TECHNOLOGY USE FOR LECTURER-PARENT COMMUNICATION

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Abstract

Communication between Educational institutions and families is essential for building trusting relationships that foster parental involvement. Parental involvement in the College is necessary for college students to develop successfully and to make decisions that will have positive outcomes for their futures. This study examines the role of communication technologies in fostering parental involvement in Graduate colleges. Stratified random sampling technique was applied to select the sample of Ninety participants, forty five lecturers from Engineering, Science, and Arts colleges and forty five parents of Engineering, Science, and Arts college students. A survey instrument was constructed for gathering lecturer data with items that paralleled the parent survey instrument based on Epstein's (1992) six types of parental involvement. Focused group Interview had been conducted for lecturers, and parents. Findings from this study support the importance of comprehensive communication efforts to reach as many parents as possible. The results indicate that many parents still rely on the traditional forms of communication and mobile phone was the major communicating device for lecturer-parent communication

Key words: Communication, Technology Use, and Parent communication

Introduction

As society becomes increasingly dependent on technology, Educational institutions are investing more time and money in technological means of communication (Blanchard, 1997). Access to computer and Internet technology is increasing in all educational institutions and work places and is providing both educators and parents with access to electronic communication.

The internet usage India report-2010 has recorded that Overall; 71 million users accessed Internet in year 2009, with 52 Million "active" users who accessed it at least once in a month. Although, the growth shows a healthy 20 Percent increase from September 2008 to September 2009- from 57 million users to 71 million Internet users, in larger perspective this is really nothing to boast of. To put things in perspective, we are adding close to15 million mobile users on average in a month, while in case of Internet it is 14 million users a year. Off course, it is not fair to compare the two, but this will just tell you how slowly Internet is gaining attraction. 19-40 years age group is major section (90%) using internet in India. 90 Percent of internet users in India are male which not a very good sign is. Among working women only 29 Percent use internet. The ratio is almost half (15%) in case of non-working women and even worst in case of house-wives (12%). The scenario is much better in case of young men (63%). Also 25 Percent older men, 41 Percent college students use internet in India. 66 Percent of net users are graduate, 28 Percent are post-graduate, among these, 2/3 rd of user use internet 2-3 times a week. More than 60% of the Graduate colleges in India have computers with Internet access, teachers and administrators can make use of this technology to reach out to families and keep them informed of college activities and volunteer opportunities.

Researchers have noted the importance of parental involvement in the school and college grades (Epstein & Lee, 1995; Rutherford & Billig, 1995, Suzanne Bouffard 2009). As adolescents move from the Secondary school grades into college, communication patterns between schools, families, and students change. The students' schedules become more fragmented with many more teachers and subjects, there are added extra-curricular opportunities, and the curriculum grows

increasingly complex. Ruhan kaladag, Anadolu (2008) conducted a study on the lecturers' efficacy and aims for communication technology use in teacher training programs. The results showed that lecturers had positive opinions about usage of communication technology in the course. The mobile technology will do good to the parent- child's relationship (Shenggany yang,Qian li,Xiaochen wang Yushon li,Ronghvai hvang ,2007). Promoting mobile device communication system for teacher- parents communication and satisfying users request, research finds it is necessary to simplify the communicating processes(Rong-jyne fany, Shve-tien juang 2006).In the parent-college student communication survey, all parents say their child has taken with then about social pressures, such as dating and drinking moms with daughter are most likely to report that these is free-flowing communication between them daughter all more likely to disuses important topics with their moms and seek their advice(Anhe 2005).

