

## **IMPACTS OF PARENTS-TEACHERS INTERACTION ON THE PERFORMANCE OF STUDENTS**

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*ABSTRACT-The interaction between the parents and teachers is necessary for good performance of the students in the schools. The main objective of this research paper is study the effects of parents-teachers' interaction on the performance of the students. The population of this research IS 12825 public teachers in district Muzaffargarh. Convince sampling method has been employed for the selection of 300 teachers. A questionnaire has designed to gather primary data from the respondents. Data has analyzed in the form percentage. During the study we noted that parents-teachings were not met in most of the schools due to which there is a gap between them and it is affecting the academic performance of the students. We suggest that parents-teachers must be made an integral part of academic activity in the schools.*

**Key words:** Parents-teachers' interaction, students' performance, teacher's attitude, family involvement, student's personal profile.

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## **1.INTRODUCTION:**

### **1.1. Background of study:**

Students are motivated with the help of parental involvement in the schools. Due to which they are keen in their studies. This acts as a bridge between the parents and teachers. The parents-teachers' interaction in the school not only increases the student's performance in the class but also plays a key role in the development of the personality of the student as well ( Rollande , Deslandes 2009) . A large number of studies showed that parental involvement in the school issues and in their children studies contribute a lot in the success of the students in many ways.

There are many factors which can affect the performance of the students in the class. Among these factors there are three main factors which are very important and these factors cannot be neglected at any cost. These factors are:

- Family involvement
- Students personal profile
- Teachers attitude

The importance of these factors depends upon the culture, context, parental educational level and the interaction between the parents and teachers and the parental socio economic status. (SES) (Diaz 2003).

According to Schulz (2005), there is a vital role of parental socio-economic status (SES) in the educational achievements of the students. He further explained that parents play a vital role in the educational life of their children. For example, parents may provide financial assistance to them due to which they feel satisfaction in their life and gain more confidence and

perform well in the class. On the other hand, the students from poor families always face financial problems. They are unable to perform well in the class. Cognitive development of the students can be stimulated by providing them ideal environment at home that is only possible if parents are interested in the studies and have interaction with the students. Family interaction with the student and with the teacher is a dominant factor.

### **1.2. Statement of the Problem:**

This research is carried out to analyze the impacts of parent teacher interaction on the academic achievement of the students.

### **1.3 Objectives of study:**

- To know about the main sources of parents' teachers' interaction.
- To study the effects of parents' teachers' interaction on the performance of the students.
- To measure the impacts of parental educational and socio-economic status (SES) on the performance of the students.

### **1.3 Significance of the study:**

This research study tells about the importance of parent teacher interaction in the student's educational life. It also reveals that how better interaction can be created between parents and teachers. Generally, secondary school students fall in 13-16 years of age group. In this age young boys and girls are entering adolescence whom personality taking shape and course for life is gradually set which prepares the individual for future responsibilities. Secondary education is very important for the student's individual and collective life as well. This enables the students to set in the colleges.

There is no doubt that our government is doing its best to improve its literacy rate on the emergency basis and is trying to reduce poverty from the

country but our literacy rate is not high and poverty is still prevailing in the society. One of the main purposes of this study is to find out the impact of parental socio-economic status (SES) on the academic achievements of their children. We feel if government wants to improve the literacy rate and wants to eradicate poverty from the country it will have to invest on social indicators to improve the socio economic status (SES) of people. This study will enable the policy maker to understand how parental educational level can affect the academic achievements of their children in the exams. Similarly, our results will also reveal how parental job's nature is helpful for the improvement of achievements in the exams. So this study is equally important for policy makers, academicians, school heads and parents.

### **1.5 Delimitation of study:**

This study was limited to district Muzaffargarh only.

## **2. LITERATURE REVIEW:**

Awan and Kauser (2015) analyzed the role of educated mother's in the academic achievement of her children. They argued that mother's education is must for good academic performance of children. Their findings showed that the students whose mothers were educated performed better in the exam as compared to those students whose mothers were not educated.

Awan and Riasat (2015) studied the role of female teacher in academic achievement of the students. They stated that female teachers took keen interest in the academic activities of the students and the students took their advice serious regarding their study. They emphasized that the academic performance of the students was found far better where female teachers were involved in teaching the student of younger age as compared to male teachers.

