

KURSK STATE UNIVERSITY



PARENTAL REQUESTS FOR CHILDREN'S EDUCATION IN RUSSIAN REGIONS: formation and implementation of problems

Financial support is provided by RFBR on the science project №20-013-00073

«The development of the subjectivity of teenagers of the generation Z in a socially developed environment of additional education»

Elena Bashmanova
Doctor of Pedagogical Sciences,
Professor of Pedagogy and Professional Education

*The future isn't a place that
we're going to, it's a place that
you get to create.*

Nancy Duarte



Conceptualization

Educational requests of parents are the parents' articulation of the interests of their children (students) in relation to the quality of the educational **environment**, **the processes** taking place in it, **communication** and **a teacher**.

In the process of articulating interests «citizens and social groups express their needs and requirements» (Gabriel A. Almond).

The forms of articulating interests include collective actions of informal groups and social movements aimed at achieving common interests and direct expression by citizens of their particular problems.

Conceptualization

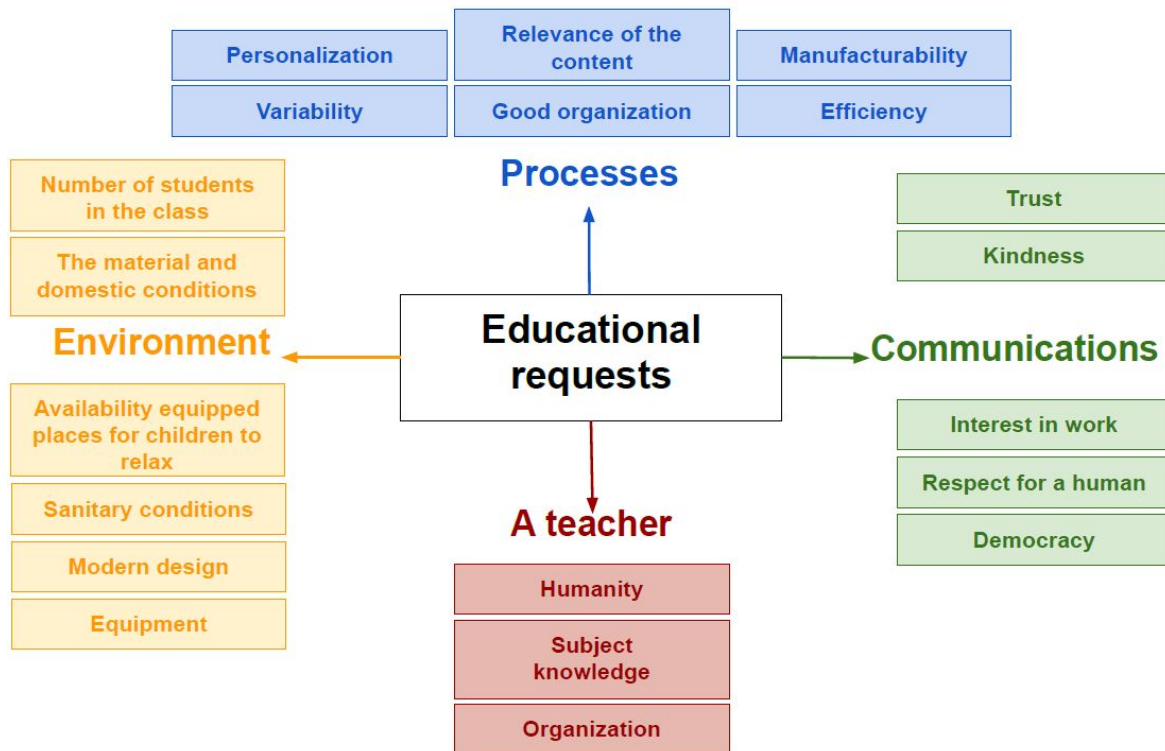
Educational requests are based on conscious interest are «the specifically human level of needs' development, which is characterized by **consciousness** and **freedom**» (B. Meshcheryakov, V. Zinchenko).

Requests ≠ expectations

Requests are based on a clear idea of the desired result and imply the active parents' participation in the child's education.

On the contrary, expectations are connected with the assumption of situation development in uncertainty conditions.

Operationalization of concepts



The problem's actualization for the regions

1. **Demographic and sociocultural factors:** aging and low standard of living, resistance to innovation, formalism of the youth activities, degradation of scientific infrastructure, stagnation of scientific life.
2. **Industry factors:** lack of qualified Education Management specialists and professionals involved in innovative practices, low awareness of educational innovation, technical and moral schools' discrepancy with the expectations of students and parents.
3. **Subjective factors:** lack of cohesion of the parent community, lack of information of parental requests for educational organizations and the educational system as a whole.

