

Parents' Teachers' Meeting and students' Performance: Perceptions of Teachers'

Dr Fahd Naveed Kausar¹ And Zohra Jabin^{2*}

¹Department of Education, BZU, Punjab, Pakistan

²School of Education, Minhaj University Lahore, Punjab, Pakistan

ABSTRACT

The logos as visual representation elaborate the image and philosophy of the company and delve in the marketing and business strategy. So the focus of companies is how to get a 'Gorgeous' brand logo. This article aims at how a logo is designed fundamentally from different aspects such as visual, psychological and cultural. In this research, we looked at how logos are connected to the heritage of the company and how they help in the identity construction for better business and marketing. This research is based upon critical discourse analysis (CDA) of logos done by using multimodal technique of Norman Fairclough (1995). This study focused on consumers' perception about the logo of different companies. Data is collected by purposive sampling of online data such as logos visual representation, storyline behind them, official websites of the companies, research articles based on marketing and business. Moreover, for consumers' reviews social media post are also analyzed.

KEYWORDS:

logo, identity construction, marketing value, , design good logos, consumers' perception

JOURNAL INFO:

HISTORY: Received: January 10, 2022

Accepted: February 5, 2022

Published: March 10, 2022

*Corresponding author: zohrajabin12@gmail.com

DOI: <https://doi.org/10.21015/vtess.v11i2.1362>

INTRODUCTION

Teachers and parents play an important impact in students' academic achievement. To succeed in school, students require beneficial educational experiences. Support, inspiration, and high-quality education are all provided. With rising family responsibilities, parental support in student education has expanded beyond the classroom. Many families are faced with difficult and irregular schedules and scenarios, which can help in the shortest amount of time in any one area, when it comes to school, sports, family issues, time with family, employment schedules, and other responsibilities (Islam, 2019). Parent engagement might include things like asking about their children's schooling, calling a teacher, and monitoring every step a learner makes. Parental support includes parent-student engagement, family rules with responsibilities, parental educational support, parent-school communication that begins at the school level rather than at the teacher level, and homework checking by parents. As there is a demonstrable correlation between parental involvement and student accomplishment, educators are interested about the extent of family involvement in the education (Erdener and Knoeppel, 2018). Regardless of the fact that parental support appears to be the target of various domestic and international research, parental support and what constitutes effective parental involvement in students' learning continue to be a source of worry (Kausar and Nasir, 2022).

Educators, parents, and public members may all have different perspectives on how to effectively engage kids and contribute to the educational process. The contribution of parents in their children's education begins at home, with parents providing a safe and pleasant atmosphere, opportunities for learning, encouragement, and a positive attitude about school. Several studies have found that children who engage their parents in their education do good in class perform much better (Epstein, 2018; Greenwood and Hickman, 1991). According to studies, parental engagement is most effective when it is viewed as a cooperative process between educators and parents (Davies, 2002; Van Der Wal, 2020). By analyzing parents' and teachers' perceptions, educators and parents should have a greater knowledge of effective parental engagement tactics in increasing student achievement. Several academics have researched parental engagement and its implications on the educational procedure over the years, including (Lemmer, 2012).

As indicated by his extensive studies and efforts in over 100 publications, Epstein focuses on school, family, and community partnership programs that will enhance policies and practices in the struggle to raise students' academic achievement and success. Parents' programs, according to (Jeynes, 2011), show how schools increase family awareness of student needs and desires, as well as help families fulfill their child-care obligations at each grade level to impact child development and improve commitment to increase their success (Thompson et al., 2019). (Desimone (1999) reported that Parents' participation is an effective social deal with a payoff much greater than its costs and it provides students equity

and fair chance in education. Parents are encouraged to engage in decision making procedure about school program, sports, and their children's future education plans through decision making activities. It offers resource for parents to help their school and students by informing them about school policies (Kuusimäki, Uusitalo-Malmivaara, and Tirri, 2019). (Epstein, 2018) states that parents should use education at home activities to assist their children with homework, improve reading skills, chose course and school program plan post-secondary education (Reid, 2023). Teachers use of parents' involvement practices. Some students assume that by being racist they will get parents support with learning activities at home. Others are effective teachers who do not need parents to spend time at home with their children. Believe that they are able to participate in school programs with their children. Parental rendezvous can boost children's self-esteem, boost motivation, and keep them engaged in learning and enhance learning outcomes (Chambers, 2019).

