

Impact of Parent-Teacher's Meeting on Students' Academic, Social, Emotional, and Psychological Development at Federal Government Educational Institutions in Pakistan

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Vol. V, No. 1 (Winter 2020)

Page: 58 – 66

p-ISSN: 2616-955X

e-ISSN: 2663-7030

ISSN-L: 2616-955X



Abstract

This research investigates the Impact of Parent- Teacher Meeting on Students' Academic, Social, Emotional, and Psychological Development at Federal Government Educational Institutions in Pakistan. The quantitative, descriptive, and survey approach for the study. The target population of the current research work consisted of all F G E Is(c / g) in Pakistan. Two similar questionnaires and one interview protocol were self-constructed. The reliability of both the questionnaires for teachers and parents was 0.961 respectively. The majority of teachers were master's degree holders with a 60.3% or 199 master's degree holding degree in the current work. Most of the parents reported that PTM fosters motivation for students' homework completion. The majority of the principals reported that Social participation will develop leadership skills. It is recommended that PTM should be exclusively monitored by higher management. There should be an appropriate guide and discipline committee during the PTM hours.

Key Words: Development, Emotional, FGEIs, Parent-Teacher Meeting.

Introduction

Families and educational institutions have been working together since the beginning of formal schooling in the interest of students' entire development. It was reported and discussed by [Hill and Taylor \(2004\)](#) in their empirical work. Globally it has been concluded by [Levanda \(2011\)](#) that the collaboration of parents with school management and teaching staff in students' academic programs fosters quality of education. The policymakers, educationists, professionals, teachers, and community also encourage the participation of parents in educational programs of institutions. A variety of measures have been institutionalized for the engagement of parents and community into the system of education for the improvement of students' entire development. The engagement of parents is significant not only for privileged and marginalized students but also for ensuring that they are eagerly learning and contributing to the educational mechanism. Empirical studies revealed that parents' participation in collaborative mechanisms plays a vital and significant role in developing educational infrastructure and school organization. Without the involvement of community and parents in a cooperative mechanism, satisfactory target objectives cannot be obtained ([Levand, 2011](#); Porumbu & Necsoi, 2013).

The educational program is not only a sole academic system but also a tri-polar process that includes parents, teachers, and students. Policymakers and educationists, class teachers, as well as curriculum specialists, have often endorsed and motivated parents towards involvement in the students' scholastic performance. Increasing parental involvement through sorts of nomenclature of the collaborative system is a focal point of both Provinces and Federal government in Pakistan. A lot of studies have been carried on over that topic: parent-teacher meetings which encompassed exclusively the traditional aspects indicates that there are need and requirement for a deeper conceptual and empirical investigation of the particular elements of this instrument. Parent-teacher

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meetings include a few specific characteristics which lead such factors towards the appropriate discipline of statistical and empirical analysis. That is an experience that happens at the motivational meeting point between the practical substantial events of a sort of individuals, communicated by their exchanged and concaved point on the focused matter of interest. Since, the researcher has the intention to elaborate, based on a conceptual point of view, the parent-teacher meeting is considered as a related subject of study and appropriate context for future interventions. (Khajehpour, 2011; Porumbu & Necsoi, 2013). Parent-Teacher Meeting (PTM) is a prime and main mechanism for parents' involvement. PTM is defined as one to one or face to face interaction between parents and teachers to share information about a child's entire development. It is a formal dialogue or discussion session in which parents and teachers make communication over students' academic and behavioral development. The background of the Parent-Teacher Meeting has not a very long history. Historically, its origin starts from European countries in the nineteenth century. The Plowden Report and Van Witsen (1967) described that PTM was initially conducted in the United Kingdom (UK). Subsequently, it was scheduled in the early nineteenth century at Adult Learning Potential Institute (ALPI) in the USA. However, its documents have been initiated with some certainty (Javed, 2012).