Innovative technologies such as cell phones, e-mail, and websites provide colleges with new tools for reaching parents and keeping them informed about their children. Traditional methods of communication such as face-to-face meetings have been found to be effective (Decker & Decker, 2003); however, these methods require time that both working parents and lecturer's lack. Educators are often very good at mass communications via newsletters, calendars, letters, and handbooks, but mass communications are not effective in shaping or changing attitudes. In order to change attitudes, educators must become effective at interpersonal communication with a target audience. Datta and de Kanter (1998) report usage of traditional modes of communication such as newsletters and telephone calls to be 75 percent and 73 Percent as opposed to newer technologies such as websites and e-mail which are both less than 15 Percent. Technology has been heralded as a tool that can provide new avenues for communication, but studies show that parents and teachers are not embracing them. The parents and teachers involvement in their youth's education improves out comes in areas such as learning, attendance, behaviors and graduation rates although almost any parent and teacher involvement beings improvement in student outcomes parent and teacher involvement with their child's learning at home is most helpful in increasing student learning (Amme D, Adkins, Kenneth .W. Fansles, Kelly S. Hall, 1995).

Parental involvement, as defined by Kohl, Lengua, and McMahon (2000), encompasses three areas: direct contact with teachers, parental actions at school/college, and parental actions at home. Communication between teachers and schools/colleges fosters parental involvement that has been shown to increase academic success (Epstein, 2005), as well as improve student behavior (Constantino, 2003; Fehrmann, Keith, & Reimers, 1987; Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins, & Closson, 2005; Keith, Keith, Quirk, Sperduto, Santillo, &. Killings, 1998). Finally, technology has been shown to increase means by which parents and teachers communicate (Bernstein, 1998; Davenport & Eib, 2004; Furger, 2006).

In 1988, Epstein developed a framework for creating parent-school partnerships and described five types of parental involvement that lead to successful partnerships: obligations of parents, obligations of schools, involvement at school, involvement at home, and involvement in decision making. In 1992, Epstein introduced a sixth type of involvement, collaboration with community organizations. Together these six types of parental involvement are thought to develop successful family-educational institution-community partnerships.

Type 1, basic obligations of parents, includes the obligation of parents and families to provide safe, healthy environments. Technology offers the means to inform parents of school-sponsored events that will facilitate Type 1 parental involvement. Type 2, obligations of Educational institutions, asks the institutions to communicate regularly with parents and keep them informed about programs and their children's progress (Epstein, 1988, 1992). Educational Institutions can communicate with parents in a myriad of ways including traditional venues such as newsletters, notes, and telephone calls (Epstein, 1992). In today's technological society, these traditional forms of teacher communications can be supplemented electronically with e-mails and website information (Alexiou-Ray, Wilson, Wright, & Peirano, 2003; Bernstein, 1998; Davenport & Eib, 2004). Type 3, involvement at Educational institution, requires the institution to be proactive by inviting parents to participate in institution activities and provide ample volunteer opportunities (Epstein, 1988, 1992). Giving parents the information they need about opportunities to volunteer is one way to increase

family involvement (Feuerstein, 2000; Hoover- Dempsey, et al, 2005). Institutions can support type 4, involvement at home, by providing parents the information needed to assist their children with assignments (Epstein, 1988, 1992). Innovative technologies may assist institution by providing a means of disseminating information to parents. Electronic communication formats such as websites give families access to homework information and require little time or effort to access (Decker & Decker, 2003).Type 5, involvement in decision making, means giving parents the tools they need to become active members of governance councils. Type 6 involvements, collaboration with community organizations, intend for institution to help families make links with businesses and organizations that can be of assistance in the future of their children (Epstein, 1992). Epstein's six types of involvement establish the framework for constructing successful family-Educational Institution-community partnerships that in turn foster achievement and behavioral success (Epstein, 1992).

Researchers have heralded the importance of parental involvement in the educational institutions (Epstein & Lee, 1995, Rutherford & Billig, 1995). Rutherford and Billig (1995) maintain the importance of college years in youth development and the importance of parental involvement in their child's college career. As children move from the Secondary school grades into college, communication patterns between schools, families, and students change. The students' schedule becomes more fragmented with many more teachers and subjects there are added extra-curricular opportunities, and there is an increasingly complex curriculum (Rutherford & Billig, 1995). Parents of elementary school children often have one primary teacher. As their children move into middle and high school, parents' trust begins to decline due to a lack of a personal relationship with one teacher (Adams & Christenson, 2000) as it moves to college level, the extent of decline increases a lot. However, one-on-one communication between parents and teachers helps build a supportive environment for the colleges (Rutherford & Billig, 1995).