Epstein has proposed a model for parental support that consists of six significant elements. This approach is based on the findings of numerous studies on the most effective educational variables for children. The six components include parenting, discussing, volunteering, at-home book learning, making decisions, and participating with the community. Parenting involves all of the activities that parents engage in in attempt to raise happy, healthy children who grow into capable students. Unlike teachers, who have a limited influence on a child's life, parents have a lifelong commitment to their children (Goodall, 2021). Families and schools communicate with one another in a deviation of ways. Schools send home messages and advertisements highlighting important activities and events. Teachers should be given information from parents regarding their child's health and educational background. A school website is another option for parents and families to engage with the school. Includes: Discussions with all parents at least once a year, language interpreters and related suggestions to help families as needed, regular schedules of memos, phone calls, newspapers and other communications. Volunteering - involves registering and coordinating parental help and support for school programs and student activities (Conus and Fahrni, 2019).

There are three main methods to volunteer in education. First, they can work as instructors or assistants in a school or classroom to support teachers and administrators. Second, they can assist the school by raising funds for an event or publicity it. Finally, they might act as members of the audience at school events or shows. School / class volunteer projects that assist teachers / administrators, students, and other parents, parent room or communities that live volunteer activities, meetings and resources for families, annual postcard survey to identify all available talents, times and places of violent incidents, and annual postcard questionnaire to identify all available skills and abilities are just a few examples. Providing parents ideas and information on how to help their children make decisions and activities linked to homework and other curricula is referred to as "learning at home. "Parents may assist their children with homework or take them to the museum as part of this form of participation. These activities foster an education household by encouraging parents to participate in school activities (Ruble, McGrew, Wong, Adams, and Yu, 2019). Families can understand what their child are doing in school and how to help them with homework by participating in activities that boost children's learning and development. All courses give information for families about the skills children need, homework requirements, and how to monitor and discuss homework at home at each level, as well as family engagement in defining student objectives each year and college or job placement (Malatji, 2021).

Two instances of decision-making also include parents in school selection and developing parent leaders and representatives. When parents join educational management committees or associations, such as mom and dad, they have a say in school selections. Other decision-making acts include taking a leadership role that requires information sharing with other parents. Among the available resources are active PTAs / PTOs or other state or nation, advisory councils or committees for parental leadership and participation, independent advocacy groups fighting for school reform and improvement, and networks connecting all families with parent representatives. The process of identifying and gathering social resources and services to aid and grow schools, students, and their families is known as collaboration with the community (Nkosi, 2022). Students and their families will find information on community physical, cultural, recreational, social support, and other programs, as well as community events that incorporate learning skills and competencies into student summer programming. Students, parents, teaching methods, and the school environment are all susceptible to change. Furthermore, each component necessitates various levels of cooperation. In the end, each factor causes issues that must be handled in order to enrich all families. As a result, (Epstein, 2018) feels that it is critical for each school to understand which factors aid the school in reaching its educational goals and fostering a partnership between school and family. These six criteria help teachers and parents achieve a range of objectives, however their primary goal is to enhance academic success (Baker, Clayton, and Bragg, 2021).

Objective

1. What are the perceptions of elementary school teachers about parent-teacher's meetings and students' academic performance?

RESEARCH METHODOLOGY

The population was comprise elementary school teachers of Vehari district. The total numbers of elementary schools in Vehari district are 800 in which 350 are public and 450 are private schools. The sample was collected through simple random sampling. First of all, 25 elementary schools were selected from public sector, and 30 private schools were selected private sector through simple random sampling. From each school 12 teachers was selected through simple sampling. Resultantly the total sample from population was comprise of 660 teachers. The instrument of the study will be questionnaire. Questionnaire was used to collect data from elementary school teachers' perception about parent-teacher meeting. The survey questions was based on 5 point Likert scale. Additionally, a section on teachers' demographic information was included in questionnaire. In the current study primary data source was used. Participants was requested to fill out the study questioner. Different methods of analysis were used to properly interpret and evaluate the research questions posed, as well as to eventually achieve the research objective. Statistical Package for Social Science (SPSS), version 25 was used for subsequent statistical analysis. Descriptive statistics applied to answer the research questions. Frequency, percentage, mean and standard deviation will be used for summarizing the responses of teachers about teacher-parent meeting.