Hypotheses

1. Parents from different regions agree on the significance of the basic characteristics of the school related to the quality of material resources and respect for the child's personality.
2. Educational requests of parents from millionaire cities are more often connected with modern trends in the education development such as personalization, the freedom of self-determination of a teacher and students.
3. Educational requests of parents from other settlements are more often connected with traditional requirements for school education such as collectivism, pedagogical rigor, submission to requirements.
4. Educational requests of parents from other settlements are more often connected with requirements for the quality of the educational environment than pedagogical relations due to the lesser compliance of regional schools with modern requirements.

Sample structure*

From millionaire cities

78 people / 24,7%**

Volgograd
Kazan
Krasnoyarsk
Moscow
Nizhny Novgorod
Novosibirsk
Omsk
Rostov-on-Don
St. Petersburg

From other settlements

238 people / 75,3%***

Altai region
Arkhangelsk
Belgorod
Vladimir region
Ivanovo
Izhevsk
Kemerovo region
Krasnodar
Kursk and Kursk region
Lipetsk
Magadan

Maykop
Moscow region
Murmansk
Nalchik
Nizhny Novgorod region
Orenburg
Penza and Penza region
Perm region
Pskov
Saratov
Sverdlovsk region

Simferopol
Sochi
Surgut
Tambov
Tula region
Tyumen
Ulyanovsk region
Khabarovsk
Chuvash Republic
Yuzhno-Sakhalinsk
Yaroslavl region

* 316 people were interviewed using Google Forms from 01.2019 to 01.2020.

** January 1, 2019 the population of millionaire cities were 33602884 people (22,9% of the population)

*** January 1, 2019 the population of other settlements were 113177836 people (77,1% of the population)

Sample characteristics: demography and wealth

Parents from millionaire cities

89,9% of the participants are mothers / people fulfilling her role
63,3% of the participants aged 40-49
45,6% of the participants' children are in 5-9 grade
60,8% of the participants' children are studying in unprivileged schools
48,1% of the participants' children are studying in schools on the outskirts of the city
74,7% of participants have the same wealth as most others
48,1% of participants have money to give the child quality education

Parents from other settlements

84,8% of the participants are mothers / people fulfilling her role
53,6% of the participants' aged 30-39
46,0% of the participants' children are in 1-4 grade
71,3% of the participants' children are studying in unprivileged schools
58,2% of the participants' children are studying in schools in the city centre
78,9% of participants have the same wealth as most others
47,3% of participants have money to give the child quality education

Sample characteristics: pedagogical potential

Self-esteem by parents pedagogical potential of the family	Parents from millionaire cities	Parents from other settlements	In general
The participant makes a greater contribution to the child's education than the school	38,0%	33,8%	34,8%
The participant makes the same contribution to the child's education as the school	44,3%	48,9%	47,8%
The participant helps his child with the homework / checks it	51,9%	69,6%	65,2%
The participant provides additional opportunities (trips, language courses, etc.)	50,6%	37,9%	41,1%
The participant communicates a lot with the child and does extracurricular activities with him	41,8%	32,0%	34,5%

Sample characteristics: pedagogical potential

Self-esteem by parents of the quality of functions' fulfillment for the children's education	Parents from millionaire cities	Parents from other settlements	In general
1 point	0,0%	0,8%	0,6%
2 points	7,6%	3,0%	4,1%
3 points	20,3%	19,0%	19,3%
4 points	55,7%	57,0%	56,7%
5 points	16,4%	20,2%	19,3%
Total	100%	100%	100%

Parental requests: educational environment

What elements of the school environment significantly affect the children's attitude to school?	Parents from millionaire cities	Parents from other settlements	In general
The quality of the material and domestic conditions	29,1%*	30,0%*	29,7%*
Conformity school to the spirit of the time	26,6%	21,5%	22,8%
Being equipped with the modern facilities	46,8%	46,8%	46,8%
The atmosphere of trust and respect for a person	87,3%	84,4%	85,1%
Conformity number of students to the size of school	19,0%	13,9%	15,2%
Sanitary conditions	19,0%	19,0%	19,0%
Availability equipped places for children to relax	22,8%	15,2%	17,1%
Food quality	11,4%	14,8%	13,9%
Double-shift teaching	5,1%	24,9%	19,9%

Parental requests: educational environment

What is the optimal occupancy of the class?	Parents from millionaire cities	Parents from other settlements	In general
Up to 10 people	6,3%	4,6%	5,1%
Up to 15 people	44,3%	31,6%	34,8%
Up to 20 people	41,8%	54,4%	51,3%
Up to 30 people	6,3%	8,5%	7,9%
Over 30 people	1,3%	0,8%	0,9%
Total	100%	100%	100%

