

## STUDY ON PARENTAL INVOLVEMENT IN PREPARING THEIR CHILDREN FOR SCHOOL

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### **Abstract**

*This research examined parental practices that improve kids' social, emotional, cognitive, linguistic, and self-care school readiness. The study used case study approach for qualitative research. The study has 25 participants. Participants were selected using greatest variation purposive sampling. Data was collected via a two-part semi-structured interview. Content analysis assessed the study's findings. The research found that parents provided social support via friend connections, social activities, educational activities, family contact, and delegating responsibilities, and emotional support through speech communication, emotional support, spending time, and completing activities. It was found that number activities, book reading, games, and oral activities supported children's cognitive readiness for school; conversation, book reading, games, and feedback supported language readiness; and practices aimed at fostering habits, assigning responsibility, and setting an example supported self-care readiness.*

**Keywords:** *Preschool; School Readiness; Parents.*

### **Introduction**

Early learning affects children's development. Even while everything infants learn from infancy forms the framework for subsequent learning, this basic skill may indicate preparation. Readiness is a child's growth, development, and maturity relative to its chronological age (Graue, 1993). Ready means having the information and abilities to participate in a learning activity (Pianta, Cox & Snow, 2007). School preparedness improves learning and adjustment. It describes each child's skills before they start school (Snow, 2006). "School readiness" encompasses children's emotional, physical, and linguistic health (Kagan 1992; Miller & Kehl, 2019; Rimm-Kaufman & Pianta, 2000). Kids require "school-ready" skills to succeed in physical, social, emotional, linguistic, and cognitive areas (Shonkoff & Phillips, 2000). One prepares for school by learning to sit still, focus, follow instructions, and express oneself (Blair, 2002). School readiness reflects a child's developmental domains. Thus, school readiness covers all academic behaviors.

Depending on their age, kids have different qualities. School preparation studies have focused on the child's growth and increasing acceptance of the developmental method (Cairns & Cairns 2006). The National Education Goals Panel (NEGP) (1995) examined children's school readiness in health and physical development, social and emotional development, instructional methodologies, language and communication, cognitive development, and general knowledge. Research on children's academic-cognitive, socio-emotional, and behavioral skills has defined school readiness (Baptista, Osório, Martins, Verissimo & Martins, 2016;). (Bierman et al., 2008; Mashburn & Pianta, 2006). Cognitive and preliteracy language skills including word identification, phonemic awareness, numeracy, attention, and focus assist future academic success (Howes, et. al., 2008; Prior, Bavin & Ong, 2011). Social skills include paying attention, persisting, enduring disappointment, asking for the correct

aid, listening to instructions, and connecting with peers and adults (Pianta, 2002). Social contact shapes emotional competence, which includes experiencing, understanding, and controlling emotions (Halberstadt, Denham & Dunsmore, 2001). Physical and motor competence includes growth, motor skills, and personal care (Kagan, Moore & Bredekamp, 1995). Social, emotional, cognitive, linguistic, and physical abilities and early environmental support may help prepare children for school.

The child develops and grows in the family and society. A child's knowledge and talents may be influenced by their environment and the individuals they interact with there. Several factors determine a child's school readiness (Miclea & Mihalca, 2007). Based on their environment, the child is appraised using socio-cultural, ecological, psychoanalytical, and socio-cognitive theories. These beliefs emphasize how family and home environment affect a child's cognitive, linguistic, social, and emotional development. Bronfenbrenner's ecology theory (1986) highlights how family and non-family factors affect child development. Home life influences academic success and school life (Pianta & Walsh, 1996). Children with better early education and care have better cognitive and social abilities (Pianta, Barnett, Burchinal & Thornburg, 2009). Physical, cognitive, linguistic, and social skills predict academic performance (Claessens & Engel 2013). Most home learning environment research focuses on parental readiness-promoting actions (Bradley, 1994; Christian, Morrison & Bryant, 1998). Bedtime rituals, reading aloud, and mealtimes affect children's intellectual and social development (Ferretti & Bub, 2017). Parent-child communication and help affect a child's school performance (Rimm-Kaufman, Pianta, Cox & Bradley, 2003). Provide plenty of learning material, cognitive stimulation, and regular routines to assist kids develop learning motivation, self-regulation, language and literacy skills, and socioemotional skills (Mashburn & Pianta, 2006). Parents assist children acquire the cognitive, social, behavioral, and emotional skills they need to learn and adapt to school. Families must help children develop and acquire a good education.