As stated by Schulz (2005), "The socio-economic status of families has been consistently found to be an important variable in explaining variance in student's achievement. Education plays an important role in the building of character as well as in the formation of an ideal Nation. It plays the role of life line for any society and Nation. Multidimensional efforts are needed to provide good education to the child. Teachers, learners, schools and parents have important role in the child learning process. The main motivating force for the achievement of child is his / her parental education. From a series of researches it is an evident that the children that belong to the educated families have high level of confidence in every field. On the other hand, the children that belong to uneducated families have lack of confidence. Those children may have the knowledge but cannot answer the questions when asked. A large number of teachers verified the fact that in the class the children from the uneducated families feel irritation when they are asked to come in front of class and they are asked to attempt questions on the white board. It does not mean that they do not know how to solve the question. They know how to solve the questions but when they are on the whiteboard they forget the question because of the low confidence. When they are asked to solve the questions in their notebooks in the class, they do their best.

Hijaz and Naqvi (2006) stated that access to better resources does not provide a guarantee for the better performance of students. They have established a negative correlation between the income of a family and the performance of a student. Although it may vary from situation to situation, it is difficult to refute and defy the role of family in the performance of students.

Deutscher (2004) studied the impacts of parents' involvement in the performance of students and found convincing evidence that "Parent

involvement has been shown to be an important variable in children's education, and more schools are trying to encourage increased involvement. It therefore, becomes essential to understand what types of parents' involvement have the most impact on children's academic performance." Deutscher's view fortifies the arguments that the role of a family is a factor which has influence on the performance of students. This argument is further supported by Silins and Harvey (2000).

Parental involvement in any aspect always results in some kind of benefit for the child because they hold the most concern among all stakeholders of education. Unfortunately, it was noted that in some schools parental involvement is not entertained, parents feel unwelcomed at school (La Bahn, 1995) and are unable to participate actively in the education of their children.

The following figure shows relationships among student, family, and school environment and their effects on student's learning outcomes. Bold lines show path of malleable variables the school can affect to improve students learning outcomes.

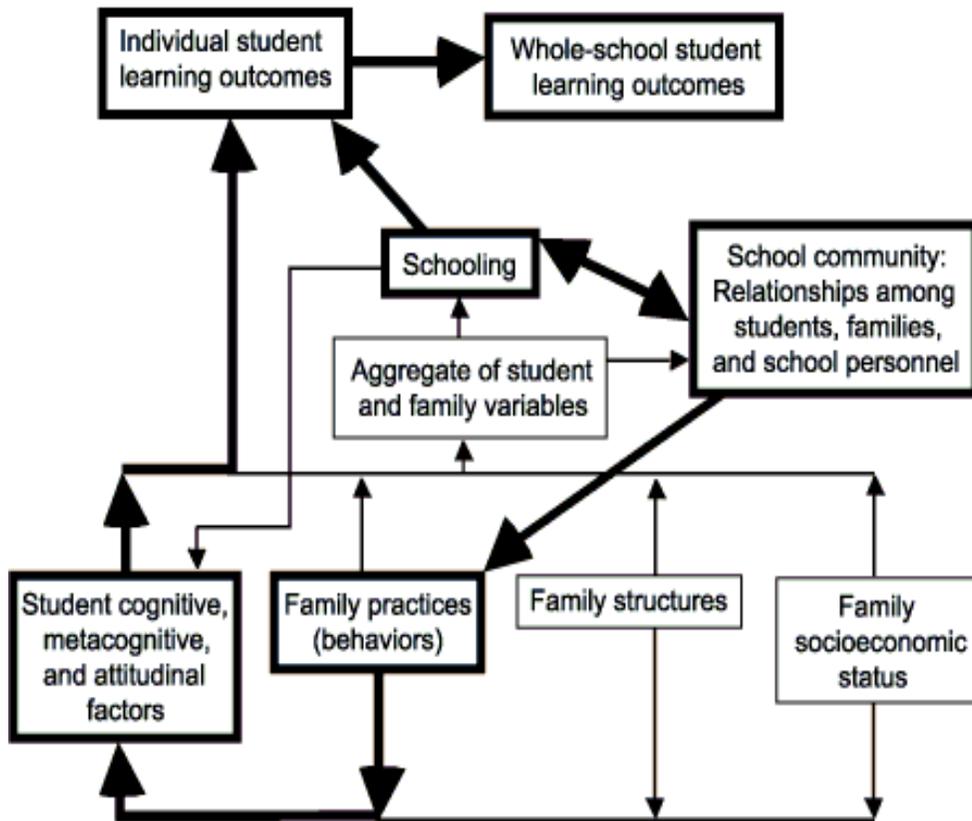


Figure 1: Factors affecting student's performance

Ahuja (2006) found the impact of socio-economic status of the parents on the achievements of grade 9th and 10th students. He took a sample of 100 students randomly from the Chandigarh schools. He used SES scale by Dev Mohan as a tool of research. The results found by him were:

- (i) There was no relation between SES of the family and students' achievements.
- (ii) There was no much difference between the achievements of the students belonging to high socio economic group and low socio-economic status of parent.