PTM is a predetermined opportunity and occurrence where parents have a collaboration with teachers and the concerned teachers offer information to the parents regarding their Childs progress and other developments in the institution. In addition to that, an empirical study has revealed that the participation of parents in the school program for feedback has a vital role in students 'performance. The prime objective of this partnership is to foster a trend of parent-teacher interaction in connection with academic achievement (Guyton & Fielsein, 2012).

Harvard Family Research Report documented exclusively the main purposes are to convince and lead illiterate parents, assess the students' academic achievement, have cognition about parent-teacher meetings, review community cooperation with educational institutions management and administration, the debate over students' problems and ensure pedagogical methodologies efficiently and effectively. The function and goal of the PTM throughout the world is to assert in and evaluate to what extent the objectives are being fulfilled (Weiss & Hite, 1986).

The primary purpose of the parent-teacher meeting is to bestow with an opportunity to both parents and community to contribute its positive role and character for the development of school infrastructure, governance, monitoring, and feedback mechanism. The span and mode of the parent-teacher meeting may vary and be different across the world. The concept of parent-teacher meetings in Federal Government Educational Institutions (FGEI) was institutionalized and initiated in 2013. As far as the frequency and momentum of the PTM are concerned, these are centralized monitoring and consistent throughout the country within cantonment areas. These parents-teacher meetings are held on a bimonthly basis in FGEIs. However, FGEIs may have a variety of challenges and constraints that check them from being purposeful and effective. Studies conducted across the world found that the parents are not cognizant of this mechanism and least aware of their importance in the entire development mechanism of their children and parent-teacher meeting. At the end of each bi-monthly and each term, a parent-teacher meeting is centrally organized in FGEI. Accordingly, six periodic PTMs are annually held and planned at FGEI. During these meetings, the concerned teachers exchange and discuss academic as well as the behavioral performance with guardians and parents along with mutual feedback. In the educational system, the behaviorism theory mainly focuses upon the main three stakeholders of the academic scenario which may be teachers, parents, and students. It is a joint adventurous phenomenon. The collaboration of everyone is equally endorsed by eminent educationists in the educational setting. The vitality of each other is as significant as the vertexes of a triangle in a triangular figure (Bricker, 1978).

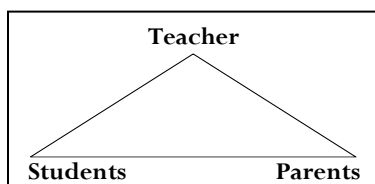


Figure 1. Stakeholders' Contribution to Students' Development.

It has been revealed by Darling (1983) that PTM can exclusively render a host of vital functions for both parents and teachers in educational setup. School and Home collaboration represent a significant effect on the preadolescent child. Partnership and joint adventurous efforts have likely been effective. (Darling, 1983).

A previous empirical study conducted by Durlak, (2015) revealed that the crystal crux of education is the connectivity that is developed and instilling into each student. Learning is the conscious process and the quality of education is nurtured when social, emotional, and cognitive dimensions are steeped into the learning bondage. It will take place when a student will substantially acquire to the best of his / her effort with full devotion and dedication (Durlak, Demitrovich, Weissber&Gullotta, 2015).

Social and emotional development depends upon imparting such abilities and attitudes, as controlling and managing emotions, extending empathy and good feelings for others, creating effective relationship into one to one and study group scenario, establishing a sense of responsibility and managing confronting situations mentioned previous are vital skills for every event that occurs in educational systems and out of the classroom. These skills close linked with interpersonal relationships. The prime purposed of the current research work is to examine the impact of PTM on students' social, emotional, and academic development (Durlak, Demitrovich, Weissber & Gullotta, 2015).

