

Effect of Teacher Attitude on Home-School Relations: Case of Government Secondary Schools in Pakistan

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Abstract: School-home relationship is greatly influenced by the teacher. Today's society expects teachers regarding to facilitate ties between the community and school. However, there is a growing concern in the developing world especially in Pakistan regarding the indifferent teachers' attitude towards home-school relations. The purpose of this study was to investigate correlation between teacher attitude and home-school relationship. Specifically, the study examined correlation teacher attitude with three important dimensions of home-school relationship: parental confidence on school, student motivation and school culture. The participants were 350 secondary school teachers who responded to on Five Point Likert Scale questionnaires. The data were then statistically computed using SPSS to find out correlation between teacher attitude and home-school relations. To see the correlation between the variables, regression analysis was used. Results of the study indicated a highly positive correlation between teacher attitude and home-school relationship.

Key words: Effect, Teacher attitude, Home school relations, Secondary Schools

INTRODUCTION

There is a growing realization among researchers and educators in the present day about home school relationship. Both, the professionals as well as the researchers agree that parents and schools must work in partnership with each other for the success of educational endeavors (Alfred & Edwards, 2000; Morgan, 2006). Teacher is the bridge between the school and the community and they influence the relationship of the school and community directly as well as indirectly. For example, teacher's personality is always a model for the students, hence, a teacher can deeply influence the younger generations through teaching, learning activities, guidance and supervision. The teacher's way of life, his ideas and beliefs have a great indirect impact on students (Katz, 2000; Jones, 2005; Adam, 2005).

Research shows that school-home relationship is greatly influenced by the teacher. For example, parents come in contact with teachers on school and student matters. They learn many things from the teachers by participating in the parent teacher associations (Ali, 2001; Stern, 2003). Studies indicate that informally, teachers can carry out direct teaching to the illiterate adults in the villages. They can also provide library facilities to the villagers. Thus a teacher is an example not only for the students but also for the adults. A good teacher is thus a source of inspiration for the whole community (Shakeel, 2004; Smith, 2006). Research has found that effective home-school relationship could be developed by providing relevant training to teachers so that they could use their skills to mobilize the communities and influence the parents to get their support (Westheimer, 1998; Romi, 2000).

Today's society has put more responsibilities on the shoulders of teachers regarding the facilitation of ties between the community and schools (Davies, 1996; Uemura, 1999). Teachers are held responsible for correlating the knowledge of the students with the community living. For example, while teaching geography, the teacher may enable the child to realize that geography is nothing but the systematic account of facts and information about animals, plant and human life, with which the child has direct interaction (Anwar, 2001). The whole knowledge that the child gets from the teacher and books or through interaction with others in the society and school is the symbolic representation of the community life. Teacher is the main manipulator of these experiences (Dash, 2004; Singleton, 2005).

This shows that the role of a teacher in facilitation of community school relationship cannot be overlooked, because, both the parents and the teachers realize the benefits of their mutual interaction (Panah, 2003). Studies suggest that it is desirable that if the teacher opens some lines of communications with the parents at the outset of the school year. The teacher can do this by sending letters or notes to the parents about the child progress and activities at school from time to time (Coppola, Luczak & Stephenson, 2003).

Research also found that it would be much better if teachers make the parents feel as comfortable as possible at parent teacher meetings and try and talk positively about the students they teach so that parents have confidence to share information about the child's home activities to the teacher (Educational World, 1998). Most importantly, teachers should be as sensitive as possible to the needs of students as well as their parents.

Therefore, is important that the relationship of teachers with students and parents must be based on friendship, trust and mutual understanding (Cairey & Ruge, 1996; Rose, 2003).

Another important aspect of teachers' role is interaction with the child. Teachers can develop better school-home ties through students (Condy, 1998). For example, the classroom learning of the child should include the interests which are related to community aspects of child's life, because, child is the ambassador or representative of a particular community in the school. Studies further suggest that teachers should provide some practical knowledge about the community life to the children by relating the academic concepts to real life experiences (Burde, 2004). This will raise the confidence of the child to feel as an important member of the society and the community. This will further foster the ties between the school and home, as parents will observe their children participating in the community life as active members (Begum & Ajmal, 2003).

