



Maternal involvement with their children regarding pre-school education

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ABSTRACT

A study on maternal involvement with their preschool children among rural and urban areas was conducted in Dharwad Taluk during 2010-11. Two hundred mothers of pre-school children were randomly selected from four anganwadies of two villages of Dharwad Taluka. The mother's involvement with their children was assessed by using Parent Child Interaction scale developed by Kale (1974) and Aggarwal *et al.* scale (2005) to assess the socio-economic status of the family. The results revealed that majority of the mothers from both rural and urban localities had medium level of involvement with their children. There was a significant difference between mothers of rural and urban localities and mothers of pre-school children of private and government schools on their involvement with their children. Mother's education, family income and socio-economic status were positively and significantly correlated with maternal involvement while family size was negatively and significantly correlated with maternal involvement with their preschool children.

INTRODUCTION

Pre-school years of a child's life are the most important years.. The early years are very plastic, sensitive, impressionable and formative for the growth and development of the child. It is a crucial time period for the development of the mental functions of children. At this stage they need to be encouraged to develop positive attitude through interaction, involvement of parents as their children explore the world in new ways. What children experience from birth to age eight greatly influences the eventual development of language skills, reasoning and writing skills (Livingston, 2006). Hence, pre-primary education is very important for the child as it is the foundation for their education before the commencement of formal schooling.

During these years mothers will be the main influence in the child's learning experience and education. What mothers do and expose their children to have a vast impact on the development of the child. A mother has a very vital role in the education process since early childhood, because the mother figure who first interacts with the child, gives a sense of security,

and the one who is believed. Maternal involvement is linked to children's total learning. The mother's involvement in children's learning; positively affect the school performance including higher academic achievement (Yan and Lin, 2002). If children are to be successful in school, mothers must participate actively in their children's academic lives. Maternal involvement is a valuable component of any student's education. The level of mother-school involvement is a better predictor of grades than are standardized test scores ((Henderson and Berla, 1994). Bronfenbrenner model identified the home and the school as the two central aspects of parental involvement that influences child's development, emphasizes the importance of the parent - teacher communicating and working with the child cohesively.

Parental involvement in their children's learning activities in kindergartens and in home-schooling situations positively affect their children's achievement in kindergarten. It also boosts their academic self-confidence, increases their intrinsic and extrinsic motivation and directs them towards mastery goal orientation, facilitates their literacy development and positively influences children's later school competence as their parents'