Many forms of communication exist including oral, either face-to-face or via the telephone; print, either newsletters or notes; and electronic, either e-mail or websites (Decker & Decker, 2003; Gestwicki, 2000). According to Decker and Decker (2003), oral, face-to-face communication is the most effective. Face-to-face communication allows for the participants to perceive visual cues in addition to the oral message and reduces the chances for misinterpretation of tones. Gestwicki (2000) says that telephone communication facilitates two-way communication and parents may feel more at ease asking questions over the telephone wires as opposed to face-to-face. According to Constantino (2003), the telephone has the advantages of familiarity, easy use, and widespread availability. The increased availability of cellular phones now adds a new dimension to telephone communication. The number of cell phone subscribers has risen in India and thus offers a new, readily available mode of telephone communication for both parents and teachers. Constantino (2003) argued that although communication has been recognized as important to engaging families in Educational institution partnerships, barriers exist that make this venture difficult. Families often include two parents who work full-time or single parent families. There is little time available for face-to-face communication with teachers. Technology provides several answers to the problem of lack of time, including voicemail systems and web-based interactions. A second barrier to parent-institution relationships acknowledged was culture. Swaim (2006) identified scarcity of time and language barriers, as well as apathy and inadequate budgets as barriers to ongoing communication with parents. Swaim argued that traditional venues for communication such as telephone calls, notes home, and face-to-face conferences are important avenues for communication; however, electronic communication such as e-mail, e-newsletters, Web pages, and online grading and planning books extend the possibilities for communicating with parents.(Gestwicki 2000) says that telephone communication facilitates two-way communication and parents may feel more at easy asking questions over the telephone wires as opposed to face to face.

Little research has been done to evaluate the role of emerging technologies in enhancing communication practices between Colleges and parents/guardians. The purpose of this study is to evaluate the role of two interpersonal communications technologies; cell phone and e-mail, and one mass communication technology; College websites. Additionally, these communication modes will be appraised for their efficacy in facilitating parental involvement in Colleges. By gathering data from College stakeholders including parents, teachers, and Students, the study aims to evaluate the roles

communication technologies play in building the six types of parental involvement identified by Epstein (1992). Furthermore, an effort will be made to identify barriers that impede the use of communication technologies in parent-college communication. This study aims to ascertain the role of innovative technologies such as cell phones, e-mail, and websites in communication with College parents to facilitate parental involvement. By observing all the above, the communication is the master key to modern civilization communication between educational institutions and families is essential for building trusting relationships that foster parental involvement. And the teacher and parents has to play a vital role for the education of youth. That's why the present study is undertaken to find status of communication technology used by colleges for parent communication.

Scope of the study: The scope of the present study includes the parents and lectures of the Engineering, Science and Arts colleges of Davanagere city, Karnataka State, India. The present study is limited to the 105 participants, among them forty-five parents, forty-five lecturers and ten students. The present study considered the extent of use of technology in communication between parents and lecturers of U.G. Colleges.

Objectives of the study: The study was undertaken with the following objectives.

➢ To find out the role of Technology in Communication among Engineering, Science and Arts colleges' lecturers and parents.

➢ To find out the use of Cell-phone, e-mail, Websites, Newsletters by parents and lecturers for different activities and issues.

(Like, healthy and safety workshop and issues, Communication about lack of attitude, Academic problems, Performance, Volunteer activities, Parents-teachers organization activities, Organization meetings, Unfinished assignments, and Sporting events).

