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**Parental Involvement in Promoting Early Childhood Learning
in Watthamsatitvararam School, Samut Songkhram
Primary Education Service Area Office**

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Abstract

The purpose of this study was to the parental involvement in promoting early childhood learning in Watthamsatitvararam School, Samut Songkhram Primary Education Service Area Office. The sample group used in the interviews in this research consisted of 13 people, including 1 school administrator, 2 early childhood teachers and 10 primary teachers at Watthamsathitvoraram School. (Purposive Sampling). The research findings were: 1) Participate in school activities 2) Visit places for learning, 3) Do things for learning, and 4) Communicate with early childhood educators.

Keywords: Parental involvement, promoting early childhood, early childhood learning

Introduction

Today’s parents are more involved than they’ve ever been with their children’s development. Except, it seems, when it comes to preschool. Many parents drop their kids off in the morning while the teachers take over, and then pick them up at the end of the day without giving their learning much thought. To get the true benefits from early childhood education, parents need to consider how they can support what their children are learning throughout the day. The benefits of parental engagement (Prime Child CARE Software, 2022) in early childhood education are many. In fact, strong collaborative partnerships between parents and childcare providers can transform the learning environment. Of course, parental engagement confers obvious benefits from an administrative standpoint. Parents pay tuition, after all. And, in the United States, they spend an eye-watering \$ 42 billion dollars annually on early childcare. In all, the typical American family shells out about \$ 6,000 a year for childcare costs. Yet, the real benefit of parental engagement is social in nature. Studies consistently show that parental engagement fosters positive learning environments, raises test scores, and decreases negative behaviors. Parental engagement in early childhood education has far-reaching effects on children. According to research, children who enjoy high levels of



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parental involvement are less likely to engage in risky sexual behaviors later in life, less inclined to abuse substances, and more likely to excel in academics throughout adolescence.

Some of a child’s most important cognitive development (Academic playhouse., 2022) happens during their preschool years. By taking an active role in the early childhood education process, parents can help ensure that their child has all the support they need to develop to their full potential. Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school. It is essential for parents to support the learning that happens in preschool settings at home as well. Parents who are in tune with what is happening in their child’s preschool classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child’s development and supporting further learning. Not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school. Having a parent communication app such as Bright wheel can help with ensuring parents are kept up to date with the learning outcomes and milestones being reached in their children’s classroom.

The family (Aarti Kanwal, 2022) seems to be the most effective for fostering and sustaining the child’s development. The family, being the closest to the child, has the most influence on him, followed by the school and peers and then by the culture and community. Parental involvement is very essential in early childhood education and this helps to broaden the child’s horizon, enhance social relationships, and promote a sense of self-esteem and self-efficacy, parents can make a positive impact on the child’s learning ability. A parent who understands what their child is working on at preschool has a better sense of their child’s competency and which areas they need to work on to improve confidence and ability of their child. Parental involvement helps extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school. It cannot be taken away that the family is the most important institution in rearing and educating a child. The family provides the most fundamental support. Families and Careers are some of the most important influences on a child’s education. When parents are positively engaged in the child’s education, they are more likely to attend and perform better at school.

One of the most difficult challenges for early childhood educators is figuring out how to engage the parents in their child’s learning. Parent’s attitudes, values and behaviors can positively influence the child’s education outcomes. Parent engagement is associated with improvements across a range of indicators like, better education outcomes, more regular school attendance & better behavior. It’s important to stay informed and be involved in



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school activities where possible, there are lots of things you can do at home which can help your child to do better at school. One should talk regularly about school and the value of learning, Encourage positive attitudes and respect for school and teachers. As a solution Schools should look at resources for parents, & educators to give readily accessible information to share and distribute. Use technology and personal meetings to allow educators to share information about school achievements and characteristics with the aim of supporting and driving improvement in parental involvement. For parents, schools should provide valuable information to help make informed decisions about their child’s education.

Research objectives

To study the Parental involvement in promoting early childhood learning in Watthamsatitvararam School, Samut Songkhram Primary Education Service Area Office.

Research Scope

1. The scope of the variables studied

This research was the Parental involvement in promoting early childhood learning in Watthamsatitvararam School, Samut Songkhram Primary Education Service Area Office. whereby the researcher gathered content related to the Parental involvement in promoting early childhood learning from various literatures, documents and related research to summarize. The scope of the variables studied are as follows; 1) Participate in school activities 2) Visit places for learning, 3) Do things for learning, and 4) Communicate with early childhood educators.