Parents, a child's first teachers, may help prepare them for school. Studies often study how family participation, education, and traits. affect children's school readiness. Family education programs improve children's verbal, social, and academic skills. Although parental practices for school preparation have been studied (Jose et al., 2020; Puccioni, 2015), further research may be needed to uncover effective techniques for boosting children's school readiness. This study examines parenting methods that prepare children for school. Parent-supported school preparedness skills are highlighted. According to ecological theory (Bronfenbrenner, 1986), school readiness is the kid attaining the anticipated level in all areas of development with the support of the family and environment, as well as learning the essential information, skills, and attitudes. The study examines how parents may assist their children develop social, emotional, cognitive, linguistic, and self-care skills for school. This study should guide home-centered school preparation activities.

## **Method**

### **Research Method**

This qualitative case study examined parental engagement in school readiness. Qualitative studies analyze data, evaluate it, and explain their results (Neuman, 2014). Case study research examines real-life events, situations, or social groupings (Flyvbjerg, 2006). A practical case study examined how parents aid their children in social, emotional, cognitive,

linguistic, and self-care areas.

### **Study Group**

25 parents of 5- to 6-year-olds were studied. Maximum variation sampling was employed to choose participants. Purposeful sampling selects examples with plenty of data to provide a complete picture (Patton, 2014). Instead of generalizing, maximum variation sampling seeks commonalities among instances of variation (Marczyk, DeMatteo & Festinger, 2005). Variation was achieved by selecting participants from households with different numbers of children of different ages, socioeconomic levels, and age groups and at least one child in preschool. It was planned to identify common parental activities toward school readiness by evaluating several parent-related circumstances. Study characteristics included parents' age, education, job, number of children, and socioeconomic situation. 23 mothers (92%), 2 fathers (8%), were studied. Nine individuals (36%) were 21–30, fifteen (60%) were 31–40, and one (4%) was beyond 40. Seven (28%) finished elementary school, eight (32%) secondary school, and ten (40%) high school. 17 participants (68%) were unemployed, compared to 8 (32%). Regarding the dependent variable, the percentage of individuals who had children was as follows: 3 (12%) had one child, 13 (52%) two, 5 (20%) three, 3 (12%) four, and 1 (4%) five. Two participants (8%) were high-socioeconomic, whereas 23 (92%) were medium-socioeconomic.

### **Data Collection Tool and Data Collection**

Interviews collected the research's data. Interviews utilized a communication tool. During data collection, the researcher should ask meaningful questions and consider each new event as an opportunity (Cohen, Manion & Morrison, 2011). The researcher designed a semi-structured interview form for this. An interview form helps the researcher acquire information, set norms, and direct the interview (Merriam, 2009). The semi-structured interview asked parents about their demographics and support for their children's social, emotional, cognitive, linguistic, and self-care school readiness. When constructing the interview form, three subject area experts were consulted, and two non-study group parents were interviewed. These modifications completed the interview form. Before the interviews, the study's goal was conveyed to participants. Note-taking captured interview data.

### **Data Analysis**

Content analysis analyzed study data. Content analysis examines data to find themes and concepts (Marshall & Rossman, 2006). The analysis included sorting and coding the data, uncovering themes, grouping codes and topics, explaining the results, and interpreting the findings (Corbin & Strauss, 2015). Reading the anonymized interview notes many times sorted the material. Coding followed the research's secondary aims. The coding procedure merged views that addressed the same research subject. Topics were assigned to data codes. Parent interviews yielded five themes. Participants' quotes express subjects and codes.

### **Validity and Reliability**

Variety, expert evaluation, participant validation, and extensive and in-depth description ensured research validity and dependability (Merriam, 2009). This study used inter-rater variability to show that many analysts verified the findings (Patton, 2014). Two researchers separately coded the data and double-checked each other's codes. Miles and Huberman's (1994) method  $[\text{Number of agreements} / (\text{Number of agreements} + \text{Number of disagreements}) \times 100]$  determined inter-rater reliability. Expert opinions were 88% reliable.

