

# Parental satisfaction regarding dimension of pre-school education: Originator for societal happiness

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## ARTICLE INFO :

**Received** : 02.12.2017  
**Revised** : 17.04.2018  
**Accepted** : 03.05.2018

## KEY WORDS :

Parental satisfaction, Pre-school education

## HOW TO CITE THIS ARTICLE :

Tiwari, Gaytri and Jain, Sneha (2018). Parental satisfaction regarding dimension of preschool education: Originator for societal happiness. *Adv. Res. J. Soc. Sci.*, 9 (1) : 14-19, DOI: 10.15740/HAS/ARJSS/9.1/14-19.

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## ABSTRACT

The present study was undertaken to examine the satisfaction of parents regarding pre-school education as major objective. The study was delimited to Dual earner couples from expanding stage working for 6-8 hours (minimum) with an earning of family income is at least Rs. 60,000 - 80,000/- per month. The sample was comprised of 120 parents having children from age range of 3-6 years of four nursery schools. The data was collected through a background information Performa and parental satisfaction scale regarding pre-school education (self prepared). Results reveal that 85.33 per cent of fathers' were highly satisfied with other facilities of parental satisfaction scale like fees structure, curriculum, snacks, transport facilities, role of helper and 65 per cent mothers' were satisfied with the location of the pre-school. It can be concluded that there was highly significant parental satisfaction regarding pre-school education dimension. The reason may be educational level and exposure of modern parents.

## INTRODUCTION

The pre-school years represent crucial opportunities for the development of parental involvement (PI) in children's early education (Arnold *et al.*, 2008) as parent's active involvement in their children's learning has been shown to improve children's academic, behavioural, and social outcomes (Marcon, 1999). In particular, PI facilitates children's development of pre-literacy skills such as phonological awareness and letter name knowledge (Powell *et al.*, 2010). These skills have been shown to be essential for later school success (Blachman, 1994). Moreover, the transition to pre-school marks the

beginning of an important relationship between home and school (Powell *et al.*, 2010). A child's first experiences in school are often parents' first experiences as critical stakeholders in their child's formal schooling. PI during pre-school may also allow parents to develop skills in working collaboratively with school personnel. PI may be particularly important for children from low-income families (Reynolds *et al.*, 1992). The pre-school years are therefore an optimal time to establish PI and to familiarize parents of children at-risk for academic difficulties with the skills children need to acquire prior to entering elementary school. Although a link between PI during elementary, middle, and high school and later

outcomes has been established (Domina, 2005), few studies have examined PI during the pre-school years and its impact on later outcomes. However, it has been found that the effectiveness of PI declines as children age (Catsambis and Garland, 1997 and Crosnoe, 2001). This finding underscores the importance of gaining a better understanding of the value of PI during children's earliest educational experiences. The scant research available on the outcomes of PI demonstrates many positive influences of parent involvement on children's academic, behavioural, and social outcomes. For instance, parents' active involvement during the pre-school years has been positively associated with children's pre-literacy development, acquisition of mathematical skills, well-developed social skills and positive attitude towards school (Arnold *et al.*, 2008). Children's later reading achievement during the elementary and middle school years is an additional long-term benefit of PI during pre-school (Miedel and Reynolds, 1999). These positive outcomes have given rise to the instillation of government initiatives to increase PI in today's schools. For instance, one of the six central goals delineated in the 2002 'No Child Left behind Act' includes the promotion of PI in children's education (No Child Left Behind [NCLB], 2001). A pre-school is an educational establishment offering early childhood education to children between the ages of three to six, prior to the commencement of compulsory education at primary school. They may be privately operated or government-run and the costs may be subsidized. Pre-school education plays significant role as it helps children in successful completion of primary education. It provides the foundation for all around development and enables the child to understand various issues. Children at this stage need to be encouraged to develop positive attitude through child to nature and child to child interaction. Education is to be designed carefully to provide wholesome growth and development of children.

## MATERIAL AND METHODS

The present study entitled "Parental satisfaction regarding pre-school education" was carried out during the year 2015-2016 in Udaipur city of Rajasthan.

