, they may enhance academic achievement

indirectly by promoting children's motivation and persistence in challenging educational tasks. Parent involvement bridges two key contexts in children's early development, namely the home and school settings. Within an ecological framework (Blazer, 2005; Nokali et al., 2010), the home and school contexts are characterized as autonomous microsystems and parent involvement is conceptualized as a mesosystem, which is made up of interactions between key microsystems. Although each setting can independently influence a child, together the home and school contexts interact to offer a unique influence. In this study parent involvement is conceptualized as a product of the interaction between the influences of school and home settings by providing continuity between the two environments. For example, if parents are aware of a teacher's instructional goals, they may provide resources and support for those learning aims at home. Similarly, in terms of social development, parent involvement may facilitate the development of consistent disciplinary approaches across home and school.

When families become involved in their children's education, they have a better understanding of what is being taught in school and of teaching and learning in general. They gain more information about children's knowledge and abilities, as well as the programs and services offered by the school (Moorman, 2002). Research has found that when parents are involved, their confidence in their ability to help their children with classroom assignments increases (Nistler & Maiers, 2000) and they rate teachers higher in overall teaching ability (Blazer, 2005; Caplan, 2000; Nokali et al., 2010)

Research Methodology

This is a quantitative survey research. The research community is including all families that between the years of 93-94 had the preschool child. Required information about the families that they have preschool child, which are about 500, is presented through health centers. Using the Morgan sample Determine the volume formula, 217 cases of parents, which had the children of the age of preschool, were chosen from the Abadeh e Tashk. In order to select the intended sample in this research used Simple Random Sampling Method. For collecting the required data used the questionnaire that made by the researcher, and the grading method was selected based on Likert from 0 (very low item) to 4 (very high item).

Collected data were analyzed through SPSS. For questionnaire assess reliability used Keronbakh Alfa Test. According to presented data, the ratio of Keronbakh Alfa is higher than 70%. For data analysis, we

used the descriptive statistics (median, average, criteria deviation,) and inferential (Ferdman Test and Significance test one sample T-test).

Results

The main variable of this research, analyzing the harm of parent participation about children's registration in the preschool, have four sub- scale which are: educational factors, personal factors, social factors, economic factors that this part including average and standard deviation of research variables.

Table 1: Average and Standard Deviation of Research Variables

| Factors | Questionnaire rank average | People rank average | Standard deviation |
|---------------------|----------------------------|---------------------|--------------------|
| Educational factors | 39 | 50/25 | 6/73 |
| Personal factors | 30 | 36/61 | 5/46 |
| Social factors | 27 | 32/99 | 4/93 |
| Economic factors | 24 | 30/16 | 6/82 |
| Total | 120 | 150/02 | 14/88 |

The above table shows the average of research variables that compares with questionnaire average factors. According to this table, since attained averages are higher than the average grade, we can say that educational factors, personal factors, social factors and economic factors of the preschool's children have the optimal level.

Question 1: Are the educational factors have an effect on the parent participation rate in the child registration on the preschools?

For analysis of this question we used one T sample test. Since the T rate is (105/48) and the significance level is (0/001), we resulted that the educational factors have a significant effect on parent participation in the child's registration in preschool centers.

Table 2: one sample T-test between educational factors and parent participation

| Variable | T rate | Freedom degree | Significance |
|---------------------|--------|----------------|--------------|
| Educational factors | 105/48 | 216 | 0/001 |

Question 2: Are the personal factors have an effect on their children's registration on the preschools?

For analysis of this question we used one sample t-test. Since T rate is (94/70) and significant level is (0/001),

we resulted that personal factors have a significant effect on parent participation on their children's registration on preschool centers.

Table 3: one sample T test Test between personality factors and parent participation

| Variable | T rate | Freedom degree | Significance |
|-----------------|--------|----------------|--------------|
| Personal factor | 94/70 | 216 | 0/001 |

Question 3: Are the economic factors have an effect on parent participation rate on the child's registration on preschools?

For the analysis of this question we used one sample T test. Since the T rate is (62/46) and significant

level is (0/001), we resulted that the economic factors have a significant effect on parent participation on the child's registration in the preschool centers.

Table 4: one sample T-test between economic factors and parent participation

| Variable | T rate | Freedom degree | Significance |
|------------------|--------|----------------|--------------|
| Economic factors | 62/46 | 216 | 0/001 |

Question 4: Are the social factors have an effect on parent participation rate on the child's registration in the preschools?

For the analysis of this question we used the ratio of the one sample T-test. Since the T rate is (94/52)

and significant level is (0/001), we resulted that the economic factors have a significant effect on parent participation on the child's registration in the preschool centers.

Table 5: one sample T-test between social factors and parent participation

| Variable | T rate | Freedom degree | significance |
|----------------|--------|----------------|--------------|
| Social factors | 94/52 | 216 | 0/001 |

What is the Ranking of the educational, personal, social, economic factors on the parent participation about child's participation on the preschools?