Pieces of evidence of empirical studies conducted over parental involvement in students learning and academic programs revealed that frequent parental collaboration with teachers in the interest of students' academic achievement is immensely related to improved performance, assessment grades, school presences, motivational inspiration, and conveniently promotion to higher classes. The previous studies have focused on a few aspects of parent-teacher meetings and students' academic progress. The present study will develop the previous studies and emphasize the impact of the parent-teacher meeting on students' social, emotional, and academic development in FGEI. It is also mentioned that a lot of research has been conducted over the topic with some modification throughout the world that has focused on just a few aspects of the topic which include parent-teacher relation at the primary level. These carried out empirical studies have also explored social discourses and dynamics. The present study, therefore, aims at bridging gaps in knowledge concerning the effectiveness of PTM generally and the entire development of students particularly. A study conducted by Noor (2018) revealed that a PTM is regularly held in all schools of the region to discuss the performance of students with their parents. It is satisfactory interaction between the teacher and the parents for the development of their children where they discuss both the strengths and areas of improvement. Answer scripts and the progress reports of the Bimonthly Test are shared with the parents and their suggestions are noted during the PTM. Desirous parents also meet with the principal and section heads.

This study was conducted to dig out the impact of PTM on students' social, emotional, psychological, and academic development at Federal Government Educational Institutions in Pakistan. Mission (2015) described that FGEIs' mission is to manage the educational facilities for the children of Pak army's officers and employees as well as of civilians who are living in the cantonment areas.

Directorate of FGEI's (C/G) has eleven (11) regional offices under its command and kind supervision. The regional offices are managing and controlling three hundred and fifty-five (355) educational institutions which include forty-four (44) degree and intermediate colleges, 3 higher secondary schools, 188 secondary schools, 33 middle schools, and 87 primary schools. To ascertain the quality of education and collaboration of parents and community, parent-teacher meetings were organized periodically in the past but currently, such programs are being exclusively organized. There is a need to conduct an empirical study about PTMs in F G institutions. So the parents' and teachers' perceptions concerning this discipline could be retrieved to accommodate the Directorate of FGEI's C/G so that it may manage PTM more fruitfully and effectively.

The forum of PTM is a regular feature of the FGEI system of education. After every graded exam, these meetings are organized as per schedule. However, the effectiveness of PTM depends upon the efficient conduct

of the event by school administration and time engaging parents for further progress of students in the institution. All principals are directed to take necessary steps for effective planning of next PTM and forward consolidated feedback on the conclusion of these meetings (Noor,2018).

Statement of the Problem

Communication between parents and teachers is essential to students' success in the examination. As part of this interaction, the conduction of PTM is a regular part of the education system to discuss what is being taught and how the students are progressing. In addition to that, the meetings are used to resolve concerns of parents over specific academic or behavioral issues. Parental involvement in students' schooling programs is closely related and associated. The policymakers and academic experts have increasingly appreciated and encouraged the collaboration of the community. Government and NGOs have devised a sort of measure for quality of education as well as parental involvement (Henderson & Berla, 1994).

The involvement of parents through PTM can mentor and monitor the academic, social, and emotional abilities of children. When parents and teachers interact during conversation and communication during PTM, children establish a substantial relationship that enhances the motivation, discipline, and behavioral issues which results in high academic achievement (Derlak, 2015).

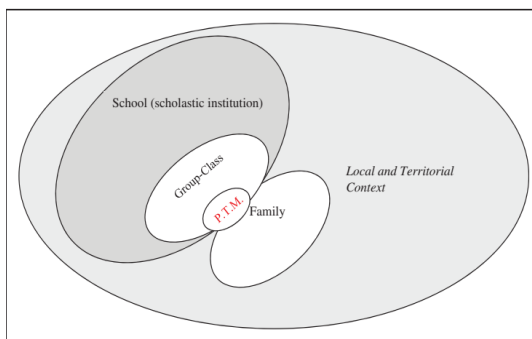


Figure 1: The PTM according to the ecological-system model

It has been concluded in a study that the teacher, students, and parents collectively make a triangle that helps in achieving the targeted goals. Furthermore, It is a well-established fact that the students are less than accurate reporters of their progress, so parents-teacher meeting becomes a compulsion in this regard. The researchers talk about the purpose of the triangle as improving the academic performance of the students and neglecting the other areas. Regrettably, it is said that in Pakistani Schools and Colleges, teacher-parents meeting merely clings to students' academic performance, where teachers and parents discuss the related academic issues of the student, they never intend to inquire about the students' attitude and etiquette. In this era, the parents-teachers meeting is held for academic purposes only, and they are least bothered about counseling the students regarding their career and students' personality grooming (Noor,2018).

