

DO COLLEGE WARDS GET PARENTAL INVOLVEMENT?

Dr. B. William Dharma Raja *
R. Grace Sophia **

A parent is the primary helper, monitor, coordinator, observer, record keeper and decision maker for the child (Mishra, 2005). Morrison (1997) says parental involvement is engaged participation by parents of students in a consistent, organized, and meaningful way in the consultation, planning, implementation, and evaluation of programmes and activities to increase student achievement. Parents can support their college going wards by attending college functions and responding to college obligations. They can become more involved in helping their college going children improve their college work providing encouragement, arranging for appropriate study time and space and modeling desired behaviour (Sophia & Raja, 2007). Here in this article, parental involvement refers to the involvement of parents on their college studying wards in the areas of studies, extra curricular activities and behaviour.

Unlimited possibilities exist for family involvement, but a coordinated effort is required to build an effective, meaningful programme that can bring about a change in education and benefit all concerned: families, children, professionals, and community. Families can make a significant difference in their children's education, and with the professional's assistance, they will be able to join professional organizations and colleges in a productive partnership. The study by Smith and Geraldine (2000) indicates that for honours freshmen, the level of parental involvement has very little influence on academic performance. For non-honours students, their level of parental involvement has a modest influence on their academic performance. The study by Fossen Van and Michael (2005) indicated that students perceived substantial parental involvement in their first year college experience.

Additionally, the study indicated that students appreciated the balance between independence/freedom and parental involvement.

For instance, some activities that allow for significant family involvement are briefed below.

❖ **Curriculum development and review:** Parents and family members can serve as aids, curriculum planners and policy decision makers. Parents' involvement in curriculum planning helps them learn about and understand what constitutes a quality programme and what is involved in a developmentally appropriate curriculum. When families know about the curriculum, they are more supportive of it (Morrison, 1997).

❖ **Newsletters:** Newsletters planned with parents' help are an excellent way to keep families informed about programme events. Newsletters can also include curriculum information and activities.

❖ **Participation in classroom and centre activities:** Although not all families can be directly involved in classroom activities, those who can should be encouraged. Those who are involved must have guidance, direction, and training for these involvements. Parents can be drawn into the department as members of teams as part time faculty.

RATIONALE FOR THE STUDY

Parental involvement is a wonderful way to gain invaluable insight about college studying children. Parents should be involved in their college studying wards' education so that the students' achievement improves. Many parents who are actively involved in the education of their children at the school level become less involved when their children reach college level. But in recent years, we find increased interest and advancement in the intensity and quality of parental involvement in college students.

* & ** Department of Education, Manonmaniam Sundaranar University, Tirunelveli - 627 012.

In this study, the investigators try to study parents' involvement in their wards' studies, extra curricular activities and behavior. To the knowledge of the investigators, there were many studies on parental involvement at the school level, but only a few studies were conducted at the college level. Hence the investigators got motivation to take a piece of research in this line.

OBJECTIVES

The following are the objectives of the present study :

- (i) To study the level of parental involvement on their college wards.
- (ii) To find out the significant difference, if any, in parental involvement on their college wards with regard to selected background variables such as gender, age, locality, accommodation, parents' education, parents' occupation and family monthly income.

METHOD FOLLOWED

The investigators adopted the survey method of research for the present study.

SAMPLE

The investigators selected 270 third year college students from nine Arts and Science Colleges affiliated to Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu by stratified random sampling technique.

TOOL USED

Parental Involvement Scale, constructed and validated by the investigators (2007), was used to measure the involvement of parents of college students in the dimensions of parental involvement on studies, on extracurricular activities and on behaviour. The questionnaire has totally 46 statements. A panel of experts including parents and teacher educators analysed the draft tool and found that the items were relevant and valid enough to study parental involvement. Based on the suggestions of the panel, some of the items in the tool were removed and some were modified. The value of split-half reliability coefficient for parental involvement scale was calculated as 0.652.

