

A STUDY ON THE PERCEPTIONS OF PARENTS AND TEACHERS ABOUT ELEMENTARY-LEVEL PARENT-TEACHER MEETING

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Abstract

The purpose of the study was to identify the role of parent-teacher meeting perception of parents and teachers at elementary level. The nature of the study was quantitative. The present study was conducted in district Lahore and population of the study was all schools of elementary level of district Lahore. The sample for this study was 200 parents and 200 teachers of elementary level selected randomly. Rating scales for parent and teacher were developed by the researchers. The opinions of the participants were taken on 5-point likert scale. Reliability of teachers' rating scale was .784 whereas parents' rating scale was .853. Findings of the study revealed that perceptions of teachers and parents have no significant mean difference about parent-teacher meeting at elementary level in terms of gender and academic qualification. It is recommended that if seminars and conferences should organize for parents and teachers then understanding between teachers and parents will be developed by communicating to each other.

Keywords: Parent-Teacher Meeting, Involvement, Achievement

Introduction

Before the turn of the 20th century, families and schools worked together to provide institutionalized education. The father's function as the family's primary provider of finances in the late 1800s, while the mother's role as the household manager and chief decision-maker, clearly defined the family dynamic. Within the framework of the prevailing social norm, moms in the community worked together to collectively raise children in a supportive environment. As a result, the Parent Teacher Association (PTA) was established in 1897 by a group of women from all across the country to foster the development of a positive interaction between parents and teachers. This movement was very active in politics and campaigned to pass laws protecting children's rights, such as housing regulations, food and drug restrictions, and child labor laws. Another significant change in the family structure has occurred in the 21st century. In order to provide a basic living for their children, the only earner of a single parent household frequently works multiple jobs today. Contrarily, in two-parent households, both parents typically work full-time to provide for the family's needs (Russell, 2005).

Additionally, a small number of studies have demonstrated that parental involvement benefits students' learning across the board in elementary and high schools (Epstein, 2005). Parental engagement is a phrase that is frequently used. It provides a variety of ways to get involved in education and with the schools. According to researchers, the term "parent involvement" refers to parents' participation in educational activities at home. When parents and teachers collaborate to support learning and create an atmosphere where kids may learn and develop into productive adults, this is referred to as parent participation. Parent engagement is the cooperation between the parent and the teacher that results in a homeschool environment that is beneficial to the child's growth and development (Gordan, 1976). Children spend more time at home than at school, and parents have several opportunities for one-on-one interactions with their children, giving them the potential to positively affect their children's education. Additionally, there are more "teachable moments" between parent and kid in the home setting.

Participating in reading activities at home has a major positive impact on students' enthusiasm in reading, attitudes toward reading, and attentiveness in class, in addition to their reading achievement, language understanding, and expressive language skills. Children's transition to kindergarten and primary school is aided by parents and family participation (Comer, 1986).

Parents can support their children's education by participating in school activities and parent-teacher conferences, for instance. They can also get more involved in helping their kids do better in school by offering encouragement, setting aside time and space for study, setting an example by reading for pleasure, keeping an eye on their homework, and actively teaching them at home. According to Epstein and Simon (1997), parent participation is the cooperation between parents and teachers that makes the home environment effective for the children's growth and development. Parents are likely to define involvement as taking part in informal activities at home, such as checking homework assignments, reading aloud to children, getting tutoring help, nurturing children, instilling cultural values, conversing with relatives, and ensuring that children are well-fed, clean, and rested for school. Parents saw their involvement as a way to improve their children's overall well-being, in contrast to instructors who saw it as a way to boost academic accomplishment (Fantuzzo, Tighe & Childs, 2000).

More kids likely to do well in school and continue their education the more family supports their learning and education. Parental involvement in education can improve students' academic performance. When students have the support of their parents and teachers, they can perform with confidence in the community or society. The growth and learning of children are positively impacted when parents and teachers collaborate. Students' academic and overall growth is strengthened by the positive relationship between parents and instructors. Meetings or communication between parents and instructors can be crucial in predicting future success because parents have a significant influence on their children's conduct, particularly their academic performance and interest (Russell, 2005).

Communication between parents and teachers is a type of parental relationship that is employed in study. Parents' interactions with their kids about school, the number of hours they volunteer at their kids' schools, and their involvement in extracurricular activities like attending parent-teacher conferences are all examples of parental involvement in education (Schussler, 2003).

Importance of Parental Involvement

Parental involvement in young children's development has several advantages.

- Parents are more assured in their ability to parent and make decisions.
- As parents get better understanding of how children develop, they utilize compassion and positive reinforcement more often and discipline their kids less.
- The school curriculum and the role of the teacher are better understood by parents.
- Parents are more inclined to assist when asked by teachers to get more involved in their kids' learning activities at home if they are aware of what their kids are learning.
- There are better relationships and commitments among parents to the school, and parent opinions of the school are improved.