Parental requests: educational process

What should the educational process for children be to want to study?	Parents from millionaire cities	Parents from other settlements	In general
Well organized (convenient schedule, ect.)	37,9%*	47,3%*	44,9%*
Conducive to child development	11,4%	5,9%	7,3%
Providing the opportunity to choose educational courses, create an individual educational plan)	41,8%	27,0%	30,7%
Adapting to students (mentality, activity style)	35,4%	43,0%	41,1%
Containing practical tasks	52,0%	45,1%	46,8%
Aimed at developing modern skills in children	24,1%	27,8%	26,9%
Lively, exciting	41,8%	38,4%	39,2%
Constructed on content close to children	8,9%	19,0%	16,5%
Suggesting the children's possibility to express their point of view	27,8%	27,4%	27,5%

* The amount exceeds 100% because parents could choose up to 3 answers

Parental requests: educational process

Is it necessary to introduce individual educational plans in schools?	Parents from millionaire cities	Parents from other settlements	In general
Yes, it is necessary	55,8%	48,9%	50,6%
No, it is not necessary	24,0%	24,1%	24,1%
Did not think about it	17,7%	22,8%	21,5%
Do not know anything about it / the question is not clear	2,5%	4,2%	3,8%
Total	100%	100%	100%

Parental requests: educational process

Is it possible to use elements of online education in schools?	Parents from millionaire cities	Parents from other settlements	In general
Yes, it is necessary	65,8%	53,6%	56,6%
No, it is not necessary	20,3%	34,2%	30,7%
Did not think about it	12,6%	11,8%	12,1%
Do not know anything about it / the question is not clear	1,3%	0,4%	0,6%
Total	100%	100%	100%

Parental requests: educational process

What is the best option for study organization?	Parents from millionaire cities	Parents from other settlements	In general
In classes of permanent composition (as usual)	30,4%	42,6%	39,6%
In classes of flexible composition (by abilities, interests)	63,3%	49,4%	52,8%
Did not think about it	6,3%	7,2%	7,0%
Do not know anything about it / the question is not clear	0,0%	0,8%	0,6%
Total	100%	100%	100%

Parental requests: the teacher

What should a teacher be to 1) make children be interested? 2) help children have good marks?	Parents from millionaire cities	Parents from other settlements	In general
Good knowledge of the subject Highly organized and disciplined Respecting children and interested in their affairs Modern-minded Able to use modern teaching technologies Free and independent Strict	73,4%* 16,5% 98,7% 29,1% 44,3% 22,8% 6,3%	68,8%* 22,8% 89,9% 34,6% 46,4% 9,3% 5,9%	69,9%* 21,2% 92,1% 33,2% 45,9% 12,7% 6,0%
Good knowledge of the subject Highly organized and disciplined Respecting children and interested in their affairs Modern-minded Able to use modern teaching technologies Free and independent Strict	86,1%* 43,0% 79,7% 17,7% 40,5% 8,9% 10,1%	84,4%* 40,1% 72,1% 10,5% 40,1% 6,7% 21,5%	84,8%* 40,8% 74,1% 12,3% 40,2% 7,3% 18,7%

* The amount exceeds 100% because parents could choose up to 3 answers

Parental requests: pedagogical communications

Some quality indicators of pedagogical communications	Parents from millionaire cities	Parents from other settlements	In general
<p>What elements of the school environment significantly affect the children's attitude to school? The atmosphere of trust and respect for a person</p>	87,3%	84,4%	85,1%
<p>What should the educational process for children be to want to study? Suggesting the children's possibility to express their point of view</p>	27,8%	27,4%	27,5%
<p>What should a teacher be to make children be interested? Respecting children and interested in their affairs Free and independent</p>	98,7% 22,8%	89,7% 9,3%	92,1% 12,7%

Conclusions

1. Parents from different regions equally value the significance of the educational environment characteristics such as the quality of the material and domestic conditions, equipment with modern facilities, occupancy of classes up to 15-20 people , the atmosphere of trust and respect for a child.
2. Parents from different regions equally value the significance of the educational process' characteristics such as good organization, adjusting to students' abilities, containing practical tasks, inclusion of online education elements and flexible class composition.
3. Educational requests of parents from millionaire cities are more often connected with the free and independent of a teacher, respect for the child's personality.
4. Educational requests of parents from other settlements are not connected with special requirements for the educational environment. Double-shift teaching is an exception. Parents from regions express a request to refuse it much more often than parents from millionaire cities.

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KURSK STATE UNIVERSITY



Elena Bashmanova

+79102119102

bashmanovaelena@yandex.ru

<https://www.facebook.com/elena.bashmanova.1>