

**PERFORMANCE OF TRAINED TEACHERS AND
PARENTAL CONTACT IN THE SECONDARY SCHOOLS
OF IMPHAL EAST DISTRICT**

Anita Kangabam*

ABSTRACT

Teachers' performance is the most crucial factor in bringing about quality school education in India. It is important not only in the classroom but also outside the classroom. The present study was undertaken to investigate the performance of B.Ed trained teachers in relation to parental contact. Research has shown that the more the teachers and parents co-operate with each other, the greater is the achievement of the students in particular and school effectiveness in general. A questionnaire consisting of 6 items was prepared by the investigator for the purpose of data collection. The data was collected from 200 trained teachers working in the secondary schools of Imphal East district, through simple random sampling. The findings of the study revealed that the trained teachers contact the parents of the students. Further, it was concluded that the trained teachers should provide every possible opportunity to the parents to get involved in educating the students.

Key Words: B.Ed (Bachelor of Education), NCTE (National Council for Teacher Education), Parental contact, Performance, Trained Teachers.

* Assistant Professor, D.M. College of Teacher Education, Imphal

INTRODUCTION:

Teachers' performance regarding contact and co-operation with the parents is of prime importance for the all-round development of the students. The trained teachers are educated in this area during their B.Ed Course. Performance is the ability to use one's knowledge efficiently and readily in execution. According to Raghavakumari (1996) performance is the efficiency of a person or of the group. In teacher education, performance in both the intellect and the physical abilities of the teacher are taken into consideration. Teacher performance is a productive interaction between the teacher characteristics and different factors according to the situations. Vashist (2009) remarked that it is contended by Educationists all over the world that a good education depends on a good teacher and the quality of teacher depends on the quality of teacher education.

NCTE (1998) identifies five performance areas of the teachers to improve the quality and efficiency of the school education. They are as follows:

1. Performance in the classroom.
2. School-level Performance.
3. Performance in Out-of-School Activities.
4. Performance Related to Parental Contact and Co-operation.
5. Performance Related to Community Contact and Co-operation.

The above mentioned areas give rise to a number of practical activities for the trained teachers. The present study focuses on the trained teachers' performance related to parental contact and co-operation.

NEED OF THE PROBLEM :

Students are regarded as the future of a nation. Without proper guidance and attention, it is not possible to obtain the desired goals. These can be achieved through qualified and quality education. Here, the co-operation of the teachers and the parents play a unique role in the all round development of a student. The trained teachers are given education in this area during the B.Ed course. When teachers get the parents involved in the education of the students, the achievement level of the students tends to be high. With this point of view, this research study focuses on the performance of trained teachers with regard to parental contact and co-operation of their students. Gupta (2003) opined that the research worker would assess to what extent the solution of the problem would contribute for the furtherance of human knowledge.

REVIEW OF RELATED LITERATURE:

The review of literature is confined to a few works related with the present study.

NCTE (1998) mentioned in a booklet that the drop-out rates decreased in places where teachers contacted the parents within a week of their ward's absence from the school. According to Sidhu (2002), the link of the schools established with the homes or parents of the students flourishes into a sound school community relationships. Teachers and parents can easily come closer in the interests of the children. Sanyal (2002) also mentioned that there be a partnership between parents and teachers as colleagues in a collaborative effort to educate children.

Donna and Walker (2006) found out in one of their findings that teachers offered formal parent-teacher meetings and 92% parents attended, 42% attended social activities. Saikia and Saikia (2012) in their study found out that 20% drop-outs was due to teachers' unfair behaviour as expressed by parents of the drop-outs.

OBJECTIVES OF THE STUDY :

The following are the objectives of the study:

1. To find out the performance of trained teachers in attending parent-teacher association meetings regularly.
2. To find out the performance of trained teachers in asking the parents to visit the schools.
3. To examine the performance of trained teachers in contacting the parents of the drop-outs.
4. To examine the performance of trained teachers in contacting the parents of the absentees.
5. To analyse the performance of trained teachers in informing the strengths of the students.
6. To analyse the performance of trained teachers in contacting the parents of the low achievers.

RESEARCH QUESTIONS:

Q 1. Do the trained teachers regularly attend the parent-teacher association meetings ?

Q2. Do the trained teachers ask the parents to visit the schools?

Q3. Do the trained teachers contact the parents of the drop-outs ?