Sample: The population includes 60 lecturers of Three U.G. (Engineering, Science, and Arts) colleges of Davanagere City and 450 parents. Stratified random sampling technique was applied to select the sample of Ninety participants, includes forty-five lecturers (75% representation) fifteen lecturers each from Engineering, Science, and Arts colleges and forty five parents (10% representation of the population) fifteen parents relation to each Engineering, Science, and Arts colleges. Interview had been conducted for fifteen students representing five each from Engineering, Science, and Arts colleges

Instrumentation: To obtain data for this study, two methods of collection were employed. First, to gather descriptive data regarding parent involvement and communication methods as well as demographic information such as level of education attainment, age and gender, a survey instrument for parents was developed based on the literature. Another survey instrument was constructed for gathering lecturer data with items that paralleled the parent survey instrument. Survey items regarding parental involvement were developed around Epstein's (1992) six types of parental involvement in order to obtain information on how technology was being used to facilitate parental involvement. Items regarding communication methods were ones identified from the literature. Many forms of communication exist, including oral; face-to-face or via the telephone; print, either newsletters or notes; and electronic, either e-mail or websites (Decker & Decker, 2003; Gestwicki, 2000). The data from previous studies revealed that parents preferred face-to-face communication, whereas teachers were more accepting of e-mail. The previous study also revealed that both teachers and parents preferred the printed newsletter as a means of gaining information about Institution events compared to the electronic website. The previous study survey items regarding preferred modes of communication were modified in an effort to obtain more specific data regarding how email, websites, and cell phone technologies were being used to facilitate Epstein's six types of parental involvement.

The second aspect of this study was qualitative in nature. First, both survey instruments contained sections with open-ended questions. Both the parent and the lecturer survey instruments contained sections with open-ended questions. These open-ended questions allowed parents and lecturers to respond freely to a set of questions regarding their perceptions about communication and parental involvement using technology. Additionally, separate focus groups meetings were planned with parents and lecturers completing the surveys and agreeing to participate in a focus group.

However, due to the number of parents and lecturers who participated, the focus groups were conducted as informal interviews.

Six parent interviews as well as six lecturer interviews were conducted to obtain insights into parental involvement and communication. Some of the questions asked in the interviews were:

1.Do you think communication from the college encourages parental involvement?

2.Which method of communicating with lecturers do you prefer: face-to-face, notes, telephone, e-mail, Websites?

3.What can the college do to make communication between parents and lecturers more effective?

4.What are the biggest barriers that prevent or hinder you from using technology to communicate?

5.What can the college do to encourage you to use technology to communicate?

Fifteen students also interviewed to obtain their valuable insights into parental involvement and communication.

Data collection: For collection of data the investigator personally visited selected colleges of Davanagere District & took the permission from the respective head of the institution. One survey instrument per selected student was sent home to get the response from parents and lecturer response collected personally by researcher. Parents who were willing to participate in the interviews were asked to provide their contact information on the initial survey instrument and those names were pooled and drawn randomly to select six people. Interview had conducted for six lecturers and fifteen students as well.

Analysis and interpretation of data: Data has been analyzed by the Verification of the Objectives. Objective -1. To find out the role of Technology in Communication among Engineering college lecturers and parents

Table 1: Communication among Engineering college lecturers and parents

Role of Technology in Communication	Parents	Lecturers
Internet-chat	53.33%	100%
E-mail	46.67%	100%
Website	46.67%	100%
Own a cell-phone	100%	100%
Use of cell-phone	100%	100%

From the Table-1 it is revealed that, about 53.33 Percent of parents and cent-percent lecturers used internet-chat for communication purpose. About 46.67 percent of parents and cent-percent of lecturers used e-mail for communication, 46.67 Percent of parents & cent percent of lecturers used college websites for communication, and all the Parents and lecturers own a cell-phone and use it for communication purposes.

❖ The role of Technology in Communication among Science college Parents and Lecturers.

Table 2: Communication among Science college parents and lecturers

Role of Technology in communication	Parents	Lecturers
Internet-chat	13.33%	--
e-mail	--	--
Website	--	--
Own a cell phone	100%	100%
Use of cell phone	100%	100%

Table-2 showed that there is no usage of e-mail or web site for communication between lecturers and parents. About 13.33 Percent of parents of Science college students use the internet-chat for communication purpose. All cent-percent parents & lecturers own a cell-phone, and use cell-phone for communication purpose.

