

RELATIONSHIP BETWEEN TEACHER-PARENTS INTERACTION AND STUDENT'S PERFORMANCE AT SECONDARY SCHOOL LEVEL IN DISTRICT FAISALABAD

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ABSTRACT

The relationship between parents and teachers has a significant impact on pupils' achievement. The contact between a student's home and school has a big impact on their personal, social, and emotional growth. The teacher and parent discussing the students' academic progress can help them study more and produce better academic results. In District Faisalabad, Pakistan, the study was undertaken to determine the "relationship between teachers-parents interaction and student's performance at secondary level in tehsil Faisalabad city." Parents are the children's primary educators. The study area was decided upon as Tehsil Faisalabad. The study was restricted to the 20 secondary schools (10 public and 10 private). A simple random sample procedure was used to choose the 150 students and 100 teachers that participated in the research project. To gather the data, a well-designed questionnaire was created. SPSS, the data were examined using a social science statistical technique and draw conclusions and suggestions. 90% of respondents believed that parents should always participate in school activities. According to the study's findings, 61% of teachers and 54% of students stated that their school held PTM once a month. The majority of responders (50.7%) felt that teachers should be contacted directly to discuss students' progress. The majority of students (74%) and instructors (70%) supported the nuclear family structure since there are fewer disruptions to students' schoolwork in this type of household. The majority of students (74%) and teachers (71%) agreed that an urban environment has a substantial impact on pupils' performance. The teachers' and students' mean values ($M = 4.6200$, $SD = .52762$) of the respondents were most in agreement about the impact of family income on student achievement. Higher parental education levels, according to 50% of respondents, have an impact on how well students achieve.

Keywords: Teacher-parents interaction, Students, performance, Meeting, involvement.

INTRODUCTION

Every person influences the educational process as a result of their ongoing social, physical, intellectual, and ethical growth. It should come as no surprise that parental involvement in their child's activities can result in improvements. Parents are children's first and most reliable teachers. Parenting is the process of raising and educating the child from birth till adulthood. In a student's household, the mother and father typically carry out this duty (Keith, et al., 1998). "Parental participation" describes parents' involvement in one or more school-related activities, such as parent-teacher conferences, volunteering at the school, assisting students with their homework, encouraging their children to perform better academically, and so forth. Parents are the primary determinants of a student's life, according to Singh (1995), who notes that

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parents are involved in every stage of a student's learning and progress from infancy to maturity (Singh, Bickley, Trivette, & Keith, 1995).

Parental involvement in playgroup activities can take many different forms, but is most often associated with parents' and family members' use of and financial commitment in their children's education. These investments, which aim to enhance children's education, may be made inside or outside of schools. Parental involvement at home might take the form of planning for school, assisting with homework, and reading to children.

Students spend more time at home than at school because of this and that parents have the opportunity to speak with their children directly, parents can undoubtedly affect their children's learning. Additionally, the home environment provides more "teachable moments" for teachers between parents and students. Along with reading achievement, talking comprehension, and communicative language proficiency, participation in study-related activities at home has a significant positive impact on students' awareness of reading, attitudes towards reading, and thoughtfulness in class. Students' transition to kindergarten and elementary school is aided by parents and family involvement (Comer, 1984).

There are different forms of parent's participation in teaching of students.

- Two ways communicating between house and institute.
- Helping as student's major educator.
- Participating in volunteering work.
- Sharing responsibilities in decision making about student's education and health

The more family support to the student's in learning and education, more they tend to perform well in school and their learning. Parent's contribution in school can be helpful to increase student's educational achievement. Students can perform self-confidently in society or community if they have every support from his parents and teachers. The improvement and education of students are positively impacted when parents and teachers collaborate. Student learning and overall progress are strengthened by the positive relationship between parents and teachers. Meetings or communication between parents and instructors can be very important in predicting future success because parents have a significant influence on their children's behavior, particularly with regard to their academic and extracurricular interests (Russell & Granville, 2005). The following were the detailed objectives of the study:

- To determine the existing level of teachers and parents interaction
- To determine the effect of parent demographic variables on students' performance.

