

## TEACHERS' OPINIONS REGARDING HOW PARENTS-TEACHERS' MEETING AFFECT STUDENTS' ACADEMIC PERFORMANCE: A COMPARATIVE ANALYSIS AT ELEMENTARY LEVEL

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### ABSTRACT

*Parent-teacher meetings are a useful forum for parents to raise a number of issues they believe are impeding their student's educational progress. This study looks into how elementary school teachers perceive the impact of parent-teacher meetings on students' academic performance. The study's quantitative, descriptive, and survey methods. All of the elementary schools in the Vehari district were the focus of the current research project. The technique employed a multi-stage simple random sampling. The questionnaire was created by the research. The questionnaire's reliability score was 0.891. It was determined that parent-teacher meetings significantly affect students' academic performance. The majority of the teachers stated that students whose parents consistently attend PTM do better. Parents' perspectives on PTMs should be sought out through interviews, it is recommended. Higher management should be responsible for all PTM monitoring.*

**Keywords:** Parents-teachers' meeting, academic achievement, elementary level, District Vehari

### INTRODUCTION

PTM is a set time and place where parents work with teachers and fearful teachers to inform them on their learner's development and academic accomplishment. Additionally, an empirical study discovered that parents' participation in the school's feedback programme had a considerable impact on students' performance. The fundamental objective of this partnership is to promote a trend of teacher-parent involvement in connection to academic success (Nitza and Roman 2017). Both at home and at school, parents can have a significant impact on their student's general learning and education. Meetings between parents and teachers in schools have a lot of potential advantages. Parental involvement in education could enhance student services, as well as accountability and openness within the educational system. Nguyen (2008) discovers that although parents may lack expertise, they have the capacity to sophisticatedly digest new information and alter their decisions. The level of parental participation with their student's schools and teachers, however, may affect how well they do (Popovska, Popovski, & Dimova, 2021). Parents and teachers must work extremely well together throughout the entire educational process when educating school student. Both parents and teachers agree that parent involvement is a crucial part of the educational process, and excellent schools actively engages parents in a variety of school-based activities (Erdener and Knoepfel, 2018).

Parents and teachers have a significant influence on pupils' academic success. Students need excellent educational experiences in order to succeed in school. High-quality education, encouragement, and support are all offered. Due to growing family obligations, parental involvement in students' education has increased outside of the classroom. whenever it comes to schedules for work, school, sports, family obligations, time spent with family, and other responsibilities, many people have demanding and unpredictable schedules and circumstances that can be resolved in the least amount of

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time in any one area (Swap, 1993). Parental involvement could take the form of calling a teacher, asking about their student's academic progress, or watching every move a student takes.

Parent-teacher meetings have long been promoted as a way to ensure school transparency and foster good relationships with teachers (Reid, 2021). A parent-teacher meeting offers a forum for discussing students' academic successes, aptitudes, and talents as well as for diagnosing their problems and learning challenges. These meetings bring parents and teachers together to discuss expectations for one another, which is likely to improve the learning outcomes for the pupils. Previous study has emphasized parents' involvement in both school and at home and views it as a face-to-face conversation with teachers (Spear, Parkin, van Steen, & Goodall, 2021). Both parents and teachers must actively participate in the educational process at all times. The relationship between parents and teachers is crucial to a school-aged students upbringing. It's a means of removing obstacles to efficient kid education.

Parent-teacher communication is a key component of effective teacher-parent collaboration. It allows the teacher and the families of his students to connect. A parent-teacher meeting (PTM) is a scheduled event or occurrence where parents work with teachers and fearful teachers to inform them on their student's progress and institutional advancements. Additionally, an empirical study discovered that parents' participation in the school's feedback programme had a considerable impact on students' performance. The fundamental objective of this partnership is to promote a trend of teacher-parent involvement in connection to academic success (Grow, 2021). Parents and teachers have a significant influence on pupils' academic success. Students need excellent educational experiences in order to succeed in school. High-quality education, encouragement, and support are all offered. Due to growing family obligations, parental involvement in students' education has increased outside of the classroom. When it comes to school, sports, family concerns, spending time with family, career schedules, and other duties, many people have demanding and unpredictable schedules and circumstances that can be resolved in the least amount of time in any one area (Arshad, Muhammad, & Qureshi, 2021). Parental involvement could take the form of calling a teacher, asking about their student's academic progress, or watching every move a student takes.