❖ The role of Technology in Communication among Arts colleges lecturers and parents

Table 3: Communication among Arts college lecturers and parents

Role of Technology in communication	Parents	Lecturers
Internet	-	-
e-mail	-	-
Website	-	-

Own a cell- phone	100%	100%
Use of cell- phone	100%	100%

Table-3 reveals that there is no use of Internet, e-mail or website for communication between lecturers and parents. Cent-percent parents & lecturers of Arts College own a cell-phone and use for Communication purposes.

Objective-2   To find out the use of cell-phone, e-mail websites, newsletters, by parents and lecturers for health and safety workshop

Table 4: The use of cell-phone, e-mail websites, newsletters, by parents and lecturers for health and safety workshop

Use of Technology	Parents	Lecturers
Cell-phone	57.78%	28.89%
e-mail	6.67%	4.44%
Website	4.44%	4.44%
Newsletters	57.78%	35.56%

From the table-4 it can be concluded that 57.78 percent of parents & 28.89 Percent of lecturers use the cell-phone for communication, 6.67 Percent of parents & 4.44 Percent of lecturers use it trough the e-mail, 4.44 percent of lecturers and parents reported that they use the websites for healthy & safety workshop. About 57.78 percent of parents & 35.56 Percent lecturers use newsletters for communication and 6.67 percent parents & 51.11 percent of lecturers use other devices for communication about health & safety workshops.

❖ The use of cell-phone, e-mail, websites, newsletters, by parents and lecturers for health & safety issues

Table 5: The use of cell-phone, e-mail, websites, newsletters, by parents and lecturers for health & safety issues

Use of Technology	Parents	Lecturers
Cell-phone	22.22%	17.28%
e-mail	2.22%	2.22%
Website	6.67%	26.67%
Newsletters	66.67%	37.78%
others	13.33%	40%

In the table-5 is evident that 22.22 percent of parents & 17.28 percent of lecturers use cell-phone for communication, 2.22 percent of both groups use email for it, about 6.67 percent of parents & 26.67 percent of lecturers use websites as a means for communication, where as 66.67 percent of parents & 37.78 percent of lecturers use newsletters for it and 13.33 percent of parents & 40 percent of lecturers are reported that they use other forms of communication about health & safety issues.

❖ The use of cell-phone, e-mail, newsletters and websites by parents and lecturers for
   Communication about students' lack of attitude

Table 6: The use of cell-phone, e-mail, newsletters and websites by parents and lecturers for communication about lack of attitude

Use of Technology	Parents	Lecturers
Cell phone	37.78%	20%
e-mail	4.44%	4.44%
Website	-	-
Newsletters	46.67%	37.78%
others	26.67%	64.44%

In the above table-6 it is observed that about 37.78 percent of parents & 20 percent of lecturers use cell-phone for communication, around 4.44 percent of e-mail use by parties, 46.67 percent of parents & 37.78 percent of lecturers use newsletters for it and 26.67 percent of parents and 64.44 percent of lecturers use the other forms for communication about students' lack of attitude

❖ The use of cell-phone e-mail, newsletters, and websites by parents and lecturers for
   communicating about academic problems

Table 7: The use of cell-phone e-mail, newsletters, and websites by parents and lecturers for communicating about academic problems

Use of Technology	Parents	Lecturers
Cell phone	35.56%	42.22%
e-mail	4.44%	-
Website	2.2%	-
Newsletters	53.35%	31.11%
others	15.56%	35.56%

It can observed from the table-7 that, about 35.56 percent of parents & 42.22 percent of lecturers are reported, that they use cell-phone for communicating about academic problems, 4.44 percent parents use e-mail, 2.22 percent of parents use websites for it, about 53.33 percent of parents & 31.11 percent of lecturers use newsletters and 15.56 percent of parents & 35.56 percent of lecturers use other forms for communication about their children and students' academic problems.