REVIEW OF LITERATURE

Parental involvement

Feurstein (2000) identifies parental involvement as an activity involving a wide range of behaviors, from attending parent-teacher conferences to participating in school events with children (Feuerstein, 2000). Furthermore, Holloway et al. (2008) identify parent involvement as the start of both home-based behaviors like homework supervision and school-based activities like attending school events and interacting with teachers (Holloway, Yamamoto, Sawako, & Mindnich, 2008).

The impact of parents-teacher involvement

Carter, (2002). stated that parents' participation in their student's education means provide an environment that helps to develop a student's academic and innovative ability. Supporting homework and communicating with the student about classroom activities. At school, parent encourages from regular communication with the school to volunteering and attending conferences and functions.

According to Desforjes and Abouchaar (2003), parental involvement in understanding the educational requirements of their children was significantly correlated with the value of learning and students' educational success. It may more contribute in extenuating the figure level failure of students in examination that may indirectly reason depletion of parents' own resources as well as the public expenditures for imparting formal learning in schools. In addition, bearing the financial expenses of educating children, parental participation in educational behavior of their children may not only save individual and community spending but also it would be contributive in improving the quality of education of children at personal and public level. Researchers considered it vital to conduct this study to identify the variables impacting students' educational attainment considering these viewpoints. Researchers have

discovered that parental involvement in their children's education may be a significant element in enhancing their academic success after reviewing numerous studies on the sociology of learning (Desforjes & Abouchaar, 2003).

School-based Parental Involvement and Academic Performance

Parental involvement in school-based activities, such as Parent Teacher Organizations (PTOs), volunteer work, visits to classrooms, and interactions with teachers, was examined by Jaiswal, (2017).. Numerous studies have shown that parental involvement in education is connected in a variety of ways to children's academic success. The school climate and classroom instruction are positively impacted by parents' involvement in education (Jaiswal, 2017).

The benefits of parental involvement

Sapungan (2014) demonstrated that studies have shown that parent involvement has a good impact on kids, families, and schools when both parents and schools work tirelessly to support and improve the kids' education (Sapungan & Sapungan, 2014).

Regarding academic achievement, Pinantoan (2020) noted that it is important to not undervalue the impact that parental involvement has on a student's ability to learn. The essay emphasized how important a student's home support system is in helping him achieve his goals in life, just as important as his intelligence, work ethic, and heredity (Pinantoan, 2020).

Research Methodology

Relationship between teacher-parent relationship and secondary school student performance in District Faisalabad was the focus of the current study. The research population included every secondary school in the district of Faisalabad, both public and private. Only 10 public and 10 private secondary schools were included in the study. Additionally, only 100 teachers and 150 students who were chosen using a straightforward random sampling technique were included in the study. To collect the data, a well-designed questionnaire was used. The data was analyzed using the Statistical Package for Social Sciences (SPSS) in order to reach helpful conclusions and provide guidance.

RESULTS

The analysis and interpretation of the field data are the topics covered in this part. The data gathering for the study was analyzed using statistical techniques.

Table 1: Frequency distribution of student's responses regarding the existing level of interaction

The respondents were asked the interaction about level interaction between parents and teachers. Their response were measure on 3 point scale (1= always, 2= sometimes, 3= never). The data in this regarding are given table 1.

Statement	Always		Sometimes		Never	
	<i>F</i>	%	<i>F</i>	%	<i>f</i>	%
Parents regularly informed about events.	133	83.4	16	10.6	1	.6
Parents participate in school functions	135	90.0	15	10.0	0	0

Table 1 shows that 83.4% respondents said their parents were always informed about events other 10.6% said their parents sometimes informed by schools. 90% students said their parents always participate in school functions while 10% said sometimes they participate and sometime they could not able to do that.

Frequency of student's responses regarding parents-teacher meeting

In order to determine the perception about parents-teacher meeting 4 point scale was used. The findings are narrated in table 2, as given below:

According to information in Table 2, 42% of respondents said that PTM took place once a week at their school. According to information in Table 2, 54% of respondents said that PTM was held once a month at their school. Table 4.4 data show that just 8% of respondents said their school held PTM on a quarterly basis. Table 2's data show that only 4% of the respondents said their school held PTM every year. The majority of parents and teachers attend weekly parent-teacher conferences since they are generally held at a reasonable hour.