Here, it is pertinent to mention that mostly researcher has exclusively focused upon events of primary school which dug out parent-teacher relations and relevant social issues and problems. However, a few researchers have dived into the overlooked aspects to dig out its hidden previews from a host of perspectives, including emotional, psychological development at a higher level (Ahmed & Obaid Ullah, 2014).

The present research, therefore, intends to bridge the gaps in knowledge regarding parent-teacher meetings commonly and students' social, emotional, psychological, and academic development. The impact of PTM on students' social, emotional, psychological, and academic development is a study and area which is getting more attention as a need of strengthening students 'overall development these today's', however, students of FGEI have not been addressed in recent studies.

Significance of the Study

Significance of the impact of parent-teacher meetings on students' social, emotional, and academic development in FGEIs in Pakistan has also been helpful/ beneficial to generally policymakers and particularly researchers. Students' behavior, students' social, emotional, cognitive, spiritual, ethical, physical, and character-building/ discipline development are the areas that have been effectively beneficial/ influenced by PTM and that it bestowed with an opportunity of the close working relationship to the teacher with parents. Moreover, the research into the interplay and conducted over multi strata will produce significant literature that will increasingly contribute to the quality of PTM and that the interaction of the multi strata with a variety of racial, color. Cultural, social, behavioral, and gender capital will also contribute to the researcher's understanding. The significance of parental collaboration with school administration for the development of students' socio-emotional strength, students' motivation, and the pattern of student's adaptability in the institution is of benefit to practitioners and interests to the scholars. Students' presence in the school, students' behavior, and discipline, and students' homework are the areas that will be helpful for parental engagement and consistent collaboration of home and school (Derlak, 2015).

Objectives of the Study

The following were the prime objectives of this to:

- 1- Find out impact of PTM on students' academic development in FGEIs in Pakistan.
- 2- Find out the impact of PTM on students' social development in FGEIs in Pakistan.
- 3- Find out the impact of PTM on students' emotional development in FGEIs in Pakistan.
- 4- Find out the impact of PTM on students' psychological development in FGEIs in Pakistan.
- 5- Explore the inadequacies of the PTM organized in FGEIs in Pakistan.

Research Questions of the Study

The specific research questions of this study were as below:

- 1- What is the impact of PTM on students' academic development in FGEIs in Pakistan?
- 2- What is the impact of PTM on students' social development in FGEIs in Pakistan?
- 3- What is the impact of PTM on students' emotional development in FGEIs in Pakistan?
- 4- What is the impact of PTM on students' psychological development in FGEIs in Pakistan?
- 5- What are the inadequacies of the PTM organized in FGEIs in Pakistan?

Delimitation of the Study

The delimitation of this current research work was to the following aspects.

- 1- Only FGEIs in all Pakistan were addressed.
- 2- The Parents of FGEIs' students were taken.
- 3- The teachers who teach secondary (9th, 10th) classes were included in the sample.
- 4- The Head of the institutions were considered for the study.

Methodology of the Study

This empirical work intends to dig out an in-depth understanding of parent teacher meetings and students' academic, social, emotional, and psychological development. A mixed research method was used for digging out the impact of PTM on students' development. For collecting data for this work, three instruments were used involving semi-structured interview protocol for principals and questionnaires for parents and teachers. Data were analyzed and interpreted through descriptive and inferential statistical tests.

The specific objectives of empirical research work bestow the directions and guidelines for the paradigms of research. Cohen, Manion, and Morrison (2007) dug out pertinent research methodologies. They describe that descriptive research is generally used to explore any existing phenomenon. It elaborates and analyses the current status of the present empirical issue. Nenty (2009) endorse the viewpoint of Cohen, Manion, and Morrison.