DATA ANALYSIS

Arithmetic mean, standard deviation, 't'-test and analysis of variance were the statistical techniques employed in this study.

Table - 1
LEVEL OF PARENTAL INVOLVEMENT ON COLLEGE STUDENTS

Dimension (Parental involvement)	Boys						Girls					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
On studies	13	15.29	52	61.18	20	23.53	38	20.54	109	58.92	38	20.54
On extra curricular activities	13	15.29	55	64.71	17	20.00	28	15.14	113	61.08	44	23.78
On behaviour	21	24.71	44	51.76	20	23.53	30	16.22	154	83.24	1	0.54

Table - 2
DIFFERENCE IN PARENTAL INVOLVEMENT ON STUDIES, ON EXTRA CURRICULAR ACTIVITIES AND ON BEHAVIOUR OF COLLEGE STUDENTS

Dimension	Variable	Category	Mean	S.D.	Cal.value of 't'	Remark at 5% level
Parental involvement on studies	Sex	Boys	55.02	8.93	2.77	S
		Girls	58.24	8.71		
	Age	19&20	57.49	8.79	0.84	NS
		21&22	56.38	9.24		
	Locality	Rural	57.54	8.92	0.59	NS
		Urban	56.90	8.89		
Accommodation	Home	56.91	8.76	1.02	NS	
	Hostel	58.25	9.30			
Parental involvement on extra curricular activities	Sex	Boys	12.65	2.67	1.84	NS
		Girls	13.28	2.48		
	Age	19&20	13.25	2.54	2.03	S
		21&22	12.51	2.55		
	Locality	Rural	13.08	2.57	0.01	NS
		Urban	13.08	2.56		
Accommodation	Home	13.11	2.47	0.36	NS	
	Hostel	12.97	2.83			
Parental involvement on behaviour	Sex	Boys	30.35	4.35	3.43	S
		Girls	32.25	3.92		
	Age	19&20	31.77	4.12	0.86	NS
		21&22	31.25	4.23		
	Locality	Rural	32.19	4.16	0.00	NS
		Urban	32.19	4.16		
Accommodation	Home	31.71	3.97	0.37	NS	
	Hostel	31.47	4.69			

Table value of 't' for df 268 = 1.96

Table - 3
DIFFERENCE AMONG PARENTAL INVOLVEMENT ON STUDIES, ON EXTRA CURRICULAR ACTIVITIES AND ON BEHAVIOUR OF COLLEGE STUDENTS

Dimension	Variable	Source of variation	Sum of squares	Mean sq. of variance	Cal. F value	Remark at 5% level
Parental involvement on studies	Parents' Occupation	BG	1575.78	787.89	10.96	S
		WG	19695.98	71.88		
	Parents' Education	BG	57.98	28.99	0.36	NS
		WG	21213.78	79.45		
	Monthly income	BG	49.44	24.72	0.31	NS
		WG	21222.32	79.48		
Parental involvement on extra curricular activities	Parents' Occupation	BG	43.74	21.87	3.50	S
		WG	1713.62	6.25		
	Parents' education	BG	13.52	6.76	1.03	NS
		WG	1743.85	6.53		
	Monthly income	BG	4.42	2.21	0.34	NS
		WG	1752.95	6.57		
Parental involvement on behaviour	Parents' Occupation	BG	61.18	30.59	1.84	NS
		WG	4564.09	16.66		
	Parents' education	BG	11.31	5.65	0.33	NS
		WG	4613.97	17.28		
	Monthly income	BG	27.38	13.69	0.79	NS
		WG	4597.90	17.22		

Table value of F for $df_{2,267} = 3.00$

FINDINGS AND DISCUSSION

1. In all the three dimensions, namely parental involvement on studies, parental involvement on extra curricular activities and parental involvement on behaviour, a majority of college students (65.56%), received an average level of parental involvement.
2. The t-test analysis shows that there is significant difference between boys and girls in getting parental involvement on studies. The mean scores show that girl students get more parental involvement than the boy students. It may be due to the fact that the discrimination between boys and girls is diminished nowadays. It is a positive sign. But, with regard to age, locality and accommodation, college students found no significant difference in getting parental involvement on studies.
3. There is significant difference between students aged 19&20 yrs and 21&22 yrs in getting parental involvement on extra curricular activities. The mean scores show that students aged 19&20 yrs get more parental involvement

than the students aged 21&22 yrs. It reveals that age of the students and parental involvement are inversely proportional to each other. But, the college students found no significant difference in getting parental involvement on extra curricular activities with regard to gender, locality and accommodation.