We have a lot of relationships with many people in our lives, such as our family, friends, and neighbors, but we don't always work to build partnerships with them. When partners work toward similar objectives, their partnership develops into a relationship. Supporting mental health, for instance, aids students in resolving academic issues and shares accountability for achieving those objectives. Positive relationships are the basis for connection, which involves: Everyone being equal and contributing in different ways.

- Respect and regard for each individual's opinions.
- Interacting with one another while listening.
- Making an attempt to comprehend and believe in other people's perspectives.
- Checking in with one another before making crucial decisions and staff after parents or other caregivers.

Parents and teachers may be at different stages of establishing connections within early childhood services. Some families and workers might not get along. It takes time to establish a connection between home and school; it is better to start modest. Interactions between parents, instructors, and students are more satisfying when there is connection between them. Students gain from their supportive environment since it encourages academic success (Coulombe, 2011).

Performance in school, college, or on a standardized battery of educational examinations is referred to as achievement. Achievement demonstrates how much a person has learned about a certain field of expertise. scores that students receive after completing goals connected to specific knowledge kinds. In other words, student achievement on national exams has always been used as a second yardstick for evaluating the academic excellence of a school or a college. When a clear measure of academic accomplishment is sought, the word "academic achievement" will be used to refer to a wide range of educational outcome variables, including test scores in many different subject areas, classrooms, and grades. Achievement and social status have a close link. Parents talk and interact with their kids more, and they are more receptive to their kids' needs as they develop socially, emotionally, and intellectually (Kreider, 2000).

Essential Parents responsibilities

- Create a Safe Environment: It is the parents' duty to protect you from physical and emotional harm.
- Meet the child's basic requirements: A child's basic needs include food, shelter, clothing, and a solid education.
- Meet your child's requirements for self-esteem: Respect your child's individuality and accept their uniqueness. Encourage the child to engage in constructive activities such as games, sports, and discussions. Determine the right expectations for your child based on their developmental stage.
- Teach your child moral principles by: Enable your youngster to understand the importance of the following virtues: • Honesty, tolerance, perseverance, responsibility, respect, and forgiveness.
- Encourage your children to respect one another by using courteous language, acknowledging their feelings and opinions, respecting their privacy, and valuing their uniqueness.
- Show concern for your child's education: Regularly communicate with your child's teacher. Make sure your child finishes his or her schoolwork every day. You should often discuss school activities with your child.

Benefits to Parent Involvement

Parents' involvement includes talking with their kids about school-related issues, volunteering in their kids' schools for a certain number of hours, being involved in conferences and parent-teacher get-togethers, being involved in school-related activities with their kids at home, like helping with homework, and setting expectations for their kids' performance. When teachers try to incorporate parents in continuing classroom and school activities, the term "parent

involvement" is frequently used to characterize their efforts. This phrase also describes parental participation in educational activities carried out at home (Comer, 1986). There are many various ways that parents can get involved in education and in the schools. Parents can support their children's education by participating in school activities and attending parent-teacher conferences. They can also get more involved in helping their kids do better in school by offering encouragement, setting aside time and space for study, setting an example by reading for pleasure, keeping an eye on their homework, and actively teaching them at home. According to Epstein and Simon (1997), parent participation is the cooperation between parents and teachers that makes the home environment effective for the children's growth and development.

Parents are likely to define involvement as taking part in informal activities at home like checking homework assignments, reading aloud to children, getting tutoring help, providing care, instilling cultural values, conversing with family, and sending kids to school well-rested, fed, and clothed. Teachers saw parental participation as a way to boost academic performance, but parents saw it as a way to promote their children's overall wellbeing (Fantuzzo, Tighe & Childs, 2000). The term "parental connection" refers to interactions between parents and teachers. Parental involvement in school activities, such as attending parent-teacher conferences, is measured by the number of hours parents volunteer at their children's schools and the frequency with which they speak with their kids about school (Grolnick & Slowiaczek, 2004).

Parental involvement in school-related activities with their kids at home, such as helping with homework and having high expectations for their kids' academic success (Keith, 1986). When parents are involved in their children's education, they must provide a setting that fosters their intellectual and artistic growth. assisting with homework and informing the youngster about what is happening in the classroom. Parents urge their children to participate in extracurricular activities, volunteer, and attend conferences and events at school. Parental involvement in a kid's education include creating an atmosphere that fosters the child's intellectual and creative abilities, encouraging homework completion, and keeping the youngster informed about classroom events. The effectiveness of their children's learning, education, and motivation in school have all been connected to parental involvement in their children's educational experience at home, in the classroom, during instruction, and in school governance. Although instructors' efforts to incorporate parents in continuing classroom or school activities are frequently referred to as "parent involvement" (Susanne, 1991), this is not always the case.

