

A Study on Parental Involvement with their College Wards Behaviour

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Abstract: *This study has investigated various colleges and college Organizations for their Endeavour to get parents' involvement. Many studies on Parental involvement assert that when parents become involved, there is definitely a boost in academic achievement and college satisfaction, thereby resulting in a successful college setting. The study, therefore, explored ways by which colleges succeed in getting parents involved, and examined the levels of home college communication.*

Keywords: *Achievements, Education, Parental involvement, Students behavior.*

I. Introduction

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 function and responding 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 behavior (Sophia, & Raja, 2007). In this study, parental involvement refers to the involvement of parents on their college studying wards in the areas of studies, extracurricular activities, behavior, exhortation and attention.

Unlimited possibilities exist for family involvement, but a coordinate 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 professionals and colleges in a productive partnership. The study by Smith and Geraldine (2000) indicates that for honors' freshmen, level of parental involvement, has very little influence on academic performance. For non-honors students, their level of parental involvement and 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 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 or it (Morrison, 1997).

Newsletters: Newsletters planned with parent's help or an excellent way to keep families informed about programme events. Newsletters can also include curriculum information and activities.

Participation in classroom and center 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.

II. Significance of the Study

Parental involvement is a wonderful way to gain invaluable insight about college studying children. Parents involved in their college studying wards education so the students' achievement improves. Many parents who are actively involved in the education of Research Papers: Fourth All India Conference of KAAS 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. In this study, the researcher tries to know the parental involvement in their children's studies, extracurricular activities, behavior, exhortation and attention. To the knowledge of researcher, there were many studies on parental involvement at the school level, but only few studies were conducted at the college level. Hence the researcher got motivation to take a piece of research in this line.

III. Objectives of the Study

Following are the objectives of the present study.

- (i) To know the level of parental involvement with their college wards and
- (ii) To find out the significant difference, if any, in parental involvement with their college wards with reference to select background variables such as sex, locality and accommodation.

IV. Method Followed

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

V. Sample

The researcher selected 270 third year Arts and Science College students from four colleges affiliated to Bharathiar University, Coimbatore, Tamilnadu by stratified random sampling technique.

VI. Tool Used

Parental involvement Scale (PIS), development and standardized by the authors (2007) was used to measure the involvement of parents of college students in the dimensions of parental involvement on studies, on extracurricular activities, on behavior, in exhortation and attention. The question has totally 46 statements. A panel of experts including parents and teacher educators analyzed the draft tool and found that the items were relevant and valid enough to study the 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 the parental involvement scale was obtained to be 0.652.

VII. Data Analysis And Interpretation

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

Table 1: Level of involvement of parents of college students

Dimension (Parental involvement)	Boys						Girls					
	Low		Ave		High		Low		Ave		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 behavior	21	24.71	44	51.76	20	23.53	30	16.22	154	83.24	1	0.54
In exhortation	9	10.59	63	74.12	13	15.29	29	15.68	120	64.86	36	19.46
In attention	16	18.82	53	62.35	16	18.82	27	14.59	114	61.62	44	23.78

Table 2: Difference in parental involvement on studies

Variable	Category	Mean	Standard deviation	Calculated value of 't'	Remarks at 5% level
Sex	Boys	55.02	8.93	2.77	S
	Girls	58.24	8.71		
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		

Table 3: Difference in parental involvement on extracurricular activities

Variable	Category	Mean	Standard deviation	Calculated value of 't'	Remarks at 5% level
Sex	Boys	12.65	2.67	1.84	NS
	Girls	13.28	2.48		
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		

Table 4: Difference in parental involvement on behavior

Variable	Category	Mean	Standard deviation	Calculated value of 't'	Remarks at 5% level
Sex	Boys	30.35	4.35	3.43	S
	Girls	32.25	3.92		
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 5: Difference in parental involvement in exhortation

Variable	Category	Mean	Standard deviation	Calculated value of 't'	Remarks at 5% level
Sex	Boys	26.16	4.19	3.06	S
	Girls	27.82	3.95		
Locality	Rural	27.32	4.14	0.11	NS
	Urban	27.27	4.05		
Accommodation	Home	27.19	3.59	1.15	NS
	Hostel	24.77	3.73		

Table 6: Difference in parental involvement in attention

Variable	Category	Mean	Standard deviation	Calculated value of 't'	Remarks at 5% level
Sex	Boys	24.13	3.79	0.51	NS
	Girls	24.38	3.56		
Locality	Rural	24.52	3.52	1.02	NS
	Urban	24.07	3.73		
Accommodation	Home	24.16	3.59	1.15	NS
	Hostel	24.77	3.74		

TABLE 1 shows that in all the dimensions of parental involvement (such as on studies, on extracurricular activities, on behavior, in exhortation and in attention) majority of college students, received average level of parental involvement.

TABLE 2 shows that, in the case of gender, the calculated value is greater than the table value (1.96) for df 268, at 0.05 level of significance. It 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 now-a-days. The parents must give equal importance to both.

But, in the other cases such as age, locality and accommodation the calculated values are less than the table value. It shows that there is no significant difference in getting parental involvement on studies with respect to locality and accommodation.

TABLE 3 shows that, all the calculated values are less than the table value (1.96) for df 268, at 0.05 level of significance. It shows that there is no significant difference in getting parental involvement on extracurricular activities with respect to sex, locality and accommodation.

TABLE 4 shows that, in the case of gender, the calculated value is greater than the table value (1.96) for df 268, at 0.05 level of significance. It shows that there is significant difference between boys and girls in getting parental involvement on behavior. The mean scores show that girl students get more parental involvement than the boy students. The parents give more importance to the behavior of girls rather than the behavior of boys. The parents must pay more attention to the behavior of boys. But, in the other cases such as locality and accommodation the calculated values are less than the table value. It shows that there is no significant difference in getting parental involvement on behavior with respect to locality and accommodation.

TABLE 5 shows that, in the case of gender, the calculated value is greater than the table value (1.96) for df 268, at 0.05 level of significance. It shows that there is significant difference between boys and girls in getting parental involvement in exhortation. The mean scores so that girl students get more parental involvement than the boy students. The parents must pay more importance to the exhortation of boys.

But, in the other cases such as locality and accommodation the calculated values are less than the table value. It shows that there is no significant difference in getting parental involvement in exhortation with respect to locality and accommodation.

TABLE 6 shows that, all the calculated values are less than the table value (1.96) for df 268, at 0.05 level of significance. It shows that there is no significant difference in getting parental involvement in attention with respect to sex, locality and accommodation.

VIII. Conclusion

In summary, the literature reviewed on parent involvement in preparing students for college and careers indicates that parents have a positive impact on student success. There are two types of parental involvement that are important indicators of college attendance and completion—postsecondary planning and parental support and encouragement. These indicators apply across cultural and socioeconomic boundaries, but parents often need assistance with their endeavors due to inadequate information and other barriers. There is a need to organize the parent teachers' association programmes for parents, teachers and students in college level. Teachers should study the level of parental involvement in studies of their students and if it is found to be not satisfactory, necessary measures should be taken to improve it. Parent-teacher meetings if organized frequently would enable the parents to familiarize with college programmes. Teachers can use these meetings to make the parents understand the importance of parental involvement in their children studies, extracurricular activities, developing their behavior, exhortation, studies, academic help at home, and providing necessary facilities.

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