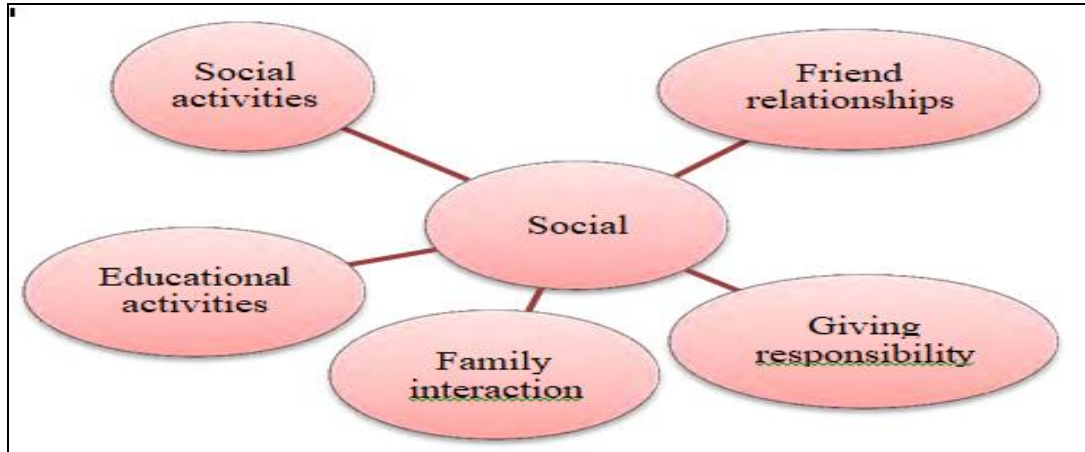
Two experts were surveyed during code and subject development for expert evaluation. After interviews, participants validated the data. The numbers are explained in detail, and the participants' perspectives are supported by their own words.

### Results

This section of the survey covers five themes on how parents help their children prepare for school. The social, emotional, cognitive, linguistic, and self-care results are explained using figures and participant quotations.

### Social-Supporting Behaviors

Figure 1 show how parents prepare youngsters socially for school.



**Figure 1 Parents' social support practices**

Figure 1 shows 5 ways parents helped youngsters prepare for school socially and academically. 13 participants (37%), 9 participants (26%), 8 participants (23%), 4 participants (11%), and 1 participant (3%), mentioned social support for kids as social activities, educational activities, family connection, and delegating duty. Participants' views on school-readiness norms are below.

#### Friend relationships:

I make sure he connects with his pals and is among his peers. I let him play with his buddies.

#### Social activities:

I take my kid to parks, the movies, and places where he can socialize. I ensure he socializes

#### Educational games:

‘We play with educational toys, utilize apps, movies, and family activities.

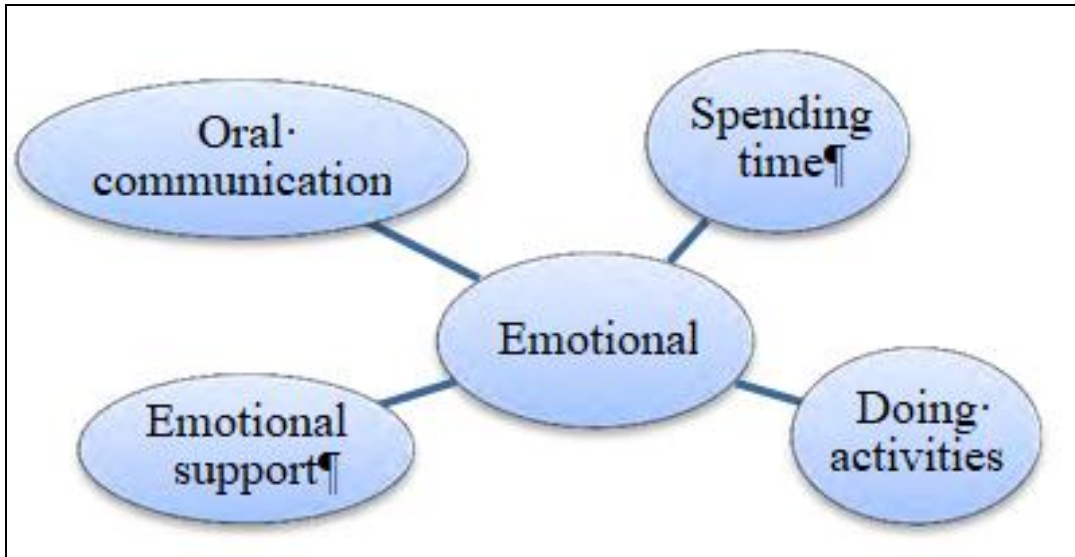
#### Family interaction:

I constantly speak to him and converse with him. I talk and attempt to bring him along.

