



Investigating the Role of Parent-Teacher Communication in Student Academic Success

1: Bushra Tabassum (Corresponding Author)

Lecturer, Department of Sociology & Gender Studies , University of Home Economics, Lahore

bushratabassum.sc@uhe.edu.pk

2: Dr Muhammad Moin

Associate Professor and Chairperson department of education, Dar Ul Madina international university Islamabad

moinawan99@gmail.com

3: Qurat ul ain Asif

PhD scholar, Department of Education, University of Management and technology, Lahore, Punjab Pakistan

ainyasif2@gmail.com

4: Muhammad Hamid Nawaz Khan

Lecturer, Department of Agricultural Extension Education, FA&E, The Islamia University of Bahawalpur, Pakistan

hamid.nawaz@iub.edu.pk

5: Dr. Aamir Riaz

Assistant Professor, Department of Agricultural Extension Education, FA&E,

The Islamia University of Bahawalpur

amir.riaz@iub.edu.pk

Abstract

This study examined how parent-teacher communication affects student achievement. For students to do well, they need to talk to their teachers and parents. Relationships between students and teachers focus on learning, while relationships between parents and teachers focus on keeping an eye on and supporting education. Parents and teachers who talk to each other, trust, and understand each other make students feel supported and encouraged. Kids feel safe, motivated, and interested in learning when they have strong ties. Parent-teacher teamwork makes education better for future generations by making it easier for parents and teachers to talk to each other. Samples were chosen by stratified random sampling. They picked 250 boys and 250 girls from 20 high schools (10 boys and 10 girls). Self-designed and reviewed surveys were used. Multiple regression, mean, and standard deviation were used to look at the data. Parents talking to their kids' teachers is the best way to tell if their kids are talking to their teachers. Parent-teacher communication and emotional support have a big effect on how well a kid does in school.

Keywords: parent-teacher communication, student academic success, secondary schools

Introduction

According to Al-Hail et al. (2021), there is a difference of opinion between parents and teachers when it comes to parent-teacher communication. Teachers face problems like limited language skills and other issues that make it hard for them to communicate clearly, especially when working with students and parents from different cultures (Li et al., 2021). Teachers need to know how communication between parents and teachers affects student motivation in order to constantly talk to families and meet the specific needs of each child. This chapter looks at interactions between parents and teachers from a historical, sociological, and theoretical point of view.

How well parents and teachers talk to each other has a big effect on how well a student does in school. There are three important people in this relationship: the student, the parent, and the teacher. The three people in this partnership need to be able to trust each other, be honest with each other, and work together to make a good learning environment. Building on earlier research (Coleman et al., 1996; Jacoby & Garland, 2004), this piece looks into why parent-teacher communication is important, what makes it work, and how it affects students' academic success and well-being in general.

There is room for improvement in how parents and teachers talk to each other if we look at how the roles of parents and teachers have changed over time. In the beginning, some students were not allowed to go to school because of their gender, race, or socioeconomic position, among other things. Different types of schools, private tutoring, homeschooling, and church-run schools were the most popular ways for students to get an education (Kober & Rentner, 2020). Most of the time, schools run by religious leaders focused on moral, professional, and elementary education (Hiatt-Michael, 1994). Some schools were too crowded and hard to get into, and teachers were not paid enough and often didn't have enough experience or schooling (Kober & Rentner, 2020).

Today's ideas about the roles of parents and teachers in a child's education show that the usual relationship between the two has changed (Kober & Rentner, 2020). This has changed how

things work between school and home. To meet the needs and come from a variety of backgrounds, schools need to work together with families and understand that there is no one-size-fits-all method for teaching and learning (Watson et al., 2012). At the same time, progress in technology has made it easier for teachers and parents to talk and share information. In the past, teachers would ask families for help by telling them about problems their students were having in school (Azad et al., 2021). In contrast, Thompson (2008) said that as e-mail became more popular, teachers could use it to talk to parents about their students' schoolwork, assignments, and behavior. Using smartphones in class is a popular way to help students do better, which has changed the relationship between parents and teachers (Thompson et al., 2015). Communication between teachers and the families of their students is always changing because there are so many technological ways to get in touch. In the past few years, keeping lines of communication open between schools and families has become more important. In fact, many teachers see this as one of their main jobs (Azad et al., 2021). Because of changes in the roles of parents, students, and schools over time, teachers are expected to talk to families more often. This change in point of view affects how schools and teachers think about talks between parents and teachers and how they affect student motivation.