Since the prime intention of the existing research work is to find out the impact of Parent- Teacher Meeting on students' social, emotional, and academic development in FG EIs. Fraenkel and Wallen (2007) elaborate that the method of descriptive research which possesses the intention to comprehend a phenomenon investigating the relationship among different factors is commonly described as correlational research. Co-relational researches are helpful both in digging out relationships and exploring causal predictions as well. The current study intends to investigate relationships between PTM and Students' social, emotional, psychological, and academic development.

This empirical study requires deeply comprehension and cognition regarding the relationship between parent-teacher meeting and socio-emotional development of students. Descriptive with survey method was used for exploring the impact of PTM on students' social, emotional, and academic development. And parents' teachers' views on PTM. The research followed ethical guidelines. The population of this work encompasses all FGEIs in Pakistan. All teachers teaching secondary classes were included in the population of the study. All Principals of FGEIs were part of the population of this study. All parents whose children are studying in FGEIs were included in this population. A simple random technique with a lottery method was adopted for data collection. Three (03) Secondary level schools (1* Boys Public, 1* Girls Public, and 1* co-education) were selected from eleven Regions of FGEIs in Pakistan. Ten (10) teachers who are teaching secondary classes from each selected school by convenient sampling technique were the sample for the study. Ten (10) parents of students who are studying in the selected schools were selected through a purposive sampling technique for a sample from each selected school. Each principal was also a sample of the study. Five Male and Five Female teachers from each co-education school were conveniently selected for the sample.

The Instrumentations

The researcher's self-developed questionnaire and interview protocol were conducted for data collection. The questionnaire for teachers, and parents were developed on the five-point Likert scale covering all factors and aspect of the study topic.

The collection of the data and Analysis

The data were collected through personal interest and survey methods. After seeking permission from concerned departments and following the research ethics, the researcher distributed questionnaires to the teachers, parents, and principals. There was a requirement of the interview the researcher also conducted interview protocol. The data were analyzed by using descriptive statics i.e. Mean, St Deviation, and inferential statics i.e t-test, ANOVA, and correlation test. The data were processed through SPSS.

Results

To identify the perception of the parents, inferential statistics were employed to analyze the survey data. The results of the inferential statistics are presented as given below;

Table 1. ANOVA for Comparison of Mean score of Parents 'Nature of Schools wise Responses

Variables	Boys		Girls		Mixed		ANOVA	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Organization	3.28	0.30	3.26	0.34	3.28	0.43	0.14	0.866
Academic development	2.99	0.47	3.07	0.31	2.96	0.49	1.82	0.163
Social development	3.02	0.34	3.07	0.35	3.07	0.47	0.61	0.544
Emotional development	3.02	0.41	3.09	0.36	3.01	0.45	1.32	0.270
Psychological development	3.01	0.37	3.08	0.32	3.04	0.45	0.78	0.458

Table indicates that participants were divided into three groups according to their Nature of schools / Gender (Group 1: Boys; Group 2: Girls ; Group 3: Mixed/ co-education). There was no statistically significant difference at the $P > 0.05$ level , the three groups parents' perception regarding "Organization" Boys as ($M =$