Data Analysis

Table 1: Parent Teacher Meeting is arranged your School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	151	31.1	31.1	31.1
	Rarely	30	6.2	6.2	37.2
	Sometime	177	36.4	36.4	73.7
	Frequently	46	9.5	9.5	83.1
	Always	82	16.9	16.9	100.0
	Total	486	100.0	100.0	

Illustrations frequency of the respondent that 31 % teachers never on ,6 % rarely on sometime 36% on frequently 9% on always 16% on always it shows that most of the respondent mark ' sometime 'this statement.

Table 2: PTMs in School Support Students' Learning and Academic Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	18	3.7	3.7	3.7
	Rarely Disagree	51	10.5	10.5	14.2
	Sometime	159	32.7	32.7	46.9
	Frequently	188	38.7	38.7	85.6
	Always	70	14.4	14.4	100.0
	Total	486	100.0	100.0	

Illustrations frequency of the respondent that 3% teachers never on 10% rarely on sometime,32% on frequently ,38%on always ,14% on always show it show that the most respondent mark ' frequently ' this statement.

Findings

1. The majority of participants agreed that "Parent-Teacher Meetings (PTMs) are arranged in your school (M= 2.75, SD=1.420).
2. The majority of participants agreed that "PTMs in school support student's learning and academic achievement (M= 3.50, SD=.992).
3. The majority of participants agreed that "Parents always asked about academic achievement of their child in meeting (M= 3.64, SD=1.023).
4. The majority of participants agreed that "Parents always asked about academic achievement of their child in meeting (M= 3.70, SD=.939).
5. The majority of participants agreed that "PTMs always develop the positive behavior towards learning on their children (M= 3.64, SD=.998).

Table 3: Parents Always Ask About Academic Achievement of Their Child in Meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	2.5	2.5	2.5
	Rarely Disagree	45	9.3	9.3	11.7
	Sometime	166	34.2	34.2	45.9
	Frequently	146	30.0	30.0	75.9
	Always	117	24.1	24.1	100.0
	Total	486	100.0	100.0	

Present frequency of the respondent that 2% teachers never on 9% rarely on sometime ,34% on frequently ,30%on always ,24% on always show it show that the most respondent mark ‘ sometime ‘ this statement.

Table 4: Parents Always Involved in Child’s Educational Improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	1.0	1.0	1.0
	Rarely Disagree	43	8.8	8.8	9.9
	Sometime	148	30.5	30.5	40.3
	frequently	188	21.0	21.0	100.0
	Always	102	100.0	100.0	
	Total	486	100.0	100.0	

Present frequency of the respondent that 1% teachers never on 8% rarely on sometime ,30% on frequently ,38%on always ,21% on always show it show that the most respondent mark ‘ frequently ‘ this statement.

6. The majority of participants agreed that “Invite parents for meeting with teachers to get information about student academic achievement (M= 3.70, SD=.976).
7. The majority of participants agreed that “I hold high expectations from child when I discuss performance with their parents (M= 3.74, SD=.999).
8. The majority of participants agreed that “PTMs increase teacher effectiveness in educational process (M= 3.73, SD=.999).
9. The majority of participants agreed that “PTMs improve educational attainment of students (M= 3.67, SD=1.019).
10. The majority of participants agreed that “PTMs develop confidence in children to do thing in better way (M= 3.63, SD=1.055).
11. The majority of participants agreed that “Through PTMs parents aware about the weakness of child in studies (M= 3.60, SD=1.140).
12. The majority of participants agreed that “Teacher and parents work together to better child education through PTMs (M= 3.69, SD=1.009).
13. The majority of participants agreed that “PTMs are helpful to improve students’ punctuality and regularity in school (M= 3.69, SD=1.015).
14. The majority of participants agreed that “PTMs are helpful to improve students’ homework routine (M= 3.63, SD=1.020).
15. The majority of participants agreed that “PTMs are helpful for student’s examination preparation (M= 3.67, SD=1.024).
16. The majority of participants agreed that “Parents seek opportunity to talk with child’s teacher through PTMs (M= 3.62, SD=.985).
17. The majority of participants agreed that “PTMs are helpful for students to receive excellent grades in class (M= 3.65, SD=.996).
18. The majority of participants agreed that “PTMs are helpful to improve student’s confidence to perform excellent job on the assignments and tests (M= 3.65, SD=1.003).
19. The majority of participants agreed that “Overall, parents have a positive perception of their child’s teacher (M= 3.59, SD=1.052).
20. The majority of participants agreed that “PTMs are helpful for students to develop confidence to understand the most complex material presented by the teachers (M= 3.59, SD=1.015).