One of the key elements for a student's educational achievement is the parent-teacher relationship. Academic performance significantly boosts the probability of future success in life. The parent-teacher connection is primarily concerned with actions that show a parent and teacher affinity, commitment, and interaction. In general, pupils exhibit stronger levels of emotional, social, and behavioural adjustment when parents engage in their students' education both at in school and at home (Kim, 2009).

Together, parents and teachers celebrate the student's accomplishments and successes. Along with students, teamwork enhances school success (Goodall & Vorhaus, 2011). The establishment of collaboration and communication between parents and teachers is challenging, though. To meet the educational requirements and aspirations of parents and students, teamwork calls for understanding and compromise from educators and schools (Dolegowski, 2022). Parents in particular have high expectations for their student's academic performance, growth, and achievement (Rivkin, Hanushek, & Kain, 2005). Parents emphasize that teachers should tell parents about their student's academic successes and difficulties. Additionally, they would like to enroll in their students' schools but lack the knowledge to do so (Topor, Keane, Shelton, & Calkins, 2010).

#### **STATEMENT OF THE PROBLEM**

All stakeholders have serious concerns about students' academic progress. A student spends roughly two thirds of the day at home. Parents can contribute to raising youngsters' academic performance. Parent-teacher meetings can increase parental involvement. Parent-teacher conferences are an important component of school activities. The perspective of teachers regarding the efficacy of parent-teacher conferences is a major factor in their success. The goal of the study is to learn how teachers perceive how parent-teacher conferences affect elementary school pupils' academic performance. The study will investigate how male, female, public, and private teachers perceive the impact of parent-teacher conferences on elementary school students' academic achievement

#### **SIGNIFICANCE OF THE STUDY**

The study focuses on teachers' perceptions of how parent-teacher meetings affect elementary school pupils' academic progress. Teachers may be more aware of students' academic achievements and are able to update parents on their student's development in various topics. Parent-teacher engagement is crucial for parents, especially if they want to be informed about their student's progress. The results of

this survey will assist the administration of the school in scheduling parent-teacher conferences and collecting parent evaluations of teachers. This study will also assist in identifying parent-teacher conferences' weak points.

**OBJECTIVES OF THE STUDY**

- Determine how elementary school teachers perceive about the impact of parent-teacher meetings on students' academic performance.
- Identify the relationship between parent-teacher’s meeting and students’ academic performance at elementary level.
- Compare how elementary school teachers (public/private & male/female) perceive about the impact of parent-teacher meetings on students' academic performance.

**METHODOLOGY**

The study is designed in a descriptive way. This study used quantitative research to assess how teachers' perceptions of the impact of parent-teacher meetings on elementary school pupils' academic progress. The positivistic approach is the intellectual foundation of quantitative research. Meetings between parents and teachers were the independent variable, and academic performance of the pupils was the dependent variable. All of the Vehari district's elementary school teachers made up the population. There are 800 elementary schools in the Vehari district, 350 of which are public and 450 privates. The sample was acquired using a multi-stage sampling process. First, the researcher distinguished two strata (public/private) using the stratified sample technique. The entire population was then split into three areas (or clusters) based on location using the cluster sampling technique. By employing simple random sampling, 12 public and 15 private schools were chosen from each cluster. Six teachers from each school were chosen using simple random sampling. As a result, 486 teachers made up the entire sample from the population.

**INSTRUMENT OF THE STUDY**

Self-created questionnaire for gathering data by the researcher. The five-point Likert scale was used to design the questionnaire for teachers, which covered every element and facet of the research topic. The opinions of experts were used to evaluate the validity of the instrument. Pilot testing was used to assess the instrument's reliability. The overall score of the teacher's instrument was 0.891.