This section deals with the approach that was followed to accomplish the objectives of the present study. The worth of all research findings depends heavily on the manner in which the data was collected and

analyzed. Hence, this chapter deals with the detailed description of method and procedures followed in carrying out the present study under the following headings:

- Locale of study
- Sample and its selection
- Procedure of data collection
- Tools and their description
- Analysis of data

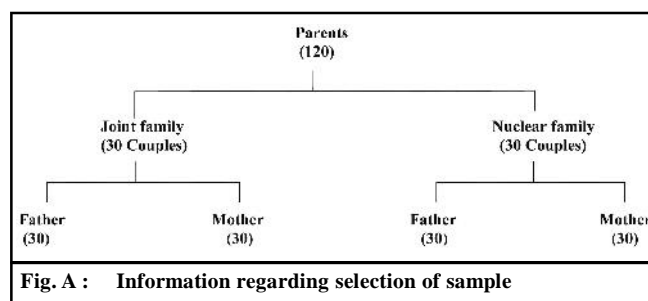
### Locale of the study :

The present study was conducted within the municipal limits of Udaipur city, to ensure optimum contact with the subjects during data collection.

### Sample and its selection :

#### *Nature of the sample :*

The sample for the study was comprised of 120 parents having children from age range of 3-6 years. The sample was further divided according to the family structure *i.e.* 30 couples from joint family and 30 from nuclear family. Finally 60 fathers and 60 mothers were selected.



#### *Selection of sample :*

For present study four nursery schools were selected on the basis of a survey so as to confirm that they had the following characteristics:

- The school should be popular and established at least 5 years ago.
- They should be convenient with regards to co-operation without any reluctance from the school administration.
- They should have enough number of children to ensure random sampling.

Prior permission was taken from the administration of selected nurseries for selecting the sample. The lists of address of the children in nursery schools were

procured from the respective school office records. The office also provided other necessary information required for selection of the sample. Children and their parents were selected on the basis of delimitations of the study *i.e.* dual earner couples, working for 6-8 hours (minimum), couple from expanding stage of the family life cycle where the age of youngest child is 3-6 years with no abnormalities, couples whose family income was at least Rs. 60,000-80,000/- per month.

From each of the selected nursery 30 beneficiaries were finalized randomly so as to prepare a final list of total 120 beneficiaries from four nursery schools.

**Procedure of data collection :**

The selected parents were approached by the investigator personally. The background information Performa and PSS-PSE were given to them along with the necessary instructions. Though clear instructions were given in the schedule, the investigator was also available for further clarification if needed by respondents for filling each schedule. The duly filled Performa’s were collected after getting the information from the parents.

*Background information proforma :*

The subjects were asked to fill the required information in the appropriate columns of performa.

*Parental satisfaction scale regarding pre-School education:*

Preliminary instructions were given to the parents orally along with the written directives and asked to fill in required information. They were asked to tick any one alternative from 5 choices, which they considered most appropriate for the particular question.

**Parental satisfaction scale regarding pre-school education (PSS-PSE) :**

This questionnaire was prepared by the investigator under the guidance of advisor. It was a 5 point scale

Dimensions	Items
Location	2
Infrastructure	16
Teachers and teaching methods	21
Parental involvement	5
Others facilities	10
Total	54

seeking answers ranking from highly satisfied to dissatisfy. It was used to assess the level of satisfaction of the sample regarding the following headings :

**Parental satisfaction scale regarding pre-school education (PSS-PSE) :**

It was a 5 point scale seeking answers ranking from highly satisfied to dissatisfy. It was used to assess the level of satisfaction of the sample. There were total 54 items in the questionnaire. The scores were given as 5 for highly satisfied, 4 for satisfied, 3 for neither satisfied nor dissatisfied, 2 for somewhat satisfied, 1 for highly dissatisfied.

Sr. No.	Categories	Score-range
1.	Highly satisfied	227-270
2.	Satisfied	184-226
3.	Neither satisfied nor dissatisfied	140-183
4.	Somewhat dissatisfied	97-139
5.	Highly dissatisfied	54-96

**Analysis of data :**

To analyze the data, the collected information was scored, coded, categorized, and put under statistical measures according to the requirements of objectives of the study. Different inferential statistical methods were employed in the analysis and interpretation of the findings.