Significance of the Study

This study highlights the critical role that parent-teacher communication has in improving students' academic progress, which has important implications for improving student success. Teachers, parents, and legislators can promote children' learning and development by using successful tactics that can be learned from an understanding of the dynamics of this communication. Through an analysis of communication patterns, techniques, and quality, the study can pinpoint areas in need of development and support. Additionally, identifying variables like socioeconomic inequality and cultural variations that affect communication effectiveness can help create inclusive and fair educational methods. In the end, the results can help parents and teachers work together more skillfully, creating a nurturing atmosphere that supports pupils' academic development and general wellbeing. Furthermore, the study's conclusions can help shape educational policies meant to encourage significant home-school interaction, which will add to the larger conversation about improving educational results for all students.

Objectives of the Study

- To evaluate how often and in what ways parents and teachers communicate in various learning environments.
- To investigate the relationship between students' academic success at different grade levels and the standard of parent-teacher communication.
- To investigate how parents and educators view and experience communication's role in promoting students' academic success.

Research Questions

- How do parent-teacher communication practices vary between educational environments and what is the relationship between them and academic success of students?
- How does students' academic success throughout developmental stages and grade levels depend on the ability and depth of parent-teacher communication?
- How do perceived difficulties and enablers of successful parent-teacher communication affect the academic success of students?

Literature Review

To make sure that the next generation gets a good education, Berger (2004) said that communication between parents and teachers is a good step forward in the learning process. The way parents and teachers talk to each other will have an effect on how students learn. Because of this, parents are more active with their students' schools, which helps children in a roundabout way. Henderson et al. (Ferrara & Ferrara, 2005) say that parents who are interested in their children's learning are much more likely to help them do well in formal school and courses. Parents who try to be involved in their children's education are said to be parentally involved in their children's education and learning (Hawes and Jesney, Tolada, 2012). Gonzales-DeHass (Schunk, Pintrich, & Meece, 2010) says that when parents are involved in their students' schooling, those students are more motivated and do better in school. Turner (2012) found a link between how students think their parents are involved in their education and how teachers think their students are emotionally invested in class. Chairani, Wiendijarti, and Novianti's study shows that good communication between parents and teachers

has a big effect on how a child behaves as they grow up. Hawes (2008) says that if a teacher finds out about a serious behavior or school problem, she must tell the parent right away. As Sheperd (2010) says, there are several things teachers can do to improve their interactions with parents. They can send parents a good word when their child meets a goal, for example, and show their students that they accept them. Use of positive words by both teachers and parents creates an atmosphere where both groups can work well together. Voice notes, e-mails, blogs, and the phone are just a few of the new ways that people can stay in touch between home and school (Palts & Harro-Loit, 2015). Vornberg and Garret's (Palts & Harro-Loit, 2015) empirical study shows that parents like getting the same information about their children in a variety of ways, even when they want it in the same manner. Another difference between two-way communication and one-way communication is that two-way communication involves two people talking to each other. The first type happens when teachers use different sources to tell parents about events, activities, or their child's growth. The second type involves the parents being involved. Graham-Clay (Palts & Harro-Loit, 2015) shows that the second type is two-way contact between teachers and parents. Dawson and Ashman (2010) say that good conversation between teachers and parents is the key to helping students learn. When parents are kind, steady, and pay attention, their students learn the skills they'll need to be successful in life. The way parents and teachers talk to each other early on has a big effect on a child's emotional health, basic problem-solving and coping skills, and future ability to get along with others (Lerner & Castellino, 2012). Strong parent-child interactions teach students how to get along with others and do well in a lot of different situations. They learn how to get along with others and keep their feelings and behaviors in check (Rogoff, 2013). They also learn how to deal with conflict and be flexible. Any kind of family can help a child do well. This group includes families with two parents, one parent, or more than one family member who cares for the children. People also think of fathers, grandparents, and parents of either sex as main caregivers. The most important thing for a child's good development is how their family interacts with each other. Bornstein says that early adolescence is a turning point in the relationship between a parent and a student. As a student hits puberty, their hormones, brain development, and emotions change, which also affects their relationship with their parents. Many families go through adolescence and a parent's midlife change at the same time. This can cause problems that