Table 5: PTMs always involved develop the positive behaviors towards learning on their children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	2.3	2.3	2.3
	Rarely disagree	44	9.1	9.1	11.3
	Sometime	160	32.9	32.9	44.2
	Frequently	165	34.0	34.0	78.2
	Always	106	21.8	21.8	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2% teachers never on 9% rarely on sometime ,32% on frequently ,34% on always ,21% on always show it show that the most respondent mark ' frequently ' this statement .

Table 6: Invite Parents for Meeting with Teachers to Get Information About Students' Academic Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	1.9	1.9	1.9
	Rarely Disagree	44	9.1	9.1	10.9
	Sometime	139	28.6	28.6	39.5
	Frequently	185	38.1	38.1	77.6
	Always	109	22.4	22.4	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 1.9% teachers never on 9% rarely on sometime ,28% on frequently ,38% on always ,22% on always show it show that the most respondent mark ' frequently ' this statement

- The majority of participants agreed that "Parents cooperate with teachers to improve students' academic performance and achievement (M= 3.61, SD=1.045).
- The majority of participants agreed that "PTMs are helpful for students to master the skills being taught in the class (M= 3.66, SD=1.013).
- The majority of participants agreed that "PTMs are helpful to perform well in the class (M= 3.55, SD=1.030).
- The majority of participants agreed that "PTMs are helpful to engage students in work even when course materials are dull and uninteresting (M= 3.65, SD=1.032).
- The majority of participants agreed that "PTMs are helpful to aware students about academic expectations of school (M= 3.67, SD=1.025).
- The majority of participants agreed that "PTMs are helpful to aware students about academic expectations of school (M= 3.69, SD=.983).
- The majority of participants agreed that "PTMs are helpful to aware students about academic expectations of school (M= 3.72, SD=0.971).
- The majority of participants disagreed that "PTMs are helpful to aware students about academic expectations of

Table 7: Invite Parents for Meeting with Teachers to Get Information About Students' Academic Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	1.9	1.9	1.9
	Rarely Disagree	44	9.1	9.1	10.9
	Sometime	139	28.6	28.6	39.5
	Frequently	185	38.1	38.1	77.6
	Always	109	22.4	22.4	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 1.9% teachers never on 9% rarely on sometime ,28% on frequently ,38% on always ,22% on always show it show that the most respondent mark ' frequently ' this statement

Table 8: I Hold High Expectations from Child When I Discuss Performance with Their Parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	1.4	1.4	1.4
	Rarely Disagree	46	9.5	9.5	10.9
	Sometime	142	29.2	29.2	40.1
	Frequently	163	33.5	33.5	73.7
	Always	128	26.3	26.3	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 1% teachers never on 9% rarely on sometime ,29% on frequently ,33%on always ,26% on always show it show that the most respondent mark ‘ frequently ‘ this statement.

Table 9: PTMs Increase Teacher Effectiveness in the Educational Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	1.9	1.9	1.9
	Rarely disagree	44	9.1	9.1	10.9
	Sometime	140	28.8	28.8	39.7
	Frequently	170	35.0	35.0	74.7
	Always	123	25.3	25.3	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 1.9% teachers never on 9 % rarely on sometime ,28% on frequently ,35%on always ,25% on always show it show that the most respondent mark ‘ frequently ‘ this statement.

Table 10: PTMs Improve Educational Attainment of Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	2.9	2.9	2.9
	Rarely Disagree	42	8.6	8.6	11.5
	Sometime	148	30.5	30.5	42.0
	Frequently	168	34.6	34.6	76.5
	Always	114	23.5	23.5	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2.9% teachers never on 8% rarely on sometime ,30% on frequently ,34%on always ,23% on always show it show that the most respondent mark ‘ frequently ‘ this statement.

Table 11: PTMs Develop Confidence in Children to Do Things in a Better Way

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	16	3.3	3.3	3.3
	Rarely Disagree	52	10.7	10.7	14.0
	Sometime	143	29.4	29.4	43.4
	Frequently	162	33.3	33.3	76.7
	Always	113	23.3	23.3	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 3% teachers never on 10 % rarely on sometime ,29% on frequently ,33%on always ,23% on always show it show that the most respondent mark ‘ frequently ‘ this statement.