Q 4. Do the trained teachers inform the parents about the weaknesses of the students ?

Q 5. Do the trained teachers inform the parents about the strengths of the students ?

Q6. Do the trained teachers contact the parents of the low achievers?

METHODOLOGY :

The study will follow the descriptive survey method. According to Ahuja (2005), survey method involves a systematic and comprehensive study of particular community, organization, group,

etc. with a view to the analysis of a social problem and the presentation of recommendations for its solutions.

Sample :

All the trained teachers of Manipur constitute the population of the study. Out of these, 200 trained teachers from Imphal East district were selected following simple random sampling.

Tools:

NCERT (2006) suggests that, there is a welcome tendency to construct and use more local specific measuring instruments. So, the researcher in consultation with experts developed a questionnaire consisting of 6 items after much consideration.

Administration of the tools:

Firstly, the questionnaire was distributed to the respondents requesting them to return as soon as possible. Confidentiality was assured and convinced them that the data would be used for the research purpose only.

Statistical Techniques Used:

For the analysis of the collected data, simple percentages and was used to make the result easily understandable.

RESULTS AND DISCUSSION:

The following table 1 presents the performance of trained teachers in attending the parent-teacher association meeting.

Table 1: Attending Parent-Teacher Association Meeting.

Response	Frequency	Percentage
Yes	102	51 %
No	96	48 %
No Comment	02	1 %
Total	200	100 %

Source : Calculated field study conducted in 2008-10

The result obtained (Table 1) shows that out of 200 selected trained teachers, 102 respond positively but 96 teachers respond negatively, and 2 teachers do not give any comment. By

calculation, it shows that 51 % of the trained teachers attend the parent-teacher association meeting. Whereas, 48% of them do not do so and 1% of the trained teachers do not give any comment when asked about attending the Parent-Teacher Association meetings regularly. It suggests that trained teachers do give attention to such important meetings and work for the betterment of the students and school. This inclination of the respondents is towards the acceptance of the statement.

Table 2: Asking the parents to visit the school.

Response	Frequency	Percentage
Yes	137	68.50%
No	57	28.5%
No Comment	06	3 %
Total	200	100%

Source : Calculated field study in 2008-10.

Table 2.reveals that out of 200 trained teachers, 137 of them respond positively; whereas, 57respond negatively and 6 (3%) fail to give any comment . By calculation, it shows that 68.50% of the trained teachers have asked the parents to visit the school; but 28.50% of them fail to do so and 3% of the teachers do not give any comment when asked about asking the parents to visit the school.

It suggests that theB.Ed trained teachers do perform their role by asking the parents to come to their child’s school. This inclination of the respondents is towards acceptance of the statement. This implies that the trained teachers are concerned to receive feedbacks from the parents. This is in contrast to the findings of Maibam(2011) that 31.25% replied positively and 68.75% negatively when asked about the teachers asking the parents to visit the school.

Table 3: Contacting the parents of the drop-outs

Response	Frequency	Percentage
Yes	50	25 %
No	143	71.50%
No Comment	07	3.50%
Total	200	100%

Source:Calculated field study in 2008-10

From the above table, it is depicted that ,out of 200 trained teachers, 50 teachers respond positively but 143 respond negatively, and 7 teachers do not give any comment. By calculation, it shows that 25 % of the trained teachers do contact the parents of the drop-outs. Whereas, 71.50% trained teachers do contact the parents of the drop-outs. And 3.50 % do not give any comment when asked about contacting the parents of the drop-outs..The inclination of the respondents is towards rejection of the statement.

The result suggests that many of the trained teachers do not pay much attention about the drop-out of the students from the school as majority of them do not contact the parents of the drop-outs. The children's drop-outs may be due to several reasons.Saikia&Saikia (2012) found out from their study that 20 % and 40 % non-enrolment and drop-outs was due to teachers' unfair behaviour as expressed by the parents and drop -outs respondents.

Table 4: Contacting the parents of absentees.

Response	Frequency	Percentage
Yes	54	27%
No	141	70.50%
No Comment	05	2.50%
Total	200	100%

Source : Calculated field study in 2008-2010

The above table shows that most of the trained teachers, that is, out of 200, 54 teachers contact the parents to inform them about their children's weaknesses. On the other hand, 141 of the respondents respond negatively.And, 5 of them fail to give any comment . By calculation, it shows that, 27% of the trained teachers do contact the parents of the absentees, while 70.50 % of them do not do so. Further, 2.50 % of the trained teachers fail to give any comment .This inclination of respondents is towards the rejection of the statement.