affect the bond between parent and child. The young teen is trying to figure out who they are, which is also known as emotional autonomy. This could cause problems with parental control. A lot of parents think that early adolescence is hard and requires a lot of change, just like when their child was an infant. In the same way, toddlerhood is hard, but Bornstein (2015) says that most families are able to handle these challenges.

Parental Communication and Academic success

Aquino (2013) states that there is little evidence on parental communication techniques in the Philippines, and that these practices may vary across cultures and societies. The academic achievement of their children may be impacted differently by various forms of parental communication. The educational achievements of students are more affected by the expectations of their parents. As an example of parental communication, parents can read aloud to their children, tell them they need to do their homework on their own, keep tabs on what they're up to both inside and outside the home, and even offer tutoring to help them excel in school (Singh et al., 2015). In every setting, including the home and the classroom, parents are vital. Children who are well-communicated with by their parents tend to do better in school overall, including their language and math skills, their behavior, their social skills, their ability to adapt to school, their attendance, and their likelihood of not dropping out (Henderson & Mapp, 2012).

School, family, and community ties should be developed for various reasons. They have the power to enhance school programming and the school climate, aid teachers in their job, connect families to resources, and empower parents to take on leadership roles in their children's education. The primary goal of establishing such a collaboration, however, is to benefit students in their academic and future endeavors (Epstein, 2015). There are four main schools of thought when it comes to parental communication: that which occurs in the home, that which occurs at school, and finally, that which occurs both directly and indirectly in the academic pursuits of children. Different parents communicate at different levels. Educated or uneducated parents, fathers' communication styles, academic standing, family history, social milieu, and mothers of young children are some examples. Parents are their children's principal role models and educators; research shows that when parents talk to their students often beginning at a young age, it helps them develop a positive character.

Importance of Parent-teacher communication

It is very important for parents and teachers to stay in touch for many reasons. It starts by setting up a base of support for the user. For a student to do well in school, teachers and parents need to work together to figure out what the student can do well and what they need to work on. This method of supports education even more important by making sure students always know what is expected of them in school (Kimbark et al., 2017; Maier, 2014). Second, it makes it easier for parents and teachers to talk to each other. By working together, all three can keep up with the student's progress and any issues that might be hurting it. People who are having trouble with their child can get help from their parent or school if they talk about it.

Trust is also built when parents and teachers talk to each other. When students see that their parents and teachers are working together, they are more likely to respect and believe both of them. If the student trusts their teacher, they may be more open to criticism and comments, which can help them do better in school (Watson, 2019).

Factors Contributing to the Success of the Parent-teacher communication

Multiple elements contribute to the success of parent-teacher communication. First and foremost, effective communication is absolutely crucial. Regular communication between parents and teachers is essential for sharing information regarding the student's academic development and addressing any concerns that may emerge. Various modes of contact, like parent-teacher conferences, email, or phone conversations, might be utilized. Furthermore, teamwork is of utmost importance. Collaboration between the parent and teacher is essential in devising effective techniques to support the student in attaining their academic objectives. This collaboration can encompass the creation of a comprehensive plan for homework or study schedules, as well as the implementation of effective behavior management tactics. Furthermore, trust is a key aspect. The parent and instructor must have confidence in each other's discernment and collaborate to establish a nurturing atmosphere for the student. Trust can be established through maintaining open lines of communication, practicing honesty, and demonstrating respect for each other's ideas.

