

Impact of Parental High Expectation in Primary Education

Dr. Kishora Kumar Bedanta

HOD, Dept. of Education

Derabis Degree College, Derabish, Kendrapara, Odisha.

Abstract:

The present study discusses impact of parental high expectation of primary education in Odisha. This study is based on descriptive survey method. It is conducted through survey model, which involves interviews with 180 parents of the primary schools children of Derabish Block in Kendrapara district of Odisha. The role of parental expectation is affecting children's academic progress, which has received and substantial attention from psychologists and sociologists over the past half century. The results of study refer that parental expectations of the objectives of primary education are mostly in conformity with the general objectives of primary education. The parents complain indiscipline in school campus, low academic qualification teachers, lack of dedicated teachers towards education ,insufficient administration in the school, lack of supervision, teaching has not done total period in the school hour, inadequate in-service training programme, insufficient infrastructure, over-workload for a teacher, excess other social activities involved by a teacher in school hour and unskilled teachers involved in this high sensible dignitaries human being institutions. Most of the parents are unconscious primary education about their children.

Key Words: Parental High Expectations, Ethnic Differences, Primary Education

Introduction:

The impact of parental high expectations in affecting children's academic progress has received substantial attention now-a-days. In general, parental expectations have been found to play a critical role in children's academic success. Although, the term "parental expectations" has been defined in various ways in the literature most researchers characterize parental expectations as realistic beliefs of judgements that parents have about their children's future achievement as reflected in course grade, highest level of schooling attained. Parental expectations are based on an assessment of the child's academic capabilities as well as the available resources for supporting a given level of achievement.

Parental expectations can be contrasted with parental aspirations, which typically refer to desires, wishes or goals that parents have formed regarding their children's future attainment rather than what they realistically expect their children to achieve. To the extent that parental aspirations reflect the value parents place on education. They are based on parents' personal goals as well as community norms about schooling and its role in promoting professional and personal success. The author of this study tends to measure parental aspirations by asking the year of schooling parents "want" or "hope" their children to achieve. The Constituent Assembly of India adopted and enacted the Indian Constitution on the twenty-sixth of Nov, 1949. The constitution become effective from 26th Jan.1950. There are some specific provisions made in the constitution for education. Regarding free and compulsory education the constitutions makes the provisions under article 45 in the following manner "The State shall endeavour to provide within a period of ten years from the commencement of this constitution free and compulsory education for all children until their complete the age of fourteen years."

During time to time different efforts were made from the govt. Side to implement the new system of education in the way its intended. But from the very beginning of the implementation of the plan, many teachers found the new system somewhat confusing. The mid-term and full-term evaluation of National Education System plan implementation observed a big mismatch between the intended and implemented

curriculum. The full term evaluation team examined the plan thoroughly and their report suggested some necessary measures on the very plan itself.

Characteristics:

Parental expectations can be contrasted with parental aspirations, which typically refer to desires, wishes or goals that parents have formed regarding their children's future attainment rather than what they realistically expect their children to achieve. To the extent that parental aspirations reflect the value parents place on education. They are based on parents' personal goals as well as community norms about schooling and its role in promoting professional and personal success. Although parental aspirations and expectations are conceptually distinct, in terms are sometimes used interchangeably. On occasion, the author of this study assesses parental aspirations and expectations separately but combines them into a single measure for analytic purposes. This study focuses exclusively that measured parental expectations about their children's future academic achievement. However, parent involvement in the education is necessary. There are many ways like parents guide their children during studies, plays with children, aware on wrong habits, socialized with children in community and involving in schools activities but mainly from school size. They are not giving more important on parental involvement among their children in schools. Really parents are regarded as the first agency of the education. In order to make primary education more qualitative, suitable and competitive, its syllabus must be relevant to the needs interests and aspiration of parents' as well as society. In this paper, the author refers to race as well as to ethnic, which can be defined as an individual's heritage based on nationality, language or culture.

Parents' Expectations of Primary School Student:

According to Mrs Suchismita Pradhan, who is the teacher of Narua Project Primary School, Narua, Kendrapara, emphasizes that parental involvement is an important and essential to make a good performance in education to their children. However, parents are guardians, teachers and care takers for improving their children. There is a strong positive relationship between parental education or parental involvement and time spent with children. However parenting education programmes offer multiple benefits to parents as well as to their children. Parent expectation have been posited as affecting student outcomes both directly through interactions with their children and indirectly through parental beliefs and perceived efficacy in providing academic support to their children. It is conceivable that the longer a student stays at school, parent aspirations will alter in line with grades the student gets from teachers. In other words, originally optimistic parental expectations could decline when parents received student grades that were lower than their expectations for their children. Mr Jayadev Das, DEO of Derabis College critically commented on that high parents' expectations positively influence older students' achievement and self-perceptions. On his view, the author of this paper expected that parent perceptions of their 11 to 16 year students' academic achievement were closely related children's self-perceptions because the perceptions and expectations of parents contributed to students' self-perceptions. He also clearly suggested that the low pattern of question prepared by the board, which cannot support the intellectual development of the child.