Table 12: PTMs Make Parents Aware of Child's Weaknesses in Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	18	3.7	3.7	3.7
	Rarely Disagree	43	8.8	8.8	12.6
	Sometime	160	32.9	32.9	45.5
	Frequently	158	32.5	32.5	78.0
	Always	107	22.0	22.0	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 3% teachers never on 8% rarely on sometime ,32.9% on frequently ,32%on always ,22% on always show it show that the most respondent mark ' sometime ' this statement .

Table 13: Teacher and Parents Work Together to Improve Child's Education Through PTMs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	1.9	1.9	1.9
	Rarely Disagree	48	9.9	9.9	11.7
	Sometime	149	30.7	30.7	42.4
	Frequently	162	33.3	33.3	75.7
	Always	118	24.3	24.3	100.0
	Total	486	100.0	100.0	

presents frequency of the respondent that 1.9% teachers never on 9.9% rarely on sometime ,30% on frequently ,33%on always ,24% on always show it show that the most respondent mark ' frequently ' this statement.

Table 14: PTMs Help Improve Students' Punctuality and Regularity in School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	2.3	2.3	2.3
	Rarely Disagree	51	10.5	10.5	12.8
	Sometime	156	32.1	32.1	44.9
	Frequently	159	32.7	32.7	77.6
	Always	109	22.4	22.4	100.0
	Total	486	100.0	100.0	

presents frequency of the respondent that 2% teachers never on 10% rarely on sometime ,32% on frequently ,32.7%on always ,22% on always show it show that the most respondent mark ' frequently ' this statement.

Table 15: PTMs Help Improve Students' Homework Routine

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	1.9	1.9	1.9
	Rarely Disagree	56	11.5	11.5	13.4
	Sometime	152	31.3	31.3	44.7
	Frequently	156	32.1	32.1	76.7
	Always	113	23.3	23.3	100.0
	Total	486	100.0	100.0	

Illustrations frequency of the respondent that 1.9% teachers never on 11% rarely on sometime ,31% on frequently ,32%on always ,23% on always show it show that the most respondent mark ' frequently ' this statement.

Table 16: PTMs Are Helpful for Students' Examination Preparation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	2.9	2.9	2.9
	Rarely Disagree	46	9.5	9.5	12.3
	Sometime	137	28.2	28.2	40.5
	Frequently	176	36.2	36.2	76.7
	Always	113	23.3	23.3	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2.9% teachers never on 9% rarely on sometime ,28% on frequently ,36%on always ,23% on always show it show that the most respondent mark ' frequently ' this statement.

Table 17: Parents Seek Opportunities to Talk with Child's Teacher Through PTMs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	2.5	2.5	2.5
	Rarely Disagree	44	9.1	9.1	11.5
	Sometime	159	32.7	32.7	44.2
	Frequently	175	36.0	36.0	80.2
	Always	96	19.8	19.8	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2.5% teachers never on 9% rarely on sometime ,32% on frequently ,36%on always ,19% on always show it show that the most respondent mark ' frequently ' this statement.

Table 18: PTMs Help Students Receive Excellent Grades in Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	2.5	2.5	2.5
	Rarely Disagree	39	8.0	8.0	10.5
	Sometime	168	34.6	34.6	45.1
	Frequently	165	34.0	34.0	79.0
	Always	102	21.0	21.0	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2.5% teachers never on 8% rarely on sometime ,34.6% on frequently ,34%on always ,21% on always show it show that the most respondent mark ' sometime ' this statement.

Table 19: PTMs Improve Students' Confidence to Perform Well on Assignments and Tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	2.1	2.1	2.1
	Rarely Disagree	45	9.3	9.3	11.3
	Sometime	147	30.2	30.2	41.6
	Frequently	167	34.4	34.4	75.9
	Always	117	24.1	24.1	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2% teachers never on ,9% rarely on sometime ,30% on frequently ,34%on always ,24% on always show it show that the most respondent mark ' frequently ' this statement.

Table 20: Overall, Parents Have a Positive Perception of Their Child's Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	2.9	2.9	2.9
	Rarely Disagree	51	10.5	10.5	13.4
	Sometime	151	31.1	31.1	44.4
	Frequently	157	32.3	32.3	76.7
	Always	113	23.3	23.3	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2% teachers never on ,9% rarely on sometime ,30% on frequently ,34%on always ,24% on always show it show that the most respondent mark ' frequently' this statement.

