CHAPTER II

PLAN OF INVESTIGATION

Problem:

The problem chosen for the present investigation is:

A STUDY OF PARENT-TEACHER COOPERATION IN SECONDARY SCHOOLS.

Delimitation:

The study has been confined to the state of Punjab and, as is obvious from the title, it has been conducted only in the Secondary Schools (High and Higher Secondary) of Punjab.

The study has been divided into three phases.

Phase I

Objectives:

1) To assess the importance which teacher educators, heads of schools, school teachers and parents attach to parent-teacher cooperation.

2) To take stock of the existing position regarding parent-teacher cooperation in the Secondary Schools of Punjab.

Procedure (For objective 1)

a) A Cooperation scale showing eleven possible agencies of cooperation with school (Appendix A) has been prepared and administered to heads of schools (N = 100), teacher educators (N = 100), school teachers (N = 100) and parents (N = 100).
The data thus collected have been statistically treated and results thus obtained discussed.

Procedure (For objective ii)

A check list-cum-questionnaire has been prepared with a view to finding out the existing position with regard to the working of parent-teacher cooperation in our schools. The same has been administered to the heads of schools all over the state, the sample being such that it gave a fair representation to all the major categories of schools—Rural, Urban, Government, Non-Government, Boys' and Girls'. N in this sample is 400 which is fairly representative of the High and Higher Secondary Schools in the State (1021 in number) (1). The responses obtained have been tabulated, analysed and interpreted.

Phase II

Objectives:

To study some Parent-Teacher Associations (PTA's) in Punjab through case history.

Procedure:

A case-history schedule for studying the working of PTA's has been developed and made use of for studying some randomly selected PTA's of Punjab (N = 20). Information regarding their structure and functioning thus collected has been supplemented by
1) interviewing teachers, parents, principals and some education officers.

2) consulting all relevant records of the PTA's.

For random selection of the PTA's, the following list of the districts of Punjab as given in the official document (2) has been used.

1) Patiala.
2) Sangrur.
3) Bhatinda.
4) Ferozepore.
5) Ludhiana.
6) Rupar.
7) Hoshiarpur.
8) Jullundur.
9) Kapurthala.
10) Amritsar.
11) Gurdaspur.

Districts at No. 1, 5, 9 (Patiala, Ludhiana, Kapurthala) have been included in this phase of investigation. Here again, the district-wise sample has been so selected that all main categories of institutions - Rural, Urban, Government, non-Govt. Boys' and Girls - are represented.

Phase III

Objectives:

1. To find out empirically the impact of parent-teacher cooperation on the scholastic achievement of students.

2. To have a general survey of the parents' interest in the education of their children.
3. To find the relationship between the parents' interest in the education of their children and school achievement of those children.

4. To find the relationship between parents' occupation, their educational qualifications, and their interest in the education of their children.

Procedure (For Objective No. 1)

To study empirically the impact of parent-teacher cooperation on the scholastic achievement of student, the following tools were used:

1. Achievement Tests. (Scores have been taken from the last annual examination of students. New fresh achievement tests were constructed since results have to be compared with the same type of examination scores later.)

2. Prayag Mehta's Group Verbal Test of Intelligence.

3. "Attitude Towards Education" scale has been developed. The composite attitude towards education is composed of many factors, e.g.,

   a) Attitude towards teacher community.
   b) Attitude towards school curriculum.
   c) Attitude towards discipline in schools.
   d) Attitude towards children — their general nature, growth and development.
   e) Attitude towards the importance of education.
   f) Attitude towards parent-teacher cooperation.

   The scale has been constructed on Likert pattern and item—analysis done on N=300.
Controls Used.

The following controls have been used:

i) Intelligence and Scholastic achievement. Their standard scores were calculated and a composite score with 1:1 weightage computed.

ii) Standard of facilities for study at home.

iii) Attitude of parents towards education.

iv) Sample characteristics, viz

a) Rural/Urban;
b) Ecological conditions;
c) Medium of instruction in the school;
d) Nature of institutions — secular, denominational and e) Organisational control of the institutions.

To explain the procedure, a sample of 10th class students (N = 50) with almost the same intelligence — achievement composite scores (Mean = 3 approx.), almost the same conveniences of study at home, with parents having a highly favourable attitude towards education (as measured by the attitude scale mentioned above) and with sample characteristics like similar surroundings of the schools, same medium of instruction, same type of organisational control of the schools have been selected to serve as subjects.

The following steps were taken to conduct the experiment:
The group of 50 students was divided into two sub groups - the control and the experimental.

Experimental variable - Parent-teacher cooperation was provided to the Experimental group through a planned and designed treatment for about three months before and during the examination.

The average of achievement scores of both the groups before and after the experiment have been compared and results discussed.

**Procedure:** (For objective No. 2 to 4)

For the purpose of having a general survey of the parents' interest in the education of their children, an INTEREST SCHEDULE was prepared and administered on parents of students studying in 9th class (N = 100).

Data have been analysed and discussed.

Data have been further statistically treated to test the following hypotheses:

1) There exists a positive correlation between the parents' interest in the education of their children and school achievement of their children.

2) Educational qualifications and occupation of parents have no relationship with the interest they take in the education of their children.

The findings of both these studies have been discussed, conclusions drawn and education bearings highlighted.
REFERENCES


2. Ibid.