**OBSERVATIONS AND ANALYSIS**

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

**Fathers’ satisfaction regarding pre-school education:**

Fig. 1 shows that (85.33%) of father’s were highly satisfied with other facilities of parental satisfaction scale and (55%) father’s were satisfied with teachers and teaching methods of schools whereas (43.33%) father’s were satisfied with the location of school. However it was pleasure to share that almost all of them were satisfied with the activities conducted by the school administrators for parental involvement as only one of them was highly dissatisfied (Nord *et al.*, 2001).

Wayne *et al.* (2008) found that satisfaction with school contact was one of the most salient predictors of

Table 1 : Dimension wise fathers' satisfaction regarding pre-school education					(n=60)
	Location	Infrastructure	Teachers and teaching methods	Parental involvement	Others facilities
Highly satisfied	19 (31.66)	12 (20.00)	18 (30.00)	15 (25.00)	35 (85.33)
Satisfied	26 (43.33)	21 (35.00)	33 (55.00)	24 (40.00)	18 (30.00)
Neither satisfied nor dissatisfied	15 (25.00)	21 (35.00)	9 (15.00)	13 (21.66)	7 (11.66)
Somewhat dissatisfied	0 (0.00)	6 (10.00)	0 (0.00)	7 (11.66)	0 (0.00)
Highly dissatisfied	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.66)	0 (0.00)

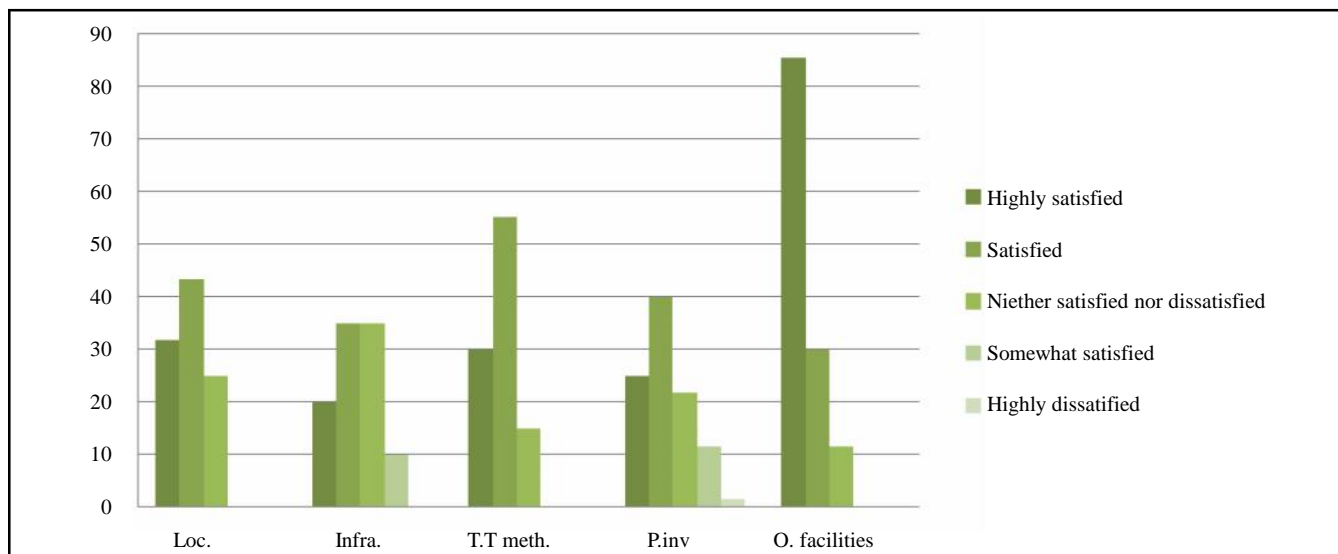


Fig. 1 : Dimension father's satisfaction regarding pre-school education (n=60)

family involvement in school activities. Hence, it is possible to conclude that fathers' who are more satisfied with their children's pre-school programmes are more likely to be involved in those programmes.