Awan and Sheikh (2015) said that in society an important role is played by women. So there is great importance of women education. Educated woman is not only conversant with her duties as a citizen but also she is aware of all the duties, rights and rules that are attached to her.

### **3. RESEARCH METHODOLOGY:**

#### **3.1 Development of Research Instruments:**

Keeping in view the objectives of the study, both types of research instruments (questionnaires and structured interview schedules) were developed, validated through testing and administered for getting required information from the respective respondents. This is because they are found to be the most appropriate and suitable to answer the research questions posed. Detail of each research instruments is given below:

#### **3.2 Reliability and Validity of Research Instruments:**

Following strategy is adopted for validation of the questionnaires:

#### **3.3 Pilot Testing:**

To determine the validity, suitability and reliability of the items, a pilot testing of the research instruments is carried out. In research studies, the term pilot testing refers to determine feasibility studies of particular research instruments, carried out in advance before conduct of the major study. Research instruments were to be pilot tested before data collection, so that accurate and reliable information can be collected from the respondents. To achieve the required objectives of the study, the designed research instrument (questionnaires) is passed through several stages of selection and rejection before giving final shape. Each questionnaire comprised two parts and each part is consisted of various types of questions to be filled by the respondents.

Every possible effort is made to arrange each item at per proper place for collecting relevant information from the respondents included in the sample. To assess the reliability of the instruments, a pilot study was conducted in Muzaffargarh District.

#### **3.4. Reliability of data:**

Reliability of the research instruments (questionnaires) is calculated by using Statistical Package for Social Sciences (SPSS).

#### **3.5 Finalization of Questionnaires:**

As a result of pilot testing and after calculating reliability, only those statements were retained which were found statistically high reliability. Then each question included in the questionnaires was discussed with the supervisors of research study and further improvements were made under his guidance for developing comprehensive and reliable questionnaires for seeking relevant information from respondents. In the context of difficulties encountered and suggestions offered by the respondents, questionnaires was improved and finalized, fair typed and photocopied for further administration to collect data from the respective respondents.

#### **3.6 Data Collection:**

The study involved data collected from different categories of respondents serving in various educational institutions located in sampling district of Muzaffargarh. After seeking permission from concerned authorities, developed research instruments (questionnaires) were administered to the respondents personally with the request to fill in at prescribed place for them for data collection. The only problem faced was that some respondents were reluctant to fill in the research instruments. However, they were ensured that information provided by them would not be disclosed to anyone and would be

used for the research purpose only. These research instruments were got filled and collected back personally and thus the response rate was hundred percent. Every effort was made by the researcher to collect valid and reliable data. The process for collecting data from the respective respondents of this study almost took about six months from August 2018 - February 2019.

### 3.7 Questionnaire:

Data was collected by using questionnaire. This questionnaire contained 30 items. There were five choices for the respondents to give their answers. The questionnaire was developed on the basis of 5-points Likert scale.

### 3.8 Population:

The population of the study has been shown in Figure 2.



Home | Schools

Statistics for District Muzaffargarh

Level Wise School

Level	Schools		Enrollment		Teachers
	Male Schools	Female Schools	Male	Female	
H.Sec.	9	5	10272	5310	504
High	90	45	55014	30051	2988
Middle	116	109	36676	32556	2779
Primary	770	842	125130	112667	5654
sMosque	97	9	5266	3653	353
<b>Total</b>	<b>1082</b>	<b>1010</b>	<b>232358</b>	<b>184237</b>	<b>12278</b>

Figure 2: Population of the study

### 3.9 Sample of study:

The sample of study was taken from the following number of respondents: -  
300 teachers