#### Giving responsibility:

- I ensure his accountability.
- Supporting Emotions

Figure 2 shows parental emotional support for school preparedness.



**Figure 2. Parents' emotional support practices**

Figure 2 illustrates how parents provided four distinct strategies to help kids be ready for school emotionally. Oral communication was mentioned as a method of emotional support for children by 14 participants (41%), emotional support was mentioned by 13 participants (38%), spending time was mentioned by 4 individuals (12%), and conducting activities was mentioned by 3 participants (9%). Below are the participants' opinions on emotional parenting strategies for promoting kids' preparation for school.

**Oral communication:**

- To the greatest extent feasible, "We attempt to speak to him and spend time with him so that he may comprehend his feelings and express himself."
- I communicate with him, listen to him, and make an effort to comprehend him.
- Supporting someone emotionally: "I support him so he may express his feelings honestly."
- I'm always there for him when he's scared or upset.
- When he is joyful, I rejoice with him. When he is depressed, I am also sorry for him.

**Spending time:**

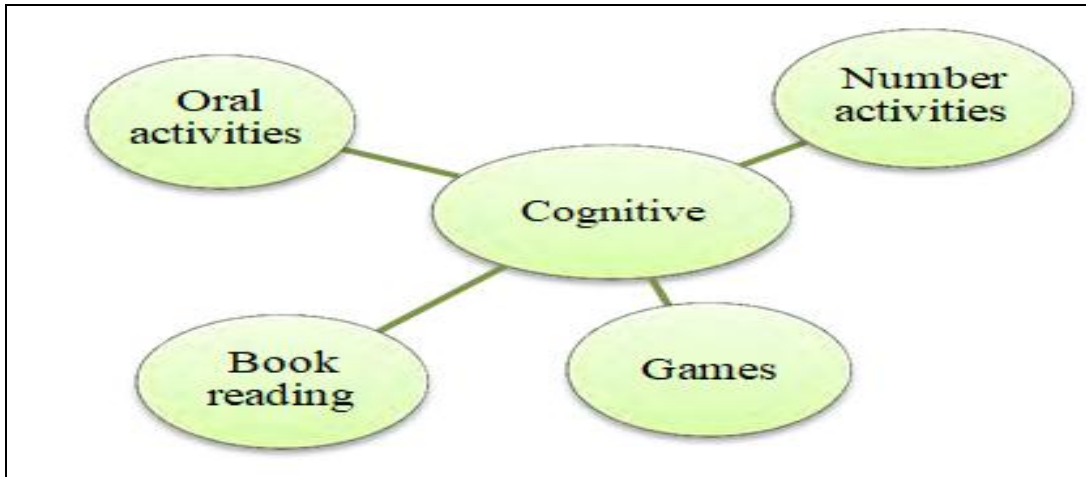
- I make an effort to be around him more often.
- We intentionally create time for one another.

**Performing activities:**

- "I let him watch age-appropriate cartoons and urge him to take care of animals."
- "We study books." With love and care, we work to find solutions.

**Cognitive Support Practices**

Figure 3 below illustrates how parents promote their kids' school preparedness from a cognitive standpoint.



**Figure 3 Parents' cognitive support practices**

Figure 3 shows four ways parents helped youngsters cognitively prepare for school. 16 individuals (38%), book reading by 12 (29%), games by 8 (19), and speech activities by 6 identified cognitive support techniques for children (14). Participants' views on cognitive techniques to prepare youngsters for school are below.

**Number activities:**

- "We conduct activities and count numbers."
- "I use household items to answer questions about addition and subtraction."
- "We count the numbers together, and we do operations with our fingers, like addition."

**Book reading:**

"While I read books to my kid, he or she looks at the images." We sometimes share books to read. With the use of instructional books, we impart visuality to ensure comprehension.'

**Games:**

- I do games like "find the words" with him since he's six years old so that he can recognize the letters.
- I attempt to use games to promote his cognitive growth.
- "I purchase numerous jigsaws and have him do them; many activities include numbers and alphabet; I demonstrate them to him with examples."