**Total mother's satisfaction regarding pre-school education :**

Fig. 2 stated that (65%) mother's were satisfied with the location and (70 %) mothers were satisfied with the infrastructure. Majority of mother's were satisfied with teachers and teaching methods and (60%) mothers were highly satisfied with parental involvement and (45%) mothers were highly satisfied with others facilities of schools.

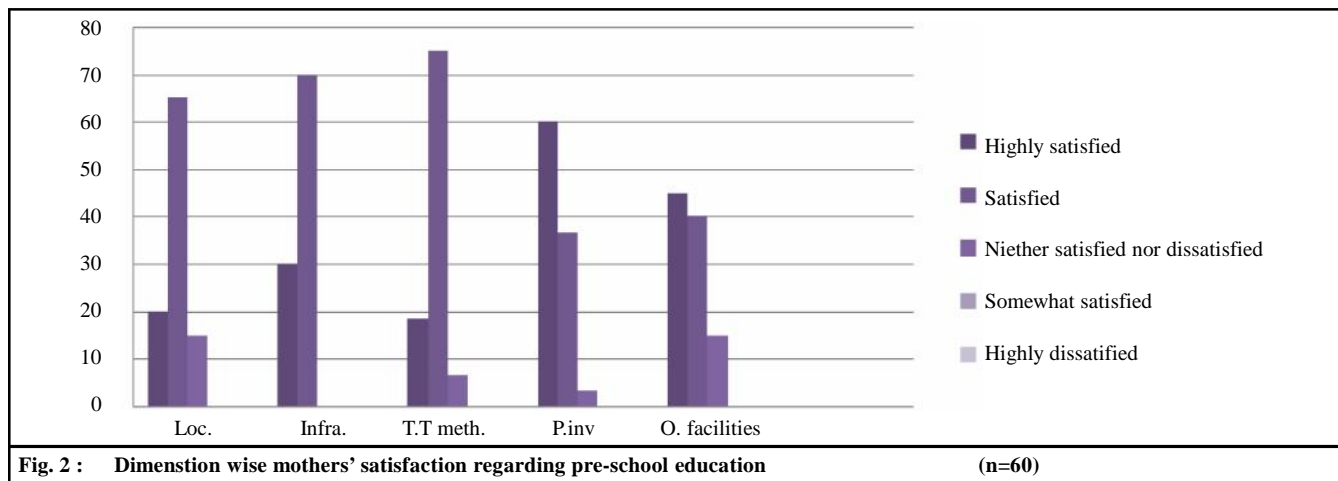
Somenstein and Wolf (2003) pointed out that

mothers satisfied with their child care arrangement may be related their practical needs for example, convenience of hours, location and adequate adult supervision. Mothers' of 3-5 years old were more concerned with their children's aspects of development and learning opportunities. These finding suggested practical concerns were associated with levels of satisfaction with child care were important indicators of their satisfaction as well.

**Total satisfaction regarding pre-school education:**

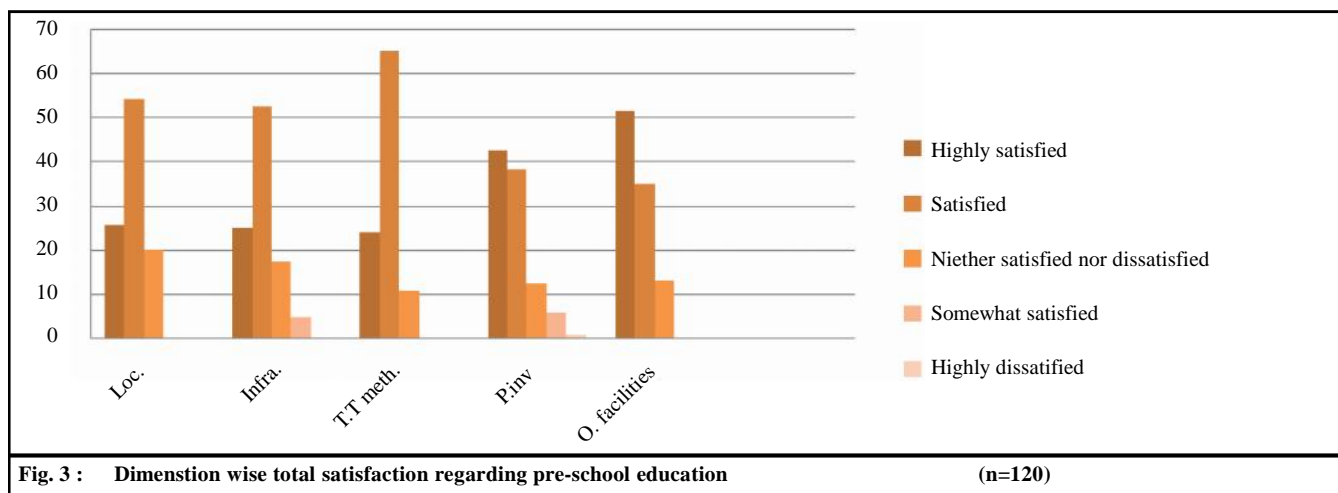
Fig. 3 stated that (54.16%) of parents were satisfied with location of pre-school. (52.5%) of parents were satisfied with infrastructure and (24.16 %) parents were highly satisfied with teachers and teaching methods. (42.5%) parents are highly satisfied with parental