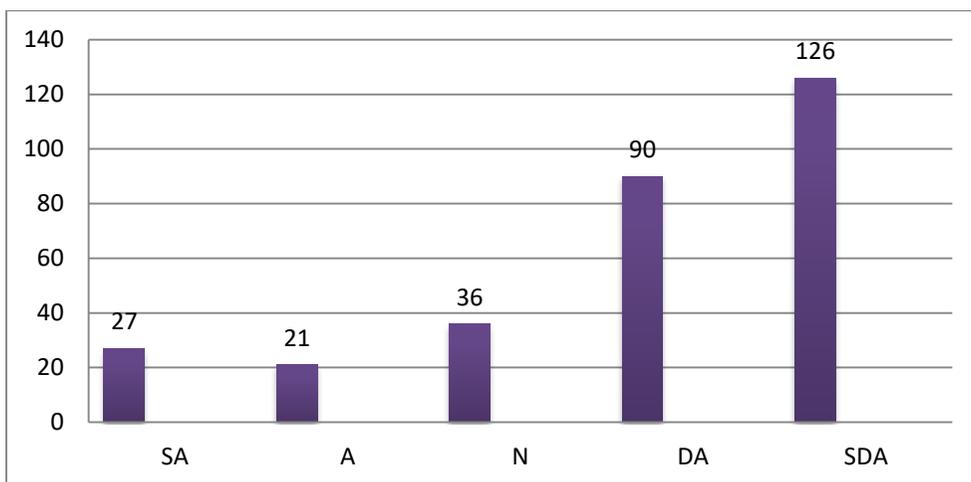
### 4. ANALYSIS OF STATEMENTS:

The analysis of statements and their answers are shown in the following tables: -

Table 1: Parents-teachers' meeting

1. Statement	Ranking on tool	No	%age	MS 2.11
Parent teacher meetings (PTMs) are held regularly at the end of every month in your school.	SA	27	9%	
	A	21	7%	
	N	36	12%	
	DA	90	30%	
	SDA	126	42%	

Figure 1 Parents-teachers' meetings



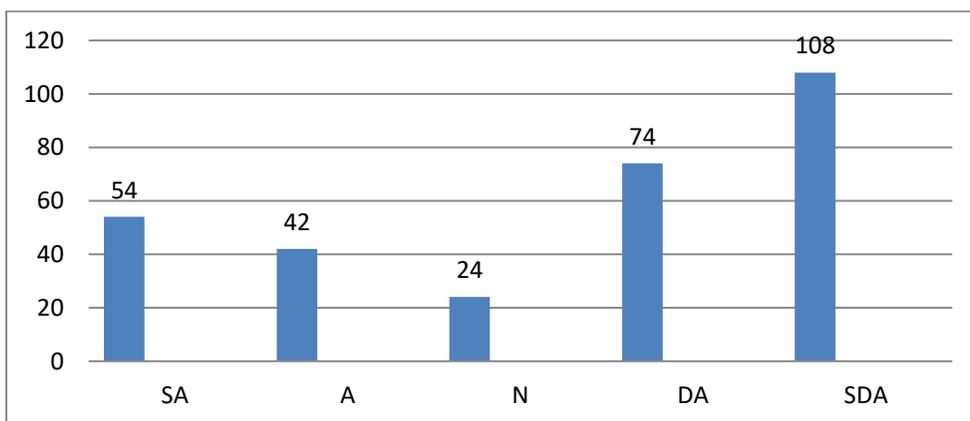
### Explanation

The data in table and Figure 1 show that 16 % of the teachers are strongly agree (SA) and agree (A) with the statement that parents-teachers' meeting should be held regularly at schools every month. 12 % of the teachers are either neutral or disagree with the above statement. On the other hand, 72 % of people from the selected areas are either disagree or strongly disagree with it. The mean score (MS) of the Item i.e. parent teacher meetings (PTMs) are held regularly at the end of every month in our school is 2.11.

**Table 2 Requesting to parents to attend meeting regularly**

2. Statement	Ranking on tool	No	%age	MS 2.54
Parents are requested to attend these meetings in a serious way.	SA	54	18%	
	A	42	14%	
	N	24	8%	
	DA	72	24%	
	SDA	108	36%	