❖ The use of cell-phone, e-mail websites, newsletters, by parents & lecturers for students' academic performance

Table 8: The use of cell-phone, e-mail, websites, newsletters, by parents & lecturers for academic performance

Use of Technology	Parents	Lecturers
Cell phone	26.67%	15.56%
e-mail	2.22%	-
Website	-	-
Newsletters	53.33%	35.56%
others	17.78%	55.56%

The data pertaining to table-8 revealed that communicating about the students' academic performance, the parents use 26.67 percent and lecturers use 15.56 percent of cell phone, about 2.22 percent of e-mail used by parents, 53.33 percent of parents & 35.56 percent of lecturers use newsletters for it, and 17.78 percent of parents & 55.56 percent of lecturers use other forms for communication.

❖ The use of cell-phone, e-mail websites, newsletters, by parents & lecturers for students' volunteer activities.

Table 9: The use of cell-phone, e-mail, websites, newsletters, by parents & lecturers for volunteer activities

Use of Technology	Parents	Lecturers
Cell-phone	37.78%	13.33%
e-mail	6.67%	-
Website	2.22%	6.67%
Newsletters	60%	37.78%
others	17.78%	60%

Data presented in table-9 indicates that, for communication regarding the students' volunteer activities the 37.78 percent of parents and 13.33 percent of lecturers use cell-phone, about 6.67 percent of parents use e-mail for it, 2.22 percent of parents & 6.67 percent of lecturers communicate through websites, around 60 percent of parents & 37.78 percent, of lecturers use newsletters, and 17.78 percent of parents & 60 percent of lecturers communicate through other means.

❖ The use of cell-phone, e-mail websites, newsletters, by parents & lecturers for parents-lecturers organization activates.

Table 10: The use of cell-phone, e-mail, websites, newsletters, by parents & lecturers for parents-lecturers organization activates

Use of Technology	Parents	Lecturers
Cell phone	40%	17.78%
e-mail	4.44%	2.22
Website	-	-
Newsletters	62.22%	40%
others	24.44%	60%

Table-10 reveals that, for communicating about the parents-lecturers organization activities, 40 percent of parents & 17.78 percent of lecturers use cell-phone, about 4.44 percent of parents & 2.22 percent of lecturers use e-mail for communication, 62.22 percent of parents & 40 percent of lecturers communicate through newsletters and 24.44 percent of parents & 60% of lecturers use other means for communication.

❖ The use of cell-phone, e-mail websites, newsletters, by parents & lecturers for parents-lecturers organization meetings.

Table 11: The use of cell-phone, e-mail, websites, newsletters, by parents & lecturers for parents-lecturers organization meetings

Use of Technology	Parents	Lecturers
Cell phone	46.67%	11.11%
e-mail	8.89%	-
Website	-	4.44%
Newsletters	64.44%	31.11%
others	17.78%	60%

From the Table-11 it can be inferred that, for communication regarding the parents-lecturers organization meeting, about 46.67 percent of parents & 11.11 percent of lecturers use Cell-phone, around 8.89 Percent of parents use e-mail for it, 4.44 percent of lecturers use website for communication, 17.78 percent of parents & 60 percent of lecturers communicate through newsletters and 64.44 percent of parents & 31.11 percent of lecturers use other means for communication.

❖ The use of cell-phone, e-mail websites, newsletters, by parents & lecturers for students' unfinished assignment.

Table 12: The use of cell-phone, e-mail, websites, newsletters, by parents & lecturers for unfinished assignment

Use of Technology	Parents	Lecturers
Cell phone	35.56%	11.11%
e-mail	6.67%	20%
Website	-	4.44%
Newsletters	60%	33.33%
others	11.11%	31.11%

Table-12 reveals that, communication about unfinished assignments of their children, the parents use 35.56 percent of cell-phone and lecturers use 11.11 percent, about 6.6 percent of parents & 20 percent of lecturers use e-mail for it, 4.44 percent of lecturers communicate through websites, 60 Percent of parents & 33.33 percent of lecturers use newsletters and 11.11 percent of parents & 31.11 percent of lecturers communicate through other means.

❖ The use of cell- phone, e-mail websites, newsletters, by parents & lecturers for communicating about students' sporting events.