Johnson and Goode (1996) stated that when teachers and parents develop ties from the beginning of the school session, the teacher will get more time to know the child in academic and nonacademic activities of the school. The child will consequently have a better chance of being helped academically and socially by the family and the teacher (Anees, 2000; Saeed, 2001). Based on the literature review the following research framework was designed for this study. The framework draws its theoretical foundation from the work of Bourdieu (1974) parental involvement theory. Bourdieu's theory calls school to be a social world which is connected to a wider world outside. According to him this world includes social institutions: family, media, legal system and education system. He identified objective conditions where the practice of parental involvement in schools is induced and experienced.

This framework also encompasses three essential dimensions of home-school relationship: parental confidence, student motivation and school culture.

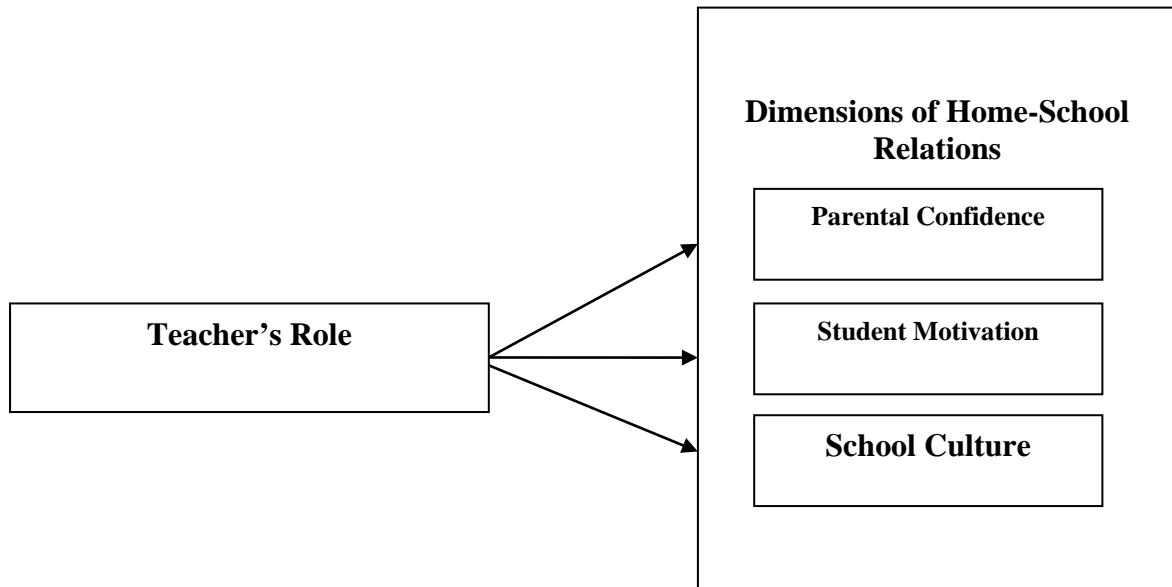


Fig. 1: Research Framework

Research Objectives:

The main objective of this research study was to investigate correlation between teacher attitude role and home-school relations.

More specifically the objectives of the study were:

1. To examine the relationship between teacher's role and parental confidence.
2. To examine the relationship between teacher's role and student motivation.
3. To examine the relationship between teacher attitude and school culture.

Research Questions:

The present research study attempted to answer the following research questions:

1. Is there a relationship between teacher attitude and home-school relations?

More specific sub-questions were:

2. Is there a relationship between teacher attitude and parental confidence?
3. Is there a relationship between teacher attitude and student motivation?
4. Is there a relationship between teacher attitude and school culture?