Impact of Parent-teacher communication on Academic success

Studies have shown that when parents and teachers can talk to each other well, it has a big effect on how well children do in school and on their health in general. A recent study found that when parents and teachers work together, it has a good effect on students' attendance, grades, and chances of graduating from high school. Another study found that students were more interested and driven when they had good interactions with their teachers. Parent-teacher communication that works can also have an effect on the student's social and mental health. Researchers found that students were happier and healthier, including having higher self-esteem and a better sense of who they are, when they got along well with their teachers (Wood-Van Horn, 2022).

Methodology

There are three types of research: descriptive, historical, and experimental. This study under reference is descriptive research and survey in nature investigating the role of parent-teacher communication in student academic success. The target population of this study is 20 Secondary schools (10 boys & 10 Girls) from district Lahore. 500 students (250 boys & 250 Girls) from schools were taken as a convenient sample. Students were provided with questionnaires for responding about the role of parent-teacher communication in student academic success. The researchers went into different schools and distributed the questionnaire to the students. After reviewing the related literature researchers developed the questionnaire. A total of twenty-five items were included in the questionnaire. The language used was very simple and every item was clear to each student. All the items were closely related to the objectives of the research. Data was collected personally. Students filled out the questionnaire on the spot. After the collection of data, it was analyzed by using the SPSS software (A statistical package for social science) version 20th. Data is presented in the form of tables

Data Analysis

Table 1: *Demographic variables*

| | Frequency | Percentage |
|-------|-----------|------------|
| Boys | 250 | 50% |
| Girls | 250 | 50% |

The data showed 250 male students and 250 female students (Boys 50% and Girls 50%) in the sample.

Table 2: Description of variables of the study

| | Mean | Std. Deviation |
|-------------------------------|------|----------------|
| Parents-teacher communication | 3.90 | 0.50 |
| Parents' Support | 3.81 | 0.61 |
| Teachers' motivation | 4.19 | 0.68 |

Parts of parental speech and parts of teachers' communication are broken down in Table 2. Parents and teachers regularly talk to each other a lot, as shown by the mean score of 3.90 for parents-teacher communication. Part of teachers' communication shows that teachers have kept up a high level of motivation (4.19), and teachers are very optimistic with their students.

Table 3: Academic success due to parents-teachers' communication

| | B | Std. Error | Beta | t | α |
|---------------------------------|--------|------------|-------|-------|----------|
| parents-teachers' communication | 17.847 | 3.910 | 0.162 | 4.562 | 0.000 |
| Parents' Support | 14.373 | 5.715 | 0.073 | 2.515 | 0.012 |
| Teachers' motivation | 4.548 | 5.327 | 0.023 | 0.854 | 0.393 |

R= 0.155 R square= 0.024 Adj. R square= 0.02 F= 8.788 P value= 0.000

Table number 3 highlights the impact of communication of parents and teachers' communication on academic success of students. Statistical significance of the model is confirmed by ($R^2=0.024$, $F=8.788$,

P < 0.05).

The β value for parents' communication is 17.837 which indicates that scholastic success varies positively with parents' communication which is statistically significant at $t=4.562$ ($\alpha=0.000$). The value of β for parents' emotional support is 14.373 which indicates that scholastic success of students varies directly and positively with parents' emotional support and is statistically significant at $t=2.515$ ($\alpha=0.012$).

The β value for motivation of teachers is 4.458 that indicates that scholastic success differ positively with motivation of teachers and the value of t (0.854) is insignificant statistically at $\alpha=0.393$

Table 4: Perception of the students on the parent-teacher communication

| Indicators | Mean | Std. Deviation | Interpretation |
|--------------------|-----------------|----------------|------------------------|
| 1 Parenting | 3.45 | 0.37 | Highly Involved |
| 2 Communicating | 3.43 | 0.53 | Highly Involved |
| 3 Volunteering | 3.24 | 0.48 | Moderately Involved |
| 4 Learning at home | 3.46 | 0.52 | Highly Involved |
| Total Mean | 3.37 | 0.43 | Highly Involved |
| Legend: 3.25 – | Highly Involved | 1.75 | – Less |
| 3.99 | | 2.49 | Involved |
| 2.50 – 3.24 | Moderately | 1.00 | – Not |
| | Involved | 1.74 | Involved |