For the analysis of this question we used the Fridman Test. The obtained results for determining the

factors rate on the parent participation related to the child's registration on preschool centers are the followings. Since Chi-squared test is (683/29) and significant level is (0/001), we can determine the factors rate through the average table.

Table 6: Feridman Test for determining the factors rank

| | Chi Square rate | Freedom degree | Significance |
|-------------|-----------------|----------------|--------------|
| Four factor | 683/29 | 4 | 0/001 |

Comparing the average of the variables in the above table, we see that educational factors have the highest effect on parent participation in child's registration in

preschool centers and we can say that in parent's view educational factors have more importance and then personal, social and economic factors, respectively.

Table 7: The average of research factors for determining the factors rank

| Factors | Number | Average |
|---------------------|--------|---------|
| Educational factors | 217 | 3/98 |
| Personal factors | 217 | 2/61 |
| Economic factors | 217 | 1/60 |
| Social factors | 217 | 1/81 |

Discussion

This research has been carried out with the aim of parent participation pathology about child's registration in preschools, case study of Neiriz region. For achieving the above objectives, four question designed and analyzed.

Question 1: are the educational factors having effect on parent participation rate on the child's registration on preschools?

According to the correlation coefficient and significant level between educational factors and parent participation, there is a positive and significant relation and comparing the average of the variables, the educational factors have the highest effect on parent participation rate on the child's registration on preschools... to emphasis of this findings, we can say that if educators and managers have welcome to active parent participation, listen to the parent's view, and to support of participation has establish the courses for parents, the

parent participation has been increases to the preschools. It is essential that the education officials, especially the managers of preschool, has been more attention to the increase of the knowledge and relational and social skills of staff and parents through training for the participation. According to Gaylan, if scholastic factors, across students' education, doing well, it will result the serious parent participation in school affairs. These results are consistent with this part of Gaylan Theory, so applicable in the studied statistical community. Findings on this question are consistent with the results of Nokali et al. (2010), Moorman (2002); Nokali et al. (2010).

Question 2: Are the personal factors have an effect on the parent participation on child's registration on preschools?

According to correlation coefficient and significance level between personal factors and parent participation, there is positive and significance relation. We can say that there is a relationship between personal and familial specifications of parents and their participation. Mazlo, is one of the most important theorists, that know the all of human acts based on different needs of human. According to him, achieving to at least material and spiritual human needs, could be effective on everything. Based on this, if the student's parent does not see respect by the preschool teachers, will not participate in school affairs. Therefore, personal and mental factors are the most effective factors on parent participation in educational system. In fact, while knowledge and education rate and parent attitude are increasing, participating in preschool registration are increasing too. These research findings are consistent with research of Caplan (2000); Catsambis (2001); Dearing et al. (2004)

Question 3: Are the economic factors have an effect on parent participation on the child's registration in preschools?

According to the correlation coefficient and significance level, there are positive and significant relation between economic factors and parent participation rate. For this, we can say that the fee, buy price of educational assistant things, transportation costs have an effect on parent participation, in fact, the families has been involved the lack of income, intensity of children and the unstable economic situation and lack of suitable work in disaffiliation. If the official organization as an educational system, could not cover the preschool and provide the funds, it's had a direct effect on parent participation and due to low participating. Finding of this research and consistent with findings of Sadq Zadeh (2009), show the importance and influence of economic factors on parent participation development of educational system well.

Question 4: Are the social factors have an effect on parent participation on the child's registration of preschools?

According to correlation coefficient and significance level, there is positive and significance relation between social factors and parent participation rate. Participation of school and home, will be resulted of more knowledge of managers from education and training and student situation that are priceless in different programming of school. In addition, the parents also will know about different parts of social, breeding and discipline of their children. For emphasis we can say that parent participation on the child's registration, will cause increase of competition among their children and resulting independent, social and more successful children. Mentioned researches, have been emphasizing on an parental supervision of the school affairs, in order to their knowledge from the problem and difficulties of schools, from home to school and parent relation to school, parent and teachers' community, and participating of parents on educational decision making. The findings of this part are consistent with Linden (2010); Nistler and Maiers (2000).

Conclusion

Findings show that people's participation, specially parent participation in registration affairs of preschools, are based on different variables. Some of these variables, increase people's participation and some of them prevent this. This article has been analyzed four economic, personal, educational and social factors on parent participation of children's registration on preschool centers. Results showed that among these, the most effective factor, based on average 3/98 and T rate (105/48) and freedom degree 216 is related to educational factors, so educational factors have the most influence on the parent's participation on the child's registration of preschool centers and also we can say that from parent point of view, educational factors are the most important and then personal, social and economic factors, respectively. In fact, while education rate and manager's knowledge, increasing, and educational system establishes the courses to increase the textbook level, in-service and free classes, make the preschool official in primary school, the parent participation increasing too. Therefore, using research findings and planning about more parent participation in their child's registration, we can identify limitations and improve the grow of educational, social, personal and economic factors in preschool centers.

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