



Quality Management

Elixir Quality Mgmt. 62 (2013) 17887-17890

Elixir
ISSN: 2229-712X

Degree of importance of interaction between parents of students and teachers

P.K. Malik

Department of Commerce, Guru Nanak Khalsa (P.G.) College, Yamuna Nagar – 135 001, Haryana.

ARTICLE INFO

Article history:

Received: 5 August 2013;

Received in revised form:

28 August 2013;

Accepted: 16 September 2013;

Keywords

Quality,
Quality Enhancement,
Parents,
Teachers,
Information Sharing,
Feedback.

ABSTRACT

The practice of interaction between parents and teachers is considered of utmost significance. No doubt, the present environment in the educational institutions of higher learning may not seem fit for such interaction. But if a small step is taken in this regard by involving the students and their parents through meetings of the parents and teachers, information to parents about the attendance of the students, information to parents about the performance of students, communication for disciplinary action against defaulters, feedback from the parents and suggestions of the parents, it will usher a new era in the qualitative aspects of an educational institutions of higher learning. The sample has been taken from 44 institutions of higher education in Haryana. 10 students from each institution were included in the sample. These 44 institutions include 19 urban aided institutions (13 co-ed. And 6 women colleges), 8 urban government institutions (5 co-ed. and 3 women colleges), 11 rural aided institutions (3 co-ed. and 8 women colleges) and 6 rural government institutions (3 co-ed. and 3 women colleges).

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Introduction

Quality enhancement is an ongoing process. It is an inclusive concept with student participation as a critical component. Quality plays a major role in all round development of the students. The institution should be able to produce students with multifacets. The dynamic leaders of the institution should come up with new schemes and programmes for qualitative improvement in its functioning. The practices put forth today may best serve to address the need of its time. However, they need to be reviewed constantly. Sustaining quality is a big challenge and key to sustenance lies in the adaptability to the changing environment. It takes time to first establish these practices and make them part of the institutional culture. There is always a possibility that some of these practices are due to the vision and efforts of an individual and they may not sustain in the long run. Hence, there is a need for internalization and institutionalization of such programs and practices. Making quality a way of life would be the first step towards organizational goals. Educational administrators should be aware of the ground realities but hope to promote the quality culture in the long run with commitment, hard work and sincerity.

The practice of interaction between parents and teachers is considered of utmost significance. No doubt, the present environment in the educational institutions of higher learning may not seem fit for such interaction. But if a small step is taken in this regard by involving the students and their parents through meetings of the parents and teachers, information to parents about the attendance of the students, information to parents about the performance of students, communication for disciplinary action against defaulters, feedback from the parents and suggestions of the parents, it will usher a new era in the qualitative aspects of an educational institutions of higher learning.

Meetings of parents and teachers: The teacher is a facilitator of the process of the student learning. The teacher requires

cooperation of parents and the institutional support. The well coordinated efforts of parents and college help the process of learning as well as personality development of the students. The parents' cooperation is extremely useful in terms of mobilization of resources, organizing festivals and various other academic, cultural and sports programme in the institutions. NAAC has also recommended and emphasized the creation and maintenance of parents-teachers associations. These associations must be alive, active and significant contributor in making the educational institutions qualitative. The responsibility for this lies on the administrators of the educational institution. Table 1 enlists their responses.

Attendance information to parents: The students should be made to understand the importance of information of their attendance to their parents. If monthly attendance record is communicated to the parents, the deficiencies for attendance, loss of study, and the reasons of absence can be known to both teachers and the parents. Jointly they can probe the matter and ensure the corrective measures to rectify the wrong done by the students. A time will come when this practice will be having preventive impact and this will become a way of life for the students. It will result better attendance in the class-rooms and the teachers too will not be in position to take liberty for missing their classes.

Thus, the requirement of the U.G.C., New Delhi of 75 percent attendance for students and 180 teaching days for the teachers will not be difficult to achieve. This step is going to provide number of indirect and hidden benefits for the betterment of education. Responses of students have been summarized in table 2

Performance information to parents: On the pattern of attendance information to the parents, the information about the performance of the students with regard to monthly test, terminal tests, participation in debates, declamations, quizzes, cultural activities, NSS, NCC, sports activities, relations with fellow students and teachers must be evaluated and

communicated to the parents on regular basis. The regular monitoring of the performance in various fields will help the students and teachers to overcome the deficiencies and identify the strengths and weaknesses of each and every student.

The required actions shall be taken accordingly and thus providing an opportunity to the parents, students and the teachers to do the needful and making the educational system healthier and stronger. If a particular student fails to satisfy the prescribed standards, the student should be subjected to the punitive actions and then, the institutional administration should not brook any bureaucratic and political interferences and pressures favoring the students. Otherwise the utility of such practices will be lost somewhere in the process of building quality institution. Table 3 explains their responses.