Parental academic involvement is described as parental involvement in a child's education and in the school environment. The researchers provided volunteering, attending PTA meetings, parent-teacher interactions, and participation in academically oriented activities at home as examples of this. They advised parents to get involved academically in school activities to build rapport with teachers and administrators. Later language and cognitive development have also been linked to the amount of direction and discourse that parents employ with their kids (Keith, 1986). Early school experiences can set a child on a learning path that lasts throughout their entire academic career. Studies show, for instance, that kindergarten performance predicts later accomplishment in children. The learning youngsters do at home helps them expand their vocabulary. According to a genuine relationship, parental engagement is:

- Working together toward shared objectives in a mutually supportive way are parents and teachers.
- Teachers involving parents in every aspect of the academic program, including decision-making processes for things like curriculum creation and classroom management.

- • Parents talking about the teachers they care about and the lifestyles their kids lead at home.
- • Open and honest communication between parents and teachers about shared worries and issues.
- • How to constantly educate oneself so that parents and teachers can work as literate and competent partners.
- • Teachers and parents who are sympathetic toward one another, aware of each student's individual needs, and supportive of one another.
 - Teachers who value parent involvement in the classroom and parents who approve of teachers' involvement in their children's education.
 - Teachers creating various opportunities to include as many students as possible in school programs.

Parent involvement is the process by which parents and teachers learn together and serve as facilitators of each other in their efforts to make life more meaningful for children and themselves (Swick, 1978). Parents who actively plan their work and leisure schedules in ways they can be involved in the educational face of their children's lives.

Parental engagement is a phrase that is frequently used. Parent engagement is the cooperation between the parent and the teacher that helps make the homeschool environment successful in terms of the child's growth and development. Additionally, parents did not pay greater attention to their children's academic progress and, for the most part, did not communicate with their instructors during parent-teacher conferences. In order to better understand how parents and teachers at the primary school level perceive parent-teacher conferences, a study was conducted.

Research Questions

1. What is the perception of parents about parent-teacher meeting at elementary level in terms of gender?
2. What is the perception of parents about parent-teacher meeting at elementary level in terms of academic qualification?
3. What is the perception of teachers about parent-teacher meeting at elementary level in terms of academic qualification?

Research Methodology

The study was quantitative in character and carried out utilizing a descriptive research strategy. The goal of the study was to determine the function of parent-teacher conferences and how primary school instructors and parents perceived them. Twenty public sector primary schools in Lahore city made up the study's sample. First, a stratified random selection procedure was used to choose samples from each of the population's four strata (male and female primary schools). Schools were chosen at the second step using a straightforward random sampling procedure. The sample consisted of 200 elementary school teachers and 200 primary school parents. The final step, however, used a purposive selection technique to choose the teachers and parents. To gather the data, two tools were created. In a government school, parents and teachers each received a questionnaire. Most of the questions on these instruments were closed-ended. Strongly agree (SA) to strongly disagree (SDA) on a 5-point Likert scale were used to generate the closed-ended questions. The researcher created these tools after studying the pertinent literature. The questionnaire for the teachers had two sections, the first of which provided demographic information, and the second of which had open-ended questions meant to elicit quantitative information. The opinions of experts and a pilot study helped to guarantee the

validity of the instruments. For the pilot study, 50 teachers and 50 parents were chosen. Before revision, all questionnaire items were discussed with the respondents. Under the supervisor's guidance, the questionnaires were modified in light of feedback from experts and the findings of the pilot study. Using Cronbach Alpha, it was determined that the instructors' instrument was reliable, and its value of .784 was considered satisfactory. Utilizing Cronbach Alpha, it was determined that the parents' instrument was reliable. Its value of .853, which was satisfactory, was obtained. In order to protect data, the study was designed using a 5-point Likert scale. To gather information from the respondents (teachers and parents), the researcher employed a survey method. In this study, the researcher went to the schools and colleges in person, handed out questionnaires to the respondents, and collected the returned forms. Surveys were used to get the data. Data were reviewed to determine the role of parent-teacher conferences and how primary school parents and teachers perceived them. The acquired data was first examined by the researcher. By utilizing SPSS version 20.0 to analyze the data, descriptive statistics (frequency and percentage) and inferential statistics (correlation coefficient, t-test, and ANOVA) were utilized as statistical approaches. The information was numerical in nature. The outcome was ascertained using descriptive data analysis.

Analysis and Interpretations of Data

Research question

What is the perception of parents about parent-teacher meeting at elementary level in terms of gender?