Table 2

Options	Frequency	Percent
Weekly	42	36
Monthly	54	52
Quarterly	12	8
Yearly	6	4
Total	114	100

Frequency distribution of faculty member's responses regarding the existing level of interaction

The respondents were asked the interaction about level interaction between parents and teachers. Their response were measure on 3 point scale (1= always, 2= sometimes, 3= never). The data in this regarding are given table 3.

Table 3

Statements	Always		Sometimes		Never	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
Your school communicate the message of special events / meetings to the parents regularly	78	78	21	21	1	1
Parents participate in school functions	86	86	14	14	0	0

Data presented in give table shows that 78% respondents said school communicate the message of special events / meetings to the parents regularly 21% said parents sometimes informed by schools and 1% said never informed. 86% Teachers said parents always participate in school functions while 14% said sometimes they participate and sometime they could not able to do that.

Frequency of faculty member's responses parents-teacher meeting

A four-point scale was employed to assess how parents and teachers were perceived. The results are described in table 4 as follows:

Table 4

Options	Frequency	Percent
Weekly	19	19
Monthly	61	61
Quarterly	12	12
Yearly	8	8
Total	100	100

Table 4's data shows that 19% of respondents, or little under half, said their school held PTM once a week. According to the information in Table 4, just over half (61%) of the respondents said that PTM was conducted once a month at their institution. Table 4's data shows that just 12 percent of respondents said their school held PTM on a quarterly basis. Table 4's data show that only eight percent of respondents said their school held PTM every year. Because it's not too early or too late, most parents and children attend monthly parent-teacher conferences.

Frequency distribution student's responses regarding effect of demographic variables**Table 5**

Statement	Frequencies and Percentage			
	Nuclear		Joint	
Which type of family is more effective for the student's performance?	<i>F</i>	%	<i>F</i>	%
	111	74.0	39	26.0
Which kind of location of the family has significantly affects the student's performance?	Urban		Rural	
	<i>F</i>	%	<i>F</i>	%
	112	74.7	38	25.3

Relationship Between Teacher-Parents Interaction and Student's Performance

Distribution of the respondents according to their views regarding the effect of family types on their performance nuclear was reported by majority (74%) and joint one fourth (26%). Distribution of the respondents according to their views regarding location of the family has significantly effect on their performance urban majority (74.7%) and rural one fourth (25.3%). Majority choose nuclear family system because in nuclear system there is less interruption in studies of students. Also majority said urban location significantly affects the student's performance because in urban areas there are lots of facilities that enhance education.

Results of student's responses effect of demographic variables

Parents' education levels and socioeconomic factors also have a big impact on how well youngsters perform in school. They act as the kids' sanity and financial foundation. There are obvious differences between students with diverse socioeconomic backgrounds and parental educational levels. Education is a crucial need in this era of globalization. Education not only gives one insight but also shapes the personality, instills moral values, broadens one's knowledge, and bestows abilities. Due to the culture of competition, education is essential. Highly qualified individuals are required in every field. According to Battle and Lewis, education is seen as the foundation for all human endeavors in the age of globalization and technological transformation. It is essential to the growth of human capital and is associated with a person's wellbeing and prospects for a better quality of life. The results are shown in table 6 below. The response was evaluated using a 5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree).

Table 6

Statement	Weighted score	Mean	Std. Deviation	Rank
Is there any effect of family income on the student's performance?	381	3.50	0.91	1 st
Is the higher qualification of parents contributes towards the effective student's performance?	291	3.94	.83	2 nd

The respondents were asked about effect of parents demographic characteristics. Weighted Score, mean and standard deviation of their responses into different statements were presented in table. The ranking order was given from highest weighted scores/mean to lowest weighted score/mean. While highest rank means that statement is most agreed while last rank means least agreed in the table. At first rank 381 weighted scores and mean 3.50 comes in response to statement that family income have effect on the student's performance, while standard deviation is 0.91. At second rank 291 weighted scores and 3.94 mean score comes in response to statement that higher qualification of parents contributes towards the effective student's performance, while standard deviation is .83.

