

ABSTRACT

Name of the Scholar: Geeta Kapoor
Name of the Supervisor: Prof. Ilyas Husain
Department: Department of Educational Studies
Title: A study of parental involvement in children's education with specific reference to practices of different school management.

The purpose of the study was to examine the beliefs as well as practices of teachers towards parental involvement, and identify potential barriers to parental involvement from the perspective of teachers. In addition, the study explore parental involvement in a more comprehensive way. For the purpose of this study, five private, five government and five government-aided schools of Delhi were selected on random basis The sample included a total of 600 students (40 from each school) and 75 teachers (5 from each school).The appended set of tools was used for the study:

- (a) Scale for "Parental Involvement in Children's education"-Self constructed tool for students.
- (b) Scale on "beliefs of teachers toward Parental Involvement" – adapted from a scale by Hoover-Dempsey et al. (2002)
- (c) Scale for "teachers report of frequency of their practices to involve parents"- Self constructed tool for teachers
- (d) Semi- structured Interview for teachers

The researcher during the course of the study brought about findings both from the Quantitative as well as the Qualitative analysis. Major Findings are as follows:

- There is a significant difference in the beliefs of teachers teaching in Private, Government and Government-aided schools, towards parental involvement at 0.01 level.
- There is a significant difference in the beliefs of teachers teaching in Private, Government and Government-aided schools, towards efficacy of parents at 0.01 level
- There is no significant difference in the beliefs of teachers teaching in Private, Government and Government-aided schools, on school responsibility towards parental involvement. Teachers in all groups believed that encouragement to do well in academics is an inherent part of the parental involvement.
- There is a significant difference in the involvement of parents of the students studying in Private, Government and Government-aided schools except in the dimension "parenting."
- A big change in the use of technology at schools and among the students has somewhere created a big gap in parents' understanding of technology and hence creating a becoming a barrier in parental involvement.
- There have been fast moving changes in technology and private schools in particular have been catching up on this run, where the parents in some of these cases have been constrained in terms of understanding these changes in technology.

- Parental involvement as a concept, although had a limited connotation in minds of many teachers, starting from “helping the child in homework” but went on to “monitoring at home”, “encouragement”, “ need fulfilment” and “behaviour grooming” leading to all round child development not limited to only academics. Most of the teachers across all groups of schools believed parental involvement to significantly impact child development. Several teachers reported that involvement of parents can become a factor of motivation for self and reinforced learning for the student. Teachers also believed in schools promoting parental involvement as it lead to better academic outcomes, help in building a conducive atmosphere for learning both at home and school. Teachers definitely want an enhanced parental involvement in matters related to their children’s academics.
- Private school teachers believed that the parental involvement in their school is low on account of either parents not finding adequate time to spend with their children on their academics or teachers themselves consider enhanced parental involvement lead to a great deal of confusion, with parents getting involved in how to run academics in school, what type of work to be done in class, need of homework if any and many such questions getting deliberated and debated. This may lead to disruption of normal course of work in the school and hence impact the student education.
- Private school teachers with this view point believed that parental involvement needs to be increased but there needs to be a clear distinction between involvement pertaining to child’s academic development and involvement in policy or any other decisions on the methodology.
- The Government school teachers believed that building motivation among the students to come to school and attend classes regularly is the single largest activity (more that 90% of the teachers ascribing to this) to create value in the education system overall at Government schools. They firmly believed that every other activity would be an offshoot of this primary obligation on part of the students to be fulfilled. These teachers felt that if a child is motivated to attend regular classes , the end result would be a better academic result.
- While 96% of the teachers believed that the level in parental involvement is not satisfactory at schools and they would definitely want an increased involvement of parents in matters related to their child’s academics.
- Most of the teachers believes that there should be continuous flow of information from school personnel to the parents about their child. Out of a total of 75 teachers who were interviewed, a thumping majority of 96% (72) teachers from all the groups of teachers believed in child’s information to go to parents.
- There was no distinction in the responses coming out of teachers of any of the groups of schools with almost each one portraying the importance of issues about schools to bring in child related issues to the attention of parents.
- Teachers from all the groups believed that there is an ecosystem of trust and partnership that needs to be created which will drive positive outcomes.