The result implies that majority of the trained teachers do not contact the parents whose child or children had been absent from the school.If trained teachers contact the parents after a few days of their absence, and convince the parents to send the students to the school, the number of absentees will be less.

Table 5: Contacting the parents to inform the strengths of the students.

Response	Frequency	Percentages
Yes	38	19%
No	158	79%
No Comment	04	2%
Total	200	100%

Source : Calculated field study in 2008-2012.

Table 5 shows that out of 200 trained teachers, 38 teachers respond positively but 158 of them respond negatively. And, 4 trained teachers fail to give any comment. By calculation, it shows that 19 % of the trained teachers contact the parents to inform the strengths of the students but, 79 % of them do not do so. And, 2 % do not give any comment on the statement. This inclination of the respondents is towards the rejection of the statement.

The result implies that most of the trained teachers do not contact the parents to inform the strengths of the students. Parents should be informed and contacted about the strengths of the students. This will further serve as an encouragement both to parents and the students to perform better.

Table 6 : Contacting the parents to inform the weaknesses of the students

Response	Frequency	Percentage
Yes	158	79 %
No	40	20%
No Comment	02	1%
Total	200	100%

Source : Calculated field study in 2008-2010.

The above table shows that out of 200 trained teachers, 158 contact the parents to inform about the weaknesses of the students but 40 of them do not do so. Further, 2 teachers do not give any comment. By calculation, it shows that 79% of the trained teachers respond positively but 20% of them give response in negative manner. And, 1% of the trained teachers do not give any comment when asked about contacting the parents to inform the weaknesses of the students. This indicates that the trained teachers' contact with the parents to inform the weaknesses of the students is quite high.

Major Findings:

It is a matter of concern when the trained teachers of schools do not perform their part satisfactorily in contacting the parents of the students. The following are the major findings of the study:

- i. Majority of the trained teachers (51%) attend the Parent-Teacher Association meetings regularly, while 43% of them fail to do so.
- ii. 68.50 % of the trained teachers do not ask the parents to visit the school and only 28.50 % of the trained teachers ask the parents to visit the school.
- iii. Majority of the respondents (71.50%) do not contact the parents of the drop-outs, whereas, only 25% contact the parents of the drop-outs.
- iv. Majority of the trained teachers ,(70.50 %) do not contact the parents of the absentees and only 27 % do so.
- v. Majority of the trained teachers (79%) do not contact the parents to inform the strengths of the students, only 19 % do so.
- vi. Majority of the respondents (79%) contact the parents to inform the weaknesses of the students while 20% of the trained teachers do not do so.

Conclusion :

Teachers' regular contact with the parents of the students can do wonders in improving the educational system of a state. Research has shown that the closer the teachers work with the parents, the greater is the academic excellence of the students as well as the effectiveness of the school. The responsibility of involving parents in education mainly lies in the hands of the trained teachers. Therefore, the trained teachers should provide every possible opportunity to the parents to get involved in educating the students. In fact, it is the duty and responsibility of the trained teachers to have contact with the parents and convince them about the importance parents' involvement in educating their children.

Suggestions and recommendations:

1. All the schools should have Parent-Teacher Association, and meeting should be held at least twice a year. Further, any important issue of the school it should be consulted with the parents.
2. Parents should be consulted immediately when concerns arise.

3. Trained teachers must play their role effectively in making the parents to visit the schools. Parents should be informed earlier because both the parents might be working. This will help them to plan beforehand. SMS or e-mails can also be sent to the parents.
4. Classroom pages can be created on the school website to keep the parents informed about the classroom activities of their children.
5. Trained teachers need to realize and play their part well ,that, inviting parents to the school functions and make them feel about their importance will make a big difference.
6. ‘Career Day’ can be organised on which the parents come and speak to the students about their work to create awareness about the career paths among the students.
7. Trained teachers should make contactwith the parents about the students’ positive behaviour and achievement and not just negative misbehaviour.
8. The present B.Ed course of Manipur need to pay more emphasis on this area of teacher performance. Surveys can be made about the teachers’ parental contact and co-operation as a part of their curriculum.

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