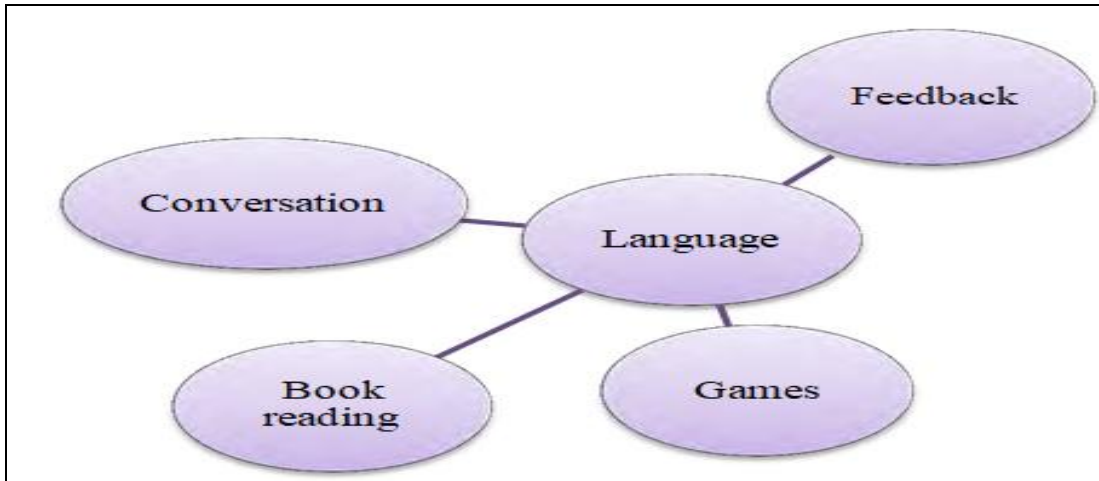
**Oral activities:**

We engage in word games. I say something. He utters the term in a phrase. Then he says something to me, and I put it in a phrase.

"We repeat things to help him remember them," the teacher said.

**Language Support Practices**

Figure 4 below illustrates how parents encourage their kids' linguistic preparedness for school.



**Figure 4. Parents' language support practices**

Figure 4 demonstrates four ways parents helped their kids prepare for school linguistically. 14 participants (41%), book reading by 10 (29%), games by 5 (15), and feedback by 5 were language assistance approaches for youngsters (15) Language techniques to prepare youngsters for school are discussed below.

**Conversation:**

- I communicate with him regularly.
- We provide him the chance to communicate and express himself.
- "When chatting with him, I pay attention to him and wait for him to complete."

**Reading a book**

- I let him to narrate books.
- I support him in this manner and make sure he reads a lot of books.

**Games:**

- "We use graphic cards to play."
- We engage in word games. We play a game like this, for instance, "say something starting with a, say anything beginning with c."

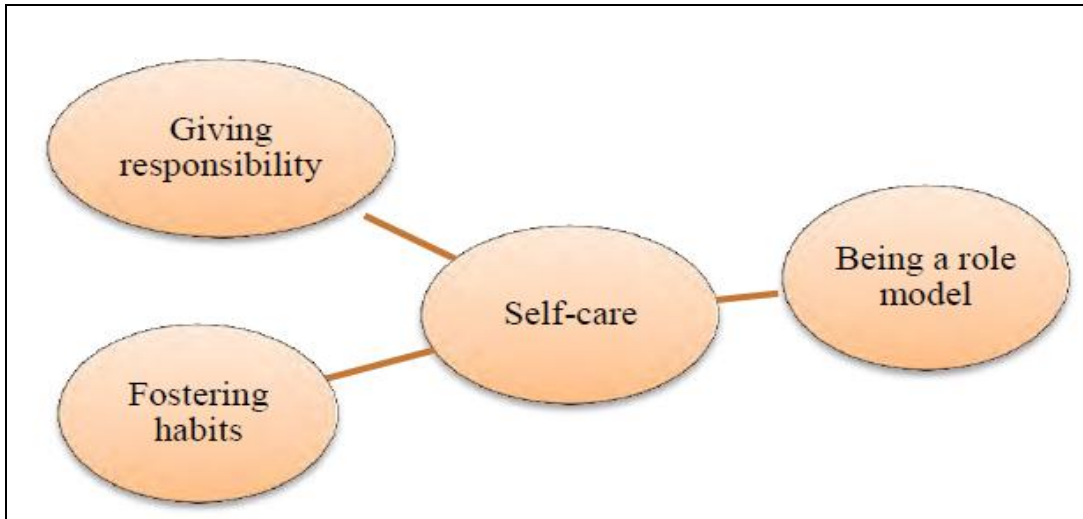
**Feedback:**

"I inform him of terms he mispronounces," he says.