4. There is significant difference between boys and girls in getting parental involvement on behaviour. The mean scores show that girl students get more parental involvement than boy students. It indicates that the parents concentrate more on the behaviour of girls rather than the behaviour of boys. The parents may pay equal attention to the behaviour of boys also. But, the college students found no significant difference in getting parental involvement on behaviour with regard to age, locality and accommodation.
5. The analysis of variance revealed that there is significant difference among the college students in getting parental involvement on studies with regard to their parents' occupation. But, there is no significant difference among the college students in getting parental involvement on studies with regard to their parents' education and family monthly income.

6. The analysis of variance revealed that there is significant difference among the college students in getting parental involvement on extra curricular activities with regard to their parents' education. But, there is no significant difference among the college students in getting parental involvement on extra curricular activities with regard to their parents' occupation and family monthly income.
7. The analysis of variance revealed that there is no significant difference among the college students in getting parental involvement on behaviour with regard to their parents' occupation, parents' education and family monthly income.

EDUCATIONAL IMPLICATIONS

In the light of the findings of the study, some implications are given here. There is a need to organize parent-teacher association programmes for parents, teachers and students at the college level. Teachers should study the level of parental involvement on studies of their wards and if it is found to be not satisfactory, necessary measures should be taken to improve it. Parent-teacher meetings if organised frequently would enable the parents become interested in the college programmes. Teachers can use these meetings to make the parents understand the

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1. Developing teachers' confidence in using ICT as a teaching tool.
2. Providing them with fresh approaches to teaching familiar topics.
3. Helping them to assess the impact of ICT on their teaching and their learners.
4. It will be worthwhile to develop a regional online teacher resource base and offline network of teacher training institutions to share teacher developed educational courseware and innovative practices.
5. Teachers need to be fully aware of the technology that engages students on a daily basis and use that technology as a stepping stone to academic achievement.
6. In addition to the above, need based entry level programmes in information technology related areas and follow-up programmes in specific topics in greater depth and at a more advanced level are recommended .
7. It is recommended that Video-conferencing, one of the most powerful features of Information and Communication Technology today be attempted at the Inter-teacher education institutional level.

CONCLUSION

The present investigation is a very unique study conducted in a developing country like India to study the ICT knowledge of prospective teacher educators and this study has contributed to the field of computer education. This investigation besides other things has contributed to the computer knowledge test. Also the study has revealed that a majority of the teachers have low level of computer knowledge and hence their computer knowledge needs to be improved in order to equip themselves to face the challenges in the future classroom.

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importance of parental involvement on their wards' studies, extra curricular activities and behaviour.

Adolescence stage is a peculiar period of human life and students of this age feel independent and they neglect parental care and advice. The students have to be made aware that it is their parents' influence and hard work that made them reach this much of excellence. The parents must be able to find out the talents of their wards' and give them inspiration and guidance on what is good for them. The parents should have an expectation according to the capacities of the wards' and should also help them to set goals which are achievable. College students achieve more when their parents are involved. This is regardless of their socio-economic status, ethnic background, or parents' education level. Students exhibit more positive attitudes and behaviour when their parents are involved. Youth risk behaviours, such as alcohol use, violence, and antisocial behaviour decrease as parental involvement increases. Let the educational institutions take initiative for involving the parents in the studies, behaviour and extra curricular activities of their wards, for the benefit of both students and colleges.

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