Hypotheses Of The Study:

Based on the research objectives and questions the following hypotheses were formulated.

1. There a relationship between teacher attitude and parental confidence.
2. There a relationship between teacher attitude and student motivation.
3. There a relationship between teacher attitude and school culture.

Method And Procedures:

This research study was designed based on the following method and procedures.

Design:

Using a correlation design, this study surveyed perceptions of 350 government secondary school teachers in Khyber Pakhtukhwa, Pakistan. Questionnaires were used for data collection from the respondents on Fiver Point Likert Scale ranging from strongly disagree (1) to strongly agree (5). Statistical software SPSS was used to analyze the data. To see the correlation between the variables (teacher attitude and the three dimensions of home-school relations: parental confidence, student motivation and school culture), regression analysis was applied.

Participants:

Participants for this study were 350 secondary school teachers in Malakand division of Khyber Pakhtunkhwa, Pakistan.

Sampling Procedure:

The teachers were randomly sampled from a population of 800 male teachers from 50 government secondary schools. Random sample helps in collecting data objectively as in this type of sampling every member of the population has the same chance of being selected which provides a wider opportunity for the researcher to reach out to a good representative number of subjects which indirectly enhances the reliability of the data.

Analysis Of Data:

The purpose of this study was to examine the effect of teacher attitude on home-school relations in government secondary schools (KPK) Pakistan. Analysis of the data is presented in the below tables.

Correlation Analysis:

Correlation analysis was conducted to examine the relationship between independent variable (teacher attitude) and the dependent variables (three dimensions of home-school relations: parental confidence, student motivation and school culture).

Table 1: Correlation Analysis of teacher attitude, parental confidence, student confidence and school culture

Variables	Teacher attitude	Parental confidence	Student motivation	School culture
Teacher attitude	1			
Parental confidence	0.774*	1		
Student motivation	0.87*	0.751*	1	
School culture	0.684*	0.89*	0.85*	1

*Correlation is significant at the 0.01 level (2-tailed).

Table 1 show that teacher’s role is significantly positively correlated home-school relationship and significant at p value of 0.01. Teacher attitude has also a significantly positive relationship with parental confidence, student motivation and school culture and Pearson correlation values and significant at p value of 0.01.

Regression Analysis:

Regression analysis was measured by testing the research hypotheses. The results for each variable are discussed as under.

H₁: There Is A Relationship Between Teacher Attitude And Parental Confidence:

Table 2: Regression Analysis of Teacher’s Role and Parental Confidence

Variables	R square	t-value	Coefficient	F-value	P value
Teacher attitude	0.853	14.33	0.75	399.0	0.00

Table 2 show the value of coefficient beta is calculated as 0.75 which shows a significantly positive relationship between teacher attitude and parental confidence. The value of R-square is calculated as 0.853 showing 85.3% variation in the dependant variable (parental confidence) is explained by independent variable (teacher attitude). The model's goodness of fit is shown by F-value that is 399.0. Hence, H₁ was accepted and it is confirmed that teacher attitude is significantly positively correlated with parental confidence.

H₂: There is a relationship between teacher attitude and student motivation

Table 3: Regression Analysis of Teacher's Role and Student Motivation

Variables	R square	t-value	Coefficient	F-value	P value
Teacher attitude	0.671	17.33	0.77	268.1	0.00

Table 3 show the value of coefficient beta is measured as 0.77 which shows a significantly positive relationship between teacher attitude and student motivation. The value of R-square is calculated as 0.671 showing 67.1% variation in the dependant variable (student motivation) is explained by independent variable (teacher attitude). The model's goodness of fit is shown by F-value that is 268.1. Therefore H₂ is accepted and it is confirmed that teacher attitude has significantly positive relationship with student motivation.

