

**PARENTAL INVOLVEMENT, A DETERMINING FACTOR  
OF ACADEMIC PERFORMANCE – PSYCHOEDUCATIONAL  
INTERVENTIONS FOR PARENTS AND TEACHERS  
WHO SUPPORT CHILDREN'S LEARNING  
AND DEVELOPMENT ACTIVITIES**

Elena Anghel-Stănilă \*  
*"Titu Maiorescu" University of Bucharest*  
*Romania*

Nowadays, parents are increasingly busy, time seems to be out of reach, and the tendency to leave the academic development of children in the hands of formal and non-formal institutions is convenient. Many children go to kindergarten or school, to all kinds of courses and workshops that are increasingly interesting and attractive, being involved activities from morning until evening. This happens for them to be safe and busy with their own development and for parents to feel that their work is not in vain, a large percentage of the income being spent on the child's education. After months, or many years, they realize, however, that the results are not visible, due to the fact that the determining factor of the academic performance, the parental involvement, completely lacks. Sometimes teachers argue that this lack of parents' involvement, who are either supportive or attentive to their clients, if we talk about private education, or too busy with other types of activities if we refer to state education.

**Studies in the field**

As a result of numerous studies and researches, parental involvement at home has proved to be a determining factor in achieving high school results. The National Research Study (2000) drew attention to the fact that, in the early years of life, when the baby is quite dependent on his/her parents, parental stimulation or that of key adults influences neuronal development.

At this age, the rate of creating synaptic networks of the basic neural circuits is the highest in the whole life - largely as a result of stimulating the environment in which the baby grows.

---

\* Associate professor, PhD, "Titu Maiorescu" University of Bucharest, Romania; E-mail: [elenaanghel2001@yahoo.com](mailto:elenaanghel2001@yahoo.com)

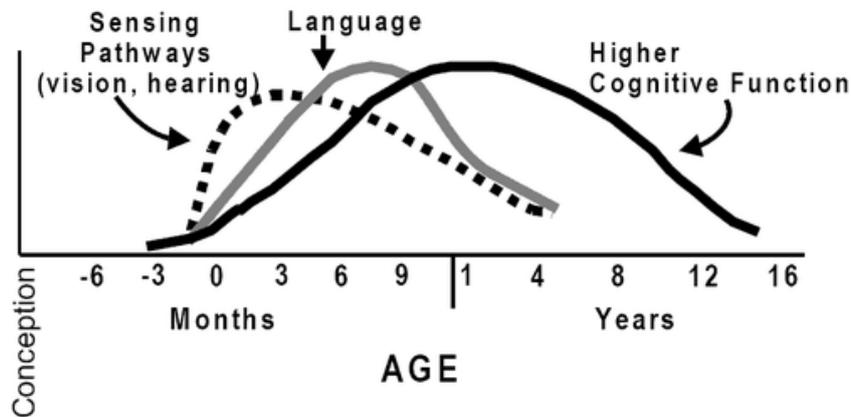


Figure 1. Human brain development (The National Research Study, 2000)

Synapse networks develop sequentially, some apart the others, all the more harmoniously as already existing ones are well formed: through care, stimuli and quality interactions with the significant adults in their life.

At the very beginning of the 2000s, research related to children from primary school, secondary school and high school showed that the academic performance is strictly correlated with the support and parental involvement at home, being guided by beliefs, values and materialized in behavioral manifestations (DeGarmo, Forgatch, & Martinez, 1999).

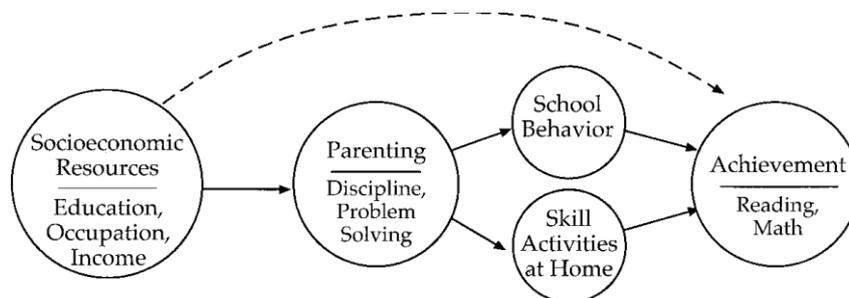


Figure 2. Theoretical model of parenting practices as a mediator of socioeconomic status (De Garmo et al, 1999)

This research and other similar have led to an increase in the offers of parenting courses, which are still quite popular nowadays. The most difficult to solve for the parents in Romania are today the health and education issues of the children, both related to prevention and type of intervention/treatment/correction.

## **The case in Romania**

### ***Vulnerabilities of the education system***

- Laws and methodologies changing at a surprising speed and which are not always sufficiently well thought out;
- Rushed and often poor implementation of legislation and working methodologies;
- The textbooks and school materials market, that get approval very fast and which, when used, raise issues of understanding, management and solving for both teachers, students and parents;
- Low quality training of teachers in an education almost completely lacking supervised long-term pedagogical practice (university education of teachers training primary and pre-school educators).

### ***Effects***

- Insecurity;
- Lack of confidence in the educational act and in the teachers;
- Disruptions in managing their children in the educational process - formally and non-formally;
- Lack of vision regarding the learning-development process of their own children.