**Figure 2: Requesting to parents to attend meeting regularly.**



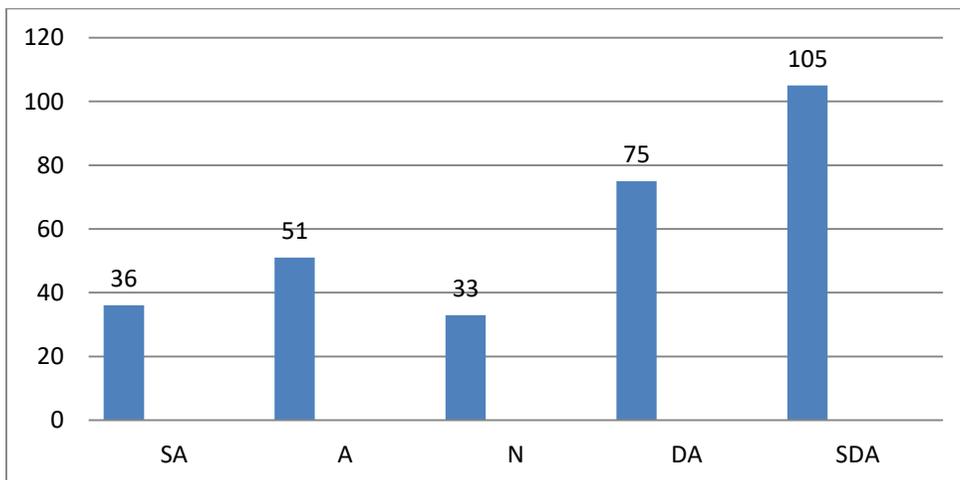
**Explanation**

32 % of the teachers are SA & A with the statement while 8 % of the teachers are neither agree nor disagree with it. On the other hand, 60 % were either disagree or strongly disagree with the statement. The mean score of the statement i.e. parents are requested to attend these meetings in a serious way is 2.54.

**Table 3 Attending of meeting by parents regularly**

Item	Ranking on tool	No	%age	MS 2.46
Parents attend these meetings in the schools in a regular way.	SA	36	12%	
	A	51	17%	
	N	33	11%	
	DA	75	25%	
	SDA	105	35%	

**Figure 3: Attending meeting by parents regularly**



**Explanation**

The results in table and Figure 3 show that 29 % of the teachers are strongly agree the statement that parents should attend monthly meeting with

teachers regularly. 11 % of the teachers are neither A nor DA with the above mentioned statement. On the other hand, 60 % of teachers were either DA or SDA with the statement. The mean score of the item i.e Parents attend these meetings in the schools in a regular way is 2.46.

## **5. FINDINGS OF STUDY:**

Findings of the study are explained in the following:-

The students whose parents have interaction with teachers show good performance in the class as compared to other students whose parents have no interaction with the teachers in the class (Mean Score 3.99). With the help of parents-teachers' interaction the regularity of the students can be improved in the class (Mean Score 3.87). There is maximum parental involvement in the studies of the students where parent teacher interaction is maximum (Mean Score 3.95). Parental educational level affects the parent teacher interaction to a large extent (Mean Score 3.89). Parent teacher interaction is directly proportional to the performance of the students (Mean Score 3.6). Parental socio-economic status (SES) has great effect on the performance of the students (Mean Score 3.54). Teacher's attitude towards teaching profession has strong impact on performance of the students (Mean Score 3.57). Parent teacher interaction is dependent on the locality (urban and rural) of the people (Mean Score 3.53). Students from educated families perform well as compared to the students who are from low literate families (Mean Score 3.8). Mothers avoid to visit male schools to know about the progress of their sons in the schools (Mean Score 4.01). Illiterate parents avoid sending their children (especially girls) to schools (Mean Score 3.36). Female teachers face lot of problems if male persons visit school to know about the progress of their

daughters / sisters (Mean Score 3.61). Parent teacher interaction is helpful to reduce the high dropout ratio in the schools (Mean Score 3.85).

## **6. CONCLUSIONS:**

From this above discussion, we conclude that the main source for the interaction between parents and teachers is parents-teachers meeting (PTM) and such meetings are not held in most of the schools due to which there is a gap in the interaction between the parents and teachers and the performance the students is being affected badly in the schools. Teachers don't call and text the parents informing about the performance of their children. SMC is also unable to bridge the parents and teachers gap because there are no regular meetings of such councils in the schools. SMC meetings are held only two times in a year instead of every month. We also found during the study that parents are not invited on the annual result functions of the schools due to which the parents are unaware about the progress of their sons and daughters. It is evident from the study that parental involvement and parent teachers' interaction is directly proportional to the performance and academic achievements of the students in the schools. It is also evident from the study that illiterate parents are reluctant to send their daughters to schools and keep them illiterate. This is one of the main causes of high rate of female illiteracy.

## **7.RECOMMENDATIONS:**

The recommendations of the study are given in the following: -

- Parent's teachers' meetings (PTMs) should be conducted at the end of every month because it is the most reliable source of interaction between the teachers and students.
- Parents should be requested to attend these meetings in the schools. Extra marks should be given to those students whose parents attend these meetings.

- Teachers should call the parents to inform them about the progress of their children.
- Teachers should provide their phone numbers to all the students so that parents may contact the teachers. This will create strong interaction among these two sides.
- Teachers should enlist the phone numbers of all the students so that he / she may contact whenever it is necessary.
- Teachers should visit the students' homes if their parents don't visit schools.
- SMC should hold its meetings at regular interval. Parents of the students should be appointed as its members. In this way parents will visit the schools and interaction will be improved.
- Head teachers should play their role to enhance parent teachers' interaction in the school.

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## CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

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This research work was conducted in collaboration between two authors.

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Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.

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