

Parents and teachers perception about elementary school education in Leh block (Ladakh)

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ABSTRACT

The present study was conducted to study the perception of parents and teachers about schooling of young children in the following areas: Satisfaction with present education system, loop holes in administration, necessary environment and materials in school, role of curriculum, qualities of teachers, teacher child ratio, teaching material and teaching method were assessed. The study was conducted in Leh block with a sample size consisting of 100 parents and 100 teachers. Random sample technique was used to select the sample. Interview schedule was used to elicit the information from the respondents. The result revealed that parents were primarily more satisfied followed by teachers with the present education system provided to their children. The maximum number of unsatisfied group was formed by teachers as they think that there is a still need to improve the quality of education and upgrade the whole system which covers all aspect of development. Majority (50%) of respondents (52 parents and 48 teachers) were of the view that teacher should possess extra qualities other than his/her qualification like patience, punctuality, humbleness, helpfulness and dedication to his/her job. Both the parents and teachers almost hold similar view regarding the importance of curricular activities for child. Both parents and teachers believed that curricular activities are important for overall development of the child. Majority 31 per cent of the respondents (32 parents and 30 teachers) viewed that qualified staff is necessary in order to have better teaching and learning.

INTRODUCTION

In the present context of global economy, access to basic education is considered as human right. Education can be acquired by many ways at various stages of life, but the main education which boosts up an individual's moral character and career is elementary education. During elementary school years, children undergo important developmental changes. Their reasoning becomes more logical, their attention gets more adaptable, their perspective taking grows more sophisticated and their reading and math skills blossom. With entry into formal schooling, children spend more time away from their families (Eccles, 1999). Throughout elementary school, children begin to integrate knowledge from their interactions with teachers, peers, and families in order to construct identities based on their understanding of what they are good at and

capable of doing (No child left behind act of 2001). Elementary education is the base for a strong society and whole country. The quality of early childhood education has a profound effect upon the intellectual, social, and emotional development of the child. Therefore, a good quality elementary education sets the right foundation for child's further development. There are many ways in which young children's learning, behaviour, view points are influenced by family members and school personals when families are involved in their children education, children may experience greater success (Mecdel and Reynolds, 1999). University of Virginia researchers (Pianta *et al.*, 1997) examined the relation between measures of child-parent and child-teacher relationships in the pre-school years, and how children's relationship with their parents and with teachers contributed to children's outcomes at school. Parent's positive experience with early childhood programmes could help to prepare their

children for a good future. Parents and teachers involvement has proven to reap results and especially parents have the most crucial and immediate effect on their children education. Children perform better academically when their parents are involved. Parental participation in children's learning is positively related to their intellectual, affective and social development (Jeynes, 2005). Fan and Chen (2001) found that high parental expectation for children's educational achievement was the strongest factor relationship in students' academic achievement.

Research suggests that teachers make quick decisions about children's ability based on first impressions with little attention to careful and systematic observation (Seligman *et al.*, 1972). Children's initial ability grouping assignments can have tremendous implications for future academic achievement (Oakes, 1985); therefore an effective partnership between parents and teachers can facilitate the exchange of information about children's learning styles and abilities. Good parent-teacher relationships are important because in their absence, teachers may infer that children will have inadequate encouragement or assistance in the home, further supporting the placement in lower ability groups (Epstein and Becker, 1982; Moles, 1993). Stevenson and Baker (1987) reported that children with more involved parents had higher teacher ratings of school performance.

Ladakh, or La Dags, the land of passes, lies on the northern tip of India's frontiers with Pakistan and China. Ladakh is divided into two main regions Leh and Kargil. The altitude varies between 9000 to 14,000 feet above sea level with an extremely cold and dry climate. The temperature ranges from +35°C in summer and -35°C in winter month. In Ladakh, schools are well distributed throughout Ladakh, but 75 per cent of them provide only primary education. The percentage of children attending school is good (65%) but absenteeism of both students and teachers remain high. Before 1993, Urdu medium was used till sixth standard and the medium was shifted to English after 6th standard. According to the 2001 census, the overall literacy throughout Ladakh was 62 per cent (72% for males and 50% for females) compared to 30 per cent-35 per cent in 80's. Taking an over view about the role of parents and teachers in developing child education, it may be concluded that both parents and teachers play an important role in early child education. As there is always relationship community

characteristic and child development, a parent with a very good perception directly or indirectly effects the childhood education. Keeping the above points into consideration, a survey has been conducted in Leh block, to study the perception of parents and teachers about the schooling of their young.