Communication for disciplinary action: Every student in the educational institution of higher learning must be aware about the penalties for various offences. The rule of 'ignorance of law is no excuse' should be held in letter and spirit. The offences and the corresponding penalties should be displayed on the strategic locations in the premises of the educational institutions so that parents too get knowledge on their visits to the institution.

When the preventive and curative measures do not succeed in bringing the required changes in a defaulting student. It warrants the disciplinary action. The disciplinary action taken against the defaulters should be communicated to the parents and concerned authorities. It will help creating the sense of discipline among the students and maintaining law and order in the educational institutions of higher learning. Table 4 contains their responses.

Parents' feedback and suggestions: The IQAC has to keep in mind the importance of feedback from various parties while devising and developing plans and strategies for the quality enhancement. It is an established fact that past and present results are the best guide for the future. This becomes the underlying principle for adopting the practice of feedback. The system of multiple feedbacks makes the IQAC stronger and wiser for devising and implementing quality assurance plans. The feedback power gives more strength to the institution to overcome the threats. From the feedback of the parents, the IQAC of an educational institution of higher learning can pick up the idea and improve upon the deficient aspect. This practice also enables the educational institutions to face the criticism. Table 5 examines the respondents' views.

Suggestions of parents: The suggestions from the parents may sound like parents' feedback. We have taken it differently and separately. In the parent-teacher meetings, parents have an opportunity to offer invaluable suggestions for the growth and development of higher educational institutions. The parents can suggest on various counts such as physical infrastructure, new courses to be started, community and societal developmental programmes, providing critical inputs about their wards for the betterment of the students and improving academic standards, etc. Their suggestions are free from biases and well-meaning for the betterment of the educational institutions in particular and educational system and society in general. Summarized responses appear in table 6.

The analysis for the quality attributes for the interaction between parents and teachers under reveals the following:

- The rural student respondents were found to be far ahead of their urban counterparts in admitting quality attributes of 'meetings of parents and teachers', 'attendance information to

parents', 'performance information to parents' and 'communication of disciplinary action' 'very important'. While for 'parents feedback' and 'parents suggestions' this was just reverse.

- For 'all data' category 10.68 percent respondents observed 'the meetings of the parents and teachers' and 'attendance information to parents' 'not so important' followed by 9.09 percent for 'parents suggestions', 8.41 percent for 'parents feedback', 5.68 percent for 'communication of disciplinary action' and 5.23 percent for 'performance information to parents'.

- The highest percentage (8.86 percent) of 'all data' category respondents found the 'parents' feedback' 'partly important' whereas the percentage of rural aided respondents was more than thrice of urban aided respondents. The quality attributes of 'meetings between parents and teachers', 'attendance information to parents', 'communication of disciplinary action' and 'parents suggestions' were found to be 'unimportant' only by the urban respondents and rural respondents preferred not to respond.

- Rural government respondents were found to be more consistent as compared to others for all the attributes of 'interaction between parents and teachers' are concerned except in case of 'parents suggestions' where urban aided respondents were considered to be more consistent.

- Students, irrespective of the institutions were unanimous for 'communication of disciplinary action against the defaulters'. They were lacking consensus for 'meeting of parents and teachers' quality attributes in the process of teaching-learning.

- In all the quality attributes for interaction between the parents and teachers rejection of null hypotheses lead us to conclude that quality attributes were dependant on the nature of the institutions.

- As regards interaction between parents and teachers under ANOVA test the educational institutions of higher learning in Haryana do not significantly differ from each other for 'parents feedback' whereas for all other attributes under this category they differ significantly.

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Table 1														
IMPORTANCE OF PARENTS - TEACHERS INTERACTION														
RESPONSES	UNIMPORT ANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
COLLEGE														
RURAL														
AIDED	–	–	10	9.09	1	0.91	31	28.18	68	61.82	1.43	4.43	0.9	20.32
GOVT.	–	–	1	1.67	–	–	3	5	56	93.33	1.9	4.9	0.44	8.98
URBAN														
AIDED	7	3.68	33	17.37	3	1.58	54	28.42	93	48.95	1.02	4.02	1.24	30.85
GOVT.	6	7.5	3	3.75	6	7.5	35	43.75	30	37.5	1	4	1.13	28.25
TOTAL	13	2.95	47	10.68	10	2.27	123	27.95	247	56.14	1.24	4.24	1.11	26.18
Chi ² =80.21**(df:12)														
C=0.39; F=13.01**(df:3, 436)														