Table 2 : Dimension wise mother's satisfaction regarding pre-school education					(n=60)
	Location	Infrastructure	Teachers and teaching methods	Parental involvement	Others facilities
Highly satisfied	12 (20.00)	18 (30.00)	11 (18.33)	36 (60.00)	27 (45.00)
Satisfied	39 (65.00)	42 (70.00)	45 (75.00)	22 (36.66)	24 (40.00)
Neither satisfied nor dissatisfied	9 (15.00)	0 (0.00)	4 (6.66)	2 (3.33)	9 (15.00)
Somewhat dissatisfied	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
Highly dissatisfied	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)



**Table 3 : Dimension wise total satisfaction regarding pre-school education (n=120)**

	Location	Infrastructure	Teachers and teaching methods	Parental involvement	Others facilities
Highly satisfied	31 (25.83)	30 (25.00)	29 (24.16)	51 (42.5)	62 (51.66)
Satisfied	65 (54.16)	63 (52.5)	78 (65.00)	46 (38.33)	42 (35.00)
Neither satisfied nor dissatisfied	24 (20.00)	21 (17.5)	13 (10.8)	15 (12.5)	16 (13.33)
Somewhat dissatisfied	0 (0.00)	6 (5.00)	0 (0.00)	7 (5.83)	0 (0.00)
Highly dissatisfied	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.83)	0 (0.00)



involvement and more than (50%) parents were satisfied with other facilities. The current science and evidence base on early childhood education shows that large-scale public pre-school programmes that are of high quality can have substantial impacts on children’s early learning and that quality pre-school education is a profitable investment (Duncan *et al.*, 2005).

The most important aspect of quality in pre-school education is stimulating and supportive interactions between teachers and children. Children benefit most

when teachers engage in interactions that support learning and at the same time are emotionally supportive. Importantly, in existing large-scale studies, only a minority of pre-school programmes is observed to provide excellent quality and levels of instructional support are especially low (Elias *et al.*, 2006).

**Conclusion :**

There was highly significant parental satisfaction regarding pre-school education. The reason may be

educational level and exposure of modern parents. These two are major contributing factors for their satisfaction level which paves a clear path in orientating them regarding the need, importance and activities of pre-school education in the overall development of a child. Parent's satisfaction with the quality of education had been shown to vary with factors such as parent's gender, education, income and type of school.

### Recommendations :

– Teachers in pre-school programmes should receive intensive supervision and coaching, and there should be continuous monitoring for teaching and learning.

– Pre-school programmes, in order to produce positive effects on children's behaviour and later reductions in crime and delinquency, should be design to develop the whole child, including social and emotional development and self-regulation.

– The planners and school personnel should focus on child centered curriculum for wholesome growth and development.

– There should be participation and involvement of parents and family members in early education to improve the performance and the best outcome of child.

– Parents should be involved actively in the pre-primary school activities by visiting their children regularly to ascertain that their children access quality care and education services.

– The parents should attend PTA meetings regularly to assess the progress of school. They should accompany children in field excursions and participate in provision of teaching-learning process.

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