Table 21: PTMs Are Helpful for Students to Develop Confidence to Understand the Most Complex Material Presented by the Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	2.9	2.9	2.9
	Rarely Disagree	46	9.5	9.5	12.3
	Sometime	170	35.0	35.0	47.3
	Frequently	156	32.1	32.1	79.4
	Always	100	20.6	20.6	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2.9% teachers never on ,9% rarely on sometime ,35% on frequently ,32%on always ,20% on always show it show that the most respondent mark ' sometime' this statement.

Table 22: Parents Cooperate with Teachers to Improve Students' Academic Performance and Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	15	3.1	3.1	3.1
	Rarely Disagree	56	11.5	11.5	14.6
	Sometime	139	28.6	28.6	43.2
	Frequently	172	35.4	35.4	78.6
	Always	104	21.4	21.4	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 3% teachers never on ,11.5% rarely on sometime ,28% on frequently ,35%on always ,21% on always show it show that the most respondent mark ' frequently' this statement.

Table 23: PTMs Are Helpful for Students to Master Their Skills Taught in Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	1.6	1.6	1.6
	Rarely Disagree	55	11.3	11.3	13.0
	Sometime	148	30.5	30.5	43.4
	Frequently	160	32.9	32.9	76.3
	Always	115	23.7	23.7	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 1.6% teachers never on ,11% rarely on sometime ,30% on frequently ,32.9%on always ,23% on always show it show that the most respondent mark ' frequently' this statement.

Table 24: PTMs Are Helpful to Perform Well in Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	17	3.5	3.5	3.5
	Rarely Disagree	57	11.7	11.7	15.2
	Sometime	162	33.3	33.3	48.6
	Frequently	159	32.7	32.7	81.3
	Always	91	18.7	18.7	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 3.5% teachers never on ,11% rarely on sometime ,33% on frequently ,32%on always ,18.7% on always show it show that the most respondent mark ‘ sometime‘ this statement.

Table 25: PTMs Are Helpful to Engage Students Even When Course Material Is Dull

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	1.9	1.9	1.9
	Rarely Disagree	59	12.1	12.1	14.0
	Sometime	142	29.2	29.2	43.2
	Frequently	159	32.7	32.7	75.9
	Always	117	24.1	24.1	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 1.9% teachers never on ,12% rarely on sometime ,29% on frequently ,32%on always ,24% on always show it show that the most respondent mark ‘ frequently‘ this statement.

Table 26: PTMs Are Helpful to Make Students Aware of School’s Academic Expectations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	2.5	2.5	2.5
	Rarely Disagree	42	8.6	8.6	11.1
	Sometime	165	34.0	34.0	45.1
	Frequently	144	29.6	29.6	74.7
	Always	123	25.3	25.3	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2% teachers never on 8% rarely on sometime ,34% on frequently ,29%on always ,25% on always show it show that the most respondent mark ‘ sometime‘ this statement.

Table 27: PTMs Motivate Parents to Check Their Children’s Exercise Books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	2.5	2.5	2.5
	Rarely Disagree	37	7.6	7.6	10.1
	Sometime	152	31.3	31.3	41.4
	Frequently	176	36.2	36.2	77.6
	Always	109	22.4	22.4	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 2 % teachers never on 7 % rarely on sometime ,31% on frequently ,36%on always ,22% on always show it show that the most respondent mark ‘ frequently‘ this statement.

Table 28: PTMs Encourage Parents to Assist Their Children with Assignments at Home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	1.6	1.6	1.6
	Rarely Disagree	38	7.8	7.8	9.5
	Sometime	154	31.7	31.7	41.2
	Frequently	170	35.0	35.0	76.1
	Always	116	23.9	23.9	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 1.6% teachers never on 7.8% rarely on sometime ,31% on frequently ,35%on always ,23% on always show it show that the most respondent mark ‘ frequently‘ this statement.

Table 29: PTMs Encourage Parents to Provide Home Learning Facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	0.6	0.6	0.6
	Rarely Disagree	39	8.0	8.0	8.6
	Sometime	145	29.8	29.8	38.5
	Frequently	177	36.4	36.4	74.9
	Always	122	25.1	25.1	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 6% teachers never on 8% rarely on sometime, 29% on frequently ,36%on always ,25% on always show it show that the most respondent mark ‘ frequently‘ this statement.