I tell him the meaning of any term he doesn't understand and asks about, and I caution him about whether the words he uses are good or evil.

**Self-Care Support Practices**

Figure 5 below shows how parents encourage their kids to be self-care-aware so that they are prepared for school.



**Figure 5**Parents' self-care support practices

Figure 5 shows three ways parents helped youngsters learn self-care for school. Fostering habits, assigning responsibility, and setting an example were self-care support techniques for youngsters for 16 (42%), 13 (34%), and 9. (24 ). Participants' views on self-care for kids' school preparation are below.

**Fostering habits:**

- I exhort him to take care of himself, to eat himself, to wash his hands, and other self-care activities.
- "We provide him with the chance to use his own abilities and develop age-appropriate behaviors."

**Giving responsibility:**

"I encourage him by giving him responsibilities and making it clear that he must do them on his own."

"I make sure he helps with household tasks, and I make sure he washes his teeth himself, folds his own clothing, and helps prepare the table," the speaker said.

We work to ensure that he completes his own work independently.

**Being a role modle**

"I wash my hands beside him." I wash my teeth next to him so he can watch how I do it.

Alongside him, I carry out the proper procedures and explain them as I go.

**Discussion, Conclusion and Recommendations**

This study examined parents' social, emotional, cognitive, linguistic, and self-care preparations for school. School readiness being prepared to participate in any activity in the social, emotional, cognitive, linguistic, and self-care domains aims to provide children a sense of success. The child's development and school readiness depend on the family environment.

The research revealed that parents' routines for getting kids ready for school included socializing with friends, attending social and educational activities, spending time with family, and delegating duties. Parents made sure their kids established friends to prepare for school. Because friendships shape social development, peer participation improves school readiness. Similar studies show that peer participation promotes school readiness (Burgess & Ernst, 2020; Polat & Akyol, 2016; Sabol, Bohlmann & Downer, 2018). Parents tried to



socialize their kids via activities. Social activities may teach kids cooperation, sharing, and empathy. Parents' socializing skills may help their children's. Social skills help students acclimate to school (Walker & MacPhee, 2011). (Hunter, Bierman & Hall, 2018). Educational activities prepared youngsters for school socially. Instructional films, games, and applications promoted social skills. These activities may teach kids how to apologize, say thank you, and confess fault. Similar studies demonstrate that family routines and parental participation in early learning assist kids adjust to school (Ferretti & Bub, 2017). (Hajal, Paley). Parent-child socialization and family dialogue were emphasized. Talk to the child, avoid being bossy, and support their family decisions to make them feel valued and independent. Self-reliant kids are better prepared for school. According to studies (Crosnoe, 2007), family support improves children's school readiness. Investigation results match research. One parent gave their child tasks to help him socialize for school. If they know their obligations and can do them on their own, they will be better prepared for school.

The study indicated that parents' emotional school preparation routines included verbal communication, emotional support, spending time with kids, and activities. Parental verbal encouragement of school readiness was found. Parents may have encouraged their children to express their sentiments via speaking. Discussing and expressing emotions helps children understand them. Emotional awareness and expression affect school preparedness (Garner & Toney, 2020; Harrington, Trevino, Lopez & Giuliani, 2020). Emotional assistance was another way to prepare kids for school. Parents helped their children deal with positive and negative emotions including pleasure, sorrow, and happiness. To be ready for school, kids need be emotionally stable and able to articulate their thoughts. Mental health impacts school readiness, according to research (Soltis, Davidson) Parents also spent more time with their kids to ensure their emotional health and school readiness. Family relationships may affect a child's social and emotional development. Family relationships and emotional maturity affect children's school readiness (Beceran & zdemir, 2019), and secure attachment helps youngsters prepare for school (Bernier, Beauchamp & Cimon-Paquet, 2020). Pet care and reading were shown to help parents assist their children emotionally. Parents encouraged emotional expressiveness via various activities. The child's surroundings provides emotional support via interaction and games (Kirk & Jay, 2018). Emotional support via various activities influences school readiness.

