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ACTION RESEARCH: PARTICIPATORY INTERVENTION WITH PARENT OF ADOLESCENT



Nisha Ranjitsingh Sangwan

Short Profile

Nisha Ranjitsingh Sangwan has completed B.Sc., M.Sc., P.G. Diploma., M.S.W., M.Phil., Ph.D She has research experience of 8 years.



ABSTRACT:

“Intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems”¹

Centre for Excellence and
Outcomes (2010)

Present Module of intervention that can be used to address to enhance students academic motivation, parent child relationship and family environment. This article explores module of intervention and gives the comprehensive sketch of the sessions taken in the training programme. The content and the process of the sessions are given in details. The description of the various exercise and activities used, the process, response by the participants and the methodological aspects of the training programme are detailed. The study describes, conceptualizes and tries to explain the present status of the school-family relationships from the adolescents' perspective. Purpose was to find out what perceptions, representations and behavioral patterns the adolescents have towards their parents' involvement in education and towards the relationships with family. This research focuses on family environment and achievement motivation of adolescent. Scope of the present study is to study factors of family environment particularly when children enter the early adolescent, middle school years. Finally, the uniqueness of the current study refers not just to social work fact finding but also to 'social work intervention'. Assuming that this approach is significant, the scope of the study evolves need based systematic skills to be imbibed in the training programme.

KEYWORDS

Action research, parent of adolescent, enhance students academic motivation.

INTRODUCTION

Present study would contribute to the fields of social work especially school social work. Professional will be able to train many other who is associated in development task of adolescent like parents, teachers and counselor.

In light of the above discussion, the researcher has attempted to study the relationship between the family environment and achievement motivation of adolescents. Researcher collects the data from different secondary school of anand city. Data collection was done with adolescent studying in 9th grade. Researcher did pre data analysis to find need of intervention with adolescent. Adolescent who perceived low family environment and achievement motivation, intervention was done with those selected parents.

FORMULATION OF PARENTING SKILLS TRAINING PROCESS:

Based on the finding, need assessment and theoretical understanding intervention programme is propose for effective parenting, the topics have been muse on parenting skills known to promote children's social competence and reduce behavioral problems. This training pack up, by virtue of its contents and methodology, could be called as family environment training programme (FETP). The programme also aims to promote confidence, reduce parent's stress and, enhance parent and child relationship to fortify family environment.

METHODOLOGY:

Training programme is characterized by following components:

Home visits
Case study

Home visit:

Home visiting is a service delivery strategy that aims to provide a range of supports for families (Boller et al., 2010). Home visiting is not a single uniform intervention, but a strategy for delivering a multiplicity of services (Boller et al., 2010; Howard and BrooksGunn, 2009; Kahn and Moore, 2010; Landy and Menna, 2006; Sweet and Appelbaum, 2004)

Families at highest risk for child maltreatment as well as other parenting difficulties are those least likely to take up primary health services (Sanders & Cann, 2002).

The risk factors that increase a family's vulnerability are well known and effective services are available to support these families. One of the major barriers to service delivery is that vulnerability increases the likelihood of refusing the offer of services. The more vulnerable families who do enroll are more likely drop out before completing the program (Sanders & Cann, 2002).

Active engagement strategies are those designed to increase the rate of enrolment and retention in intervention programs.

Home visit was done by researcher as parents are not initially ready to come at schools. They felt that there is some problem with their parenting or with their child. Though voluntary participation was asked by researcher but however it was observed that families chose not participate and home visit is

best suggested option for families.

Case study:

Cases were given to each parent and tell them to narrate the case study. Case was base on parenting style, discipline and parent child relationship.

Parents actively participate in the case study and found to be interesting. Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

The first step in case study research is to establish a firm research focus to which the researcher can refer over the course of study of a complex phenomenon or object. The researcher establishes the focus of the study by forming questions about the situation or problem to be studied

SR.NO	TOPIC	TIME DURATION(IN MINUTES)	METHODOLOGY
1	Introduction and overview of the parenting skills training programme	50 min	Sharing of experience, clarifying, researcher's self disclosure, and utilizing specific instructions.
2	Understanding child rearing practices	70	Power point presentation, brain storming, revelation, group sharing and home assignment.
3	Child Development Knowledge and Care	80	Power point presentation, brain storming, revelation, group sharing and home assignment
4	Parental understanding on adolescence	80	Discussion ,self disclosure ,interactive session
5	Question answer about adolescent concerns	80	Discussion on question and queries by parents.
6	Discipline and behaviour management	70	Interactive session ,discussion and lecture method.
7	Understanding role of each parents	60	Discussion and sharing their knowledge of roles and responsibility of each parents, home assignment
8	Parental competency	80	Power point presentation ,imparting expert knowledge
9	Case study discussion	90	Discussion and sharing opinion.
10	life skills development	90	Power point presentation, sharing of experience.
11	Review	60	Session review and their suggestion.

CONCLUSION:

The Researcher realized that in the training sessions parents were participative and that they took interest in every session. Parents were more concerned to know about the adolescent issues and they sought guidance for enhancing their relationship with their adolescent sons or daughter.

It is apparent that adolescence in transition stage for both teens and families. To ensure that both teens and families able to navigate in this transition stage rightly it is very much important for them to understand the roadmap of this stage. Adolescents face a series of developmental issues. Havighurst (1952) suggested that two important areas included work and relationships. Levinson (1978) focused on changing relationships and on exploration, while Erikson (1968) commented on intimacy and commitment to goals. Super (1963) indicated that exploring and crystallizing vocational choice are important to older adolescents and young adults.

