



## COMMUNICATION CHANNELS FOR INFORMATION SHARING AMONG TEACHERS AND PARENTS

P. Divya\* Dr.A.G.Sudha\*\*

\*Ph.D. Research Scholar, Bharathiar University, Coimbatore.

\*\*Associate Professor, Velalar College of Engineering and Technology, Erode.

### Abstract

Communication plays a pivotal role in schools. It requires the active participation of both parents and teachers at the time of transmitting information. With the improvement in technology this process has been simplified and made faster. And also, information is transmitted with very less effort, time and money. This study examines the communication channels used in schools for transmitting information from teachers to parents and vice versa in CBSE schools of Erode District. The study constitutes the sample size of 150 teachers. The data is collected through structured questionnaire and schedules and analysed with the help of simple percentage analysis. It is found from the analysis that majority of the respondents are using diary than the other channels of communication for transmitting information. Electronically modes such as WhatsApp, Email etc are used by only very few respondents.

**Keywords:** Communication, Information, Parents and Teachers.

### Introduction

Children require support for their learning and development which can be possible by effective communication between parents and teachers. In olden days school diaries and letters are the only form of communication between parents and teachers. Whereas now there are many such channels are available such as email, SMS, websites etc. Though the schools are primarily focusing on diaries they are also using electronic channels along with it. This article emphasises on how the emerging digital technologies supports school-home communication along with the traditional ones.

### Review of Literature

Jonson (1999) reports, many parents do not communicate with their children's schools due to a vast number of reasons. For example, some parents avoid communicating with their child's school primarily because they do not feel comfortable talking with teachers do not think their concerns will be heard and responded to promptly, or are burned out by their work. The problem of establishing a link between families and schools suggests that other approaches, including telecommunication technology, should be also considered.

Bauch (2000), stress that schools have to turn to electronic telecommunication to establish the family -school connection because few other options are available. He believes that electronic technology essentially changes the traditional views on reaching out to families, and that these revolutionary changes are underway.

Henderson & Mapp (2002) depicts that Principals frequently seek new ways to get parents more involved in their child's education, realizing the importance of establishing and maintaining meaningful, direct, two-way communication – a defining feature of effective parental involvement. However, principals face many challenges in maximizing the effectiveness of school communication due to cultural, socioeconomic and educational differences, language barriers, lack of trust, and other common concerns

### Need For the Study

Communication of parents and teachers plays an inevitable role in determining children's growth and improvement. So, teachers are striving hard to establish a friendly relationship with their children's families. When school teachers communicate with parents at regular intervals and share information with them openly and frequently, parents are more likely to trust and work with the school to support their child's learning. Though the term communication looks simpler, the channels used for transmitting information and the way in which information is understood on the other side makes it more complex. Hence it is very important to determine the different types of traditional and electronic channels used for sharing information among teachers and parents.



## Objective of the Study

To determine the communication channels adopted for information sharing among the parents and teachers.

## Methodology

Disproportionate Stratified Random Sampling technique was employed to select the 150 parents and teachers of CBSE schools from Erode district. Questionnaire method was used for collecting data from both teachers and parents. The tool used for analysis was Simple Percentage Analysis.

## Analysis & Interpretation

### Communication Channels Used By Teachers for Information Sharing With Parents

CBSE schools are sharing information with parents using both traditional and electronic channels. Traditional channels include dairy and letters whereas electronic channels include SMS, Email, Phone calls, WhatsApp and School Websites. For the purpose of this study, it has been classified into eleven categories for Routine information and four categories for Occasional Information viz., **Routine information:** daily home works, classroom performance, student absenteeism, holiday intimation, function details (annual day etc), parents meeting information, competition details, school achievements, extracurricular activities, child special characters and academic performance. **Occasional Information:** disciplinary complaints more leave days, unanimated leave and student's appreciation. The details are given in the following table.

**Table No. 1 Traditional Communication Channels Used By Teachers for Sending Routine Information To Parents (Out Of 150)**

No.	Routine Information	Dairy	Letters
1	Daily Home works	145(96.7%)	0(0.0%)
2	Classroom performance	72(48.0%)	47(31.3%)
3	Student absenteeism	21(14.0%)	8(5.3%)
4	Holiday intimation	43(28.7%)	34(22.7%)
5	Function details (annual day etc.)	54(36.0%)	99(66.0%)
6	Parents meeting information	17(11.3%)	58(38.7%)
7	Competition details	16(10.7%)	73(48.7%)
8	School achievements	13(8.7%)	21(14.0%)
9	Extracurricular activities	57(38.0%)	25(16.7%)
10	Child talents	44(29.3%)	20(13.3%)
11	Academic performance	92(61.3%)	74(49.3%)

It is derived from the above table that 96.7 percent of the teachers are sending daily home works through dairy in the routine information. Also, 48.0 percent of the respondents are sending classroom performance through dairy, 14.0 percent of the respondents are using diary for informing student absenteeism and 28.7 percent of the respondents are intimating holiday through dairy. 66.0 percent of the respondents are sending letters for function details (annual day etc) and 38.7 percent of the respondents are sending parents meeting information by letters. Further, 48.7 percent of the respondents are sending competition details through letters, 14.0 percent of respondents are sending information about school achievements through letters, 38.0 percent of the respondents are sending details of extracurricular activities through dairy, 29.3 percent of the respondents are sending child talents through dairy and 61.3 percent of the respondents are conveying academic performance through dairy.