MATERIAL AND METHODS

The sample of the study was taken from Leh block of J&K state. The sample of the study consisted of 100 parents and 100 teachers. Random sampling technique was used to select the sample. In order to collect the required information, the interview schedule was prepared by the investigator herself with the help of her guide to judge the viewpoints and perception of parents and teachers and also to judge the difference in their ideas. The data after being collected were systematically tabulated and percentages were dawn.

OBSERVATIONS AND ANALYSIS

From Table 1, it is clear that majority (45%) of the respondents (54 parents and 36 teachers) were satisfied with the present education system provided to their children. Out of these, parents were primarily more satisfied followed by teachers. The partially satisfied were 31 per cent (28 parents and 34 teachers). It was also found that 24 per cent of the respondents (18 parents and 30 teachers) were not satisfied with the existing education system for their child. The maximum number of unsatisfied group was formed by teachers as they think that there is a still need to improve the quality of education and upgrade the whole system which covers all aspects of development.

The data of Table 2 reveal that 29 per cent of respondents believed that loopholes in administrative were due to weak administration set up like irresponsible staff, inexperienced teachers and improper organization. 25 per cent thought that there was lack of co-operation between administrative and faculty members, 26 per cent viewed that the availability of the teaching aids was very less due to which the children could not get opportunity in doing practical work. Whereas 10 per cent of respondent viewed that there was dearth of permanent teachers in the school and this makes the child's study confused and ineffective. Remaining 10 per cent of respondent did not find any kind of loopholes in administration setup as they felt

Satisfaction level	Parents			Teachers			Grand total 100%
	Male	Female	Total	Male	Female	Total	
	N%	N%	N%	N%	N%	N%	
Satisfied	30 (60)	24 (48)	54 (54)	10 (20)	26 (52)	36(36)	45%
Average	10 (20)	18 (36)	28 (28)	20 (40)	14 (28)	34(34)	45%
Not satisfied	10 (20)	8 (16)	18 (18)	20 (40)	10 (20)	30(30)	45%

Percentages are given in parentheses

that all the facilities were available for children in the school.

Data of Table 3 show that majority (50%) of respondents (52 parents and 48 teachers) were of the view that teacher should possess extra qualities other than their qualification like patience, punctuality, humbleness, helpfulness and dedication to his/her job. 22 per cent of respondents (24 parents and 20 teachers) believed that the teacher should be well experienced in teaching. Whereas 24 per cent of respondents (14 parents and 32 teachers) viewed that the teacher should have good communication skills so that the child can understand what the teacher is teaching. And the rest 5 per cent of the respondents (10 parents) had no idea about extra qualities of teacher other than good qualification and this may be due to less concern about education or due to poor concept about education or illiteracy.

Table 4 reveals that 77 per cent of the respondents (74 parents and 80 teachers) were of the view that curriculum helps in overall development of the child. As curriculum helps the child to develop, physically, mentally, socially and emotionally and different activities in curriculum enhance to refresh his/her mind. On the other hand, 13 per cent of the respondents (10 parents and 16 teachers) were of the view that curriculum brings out the hidden talent of the child when the child participates in various activities he/she gets a chance to express his/her potentialities according to his/her interest and he/she can get a name and fame in that particular field. Remaining 10 per cent (16 parents and 4 teachers) were of the view that child learns much through curriculum as curriculum is a means to perform practically those experiences by a child which are written in theories.

Table 2 : Loopholes in administration

Responses	Parents			Teachers			Grand total 100 %
	Male	Female	Total	Male	Female	Total	
	N%	N%	N%	N%	N%	N%	
Week administration	14 (28)	8 (16)	22 (22)	10 (20)	25 (50)	35 (35)	29%
Lack of co-operation between administration and faculty	16 (32)	12 (24)	28 (28)	12 (24)	10 (20)	22 (22)	25%
Lack of teaching aids and facilities	8 (16)	14 (28)	22 (22)	20 (40)	10 (20)	30 (30)	26%
Lack of permanent teacher	4 (8)	6 (12)	10 (10)				10%
None	4 (8)	4 (8)	8 (8)	8 (16)	4 (8)	12 (12)	10%