Table 30: PTMs Encourage Parents to Help Children with Their Studies at Home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	1.6	1.6	1.6
	Rarely Disagree	47	9.7	9.7	11.3
	Sometime	127	26.1	26.1	37.4
	Frequently	171	35.2	35.2	72.6
	Always	133	27.4	27.4	100.0
	Total	486	100.0	100.0	

Shows frequency of the respondent that 1.6% teachers never on 9% rarely on sometime ,26% on frequently ,35%on always ,27% on always show it show that the most respondent mark ‘ frequently‘ this statement.

school (M= 3.77, SD=.936).

29. The majority of participants agreed that “PTMs are helpful to aware students about academic expectations of school (M= 3.78, SD=1.004).
30. Children perform better whose parents attend PTM regularly (M=3.71, SD=1.066).

DISCUSSION AND CONCLUSION

First question was related to students’ What are the perceptions of elementary school teachers about effect of parent- teacher’s meeting on students’ academic achievement. As parents-teacher meeting increase the students’ academic achievement improves. (Munnawar and Awan, 2022) studied the role of female teacher in academic achievement of the students. They stated that female teachers took keen interest in the academic activities of the students and the students took their advice serious regarding their study. They emphasized that the academic performance of the students was found far better where female teachers were involved in teaching the student of younger age as compared to male teachers. As stated by (Schulz, 2005), ”The socio-economic status of families has been consistently found to be an important variable in explaining variance in student’s achievement. Education plays an important role in the building of character as well as in the formation of an ideal Nation (Francis, Raines, Reed, and Jerome, 2022). It plays the role of life line for any society and Nation. Multidimensional efforts are needed to provide good education to the child. Teachers, learners, schools and parents have important role in the child learning process. The main motivating force for the achievement of child is his / her parental education. From a series of researches it is an evident that the children that belong to the educated families have high level of confidence in every field. On the other hand, the children that belong to uneducated families have lack of confidence. Those children may have the knowledge but cannot answer the questions when asked.

A large number of teachers verified the fact that in the class the children from the uneducated families feel irritation when they are asked to come in front of class and they are asked to attempt questions on the white board. It does not mean that they do not know how to solve the question. They know how to solve the questions but when they are on the whiteboard they forget the question because of the low confidence (Myende and Nhlumayo, 2022). When they are asked to solve the questions in their notebooks in the class, they do their best. According to (Hijaz and Naqvi, 2006), having better facilities does not guarantee that students would do better. They established a negative relationship between a family’s income and a student’s performance. It is difficult to dispute and resist the function of family in student success, even if it varies from scenario to situation. The involvement of teachers, as an internal factor, is critical for a student’s academic success (Claughton, Weuffen, Robertson, and Nice, 2023). The teaching quality of teachers greatly determines any students ‘academic success (Safitri, 2023). Various capabilities and attitudes, for example as a guide and an assessor, are attributed to teachers which are also linked to the academic achievement or academic underachievement of students. On the other hand, parental involvement, an external factor, significantly impacts on the academic achievements of students (Li, Ochoa, McWayne, Priebe Rocha, and Hyun, 2023). However, the types and natures of the involvement of parents can be differently defined and measured (Hoover-Dempsey et al., 2005). A parent can be involved in his/her child’s academic life through different activities at home and beyond home. One of these activities is their interactions with teachers both at school and at home. Since teachers and parents affect students ‘achievements, it is useful to look at how these two factors interact. The effective collaboration between these two factors is generally considered beneficial for ensuring positive educational outcomes and the future success of students.

CREDIT AUTHOR STATEMENT

Dr fahd Nveed Kausar:Conceptualization, Methodology, Writing,**Zohra Jabin:** Writing- Original draft preparation and reviewing.

COMPLIANCE WITH ETHICAL STANDARDS:

It is declare that all authors don’t have any conflict of interest.

REFERENCES

- Baker, C., Clayton, S., and Bragg, E. (2021). Educating for resilience: Parent and teacher perceptions of children’s emotional needs in response to climate change. *Environmental Education Research*, 27(5), 687–705.
- Chambers, D. (2019). *Parents in partnership: Measuring the contribution and potential impact of parental participation in primary school education* (Unpublished doctoral dissertation). Nottingham Trent University.