It is found from the analysis that majority (96.7%) of the teachers are sending daily home works through dairy in the routine information.

**Table No. 2: Traditional Communication Channels Used By Teachers for Sending Occasional Information to Parents (Out of 150)**

No	Occasional Information	Dairy	Letters
1	Disciplinary complaints	24(16.0%)	31(20.7%)
2	More leave days	32(21.3%)	42(28.0%)
3	Unanimated leave	40(26.7%)	9(6.0%)
4	Student's appreciation	78(52.0%)	24(16.0%)
5	Others (Sick information)	0(0.0%)	0(0.0%)

In the occasional information, 20.7 percent of the respondents are sending disciplinary complaints through diary where as 28.0 percent of the respondents are sending information about more leave days through letters. 26.7 percent of the respondents are using diary for uninitiated leave and 52.0 percent of the respondents are sending information regarding student's appreciation though dairy. It is clear that majority (52.0%) of the respondents are using diary for sending information about student appreciation.

**Table No. 3: Electronic Communication Channels Used By Teachers for Sending Routine Information to Parents (Out of 150)**

No.	Routine Information	Sms	Email	Whatsapp	School Websites	Phone Calls
1	Daily Home works	54 (36.0%)	7 (4.7%)	28 (18.7%)	12 (8.0%)	0 (0.0%)
2	Classroom performance	45 (30.0%)	31 (20.7%)	24 (16.0%)	6 (4.0%)	18 (12.0%)
3	Student absenteeism	67 (44.7%)	14 (9.3%)	16 (10.7%)	12 (8.0%)	16 (10.7%)
4	Holiday intimation	45 (30.0%)	22 (14.7%)	14 (9.3%)	7 (4.7%)	5 (3.3%)
5	Function details (annual day etc.)	45 (30.0%)	47 (31.3%)	27 (18.0%)	18 (12.0%)	5 (3.3%)
6	Parents meeting information	54 (36.0%)	42 (28.0%)	23 (15.3%)	9 (6.0%)	12 (8.0%)
7	Competition details	47 (31.3%)	57 (38.0%)	32 (21.3%)	10 (6.7%)	9 (6.0%)
8	School achievements	23 (15.3%)	26 (17.3%)	31 (20.7%)	56 (37.3%)	12 (8.0%)
9	Extracurricular activities	23 (15.3%)	29 (19.3%)	27 (18.0%)	7 (4.7%)	34 (22.7%)
10	Child talents	30 (20.0%)	43 (28.7%)	14 (9.3%)	35 (23.3%)	29 (19.3%)
11	Academic performance	48 (32.0%)	34 (22.7%)	27 (18.0%)	18 (12.0%)	34 (22.7%)



It is evident from the above table that teachers are sending daily home works, classroom performance, student absenteeism and holiday intimation through SMS with 36.0, 30.0, 44.7, 30.0 percent respectively. 31.3 percent of respondents are sending their function details to parents through Email where as 36.0 percent of respondents are sending parents meeting information through SMS. 38.0 percent of respondents are conveying competition details by SMS, 37.3 percent of the respondents are updating school achievements in their school websites and 22.7 percent of the respondents are communicating extracurricular activities by making a phone call. 28.7 percent of the respondents are conveying child talents to parents through SMS and 32.0 percent of the respondents are sending SMS for conveying academic performance. Majority (44.7%) of the teachers are sending their student's absenteeism details through SMS.

**Table No 4: Electronic Communication Channels Used By Teachers for Sending Occasional Information to Parents (Out Of 150)**

No	Occasional Information	Sms	Email	Whatsapp	School Websites	Phone Calls
1	Disciplinary complaints	23 (15.3%)	33 (22.0%)	8 (5.3%)	4 (2.7%)	63 (42.0%)
2	More leave days	25 (16.7%)	27 (18.0%)	12 (8.0%)	7 (4.7%)	46 (30.7%)
3	Unintimated leave	62 (41.3%)	24 (16.0%)	21 (14.0%)	8 (5.3%)	81 (54.0%)
4	Student's appreciation	73 (48.7%)	32 (21.3%)	14 (9.3%)	9 (6.0%)	37 (24.7%)
5	Others (Sick information)	29 (19.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	107 (71.3%)

It is inferred from the above table that, 42.0 percent of the respondents are sending disciplinary complaints through phone calls, 30.7 percent of the respondents are conveying more leave days by phone calls, 54.0 percent of the respondents are informing the unintimated leave to the parents through phone, 48.7 percent of the respondents are sending information on student's appreciation through SMS and 71.3 percent of the respondents are sending other details like sick information through phone calls. It is found from the analysis that majority (71.3%) percent of the respondents are sending other information like sick information through phone calls.