**DATA ANALYSIS AND INTERPRETATION**

Descriptive statistics (mean, standard deviation) were used to examine the survey results in order to determine how teachers believed about themselves. Below is a representation of the descriptive statistics' findings;

**DEMOGRAPHIC INFORMATION OF SAMPLE**

**Table No. 1 Demographic information of Elementary Teachers (N=486)**

Variables	N	%age
<b>Gender</b>		
Male	243	50.0
Female	243	50.0
<b>Marital Status</b>		
Single	160	32.9
Married	326	67.1
<b>Academic Qualification</b>		
BA/B.Sc.	136	28.0
MA/M.Sc.	350	72.0
<b>Professional Qualification</b>		
B.Ed.	186	38.3
M.Ed.	300	61.7
<b>School sector</b>		
Public	243	50.0
Private	243	50.0

Table 1 shows demographic information of elementary Teachers. Out of 486 teachers, 243(50%) teachers were male and 243(50%) teachers were females. Marital status of teachers is

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categorized into single and married, 160 (32.9%) teachers were single and 243(67.1%) teachers were married. Academic qualifications of elementary teachers were BA/B.Sc. and MA/M.Sc., out of which 136 (28%) teachers were BA/B.Sc. and 250 (72%) were MA/M.Sc. Professional qualification of elementary teachers were B.Ed. and M.Ed., out of which 186(38.3%) teachers were B.Ed. and 300 (61.7%) were M.Ed. Equal number of teachers were selected from public sector and Private sector.

**Table No. 2 Teachers' perceptions' overall mean and standard deviation (N=486)**

	N	M	Std.
Parents-Teacher Meeting	468	3.6385	.38812

The aforementioned table shows teachers' opinions regarding the impact of parent-teacher meetings on students' educational outcomes. The higher level of agreement is indicated by the PTM's mean, which was (M=3.63). Overall, teachers continue to have a positive opinion of how parent-teacher meetings affect students' academic success.

**Table No. 3 Teachers' opinions about how parent-teacher meetings affect pupils' academic performance (N=486)**

Items	M	S.D
There is a parent-teacher meeting arranged at your institution.	2.75	1.420
PTMs at school aid in pupils' academic growth and learning.	3.50	.992
Parents regularly inquire about their student's academic progress during meetings.	3.64	1.023
Parents are indeed involved in their student's academic development.	3.70	.939
PTMs constantly work with their students to help them build good learning habits.	3.64	.998
Call parents to a meeting with the teachers to learn more about the academic progress of the pupils.	3.70	.976
When I talk to the student's parents about their performance, I have great hopes for them.	3.74	.999
PTMs improve the efficiency of teachers in the classroom.	3.73	.999
PTMs raise students' academic achievement.	3.67	1.019
Student gain confidence through PTMs to perform tasks more effectively.	3.63	1.055
Parents are made aware of their student's academic weaknesses through PTMs.	3.60	1.040
Through PTMs, teachers and parents collaborate to improve student's education.	3.69	1.009
PTMs can help students be more punctual and consistent in their attendance at school.	3.63	1.015
PTMs can help students do their assignments more effectively.	3.63	1.020
PTMs are useful for helping students prepare for exams.	3.67	1.024
With PTMs, parents look for opportunities to speak with their student's teacher.	3.62	.985
PTMs are beneficial for students who want to thrive in the classroom.	3.65	.996
PTMs can help students feel more confident so they can do a great job on their assignments and in assessments.	3.69	1.003
Parents generally have a favorable opinion of their student's teachers.	3.63	1.052
PTMs aid pupils in gaining confidence to comprehend the most difficult subject that the teacher presents.	3.59	1.015
To raise students' academic achievement, parents work with teachers.	3.61	1.045
PTMs are beneficial for helping students master the skills they are learning in class.	3.66	1.013
PTMs are beneficial for achieving good grades in class.	3.55	1.030
Even when the course topics are boring and uninspiring, PTMs can assist students stay engaged in their study.	3.65	1.032
PTMs are useful in making students aware of the academic standards at school.	3.67	1.025
PTMs encourage parents to review their students' workout books.	3.69	.983
PTMs encourage parents to help their students with their homework at home.	3.72	.971