Percentages are given in parentheses

Table 3 : Qualities of teachers

Responses	Parents			Teachers			Grand total 100%
	Male	Female	Total	Male	Female	Total	
	N%	N%	N%	N%	N%	N%	
Extra qualities	22 (44)	30 (60)	52 (52)	26 (52)	22 (44)	48 (48)	50%
Experience	14 (28)	10 (20)	24 (24)	10 (20)	10 (20)	20 (20)	22%
Good communication skill	8 (16)	6 (12)	14 (14)	14 (28)	18 (36)	32 (32)	24%
No idea	6 (12)	4 (8)	10 (10)				%

Percentages are given in parentheses

Table 4 : Role of curriculum

Responses	Parents			Teachers			Grand total 100%
	Male	Female	Total	Male	Female	Total	
	N%	N%	N%	N%	N%	N%	
Over all development	34 (68)	40 (80)	74 (74)	44 (88)	36 (72)	80 (80)	77%
Bring out hidden talents	4 (8)	6 (12)	10 (10)	4 (8)	12 (24)	16 (16)	13%
Child learn much through curriculum	12 (24)	4 (8)	16 (16)	2 (4)	2 (4)	4 (4)	10%

Table 5 : Teacher child ratio

Responses	Parents			Teachers			Grand total 100%
	Male	Female	Total	Male	Female	Total	
	N%	N%	N%	N%	N%	N%	
10:1	20 (40)	24 (48)	44 (44)	27 (54)	30 (60)	57 (57)	41%
20:1	22 (44)	10 (20)	32 (32)	24 (48)	20 (40)	44 (44)	33%
30:1	6 (12)	8 (16)	14 (14)	8 (16)	20 (40)	28 (28)	21%
No idea	2 (4)	8 (16)	10 (10)	-	-	-	5%

Table 6 : Necessary environment and materials in school

Responses	Parents			Teachers			Grand total 100%
	Male	Female	Total	Male	Female	Total	
	N%	N%	N%	N%	N%	N%	
Well equipped	2 (4)	10 (20)	12 (12)	11 (22)	15 (30)	26 (26)	19%
Qualified staff	16 (32)	16 (32)	32 (32)	12 (24)	18 (36)	30 (30)	31%
Home environment and activity based material	20 (40)	18 (36)	38 (38)	11 (22)	9 (18)	20 (40)	29%
Peaceful environment with teaching aid	12 (24)	6 (12)	18 (18)	16 (32)	8 (16)	24 (24)	21%

Table 7 : Teaching method used

Responses	Parents			Teachers			Grand total 100%
	Male	Female	Total	Male	Female	Total	
	N%	N%	N%	N%	N%	N%	
Play way	26 (52)	20 (40)	46 (46)	10 (20)	8 (16)	18 (18)	32%
Child centered	10 (20)	8 (16)	18 (18)	12 (24)	10 (20)	22 (22)	20%
Activity based	9 (18)	14 (28)	23 (23)	18 (36)	20 (40)	38 (38)	30.5%
Computer based	5 (10)	8 (16)	13 (13)	10 (20)	12 (24)	22 (22)	17.5%

Analysis of Table 5 shows that 41 per cent of respondents (44 parents and 57 teachers) were of the view that teacher-child ratio must be 10:1 because if there will be less children in the class, the teacher can give more attention to each child. Whereas 33 per cent of respondents (32 parents and 44 teachers) were of the view that teacher-child ratio must be 20:1 another 21 per cent of the respondents (14 parents and 28 teachers) were of the view that teacher-child ratio must be 30:1 and the last 5 per cent of respondents had no idea about ideal teacher-child ratio as these respondents had less awareness about ideal teacher-child ratio at an elementary level.

It is evident from Table 6 that majority (31 %) of the respondents (32 parents and 30 teachers) viewed that qualified staff is necessary in order to have better teaching and learning. 29 per cent of the respondents (38 parents and 20 teachers) viewed that the school should provide homely environment and activity based material for better teaching and learning while 21 per cent (18 parents and 24 teachers) viewed that peaceful and friendly environment with teaching aid so that the child can concentrate on his/her studies and with good teaching aids the child can clear his/her concepts and remaining 19 per cent (12 parents and 26 teachers) believed that the school should be well equipped. They felt that if the school is well equipped, the children can have good education.

Analysis of Table 7 shows that majority (32%) of the respondents (46 parents and 18 teachers) believed that play way method is best method for teaching as child learns much through play. 30.5 per cent of the respondents (23 parents and 40 teachers) thought that activity based method is effective because they believed that the child can learn more through practical work. 20 per cent of respondents (18 parents and 22 teachers) viewed that child centered method is best because

through this method child can explore himself/herself completely and the remaining 17.5 per cent thought that computer based method is effective for teaching the children.

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