In order to find out expectations regarding the objectives of primary education, they were asked to report their expectations regarding the understanding skills and competences, they would want in their children. In response to this query, more than 80% of parents reported that primary education completes must be able to write correspondence letters and application, read on books and up- to-date newspapers, solve daily life problem related to the operations of the four fundamental rules. Parents of disadvantaged children wanted their children to be skilled enough to work and earn. When asked about the reasons for sending children to school, they wanted their children to have a govt.

Race / Ethnicity Differences in Parental Expectations:

This survey model of study which is interviewed on 180 parents commented that the race of parents along with their education level play an important role in defining their expectations of educational attainment. The author observed that differences in parental expectations existed between immigrant parents and native-born minority parents. Immigrant parents were found to maintain high aspirations consistently overtime from standard I to V. Comparatively than native born minority parents. The high expectations correlated positively with parental education and children's level of academic performance. It clearly points out that parental expectation has positively correlated to children achievement.

At conclusion, it appears that Asian American parents hold higher expectation than do parents in other groups, but it is difficult to draw a definitive conclusion regarding the relative expectations of African American and European American Parents .At present, we will discuss that these inconsistent findings are partially attributable to differences across studies in the child's age at the time parental expectations were assessed, the way in which parental expectations were elicited, variability across racial groups of socio economic status.

Parents Opinion on the School Activities:

There are 80% of parents expected that children must be learning something good in the school. This implies that they do not seem much concerned with whatever activities are going in the school. For example, one third of the parents were found to be dissatisfied with the functioning of the school itself. They had many complaints against teachers and their teaching. Their main complaint is related to the teachers and their teaching. They are of the opinions that the programmes of school activities have not been delivered to the required extent by teachers including their concerned people and authorities. Regarding school activities the main observations of the unsatisfied parents are lack of discipline in schools, low academic qualification of teachers, teachers involved in politics, lack of dedication on part of teachers, lack of supervision from the concerned office time to time, teaching not usually done through the whole period and school hours, the over workload by the teacher, different categories teachers are appointed by the govt. Time to time, irregular appointment of the teacher, low profile category teachers appointed by the govt. and no emphasis on cultural and physical development of children.

Conclusion:

The conclusion of the present study informs that parental high expectations of the objective of primary education are mostly in conformity with general objectives of primary education. Some parents desire that their children to be able to communicate in English. So parental reasons for education their children at the primary level is to make them able to solve daily life problems related to reading, writing and general arithmetic. Most of the parents indicated that the need for teaching some work skills and for making their children more obedient, respectful and religious. Parental attributions about the causes of successful school performances are likely to affect the relation between students' prior performance and parents' expectations about future performance. In order to meet the parental expectations and the national requirement, provisions should be made for incorporating some socially useful work skill in the primary education curriculum. There are some parents gives their opinion that there is lack discipline in the school campus, profile teacher, inadequate staff member of the school, over-workload, insufficient text-book and no emphasis on physical and cultural programme in the school. A majority of parents were unaware of the elective subjects interesting to their children. It is clear that children should be motivated by their guardians to work hard in school. Parents should not become overbearing for their children.

Reference:

- 1) Banks,J,Maitre,B. And Watson,D (2016)Parental Educational Expectations of Children with Disabilities,Dublin: The Economic and Social Research Institute
- 2) Berthelsen,D and Walker,S.(2008) Parents Involvement in their Children’s Education, Family Matters(79),34-41
- 3) Catsambis,S. And Garland,J.E (1997) Parental Involvement in Students’ Education during Middle School and High School Report# 18,Baltimore,MD: CRESPAR, Johns Hopkins Univ.
- 4) Ew,E.W.(2015) Activities to Promote Parent Involvement, Retrieved 0.04.2016 from <http://www.w.w.educationworld.com>
- 5) Fan,X.(2001) Parental Involvement and Students’ Academic Achievement: A Growth Modelling Analysis.The Journal of Experimental Education 70:27-60
- 6) Jeynes,W.H.(2007)The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement : A Meta-analysis Urban Education,42,82-110
- 7) Tatar,M and Horenczyk,G.(2000)Parental Expectations of Their Adolescents’ Teachers, Journal of Adolescence 23 (4) 87-95
- 8) Visser,D.(1987) The Relationship of Parental Attitudes and Expectations to Children’s Mathematics Achievement Behaviour, Journal of Early Adolescence 7(1),1-12