PTMs assist parents to set up home environments that support their student's development.	3.77	.936
Parents are encouraged by PTMs to assist their students with their homework at home.	3.78	1.004
Students who have parents who consistently attend PTM do better.	3.71	1.066

Parent-teacher conferences are scheduled at your school (M=2.75, SD=1.42), and PTMs help pupils learn and achieve academically (M=3.50, SD=0.99). Parents regularly inquire about their student's academic performance during meetings (M=3.64, SD=1.02), Parents always work to improve their student's education (M=3.70, SD=0.93), and PTMs constantly encourage their students to have a good attitude toward learning (M=3.64, SD=0.99). I hold high expectations for student when I discuss their performance with their parents (M=3.74, SD=0.99), PTMs boost quality of teaching in the instructional experience (M=3.73, SD=0.99), and I invite parents to meetings with teachers to learn more about pupils' academic achievement (M=3.70, SD=0.97).

PTMs raise students' academic achievement (M=3.67, SD=1.01) and provide them the confidence to carry out their tasks more effectively (M=3.63, SD1.05). Through PTMs, parents are made aware of their student's academic weaknesses (M=3.60, SD=1.04). Through PTMs, teachers and parents collaborate to improve student's education (M=3.68, SD=1.01), students' attendance and regularity in class are improved (M=3.63, SD=1.02), students' homework routine is improved (M=3.63, SD=1.02), and students' test preparation is aided (M=3.67, SD=1.02). PTMs give parents the chance to communicate with their student's teacher (M=3.62, SD=0.98). PTMs also assist student get good grades in class (M=3.65, SD=0.99) and boost their self-confidence so they can do a great job on their assignments and tests (M=3.69, SD=1.00).

Overall, parents had a favorable opinion of their student's teachers (M=3.63, SD=1.05), PTMs assist pupils gain the confidence to comprehend even the most difficult information the teacher presents (M=3.59, SD=1.01), and PTMs help students master the skills they are learning in class (M=3.66, SD=1.01) and parents and teachers work together to increase students' academic performance and accomplishment (M=3.61, SD=1.04). PTMs are helpful for students to perform well in class (M=3.55, SD=1.03), for students to be engaged in work even if the course components are boring and dull (M=3.65, SD=1.03), for students to be aware of the academic expectations of the school (M=3.67, SD=1.02), and for parents to check their student's exercise books (M=3.69, SD=0.98). PTMs encourage parents to help their students with homework at home (M=3.72, SD=0.97), encourage parents to have resources at home that support their students' learning (M=3.77, SD=0.93), encourage parents to assist students with schoolwork at home (M=3.78, SD=1.00), and students perform better when their parents actually attend PTMs (M=3.71, SD=1.06). Overall, teachers' responses reflected the level of agreement.

**Table No. 4 Relationship between PTM and students' performance**

		Parents-teacher meetings	Academic achievement
Parents-teacher meeting	Pearson Correlation	1	.014
	Sig. (2-tailed)		.755
	N	486	486
Academic achievement	Pearson Correlation	.014	1
	Sig. (2-tailed)	.755	
	N	486	486

The table discloses that the there is strong positive relationship between parents-teacher meeting and students' performance at university level. So, parents teacher meeting plays important role in students' achievement at elementary level

**Table No. 5 perceptions of parents-teacher meetings by teachers in the public versus private sectors**

	School Sector	N	M	S.D	t-Value (df = 486)	p (α = 0.05)
Parents-teacher meeting	Public	243	3.86	.562	3.346	0.001
	Private	243	3.68	.739		

The table shows that there were statistically significant differences between the groups when it came to teachers' perceptions of parents-teacher meetings and academic achievement. Teachers in the public sector agreed more strongly with the assertions than those in the private sector (M = 3.86, S.D. = 0.562 vs. M = 3.68, S.D. = 0.739). The difference between the groups' average score was noteworthy

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at alpha level 0.05 ( $t(484) = 3.346, p = 0.001$ ). As a result, there was a statistically significant difference in how elementary-level parents and teachers were seen by public and private teachers.