2. Population and sample

2.1 The population used in this research were the teachers working at Watthamsatitvoraram School 19 persons. Names and positions are as follows:

2.2 The sample group used in the interviews in this research consisted of 13 people, including 1 school administrator, 2 early childhood teachers and 10 primary teachers at Watthamsatitvoraram School. (Purposive Sampling)

Literature Review

Early childhood education is a branch of education theory which relates to the teaching of young children (formally and informally) up to the age of about eight. Infant/toddler education, a subset of early childhood education, denotes the education of children from birth to the age of two. It is described as an important period in the child’s development. It refers to the holistic development of a child’s personality. A great many



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educators and researchers view early childhood education as beneficial to children’s cognitive and social development.

Essentially, how can you facilitate parental engagement holistically? We won’t focus on classroom activities and special projects. Instead, our strategies drill deep into the core of the education framework. (Prime Child CARE Software, 2022)

1. Leverage Mobile Apps to Engage Parents on Their Terms: Almost everyone in America owns a cellphone or smartphone. Pew Research puts the figure at about 96%. (Prime Child CARE Software, 2022) In all, the average person spends about 3 hours a day on these mobile devices. Smartphones are the de facto form of communication for many. So, when it comes to involving parents in childhood initiatives, leveraging a highly-functional mobile app is the key to success. But, first things first. One of the biggest barriers to parental engagement in early childhood education is work. According to Pew Research, working parents are generally less satisfied with their level of involvement in the classroom. Mobile apps keep parents informed about their children’s progress without having to be physically present. But, what about emails and newsletters? Many childcare providers find that parents often ignore those. According to a study, millennials and, by extension, millennial parents actually prefer text to any other form of communication. More significantly, open rates for SMS texts (98%) dominate those of emails (20%). If parents can access information regarding current programs, field trips, and projects, they gain the power to engage on their own terms. After work, they can connect with their children from a position of awareness and understand what’s happening in class.

2. Create a Two-Way Channel of Engagement: In traditional settings, child care providers almost always facilitate conversations with parents. They send out emails, notifications, or texts regarding potential issues or upcoming events. And, parents respond to those messages with comments. However, this leaves a communications gap. You always initiate, while parents passively wait for word from you. Instead of relegating parents to the background, give them more options to initiate conversations with you. By setting up mobile messaging boards, two-way text chains, and email channels, you can receive more parental feedback. The exact methodology you use to set up two-way channels of engagement is largely preference-related. You can create a Facebook group, offer video calls, or even share a dedicated mobile phone number with parents. Essentially, the actual channel matters less than how you communicate the value of that channel. Parents should know that feedback is welcomed. In a sense, you want to create an atmosphere of trust and inclusivity. A feedback-centered culture empowers parents to stay abreast of their children’s education.

3. Focus on Daily Engagement: Ad-hoc classroom activities don’t directly increase parental engagement. Also, some studies show that parental involvement in the classroom alone has little to no impact on learning. That said, consistent communication is the key to



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facilitating greater parental engagement. So, you need an engagement framework that encourages consistent and holistic communication. Again, this can be unlocked by mobile phone apps or superb multi-channel communications. However, it's also achieved by re-framing the way you approach parental engagement. Instead of encouraging parents to participate in fractured, ad-hoc settings, give them the tools to consistently engage with their child's learning. Sending parents daily progress reports through mobile app push notifications is a great start. You want to keep them informed about their child's daily progress. Beyond basic homework and class projects, giving them the ability to view photos and read daily announcements helps them stay fully engaged. All things considered; you can't directly control how involved parents are in their children's lives. But you can give them the tools to make it easier for them to do so.

There are many child development theories that have been proposed by theorists and researchers. More recent theories outline the developmental stages of children and identify the typical ages at which these growth milestones occur. (Summary from Kendra Cherry, 2020)

Freud's Psychosexual Developmental Theory: Psychoanalytic theory originated with the work of Sigmund Freud. Through his clinical work with patients suffering from mental illness, Freud came to believe that childhood experiences and unconscious desires influenced behavior.

Erikson's Psychosocial Developmental Theory: Psychoanalytic theory was an enormously influential force during the first half of the twentieth century. Those inspired and influenced by Freud went on to expand upon Freud's ideas and develop theories of their own. Of these neo-Freudians, Erik Erikson's ideas have become perhaps the best known. Erikson's theory of psychosocial development describes growth and change throughout life, focusing on social interaction and conflicts that arise during different stages of development.

Piaget's Cognitive Developmental Theory: Cognitive theory is concerned with the development of a person's thought processes. It also looks at how these thought processes influence how we understand and interact with the world. **Behavioral Child Development Theories:** During the first half of the twentieth century, a new school of thought known as behaviorism rose to become a dominant force within psychology. Behaviorists believed that psychology needed to focus only on observable and quantifiable behaviors in order to become a more scientific discipline. In reality, fully understanding how children change and grow over the course of childhood requires looking at many different factors that influence physical and psychological growth. Genes, the environment, and the interactions between these two forces determine how kids grow physically as well as mentally.