H₃: There is a relationship between teacher attitude and school culture

Table 4: Regression Analysis of Teacher Attitude and School Culture

Variables	R square	t-value	Coefficient	F-value	P value
Teacher Attitude	0.782	16.31	0.75	285.0	0.00

The value of co-efficient beta is calculated as 0.75 which shows a significantly positive relationship between teacher attitude and school culture. The value of R-square is 0.782 showing 78.2% variation in the dependant variable (teacher attitude) is explained by independent variable (school culture). The model's goodness of fit is shown by F-value that is 285.0. Therefore, H₃ is accepted and it is confirmed that teacher attitude is significantly positively correlated with school culture.

Findings And Discussion:

The purpose of this study was to investigate correlation between teacher attitude and home school relationship. The study further examined the effects of teacher attitude on parental confidence, student motivation and school culture as the dimensions of home school relationship. Major findings of the study are as follows;

1. The study found that there was a significantly positive correlation between teacher attitude and parental confidence. It can be inferred from this finding that teacher play an important role in building confidence of parents toward education of their children. When teachers and parents develop ties from the beginning of the school session, the parents will get more time to take part in the academic and non-academic activities of the school. As a result, the child will have a better chance of being helped academically and socially by the family and the teacher (Saeed, 2001).

2. The study found that there was a significantly positive correlation between teacher attitude and student motivation. It can be inferred from this finding that teacher exercises a deeper influence upon educational development of the child. Usually students look toward their teachers as the ultimate model. There is a very close relationship between teacher persuasion and student motivation for learning. Research has indicated that teachers can develop better school-home ties through their positive interaction with students. For example, creating a supportive classroom environment may motivate students toward better learning. For this purpose teachers may design such learning activities which are related to community aspects of child's life, because, child is the ambassador or representative of a particular community in the school. Teachers may also provide some practical knowledge about the community life to the children by relating the academic concepts to real life experiences. This will raise the confidence of the child to feel as an important member of the society and the community (Begum & Ajmal, 2003). Teacher's personality is always a model for the students, hence, a teacher can deeply influence the younger generations through teaching, learning activities, guidance and supervision. The teacher's way of life, his ideas and beliefs have a great indirect impact on students (Jones, 2005).

3. The study also found that there was a significantly positive correlation between teacher attitude and school culture. It can be inferred from this finding that teachers play a key role in developing and promoting the school culture. One of the important aspects of school culture is community engagement. School-home relationship is greatly influenced immensely by the teacher. For example, parents come in contact with teachers on school and student matters. They learn many things from the teachers by participating in the parent teacher associations. Teachers can also carry out direct teaching to the illiterate adults in the villages on volunteer basis.

Thus a teacher is an example not only for the students but also for the adults. A good teacher is thus a source of inspiration for the whole community (Shakeel, 2004).

Conclusions:

On the basis of this research study it can be concluded that teacher is vital element of home-school relations. Frequent interaction between Parents and teachers is essential for successful education of the child. This interaction creates wider opportunities of closer work and cooperation between parents and teachers.

Furthermore, it can also be concluded that teacher also influence the development of the child, because, there is a much closer interaction between teachers and student. It has been seen teacher's personality is always a model for the students and a teacher can deeply influence the younger generations through teaching, learning activities, guidance and supervision. The teacher's way of life, his ideas and beliefs have a great indirect impact on students.

The study further concludes that not only the teachers have deeper influences on home school relationship but they can also play a highly important role in developing and promoting school culture. One of the important elements of school culture is teacher student and teacher parent relationship. An open and flexible school culture provides wider opportunities to parents to participate in the school affairs. It will pave the way for forging positive and effective bonds between home and school. To the contrary, a close and unfriendly school culture discourages parents from being involved in the school life. This develops negative image of the school among the community and parents which ultimately culminates in mistrust between home and school. This may affect the academic life of the child who is the mediator between school and home.

Future Research:

This study was conducted based on cross-sectional design for which data were collected just once during the study from a specific geographical area with a small sample base. Hence, it cannot be generalized to other places. It is recommended that future research should test the same design with increased sample base in other geographical areas. This will ensure more reliability and generalization of the study results.

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