Parents and Teachers’ Involvement In Early Learning of 3-9 Years Old Children: An applied Program for Teachers and Parents in Zorzor District, Rural Part of Liberia

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Introduction

- Students with parents who are more involved in their school tend to have fewer behavioral problems and likely to complete high school than students whose parents are not involved (Henderson & Berla, 1994). The involvement allows parents to monitor school and classroom activities, and coordinate their efforts with teachers to encourage acceptable classroom behavior (Hill & Taylor, 2004).
- Teacher-child relationship plays a central role in the children’s ability to acquire the skills necessary for success in school (Painta & Stuhman, 2004).
- It is sad to say that in Liberia, most parents have little to do with their children’s success in school; leaving the teachers with schoolwork and homework which actually need to be addressed. On the other hand, most teachers are not aware of the importance of establishing a positive relationship with their students.

Goal:

- Implement an applied intervention that will increase parents’ engagement and improve teacher-child and teacher-parents’ relationships.

Participants:

- Parents/caregivers & Teachers/School Administrators
  From three different towns in the North Central Region of Lofa County, Liberia: Somokota Primary School, Zorzor Rural Teacher Training Elementary School, and Lutheran Elementary School.

Procedure:

- Training will be done at the opening of the school for both teachers and parents and will last for one year.

Training Focuses on two aspects:

Parent-child Involvement
This aspect will focus on:
- Parenting-how schools help families with parenting skills by providing information on children’s developmental skills
- Community-working to educate families about their child’s progress and school.
- Learning at home-school and educators share ideas to promote at-home learning and strategies so parents can monitor and help with homework. Etc..

Teacher-child involvement
This aspect will focus on:
- Positive and Negative climate of the classroom which reflect the emotional connections between the teacher and students.
- Teacher sensitivity-teachers’ awareness of the responsivity to students’ academic and emotional needs.
- Teachers’ involvement of parents in students’ learning
- Planning-designing lesson plan to teach the standard and provide engaging activities. Etc..

Measure:

- Parents and Teachers’ involvement (Grolnick & Sowiazek, 1994), two different self-report will be used to rate both involvement. Examples: Help my child with homework. How often has this child’s parent written you a note or call in the last three months?
- Teacher-child engagement, a self-report, will be rated based on the observational measure of the class (Painta, Paro & Hammre, 2007). Example: Actively facilitate student’s engagement in activities and lesson to encourage participation and expanded involvement.

Conclusion:

- Parents of all income levels and tribes want to be involved in their child’s learning, even if they are not visible at PTA meetings.
- School and parents can have a significant impact on student achievement. One of the best ways to structure this partnership is through involving parents in their children’s school-work activities, at home and at school.

Golden Rule:

Treat every parent as you would want to be treated if you have a child in this school!

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