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Methodology

This study was qualitative research. Using this tool as an interview. The sample group used in the interviews in this research consisted of 13 people, including 1 school administrator, 2 early childhood teachers and 10 primary teachers at Watthamsathitvoraram School. (Purposive Sampling). Tools used for examinations tools used for collecting information The data for this research is a Semi-structured questionnaire.

The researcher concluded from the documents and related research findings with 4 variables studied and used to create a semi-structured questionnaire to interview the research sample as follows:

1. Participate in school activities.
2. Visit places for learning,
3. Do things for learning,
4. Communicate with early childhood educators.

When little toddlers grow up, their parents (Cyber parent, 2020) ought to be close at hand to help them. Many parents mistakenly think that when their kids go to kindergarten and afterward, to school, everything is in the hands of educators. It's not quite so. Parents should be actively engaged in the process of educating their children. The earlier they begin the more benefits children reap.

Findings/ Results

Findings/ Results of the Parental involvement in promoting early childhood learning in Watthamsathitvararam School, Samut Songkhram Primary Education Service Area Office are as follows;

1. Participate in school activities: Parents should attend school events, whenever possible. During the pandemic, many school events were either cancelled or held virtually. While text, email and other social networks can be good tools for initial communication, there is nothing like building a partnership with the school or an educator in person. These events can be in school, or in the community. Examples: Attend parent- teacher meetings, conferences or briefings. Attend other school activities such as plays, tournaments, class presentations, chaperone school field trips.

2. Visit places for learning: Visiting signifies taking the initiative to take your child somewhere, rather than just attending what someone else has organized. It's a crucial part of home learning, where the child uses their inquisitive nature to learn about the world around them. Examples: Plan educational trips such as to the library, museum, or neighborhood park.

3. Do things for learning: “Doing for Learning” is the other half of home learning that can happen in the home. at own home instead of where to go Parents can participate in an



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unlimited number of educational activities with their children in the home. during the years of development Learning truly never stops. Just use patterns such as learning by play or learning by proactive. Expanding learning outside the classroom is therefore important. It is very important for early learners to show interest in school work. Whether it's sharing excitement with success or giving encouragement during difficult times of learning. Being involved in doing it is important. Examples: Do teacher-recommended activities at home. Reading with children, or reading storybooks to children, are perhaps the most famous examples to illustrate this category.

4. Communicate with early childhood educators: Communicating refers to actively corresponding with educators on what help they might need or receiving advice on how to best support the child's needs at home. Educators have an extremely demanding job, especially when it contains administrative duties as well on top of teaching. When parents pitch in to help relieve the workload from educators, it allows teachers more time to personalize the education for the children in their classes. Examples: Monitor homework. Discuss school days and events. Volunteer to help in school with time or resources.

In most schools, a group of parents (Smart School Junior, 2019) meets regularly to discuss the school. This group is known as PTM or PTA (Parent Teacher Meeting or Parent Teacher Association). These kinds of gatherings will offer you a good opportunity to talk with the parents of classmates in your ward and work together to make better the school. Make your expectations and concerns heard for your ward and for school at these meetings. Help the teachers to organize meetings between teachers and parents to concentrate on their own interests and those of other guardians. If you cannot attend, ask for the minutes to be mailed to you.

Conclusion and Discussion

The responsibility of parents in the life of a small age child should be based on esteem, love, friendliness, care, emotional support, opportunities and above all to teach children who are able to get what they want and wish for. But for all this to be so, parents must show children that they care about everything that happens 24 hours a day, and that, of course, has to do with school. Parents should participate in the school, in the school events, maintain positive contact with the professionals of the center, speak well of them in front of the child, follow up on their activities and remarks, take review with the teachers and other teaching staff. As a conclusion for the parental involvement in promoting early childhood learning in Watthamsatitvararam School, Samut Songkhram Primary Education Service Area Office, the research findings were: 1) Participate in school activities 2) Visit places for learning, 3) Do things for learning, and 4) Communicate with early childhood educators. consistent with the research



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of Kendall Jeffries (2012) The results of Parent's involvement in early childhood education showed that the relationship was also examined in the context of parents' prior experience with their children's preschool education. Following implementation of the intervention, average levels of Home-Based Involvement increased among parents in the intervention group. Assigning Head Start parents an active role in developing their pre-schoolers' pre-literacy skills may be an effective strategy to increase home-based parental involvement activities. From this research study the results can be applied to schools that provide early childhood education. and may lead to further research on the subject Participation in the effective management of early childhood education.

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