Table 13: The use of Cell-phone, e-mail, websites, and newsletters by parents & lecturers for sporting events.

Use of Technology	Parents	Lecturers
Cell phone	15.56%	15.56%
e-mail	4.44%	-
Website	2.22	-
Newsletters	62.22%	31.11%
others	26.67%	64.44%

By the table-13 it is observed that 15.56 Percent of parents and lecturers use cell-phone for communicating about sporting events, 4.44 Percent of parents communicate through e-mail, about 2.22 Percent of parents use websites for it, 62.22 Percent of parents & 31.11 Percent of lecturers communicate through newsletters and 26.67 Percent of parents & 64.44 Percent of lecturers use other means for communication.

Discussion: The several trends in communication between parents and lecturers were revealed through interpretation of the responses to the items in the demographic sections of the surveys as well as the responses to the survey items. Frequencies and percentages for responses to the questions listed
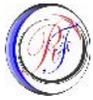
in the demographic section of each survey revealed similarities in ownership of cell-phone and computer technology but differences in the usage of these technologies by parents and lectures.

Cent-percent lecturers of Engineering College use the internet, Email, website and cell-phone to communicate with parents, but only 50 Percent of parents use the internet, e-mail, website for communication purpose. Cent-percent lecturers and parents of Science and Arts College own a cell-phone and use cell-phone for communication purpose. The Technology usage level of lecturers is higher in Engineering College than Science and Arts colleges. About 58 Percent of parents use the cell-phone and newsletters for communicating with lecturers about health and safety workshops but 29 Percent of use cell-phone and 36 Percent of newsletters lecturers used for communicating about the same workshop with parents.

Around 22 Percent of parents and 17 Percent of lecturers use the cell-phone for communicating about health and safety issues but 67 Percent of parents and 38 Percent of lecturers use newsletters for communicating about the health and safety issues. About 38 Percent and 20 Percent use of cell-phone and 48 Percent and 38 Percent use of newsletters by parents and lectures for communicating lack of attitude and there is no use of website and e-mail. About 36 Percent and 42 Percent use of cell-phone and 54 Percent and 31 Percent use of newsletters by parents and lectures for communicating about students' academic problems and there is no use of website and e-mail. Around 27 Percent and 16 Percent use of cell-phone and 54 Percent and 36 Percent use of newsletters by parents and lectures for communicating about academic performance but the study of Amme.D. Adkins, Kenneth W. Fansles, Kelly S. Hall (1995) found that 55 Percent and 36 Percent of the parents and lectures use the e-mail or website for communicating about academic performance.

About 38 Percent to 47 Percent of parents, 12 Percent to 18 Percent of lecturers use the cell-phone and 60 Percent to 64 Percent of parents 31 Percent to 40 Percent lectures use the newsletters to communicate about volunteer activities, for the parent-lecturer organization activities and meetings, there is less use of modern technologies like e-mail or website. The 11 Percent of parents and 36 Percent of lecturers use cell-phone, 33 Percent of parents and 60 Percent of lecturers use newsletters for communicating about students' unfinished assignments. Amme. D. Adkins, Kenneth W. Fansles, Kelly S. Hall (1995) found that the 35 Percent and 25 Percent of parents and teacher use website or email for communicating about assignments. In this study it is revealed that cent-percent lecturers and parents possess cell-phones and use them for communication. The parents and lecturers are more dependent on the cell-phone than other means for communication.

Lecturers recognized the need to use multiple communication devices to maximize contact with parents. Interpersonal communication devices such as the cell-phone and even the computer for personal e-mail communication offers colleges technological tools for one-to-one communication with parents, that do not require large amounts of time out of already busy schedules as does the traditional parent conference. Bernstein (1998) reported that administrators at Salem High School in Massachusetts who use e-mail to communicate with parents found it an easy, cost-efficient, quick method of communication. Electronic communication requires little time and gives parents access to homework information as well as a direct line to the teacher (Decker & Decker, 2003). Dorman (1998) stated that e-mail offers several advantages, including easy composition and arrival at its destination in minutes. However, both parents and teachers must possess the means, the skills, and the desire to effectively communicate via technology. This study reveals that computer technology is becoming more available to both groups, but parents are lagging behind in the use of technology for communicating with lecturers.