Numerical, book, game, and conversational activities were found to be parents' routines for preparing youngsters for school. Parents praised reading and numeracy exercises for school readiness. Many parents prepared their children for school with arithmetic exercises. Kids counted, recognized, added, and subtracted. Word-finding and word-making were found to be literacy preparation exercises. These activities may help kids learn. Similar research have indicated that memory affects school readiness (Baptista, Osorio, Martins, Verissimo & Martins, 2016; Sahin & Is-Guzel, 2018; Swayze & Dexter, 2018) and that school preparation programs affect school readiness (Duncan, Schmitt, Burke & McClelland, 2018; Nonoyama-Tarumi & Bredenberg, 2009). Parents thought reading aloud to their kids prepared them for school. Reading, looking at pictures, and discussing books improve cognitive ability for attention. Parent-child contact predicts children's cognitive processes (MacPhee, Prendergast 2018), and focus is linked to academic success and school preparation (Isbell,

Calkins, Swingler & Leerkes, 2018). Parents played games with their kids to help them learn. Given games' importance in child development, parents may help their children's school readiness via games. Similar studies suggest that promoting academic work via games improves youngsters (Kjaer, Bach & Dannesboe, 2020; O'Sullivan & Ring, 2018) and that varied teaching styles prepare kids for school (McWayne 2017). The present study matches parents' techniques for cognitive development.

An study of the findings found that parents employed conversation, book reading, games, and feedback to assist their kids learn language skills for school. Parents' regular discussion to aid language development is one goal. Talking to youngsters may help them communicate and learn proper language from their parents. Similar studies suggest that parental support improves children's language development and school readiness (Mathis & Bierman, 2015; Nix, Bierman, Motamedi, Heinrichs & Gill, 2018). Reading books to children helped prepare them for school. Reading helps youngsters learn language and prepare for literacy. Reading aloud to kids improves vocabulary, language, and literacy. Research shows that reading books at home helps children learn to read and prepares them for school (Baker, 2014; Napoli & Purpura, 2018). Parents played games with their kids to improve their language skills for school. Word and picture card games help kids learn new vocabulary and grammar. Parents chastised children who mispronounced phrases or used language they didn't like. Family traits and parent-supported language activities affect children's early language and literacy skills, according to study (Leech, Wei, Harring, and Rowe, 2018; Samur, 2021; Suskind, et al., 2016). This study matches how parents increase language usage.

Parents' self-care actions to prepare children for school centered on habits, responsibility, and example. It was found that parents desired to teach their children self-care behaviors. A child must be self-sufficient and develop excellent habits to be ready for school. Children should be responsible for their care and fine and gross muscle development. Parents believed that proper cleanliness and self-care prepared children for school (Jose et. al., 2020). Parents taught their children these habits through example. Parents may model and guide preschoolers as many behaviors are learned via observation and imitation. Similar studies show that preschool care quality affects children's school readiness (Fram, Kim & Sinha, 2012). Physical exercise and motor skills can improve school preparation (Becker, Grist, Caudle, & Watson, 2018). These findings match the current study. Parents employed a range of activities to prepare their children for school in social, emotional, cognitive, linguistic, and self-care areas. Parents engaged in behaviors related to friend relationships, social activities, educational pursuits, family interaction, and delegating responsibility to support their children's social readiness for school, while they engaged in behaviors related to oral communication, emotional support, spending time, and engaging in activities to support their emotional readiness. Number activities, book reading, games, and oral activities were found to support children's cognitive readiness for school; conversation, book reading, games, and feedback supported their linguistic readiness; and activities that fostered habits, assigned responsibility, and set an example supported their self-care. Preschool parental support may prepare youngsters for school. Parent education programs may help parents, who are their children's first teachers and know their developmental qualities best, foster school readiness. For social support, increase family and community activities that socialize youngsters. Unconditional affection and acceptance make youngsters happy. Enhancing academic

cognitive tasks is conceivable. Parents may model correct speech for their children by talking. Building children's fine and gross muscles may aid them physiologically and with self-care. Giving families specific ways to prepare their toddlers for school may help.

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