**Table No. 6 Difference between male and female teachers regarding parents-teacher meeting**

	Gender	N	Mean	S.D	<i>t-Value</i> (df = 484)	<i>p</i> ( $\alpha = 0.05$ )
Parents-teacher meeting	Male	243	3.6037	.39754	3.227	0.021
	Female	243	3.9460	.36084		

The table shows that there were statistically significant differences between the groups when it came to teachers' perceptions of parents-teacher conferences and academic achievement. Male teachers' levels of agreement with the statements ( $M = 3.60, S.D. = 0.39$ ) were low, whereas female teachers' levels of agreement ( $M = 3.94, S.D. = 0.36$ ) were higher. At alpha level 0.05, the difference in the groups' mean scores was significant ( $t(484) = 3.227, p = 0.021$ ). As a result, there were statistically meaningful differences between male and female primary school teachers' perceptions of parent-teacher conferences.

## DISCUSSION AND CONCLUSION

Both at home and at school, parents may have a big impact on their students' overall education and learning. One way that parents can get involved in their student's education is through homework. Conferences, support, and assisting at the school are more examples. Interactions between parents and teachers can boost parental involvement in the classroom and boost student accomplishment at a cheap cost. Usual parent-teacher conferences indicate a strong relationship to devote more time to assisting and supervising their student's academics. In addition to raising student's test results, this resulted in modifications in both students' views and conduct.

Through a variety of activities both within and outside the house, a parent can be involved in their student's academic life. Their connections with teachers at school and at home are one of these activities. It is important to consider how teachers and parents interact since they have an impact on pupils' academic performance. The efficient cooperation of these two elements is typically regarded as advantageous for assuring good educational outcomes and the long-term success of pupils (VanValkenburgh, Putnam, & Porter, 2021). Parent-teacher discussions typically focus on the student's development and academic evaluation. Parent-teacher conferences frequently offer the chance to discuss academics and conduct (Lemmer, 2012). Additionally, teachers routinely talk about the educational requirements of their pupils in correspondence notebooks (Graham-Clay, 2005).

Parents expect teachers to have a personal touch in addition to technical expertise. Being sensitive to cultural differences is crucial when interacting with parents (Yang and McMullen, 2003). Parent-teacher conferences can improve students' self-esteem, desire, and learning goals by keeping them interested in what they are learning (Goodall & Vorhaus, 2011). Parents offer suggestions for ways to connect with their students through school, such as maintaining a leading group or offering assistance throughout the year (Suzuki, 2002).

Between private and public teachers, there was a significant statistical distinction in how they felt about PTM's influence on their students' academic performance. Compared to public school teachers, private school teachers conducted more PTMs. All educators at the school, along with parents and the community at large, have been specially trained to focus on the development of good character and conduct in students (Paletta, Basyte Ferrari, & Alimehmeti, 2020). Student benefit from interactions with families, teachers, and the community in this way because they develop stronger values, a positive self-concept, strong family relationships, communication skills, and a love of learning in addition to the essential knowledge, attitudes, and talents.

As parents-teacher meeting increase the students' academic achievement improves. Awan and Riasat (2015) conducted research on how female teachers affect their pupils' academic performance. They claimed that female teachers showed a genuine interest in their students' academic pursuits and that the pupils took their suggestions regarding their studies seriously (Ozdemir, 2019). They noted that, when female professors were involved in instructing pupils of younger ages as opposed to elementary employees, the academic achievement of the pupils was found to be significantly better.

Through a variety of activities both within and outside the house, a parent can be involved in their student's academic life. Their relationships with teachers at both school and at home are one of these behaviors. It is important to consider how educators and parents interact since they have an impact on

pupils' academic success. The efficient cooperation of these two elements is typically regarded as advantageous for assuring good learning achievement and the long-term success of pupils.

## RECOMMENDATIONS

It is advised that PTMs be regularized, specifically in schools where they are not set up; 33% of teachers said that no PTMs are set up. The administration of the school should keep an eye on PTM usage, Teachers should be required to talk to parents about their student's academic concerns and to compile a report. The school administration, in particular the head teacher, should make time for parents and ought to encourage parents to participate PTMs.

## DELIMITATION OF THE STUDY

Only the public and private elementary schools in the Vehari district were included in this study.

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