Frequency distribution faculty member's responses regarding demographic variables

Table 7

Statement	Frequencies and Percentage			
Which type of family is more effective for the student's performance?	Nuclear		Joint	
	<i>F</i>	%	<i>F</i>	%
	70	70	30	30
Which kind of location of the family has significantly affects the student's performance?	Urban		Rural	
	<i>F</i>	%	<i>F</i>	%
	71	71	29	29

Above table no. 7 represents parents demographic variables in which first is family type more effective for the student's performance in which 70% believes nuclear family system and other 30% believes joint family system. Second demographic characteristic is location from which location of the family has significantly affects the student's performance 71. % believes urban area and 29% believes rural area affects. Majority choose nuclear family system because in nuclear system there is less interruption in studies of students and in urban areas there is lot of facilities that enhance learning.

Results of faculty member's responses regarding effect of demographic variables

Parents' education levels and socioeconomic factors also have a big impact on how well youngsters perform in school. They act as the kids' sanity and financial foundation. There are obvious differences between

students with diverse socioeconomic backgrounds and parental educational levels. A major need in this age of globalization is education. In addition to providing insight, education also develops the character instills moral values, broadens knowledge, and bestows skills. Due to the competitive environment, education is necessary. Highly qualified individuals are required in every field. In the age of globalization and technological change, education is viewed as the cornerstone for all human endeavors, according to Battle and Lewis. It is crucial to the development of human capital, is linked to a person's well-being, and increases their chances of enjoying a higher quality of life. The response was assessed using a 5-point Likert scale (1=Strongly Agree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree). The findings are given below table 8:

Table 8

Statement	Weighted score	Mean	Std. Deviation	Rank
Is there any effect of family income on the student's performance?	462.00	4.6200	.52762	1 st
Do you think that single-parent status of the parents also affect the student's performance?	444.00	4.4400	.64071	2 nd
Is the higher qualification of parents contributes towards the effective student's performance?	431.00	4.3100	.6943	3 rd

The respondents were asked about effect of parents demographic characteristics. Weighted Score, mean and standard deviation of their responses into different statements were presented in table. The ranking order was given from highest weighted scores/mean to lowest weighted score/mean. While highest rank means that statement is most agreed while last rank means least agreed in the table. At first rank 462 weighted scores and mean 4.62 comes in response to statement that family income have effect on the student's performance, while standard deviation is .52762. At second rank 444 weighted scores and 4.44 mean score comes in response to statement that single-parent status of the parents also affect the student's performance, while standard deviation is 0.64071. At 3rd rank 431 weighted scores and 4.31 mean score comes in response to statement that higher qualification of parents contributes towards the effective student's performance, while standard deviation is .6943.

FINDINGS

- The majority of respondents (90%) felt that parents ought to be present at all school-related activities.
- The results of the study showed that half (54%) student's and (61%) teachers were agreed that PTM was held monthly in their school.
- Half (50.7%) of the respondents were agreed that directly (face to face) meet with teacher to communication regarding their progress.
- Majority (74%) student's and (70%) teachers were agreed nuclear family system because in nuclear family system there is less interruption in studies of student's.
- Majority (74%) students and (71%) teachers were agreed urban location is positively affects students' performance.
- The mean value of the student's (M= 3.94, SD= .83) and teacher (M= 4.6200, SD= .52762) of the respondents were most agreed that effect of family income on student's performance.
- Half (50%) of the respondents were agreed higher qualification of parents contributes towards the effect of student's performance.

CONCLUSION

The results supported the notion that there is currently a high level of engagement between parents and teachers. As the school has a programmer for parent-teacher communication, parents are regularly informed of special events and meetings, they are encouraged to participate in school activities, and the majority of parents choose parent-teacher conferences as a means of communication. In terms to find Effect of Parental Demographic Variables on student performance it was concluded that nuclear family type is more effective

for the student's performance and urban location of the family has significantly positive effects on the student's performance, the higher qualification of parents contributes towards the effective student's performance, family income impacts on the pupil's performance, and single-parent position of the parents also impacts on the pupil's performance.

RECOMMENDATIONS

1. Parents should check the homework on daily basis.
2. Parents should always ready to attend the teacher-parent meetings.
3. Try to involve the weak students and their parents in classroom activities.
4. School should use modern ways of communication as SMS, E-Mail, Facebook, WhatsApp etc. to enhance daily basis communication with parents.
5. Parents and teachers should have to put efforts and communicate with each other and discuss daily routine of the child and give suggestions to each other that how to solve the educational problems.
6. Friendly relationship between parent and teacher is important for the better achievements of the child.

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