3.28, SD = 0.30), Girls as (M = 3.26, SD = 0.34) and Mixed/ co-education as (M = 3.28, SD = 0.43) ; F (0.14) , p = 0.866 . It was further revealed that there was no statistically significant difference at the P > 0.05 level , the three groups parents' perception regarding " Academic Development" Boys as (M = 2.99, SD = 0.47), Girls as (M = 3.07, SD = 0.31) and Mixed as (M = 2.96, SD = 0.49) ; F (1.82) , p = 0.163 . It was further revealed that there was no statistically significant difference at the P > 0.05 level , the three groups parents' perception regarding " Social Development" Boys as (M = 3.02, SD = 0.34), Girls as (M = 3.07, SD = 0.35) and Mixed as (M = 3.07, SD = 0.47) ; F (0.61) , p = 0.544 . It was further indicated that there was no statistically significant difference at the P > 0.05 level , the three groups parents' perception regarding " Emotional Development" Boys as (M = 3.02, SD = 0.41), Girls as (M = 3.09, SD = 0.36) and Mixed as (M = 3.01, SD = 0.45) ; F (1.32) , p = 0.270 . It was further revealed that there was no statistically significant difference at the P > 0.05 level , the three groups parents' perception regarding " Psychological Development" Boys as (M = 3.01, SD = 0.37), Girls as (M = 3.08, SD = 0.32) and Mixed as (M = 3.04, SD = 0.45) ; F (0.78) , p = 0.458 .

Table 2. Independent Samples T- Test with Effect size for Comparison of Mean score of Parents and Teachers' Responses

	Parents		Teachers		Independent samples t-test		Effect size
	M	SD	M	SD	T	p	
Organization	3.27	0.36	3.32	0.39	-1.683	0.093	0.10
Academic development	3.01	0.43	2.95	0.44	1.619	0.106	0.11
Social development	3.05	0.39	3.04	0.45	0.366	0.714	0.02
Emotional development	3.04	0.41	2.96	0.48	2.141	0.033	0.14
Psychological development	3.04	0.38	3.05	0.54	-0.158	0.875	0.02

The results show that parents' and teachers' perception regarding "Organization" is significantly varied as (p=0.09, t =-1.68) p>0.05. The mean score for parents is 3.27 whereas for teachers it is 3.32. It is further described that parents' and teachers' perception regarding "Academic development" is significantly different as (p=0.10, t =1.61) p>0.05. The mean score for parents is 3.01 whereas for teachers it is 2.95. It is further highlighted that parents' and teachers' perception regarding "Social Development" is different as (p=0.71, t = 0.36) p>0.05. The mean score for parents is 3.05 whereas for teachers it is 3.04. The results showed that parents' and teachers' perception regarding "Emotional Development is not significantly different" as (p=0.03, t = 2.14) p<0.05. The mean score for parents is 3.04 whereas for students it is 0.41. It is further illustrated that parents' and teachers' perception regarding "Psychological Development" is varied as (p=0.87, t =-0.15) p>0.05. The mean score for parents is 3.04 whereas for teachers it is 0.38.

Discussion, Conclusion and Recommendations

In a nutshell, Parent Teacher Meeting mechanism prepared and shaped the students to perform their study with confidence in a conducive learning environment which is vital and essential for the students. In operational terms, academic, social, emotional, and psychological development are significant for quality education and making good citizens of the future society. The PTM mechanism in Pakistan is not fulfilling the demands and expectations of society. The policymakers, planners, and higher management need to pose substantial interventions with strong monitoring and evaluation procedure to revitalize and revamp the status PTM in the country.

It was concluded that the Parent-Teacher Meeting has a positive impact on students' development. It helped the students to improve their academic and scholastic performance. There are multipronged national and international measures to improve and make effective PTM system in Pakistan. Mostly Principals reported that the requirement of modern education, there is need to literate the parents. Parents want their students to be normal and extraordinary even if they are weak. It is concluded that the blame game between teachers and parents is a barrier in effective PTM. due to unqualified parents it is difficult to convince them. All teachers except class in charges try to avoid PTM as they think this is the responsibility of Principal and class in charges. There is a

huge list of misappropriation about PTM, Noncorporate attitudes of parents, Absence of class in charge on PTM, Lamé excuses of students, Noncongenial and environment between students and parents, and Nontolerance of teachers". It is highly recommended that subject and class teachers and parents whose children are studying in these institutions should be trained and imparted professional training on how to conduct a Parent Teacher Meeting in Pakistan. It is effectively hoped that this articulation has posed light on exclusive aspects that should be prioritized to make better PTM mechanisms and children's' overall improvement.

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