Source: Sample Survey

Table 2														
IMPORTANCE OF ATTENDANCE INFORMATION TO PARENTS														
RESPONSES	UNIMPORT ANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
COLLEGE														
RURAL														
AIDED	–	–	11	10	6	5.45	27	24.55	66	60	1.35	4.35	0.97	22.3
GOVT.	–	–	–	–	–	–	10	16.67	50	83.33	1.83	4.83	0.37	7.66
URBAN														
AIDED	3	1.58	24	12.63	3	1.58	82	43.16	78	41.05	1.09	4.09	1.03	25.18
GOVT.	3	3.75	12	15	–	–	23	28.75	42	52.5	1.11	4.11	1.2	29.2
TOTAL	6	1.36	47	10.68	9	2.05	142	32.27	236	53.64	1.26	4.26	1.02	23.94
Chi ² =53.74**(df:12)														
C=0.33; F=929**(df:3, 436)														

Source: Sample Survey

Table .3														
IMPORTANCE OF PERFORMANCE INFORMATION TO PARENTS														
RESPONSES	UNIMPORT ANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
COLLEGE														
RURAL														
AIDED	2	1.82	2	1.82	1	0.91	42	38.18	63	57.27	1.47	4.47	0.77	17.23
GOVT.	–	–	–	–	1	1.67	8	13.33	51	85	1.83	4.83	0.41	8.49
URBAN														
AIDED	3	1.58	15	7.89	5	2.63	52	27.37	115	60.53	1.37	4.37	0.97	22.2
GOVT.	3	3.75	6	7.5	–	–	29	36.25	42	52.5	1.26	4.26	1.05	24.65
TOTAL	8	1.82	23	5.23	7	1.59	131	29.77	271	61.59	1.44	4.44	0.9	20.27
Chi ² =30.98**(df:12)														
C=0.26; F=5.39**(df:3, 436)														

Source: Sample Survey

Table 4														
IMPORTANCE OF DISCIPLINARY ACTION														
RESPONSES	UNIMPORTANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
COLLEGE														
RURAL														
AIDED	–	–	6	5.45	12	10.91	38	34.55	54	49.09	1.27	4.27	0.86	20.14
GOVT.	–	–	–	–	1	1.67	9	15	50	83.33	1.82	4.82	0.43	8.92
URBAN														
AIDED	4	2.11	13	6.84	9	4.74	70	36.84	94	49.47	1.25	4.25	0.97	22.82
GOVT.	–	–	6	7.5	–	–	34	42.5	40	50	1.35	4.35	0.82	18.85
TOTAL	4	0.91	25	5.68	22	5	151	34.32	238	54.09	1.35	4.35	0.88	20.23
Chi ² =42.07**(df:12)														
C=0.30; F=7.00**(df:3, 436)														

Source: Sample Survey

Table 5

IMPORTANCE OF PARENTS' FEEDBACK

RESPONSES	UNIMPORTANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
COLLEGE														
RURAL														
AIDED	1	0.91	9	8.18	21	19.09	42	38.18	37	33.64	0.95	3.95	0.97	24.56
GOVT.	–	–	6	10	1	1.67	42	70	11	18.33	0.97	3.97	0.77	19.4
URBAN														
AIDED	3	1.58	14	7.37	12	6.32	79	41.58	82	43.16	1.17	4.17	0.95	22.78
GOVT.	–	–	8	10	5	6.25	32	40	35	43.75	1.18	4.18	0.93	22.25
TOTAL	4	0.91	37	8.41	39	8.86	195	44.32	165	37.5	1.09	4.09	0.93	22.74
Chi ² =40.67**(df: 12)														Source: Sample Survey
C=0.29; F=1.85(df: 3, 436)														

Table 6

IMPORTANCE OF PARENTS SUGGESTIONS

RESPONSES	UNIMPORTANT		NOT SO IMPORTANT		PARTLY IMPORTANT		IMPORTANT		VERY IMPORTANT		SUMMARY			
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	WAS	AVG	SD	CV
COLLEGE														
RURAL														
AIDED	–	–	14	12.73	13	11.82	39	35.45	44	40	1.03	4.03	1.01	25.06
GOVT.	–	–	6	10	1	1.67	31	51.67	22	36.67	1.15	4.15	0.87	20.96
URBAN														
AIDED	1	0.53	12	6.32	3	1.58	76	40	98	51.58	1.36	4.36	0.84	19.27
GOVT.	–	–	8	10	6	7.5	30	37.5	36	45	1.18	4.18	0.95	22.73
TOTAL	1	0.23	40	9.09	23	5.23	176	40	200	45.45	1.21	4.21	0.92	21.85
Chi ² =26.92**(df:12)														Source: Sample Survey
C=0.24; F=3.25*(df:3, 436)														

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