#### Communication Channels Used By Teachers for Receiving Information from Parents

An effort has been made to identify the traditional and electronic communication channels through which the information is received from parents. Traditional channels include dairy, letters and in person whereas electronic channels include SMS, Email, Phone calls and WhatsApp. For the purpose of this study, it has been classified into seven categories viz., homework doubts, academic queries, leave permission, function queries (annual day etc), parents meeting queries, complaints and grievances and competition queries. The details are listed in the following table.

**Table No.5 Traditional Communication Channels Used By Teachers for Receiving Information from Parents (Out Of 150)**

No.	Particulars	Dairy	Letters	In Person
1	Homework doubts	97(64.7%)	12(7.7%)	13(8.3%)
2	Academic queries	110(73.0%)	52(34.7%)	9(5.7%)
3	Leave permission	18(12.0%)	84(56.0%)	12(8.0%)
4	Function queries (annual day etc)	95(63.3%)	64(42.7%)	8(5.0%)



5	Parents meeting queries	54(36.0%)	22(14.3%)	8(5.0%)
6	Complaints and grievances	29(19.0%)	10(6.3%)	36(24.0%)
7	Competition queries	61(40.7%)	59(39.0%)	7(4.7%)

It is discussed from the above table that the respondents are receiving information like 'homework doubts, academic queries, function queries and competition queries' from dairy as 64.7, 73.0, 63.3 and 40.7 percent respectively. Further, 56.0 percent of the respondents are getting leave permission from parents through letters. 36.0 percent of the respondents are receiving parents meeting queries through diary and complaints & grievances in person with 24.0 percent. It is found from the analysis that majority (73.0%) of the teachers are receiving academic queries from parents through dairy.

**Table No. 6: Electronic Communication Channels Used By Teachers for Receiving Information from Parents (Out of 150)**

No.	Particulars	Sms	Email	Whatsapp	Phone Calls
1	Homework doubts	0(0.0%)	0(0.0%)	53(35.0%)	7(4.7%)
2	Academic queries	0(0.0%)	0(0.0%)	44(29.0%)	23(15.3%)
3	Leave permission	0(0.0%)	0(0.0%)	24(16.0%)	73(48.3%)
4	Function queries (annual day etc)	0(0.0%)	6(3.7%)	16(10.7%)	11(7.0%)
5	Parents meeting queries	0(0.0%)	0(0.0%)	40(26.3%)	89(59.3%)
6	Complaints and grievances	0(0.0%)	34(22.7%)	15(10.0%)	41(27.0%)
7	Competition queries	0(0.0%)	18(12.0%)	34(22.7%)	20(13.0%)

On the other hand, the respondents are getting information like homework doubts, academic queries through whatsapp with 35.0, 29.0 percent respectively. 48.3 percent of respondents are receiving leave permission through phone calls, 10.7 percent teachers are getting function queries through whatsapp. Information like parents meeting queries and complaints & grievances are received through phone calls as 59.3 and 27.0 percent respectively. Further 22.7 percent of respondents are getting competition queries through whatsapp. It is clear that majority (59.3%) of the teachers are receiving parents meeting queries through phone calls.

### Suggestion

The research findings highlight that WhatsApp is used only by very few respondents. In the digital era, almost every parent is having smart phones with internet access. Thus, teachers can create WhatsApp groups for their class student's parents, which not only shares information but also act as a forum for school related discussion among all parents.

### Conclusion

Thus, the above analysis clearly pictures that the CBSE schools are using electronic channels as a secondary communication channel for information sharing with parents except phone calls, which was used by majority of teachers for conveying sick information. Most of the communication was done through traditional channels such as diaries and letters. Hence it is concluded that the teachers shall increase the usage of electronic channels such as Email, Websites etc for communicating parents in the upcoming years which may leads to faster dissemination of information.



## **Reference**

1. Bauch, J. P. (2000). Electronic parent involvement? New developments with phones, e-mail, and the Internet to link schools and homes. The paper prepared for the 10th Annual International Roundtable on School, Family and Community Partnerships. New Orleans, Louisiana.
2. Henderson, A. T., & Mapp, K. (2002). A new wave of evidence: The impact of school, family and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.
3. Jonson, K. F. (1999). Parents as partners: Building positive home-school relationship. *The Educational Forum*, 63 (2), 121-126.
4. <https://www.sedl.org/connections/resources/evidence.pdf>.