Each family has their own opinion about parenting, a substantial majority of parents affirmed that a sense of fulfillment and achievement in watching their child raise and develop constituted the most enjoyable, pleasurable aspect of their parenting activities. Generally most of the parents have high expectation for their child; all want their child to get success and to be very competitive in this environment. And this vision clouded by every day pressure, and they admit that sometimes they do compare their child with other children. Most of the parents agreed that stress some time affects their child rearing. Dual responsibility of working mother and under stressful situation mother sometime gets distracted and that effect their family environment.

With regard to worries about the emotional well-being of their child, just over half of parents expressed the view that such concerns impacted 'a lot' on their parenting values and expectation.

Children growth pattern is evident for parent to understand so that parents can provide safety and secured environment to children. First five years of life are a time of incredible growth and development. Child get hold of most of his personal and social habits before attaining the age six. An understanding of this developmental stage would prepare parents to give attention to their children and to guide and promote their early learning so as later foundation would be easily attainable by children. Mothers were more aware of the development task of their child unlike the fathers were not much aware about the developmental task. In addition it was observed that parents were not much aware about the importance of developmental stage, they were not able to relate that the child early development is important for child later development. Generally most of the parents' train their children according to their own experience or guided by any elder person from their family. But educated parents and working mothers were more aware about the importance of developmental task and they took advice from their pediatrician to understand each stages of child development. Some parents believe that parenting changes greatly as child grow older. For instance some mothers were discussing about their child stubbornness, when their children were younger. Initially stage when child was of 2-3 year old his /her stubbornness was very cute but after 5-6 year old their stubbornness was not amusing in fact it made the mothers very angry. They felt that either child is manipulating or intentional making her mad. One mother said, my child at the age 2 uses to demand each and everything which he likes and we also provide him all he wants. But slowly that demanding nature became his habit and when he reached at the age 7 he want everything which he akin to. Regardless of explanation given by the father and mother he slowly became stubborn by nature.

Some Parents were very anxious to know that why it was very important for them to understand developmental task of each stage. further researcher explain them that if beginning stage is developed easily child can developed systematic work habits ,positive attitude towards work and desirable

etiquette . Moreover early development is considered more critical than later developmental because rate of development is more rapid than at any other stage development. Attachment and bonding between parent and child is very important at each stage for close relationship in later life. Effective relationship at this stage would later effect achievement of adolescence

Starting with the hypothesis that positive experiences with early childhood programs can help prepare parents to build relationships with their children's elementary schools, researchers conducting this study found that parents who were involved in early childhood programs read to their children more, were more likely to visit their children's kindergarten classrooms, and were more likely to network with other parents than those not involved in early childhood programs. In conducting the study researchers interviewed more than 200 low-income and ethnically diverse parents in both rural and urban areas whose children attended kindergarten during the 1995-1996 school year. Authors recommend that schools and early childhood programs adopt strategies to respond to parents' feelings of anxiety and excitement, promote "feelings of welcome and familiarity" with schools, provide information about their children and how to promote a smooth transition into school, and work to promote parents' confidence in themselves and their ability to recognize opportunities for involvement.(Kreider, H. (2002). Getting parents "ready" for kindergarten: The role of early childhood education. Amherst, MA: Harvard Family Research Project. Retrieved April 20, 2002 from <http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/kreider.htm>)

Furthermore in present study it can be depicted that parents were more vulnerable when it comes to their relation with adolescent. With the progress of adolescence, the amount of time spent with parents typically drops while time spent with peers' increases considerably. To ensure that both teens and families able to navigate in this transition stage rightly it is very much important for them to understand the roadmap of this stage. Majority of parents judge teenagers as age of freedom and experience also a first stair in their new world with more enthusiasm and expectation. But when they became friend they found different story all together. Most of the parent have believe that their teenagers slowly get detached with them and spend more time with friends, party or else watching TV. Parents expressed more permissive views about sexual behavior for male adolescents rather than female adolescents'. General parent views about sex and self-restraint were more conservative. Generally all of them agree that there is communication gap between them and their children related to certain topics. Furthermore Most of parents were inquiring more about how to engage them in daily domestic activity and to construct affable relation with teenagers. Moreover Parents with less education were more conservative than highly educate parents. (Brown, 1990) Relationships between adolescents and adults consist typically of concord rather than discord, affection rather than alienation, and dedication to rather than rejection of family life. During the stage of adolescence, parents are used as imperative resource of knowledge, values, and emotional support, particularly on vital issue such as educational choices and career matters Overall relationship mainly concern with how family members communicate with each other.

Overall session with parents concluded that parents need to be ensuring about their relation with adolescents. Parents need to play an important role in early intervention services to have a significant effect on children's developmental and social-emotional well-being. With some exceptions, the field of early intervention has failed to engage parents as active and primary mediators of the developmental services their children receive. This failure is incompatible both with the developmental theories on which early intervention services are based, as well as the substantially greater number of opportunities parents have to influence children's learning and development compared with school personnel and intervention specialists. Furthermore, an increasing body of empirical evidence has

identified parent involvement as a critical ingredient of effective developmental intervention.

Post intervention study:

Once the home visit session was done with parents, researcher did post data analysis with low family environment and achievement motivation of adolescent. From post data analysis it was clearly indicate that there was increase in family environment and achievement motivation of adolescents. Hence it was put forth by author Radin (1971) that parental warmth, acceptance and nurturance foster achievement motivation and intellectual development. A supportive warm home environment which encourages exploration, curiosity and self-reliance leads to high achievement. In malevolent homes characterized by extreme punitiveness and rejection, or in homes where the father is extremely authoritarian and enmeshes the child in rigid rules and regulations low achievement result. Theory and research findings demand that early intervention change practices related to parent involvement. Social workers in children and family services may be ideally suited to meeting the need for early intervention professionals who are committed to working with families.

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