



Parents' Agreements to Actions That Can Be Taken by the School for the Intervention of Parents Towards the Teaching-Learning Process of Adolescent Students in the School

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ABSTRACT

Parents have a special place for the people who teach students. Support given by the parents is a must for a successful teaching- learning process. Both the school and parents are highly important for students who are getting ready to face the General Certificate of Education (Ordinal Level) exam step by step. Teachers, students, parents and all the others involve in the field of education will find this study is important. As the objectives of this study, identifying the agreements of parents to actions taken by the school to intervene parents in to Teaching-Learning process, identification of agreements which are approved by majority of parents and managing and ranking those agreements can be mentioned. A Survey has been used for this study and the sample includes 60 students who are studying in grade 10 and 11 classes of the only 1AB school of Mawathagama Educational Division and Sixty parents either mother or father of 15 boys and 15 girls of both 10A and 11A. Purposive sampling has been used to select the parents. Questionnaires were used and preparation of questionnaires and data analysis were done based on actions that can be used to get parents' support to school introduce by Allen, Epstein and others. Quantitative and qualitative data has been analyzed. Majority of the parents have agreed to hold programs and functions to

assess parents that assist the school. Minority of parents have which parents for different school functions in which they can assist in health activities of family. Generally it can be concluded that parents show less interest to spend lot of time in the school for intervention inside the school premises.

1. INTRODUCTION

Parents have a special place for the people who provide Education to children “all the parents want to provide facilities to their children to get an outstanding victory in the examination provided that majority of the parents do not have general understanding about teaching methodology or assessment methods of subjects curriculum that the students follow”(Senadeera and Senadeera 2017:p.157). According to Athukorala (2005),“In one hand the connection between family and community has increase further at present than the past” (p.104). The connection between school and families has created an intervention of parents to the teaching- learning process of their children. As it was shown by Sri Lankan representative of the United Nation children’s emergency fund, Risa Hosein, “there are specific duties for students, parents community and well wishes to provide best thing to the children” (Lamamithuru praweshaya pilibada upades sangrahayā 2009:p.v). This proves that assistance of parents is compulsorily needed for successful teaching-learning process. Not only the school but also parents are important for the adolescence who are getting ready to face General Certificate of Education (Ordinal Level) Examination. According to Averill (1936) “Adolescence needs parent’s sympathetic and intelligent guidance” (p.268). Accordingly it is clear that parents’ intervention is important for the children’s teaching- learning process. Thus, this study was conducted on parents’ agreement regarding the action that can be taken by the school to intervene parents to adolescence teaching- learning process in school. This will be important to students, parents, teacher and policy makers.

The objectives of this study can be cited as follows.

1. Identification of agreement of parents towards the actions taken by school to intervene parents to the teaching- learning process of adolescence students in school.
2. Identification of agreements which are agreed by the majority of the parents.
3. Ranking those identified agreements.

According to Allen et al, (2012) there are several ways that parents can connect with school.

1. Establishing a base for parents’ interaction.
2. Obtaining parents’ support in school health related activities.
3. Availability Of organized programs in school to get parent involvement.
4. Preparing principles and procedures to get maximum involvement of parents for school health development services and programs.
5. Welcome parents who involve in school and school based activities.
6. Availability of a structure that involves parents in school development.

(Allen et al.,2012:p.10)

According to Epstein et al., (2002) following steps can be taken by the school to get parents’ assistance to school.

1. Form active groups.
2. Establishing funds and other aids.
3. Training all the members.
4. Identification of starting points.
5. Getting parents assistance to form a three year programme.
6. Getting parents assistance to form annual plan of the school.

7. Keep records of supportive people.
8. Assessing activities and results.
9. Organizing annual functions to record members results and success.
10. Wide continues programmes of members to be continued. (Epstein et al.,2002:p.104)

Including facts produced by the above persons, questionnaires are created to process to get further ideas.

2. METHODOLOGY

The study is done using a survey. Most of the times research methodology is based on a sample survey (Senadeera & Wanasingha 2007:p.36). On this basis it is clear that this research is based on a sample survey. It confirms that this study is based on survey methodology. The sample was selected from the only 1AB school of Mawathagama Division which has more than 2000 total number of students. This is the school with the highest number of grade 10 and 11 students in this education division. Moreover, this is the only school with both Sinhala and English medium education and the total number of students in the school is 2353. There are 212 students in grade 10 and 190 students in grade 11. Sample was based on purposive sampling method. There should be a proper methodology in selected students. As parents are needed for the study, children without parents are excluded. Students were taken in the order of their names in the register, excluding children with one parent or both parents. Accordingly a sample was selected based on the objective of the researcher. The most suitable method for this is sampling method. Sample has been selected in the order of register daily attendance of grade 10 A and 11 A, taking 15 boys and 15 girls from each class, collectively 60 students from both the grades. Individually total sample was 60 students. A questionnaire was given to the parents to collect the data.

Questionnaires are forwarded to their parents via the students. The questionnaire and data analysis has been done based on actions that can be taken by schools to get the intervention of parents in teaching- learning process as highlighted by Allen, Epstein and others. The questionnaire was designed with closed ended questions. Data analysis has been done highly in qualitative aspect and lesser in quantitative aspect.

3. RESULTS AND DISCUSSION

Agreements of parents for the actions taken by the school to intervene parents in the teaching-learning process of secondary level students, have given in the following table, collected by forwarding the questionnaire to the parents of the sample.

Graph 1: Agreement of parents to the actions taken by the school to intervene parents to the Teaching-Learning process of adolescent students

No	Agreements of parents	Parents	
		Number	Percentage %
01	Conducting assessment function and programs to assess parents who support the school.	18	30
02	Establishing parents' organization in the school.	17	28.3
03	Inviting parents to deference programs conducted in the school.	17	28.3
04	Exhibiting a name list of parents that support the school in deferent ways.	14	23.3
05	Preparing an environment that warmly welcome parents with friendship.	11	18.3
06	Get the assistance of parents to prepare the school development plan.	09	15
07	Planning principals and procedures to get the assistance of the parents to deferent programs conducted in the school.	08	13.3
08	Plan different programs in the school to get the assistance of parents.	07	11.7

09	Obtaining parents' support in family health development programs.	03	5
10	Train parents for different tasks.	03	5

According to the graph 1 majority of the parents has agreed to assessments function and programs which are conducted to assess parents that support the school under their agreements to actions taken by school to intervene parents to the teaching – learning process of adolescence students, 18 parents agreed to that and it constitutes 30%. According to graph 1, the number of parent who agreed to obtain support of parents to family health programs and train parents for different tasks in the school is 3 and the percentage of 5%.

4. CONCLUSIONS

Conclusions can be shown as follows.

It can be concluded that there is no any agreement that can be taken by school, which is accepted by more than half or at least half of the parents in the study.

It can be concluded that least of the parents prefers to give their assistance in family health programs and train them for different tasks in the school.

Parents prefer less to be engaged in interventions done in the school premises.

It can be concluded that the parents dislike to spend most of their time in the school.

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