### ***Benefits: 0***

### ***Disadvantages***

- High pressure to achieve high academic performance - the main anxiety factor (top schools away from home, reduced school time schedule, children progress depending on parents' financial and nervous resources at home, extremely expensive private schools willing to prove their responsibility in regarding the teaching-learning act through extremely high requirements for children at school and at home);
- vs
- Abandonment of children from the education system ("the school responsible for the process of learning and development of children" in both state and private education, in which many schools are approved to function, and remain in the accreditation process for years, having a high staff turnover).

### ***Vulnerabilities of the socio-economic environment***

- Over-load, stress and insecurity in the workplace;
- Low values for promotion and key positions;
- Extremely limited free time for one's own interests and family;
- Difficulty in day-to-day children's management;

***Effect:*** Over-load of children with various activities;

***Benefits:*** at the cognitive and socio-relational level.

### ***Disadvantages:***

- Serious emotional deficiencies of parents;
- Alienation, acute feeling of abandonment;

- Tiredness;
- Loss of motivation for learning-development.

### **Psychoeducational interventions for parents who support their children's learning and development activities (Anghel-Stănilă, 2017)**

#### ***Our clients: Parents***

- Responsible;
- Well informed and well trained, willing to make their children valuable people;
- Good role models to be the performing parents, self-taught parents, parents for whom the concept of personal development makes sense.

#### ***Services***

##### *Personalized psycho-educational interventions at the request of the parents*

*Information* sessions concern the provision of information related to

- Age psychological particularities and their manifestation in the learning activity;
- Learning styles;
- Management of learning activity;
- Time management and parent-children patterns, motivating for the learning activity;
- Managing the relationships with the teachers and the parents of the student group;
- The family system and its influence on the learning-development process of children.

*Training* of effective management skills, from the role of parent

- Learning and development activities for children and adolescents;
- Relationships with the school: teachers, management of the school unit, the group of pupils and parents;
- The general educational route of children and adolescents;
- Of their own learning-development activities.

(Re)-training means an in-depth psychological analysis of the adult, his/her own parent-child relationships from childhood, adolescence to understand the blockages that prevent them from making the desired changes in the school relationships with their own children

##### *Group psychoeducational interventions, by age stages*

- Parents of pre-schoolers;
- Parents of primary school children;
- Parents of the secondary school students;
- Parents of the high school students.

Information takes into consideration:

- Age psychological particularities (emotions, needs, specific behaviours);
- Individual characteristics (child's uniqueness);
- Teaching-learning-development objectives specific to each learning cycle;
- Motivational factors for the learning activity;
- particularities of the working education system;

Training aims at:

- Effective management of learning activity and of free time of children and adolescents;
- Efficiently conducting their own management of professional, personal, family and community activities;
- Acquiring strategies to overcome critical situations that may arise within the parent-subsidiary relationships related to the study;
- Acquiring effective management skills for learning contexts and relationships with the actors involved in children's education;
- Knowledge and practice of management skills in the preparation of national assessments, capacity examinations and baccalaureate;
- Acquiring management skills of the activities to select high schools, jobs and those connected to higher education admission.

### **Psychoeducational interventions for teachers (Anghel-Stănilă, 2017)**

*Our clients:* Psychoeducational services are frequently addressed to the private environment, for state education, often sponsorships are required:

- School principals,
- Teachers;
- Carers;
- Parents of children and adolescents.

Psychoeducational consultancy for managing relationships with parents can be offered to school principals interested in such issues. Psychoeducational interventions for parents can be organized in kindergartens and private schools, also on age groups.

### **Psychoeducational interventions for teachers and non-teaching staff involved in children's education (carers) (Anghel-Stănilă, 2017)**

Information takes into consideration:

- The uniqueness and psychological particularities of the age of the children and adolescents (emotions, needs, specific behaviours);

- Knowledge of parenting styles and the possible effects on learning and development activities of children and adolescents in acquiring academic performance;
- Means to motivate children and adolescents for learning-development activities so that they do not become boring;
- Means to motivate parents for an effective involvement in the learning and development activities of their children.

Training aims at:

- Acquisition of strategies, methods and psychoeducational techniques for school performance of teachers and students;
- Developing effective communication skills (intelligent and empathetic) with children, adolescents and adults (their parents);
- Acquisition of time management skills and didactic activities, management of the students and of the parents for an effective parental involvement in acquiring academic performance.

(Re)-the training can be done upon request by teachers and the non-teaching staff, leading at multiple benefits at the level of personal and professional life.

## References

- Anghel Stănilă, E. (2011). *Psihologia educației pe tot parcursul vieții – pentru specialiști și adulți interesați de propria lor dezvoltare* (ediție revizuită și adăugită). [Educational Psychology during Lifespan – for Specialists and Adults Interested in their own development]. Bucharest: For You. (original in Romanian)
- DeGarmo, D.S., Forgatch, M.S., & Martinez, Jr, C.R. (1999). Parenting of divorced mothers as a link between social status and boys' academic outcomes: Unpacking the effects of socioeconomic status. *Child Development*, 70(5), 1231-1245.
- National Research Council (2000). *From neurons to neighborhoods: The science of early childhood development*. National Academies Press.

Received  
October 2019

Accepted  
December 2019