The answers given to the free response question, "Why don't you use technologies to communicate with the college?" were evaluated in an effort to answer the research question, "What barriers inhibit the use of technologies in communication between college and parents?", Answers from parents included lack of Internet connection, an e-mail account, and the skills to use the technologies. Additionally, many parents expressed a need to have lecturers' e-mail addresses and even concern that lecturers did not have e-mail access. Administrators should make lecturers' e-mail addresses available to parents, and they should encourage lecturers to respond to parents e-mails. Several parents expressed frustration with trying to communicate with lecturers through e-mail because teachers failed to respond to their efforts. Administrative policies that encourage lecturers to
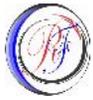
communicate electronically with parents may directly influence the use of technology for communication between parents and lecturers. Most lecturers indicated that their choice of communication instrument depended greatly on the resources of the parent. Parents in all three colleges expressed a desire for more personal face-to-face interaction or cell phone conversations.

Students' Views on Parent-lecturer Communication

Nischetha: Studying engineering in Bapuji institute of Engineering and technology told that, college website, e-mail are primary source of communication between parent- and lecturer. Through this parents come to know everything about their child's attendance fee remittance, secured marks subject wise and meeting and workshops or special programs on health and community. All most all programs are attended by parents; definitely it builds a college-family relationship. Even most of our lecturers attended our festivals and personal ceremonies; these technologies are acting like boon for the development of our personal relationships and academic grades.

Manjunath: Studying in Bapuji Institute of Engineering and Technology expressed that parent-lecturer communication helped to overcome the shortage of attendance and parents also took more responsibility of their children. By sending my marks list to my parents helped me for getting more marks which helps to improve my studies. Totally it effected positively, some of my friends changed their negative behaviors. In this stage the students can do mistakes by unknowingly the lectures or parents can help them for not doing the mistakes. He told there is 50-50 need of technological devises as well as face to face.

Muzamil: Studying B.Sc. in D.R.M Science college responded about his shortage of attendance, lecturers first inform him, if he continues the same, then they inform to his parents, definitely this kind of communication is acting like a check point in his academic activity . Sending the mark list to his parents through e-mail helps for improvement and helps to get more marks. It is also vital in changing his mischievous behavior. (**Nishath Fathema** also expressed her views in the same manner-student from the same college).

Suma: Student B.A. in Arts College responded that, communication should be strengthened by usage of technologies like website, e-mail and normally parents communicate with lecturers by cell-phones. And now a day SMSs are being sent by college management to each parent regarding marks, fee collection, attendance and invitation of meetings etc.,

Implications: Findings from this study support the importance of comprehensive communication efforts to reach as many parents as possible. The results indicate that mobile phone was the main communication device for lecturer-parent communication even though many parents still rely on the traditional forms of communication such as newsletters, and face-to-face means of communication, which inheres that educators and parents are not taking full advantage of the convenience and quickness of communicating through electronic means such as e-mail and websites. This could be due to a number of factors, including lack of technological equipment and lack of knowledge of how to use equipment. Colleges invest time in training teachers and money for technology, yet this study indicates that colleges may not be seeing a promising return for their investment. Technology provides promising avenues for disseminating information to parents such as voice mail, language translation programs, and voice interpretation programs (Constantino, 2003; Davenport, & Eib,2004; Decker & Decker, 2003). Technology also provides a means of quick and frequent communication between lecturers and parents, much more than can be accomplished through conventional means. Although a lecturer may not be able to take a phone call during class, they can often take just a moment to check through emails. Programs must be developed that fund computer ownership, Internet access, and technology training. Once parents have technology access and the skills to use it, educational systems are likely to see an increase in electronic communications and parental involvement.

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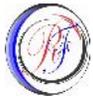
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