With a mean of 3.37 and a standard deviation of 0.43, Table 4 shows that the respondents' parents were very active. The findings showed that how students saw parental communication in six areas—parenting, communicating, volunteering, learning at home, making decisions, and working with the community—showed that parents were very involved in helping their child do well in school by supporting them in all areas of learning, especially in their subjects. Students thought that talking to their parents at school, especially when they were learning, was an important part of their education.

Table 5: Correlation of Learners' Academic success due to Parent-Teacher Communication

| Indicator | Academic success | | |
|------------------------------|------------------|-----------------------|--------------|
| | r – value | Degree Correlation | of p – value |
| Parent-Teacher Communication | 0.240 | Negligible | 0.2586 |
| Parental Communication | 0.336 | Low Positive | 0.1084 |

**Significant at 0.05 significant level*

Table 5 shows that there doesn't seem a strong link between academic success, how the students see the relationship between parents and children, and parental contact ($p = 0.2586$ and $p = 0.1084$, respectively; $p > 0.05$). It is also clear from an r-value of 0.240 that there isn't a strong link between how well students do in school and how they feel about their parents. A weakly positive link between how well children do in school and how well their parents talk to them is shown by an r-value of 0.336. From this link, it doesn't matter what the students think about how close their parents are to them when it comes to how they talk to each other.

Discussion

- The goal of this study was to find out if and how conversations between parents and teachers affected how well high school students did in school. Parental communication with their children is always pretty good, according to the results. It was found that students do better in school when their parents are involved (Chaudry et al., 2015). Parents who are interested in their students' lives and offer emotional support make a big difference in how well they do in school. Making the home a more helpful place by communicating better can have a big effect on how well students do in school and their self-esteem (Lam, & Ducreux, 2013). A study from 2009 by Schodt, Witt, Turman, Myers, Barton, and Jernberg found that talking to parents makes students feel better about themselves and their lives, which makes them do better in school. Communication between parents and children has a big effect on how well their students do in school, according to both theory and study (Tella & Tella, 2003). These results also show that parents who are emotionally available to their students and who talk to them openly tend to have more education themselves. This is because parents with more education are

more likely to care about their students' learning than parents with less education (Bakker & Denessen, 2007). Another part of parental conversation is how important and valuable parents think school is. Researchers have found that when parents say they have high standards for their children's education, it makes students more interested, motivated, and confident in their academic skills (Fan & Williams, 2010).

Conclusion

A strong base can motivate a child to learn better, and the study showed that parents had good relationships with their students. Parents should talk to their students in six different ways to help them do well in school: through parenting, talking, volunteering, learning at home, making decisions, and working together as a group. At the 0.05 level of importance, however, the null hypothesis that learners' views on the parent-child relationship are not connected to how they think parents talk to them is not supported. The standard idea says that there isn't a strong link between how students feel about parent-child relationships and how parents talk to them and how well they do in school. The factors don't mean anything in terms of statistics.

To make even more sure that learning happens when modular online learning is used, a program needs to be made. In addition, similar studies could be done in the future with different factors that were not included in this study. Teachers may want to look into the parent-teacher relationship program to better meet the needs of students in different grade levels. This could help students learn more.

Recommendations

The study's results suggest that parents should do everything they can to give their students a safe and caring home life. This will help their academic success as well as their physical, social, and mental development. To help them guide their teens in the right educational path, parents should have a strong base of knowledge and useful skills. Parents should be the ones to push their students to do well in school. Because they help students make friends by introducing them to the social and academic worlds, these

groups are very important.

Allowing their students to do well in school is something that parents should encourage by having realistic standards for them. To keep an eye on things at home, parents should make rules and make sure their students follow them. It is easier to set up a supportive learning environment and make things easier at home and at school because of these rules.

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