Table: 1

Independent sample t-test of parents about parent-teacher meeting at elementary level in terms of gender

	Gender	N	Mean	SD	T	df	Sig.
Parents	Males	94	64.36	13.027	-.496	198	.620
	Females	106	65.39	15.846			

The opinions of male and female parents were compared using an independent-samples t-test. Males' scores (M = 64.36, SD = 13.027) and females' scores (M = 65.39, SD = 15.846) did not differ statistically significantly; t (198 = -.496, p=.620). This table shows that there is no statistically significant difference in the mean opinion between male and female respondents.

Research question

What is the perception of parents about parent-teacher meeting at elementary level in terms of academic qualification?

Table 2

One- way ANOVA summary table Independent sample t-test of parents about parent-teacher meeting at elementary level in terms of academic qualification

Groups	N	Mean	Std. Deviation	df	F	Sig.
Illiterate	19	66.16	11.899	4	.493	.741
Elementary	31	62.13	15.255			
Matriculation	78	65.90	12.174			

Intermediate	45	63.91	17.629
Graduation & Master	27	66.00	16.597

It was investigated using a one-way between-groups analysis of variance how parents felt about parent-teacher conferences using a likert scale. Group 1: parents with no education; Group 2: parents with only elementary school education; Group 3: parents with only matric level education; Group 4: parents with some intermediate education; Group 5: parents with graduation and master's level education. At the p .05 level, there was no statistically significant mean difference in how the three groups of students perceived the following statements: $F(4, 195) = 0.490, p = 0.741$.

Table 3

One- way ANOVA summary table Independent sample t-test of teacher about parent-teacher meeting at elementary level in terms of gender

	Gender	N	Mean	SD	T	Df	Sig.
Parents	Males	78	73.55	14.259	.900	190	.369
	Females	114	71.74	13.233			

The opinions of male and female teachers were compared using an independent-samples t-test. Males' scores ($M = 73.55, SD = 14.259$) and females' scores ($M = 71.74, SD = 13.233$) did not differ statistically significantly; $t(190) = 0.900, p = .369$. This table shows that there is no statistically significant difference in the mean opinion between male and female respondents.

Research question

What is the perception of teachers about parent-teacher meeting at elementary level in terms of academic qualification?

Table 4

ANOVA teachers

Groups (experience)	N	Mean	Std. Deviation	Df	F	Sig.
less than 5 years	19	66.16	11.899	2	2.161	.118
more than 5 years	31	62.13	15.255			
more than 10 years	78	65.90	12.174			

To investigate teachers' perceptions of parent-teacher conferences, which were gauged using a Likert scale, a one-way between-groups analysis of variance was performed. Depending on how long they had been teaching, participants were divided into three groups: those with less than five years, those with five years or more, and those with more than ten years. At the p .05 level, there was no statistically significant mean difference in how the three groups of students perceived the following statements: $F(2, 198) = 2.161, p = 0.118$.

Discussion

Parent-teacher connection lessens parents' dissatisfaction with children's educational issues and

gives teachers the chance to advise them on good parenting practices. The current study has examined the goals, practices, and issues instructors have with parent-teacher interactions. Results indicate that teachers value parent-teacher engagement for a variety of reasons. They also attempt to establish communication with parents through a variety of methods, such as sending notices, writing notes and comments in student diaries, emailing, setting up platforms for parent-teacher conferences, and informing parents of assessment results. However, they encounter obstacles in achieving their purpose. Parents believe that they have little influence over their children's education because schools and teachers are in charge of it. They criticize teachers in front of kids but refrain from addressing them directly. Parents who lack education lack the confidence to communicate effectively with teachers and the ability to interpret their messages. Due to their obligations as working mothers, they are less likely to attend meetings. These problems reveal parents' lack of motivation and preparation to support their children's educational development. They believe that all they need to do is send a child to school. This is a worrying sign for the standard of teaching and learning. In actuality, a teacher's ability to do their job well does not depend entirely on the availability of instructional tools in the classroom. Parents must also have a cooperative attitude. There is no doubt that having top-notch resources available at schools is essential for great education, but we also cannot discount the influence of parents on their children's development and overall success.

Conclusion

The study was conducted to know the perception of parents and teachers about parent teacher meeting. Findings of the study revealed that both parents and teachers realize the importance of parents teachers meeting and they think that parents teacher meeting is platform where both parents and teachers can discuss academic issues of students and can set the strategies to improve performance of students.

The findings of the study revealed that there was no significant mean difference was found in the perception of teachers and parents about parent-teacher meeting at elementary level in terms of gender and academic qualification.

Recommendations

1. Students tend to be more successful when they have parents who attend meetings arranged by school. Therefore, students with more supportive parents will have high levels of academic achievement.
2. School management should arranged workshop to aware parents about syllabus of school.
3. This study was conducted at elementary level but in future this study will be conducted on different level.
4. This study was conducted at small scale but in future this study will be conducted on large scale.

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