- Claughton, A., Weuffen, S., Robertson, D., and Nice, K. (2023). Parent-teacher: Experiences of supporting our children with dis/ability in schools. In *Inclusion, equity, diversity, and social justice in education: A critical exploration of the sustainable development goals* (pp. 139–151). Springer Nature Singapore.
- Conus, X., and Fahrni, L. (2019). Routine communication between teachers and parents from minority groups: An endless misunderstanding? *Educational Review*, 71(2), 234–256.
- Davies, D. (2002). The 10th school revisited: Are school/family/community partnerships on the reform agenda now? *Phi Delta Kappan*, 83(5), 388–392.
- Epstein, J. L. (2018). School, family, and community partnerships in teachers' professional work. *Journal of Education for Teaching*, 44(3), 397–406.
- Erdener, M. A., and Knoepfel, R. C. (2018). Parents' perceptions of their involvement in schooling. *International Journal of Research in Education and Science*, 4(1), 1–13.
- Francis, G. L., Raines, A. R., Reed, A. S., and Jerome, M. K. (2022). Parent-teacher interactions during covid-19: Experiences of us teachers of students with severe disabilities. *Education Sciences*, 12(7), 488.
- Goodall, J. (2021). Parental engagement and deficit discourses: Absolving the system and solving parents. *Educational Review*, 73(1), 98–110.
- Greenwood, G. E., and Hickman, C. W. (1991). Research and practice in parent involvement: Implications for teacher education. *The elementary school journal*, 91(3), 279–288.
- Hijaz, S. T., and Naqvi, S. (2006). Factors affecting students' performance: A case of private colleges in bangladesh. *Journal of sociology*, 3(1), 44–45.
- Hoover-Dempsey, K. V., Walker, J. M., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., and Closson, K. (2005). Why do parents become involved? research findings and implications. *The elementary school journal*, 106(2), 105–130.
- Islam, A. (2019). Parent-teacher meetings and student outcomes: Evidence from a developing country. *European Economic Review*, 111, 273–304.
- Jeynes, W. H. (2011). Parental involvement research: Moving to the next level. *School Community Journal*, 21(1), 9.
- Kausar, F. N., and Nasir, I. (2022). Teachers' opinions regarding how parents-teacher's meeting affect students' academic performance: A comparative analysis at elementary level. *Pakistan Journal of Social Research*, 4(3), 916–923.
- Kuusimäki, A.-M., Uusitalo-Malmivaara, L., and Tirri, K. (2019). Parents' and teachers' views on digital communication in finland. *Education Research International*, 2019.
- Lemmer, E. M. (2012). Who's doing the talking? teacher and parent experiences of parent-teacher conferences. *South African journal of education*, 32(1), 83–96.
- Li, L. W., Ochoa, W., McWayne, C. M., Priebe Rocha, L., and Hyun, S. (2023). "talk to me": Parent-teacher background similarity, communication quality, and barriers to school-based engagement among ethnoculturally diverse head start families. *Cultural Diversity and Ethnic Minority Psychology*, 29(2), 267–278.
- Malatji, M. J. (2021). Implications of parent-teacher collaboration for learners' academic performance in the foundation phase. *Journal of Educational Studies*, 20(1), 22–37.
- Munnawar, A., and Awan, A. G. (2022). Factors affecting the performance of female teachers in higher secondary schools of sahiwal division-pakistan.
- Myende, P. E., and Nhlumayo, B. S. (2022). Enhancing parent-teacher collaboration in rural schools: Parents' voices and implications for schools. *International Journal of Leadership in Education*, 25(3), 490–514.
- Nkosi, R. R. (2022). *Parent-teacher collaboration in mapping career transitioning of youth diagnosed with adhd* (Unpublished doctoral dissertation). University of Johannesburg.
- Reid, K. (2023). The impact of transformational leadership style on educational stakeholders. In *Transformational leadership styles, management strategies, and communication for global leaders* (pp. 165–182). IGI Global.
- Ruble, L., McGrew, J. H., Wong, V., Adams, M., and Yu, Y. (2019). A preliminary study of parent activation, parent-teacher alliance, transition planning quality, and iep and postsecondary goal attainment of students with asd. *Journal of Autism and Developmental Disorders*, 49, 3231–3243.
- Safitri, A. (2023). *An analysis on school-parents partnership in west kalimantan province* (Unpublished doctoral dissertation). IKIP PGRI Pontianak.

- Schulz, W. (2005). Measuring the socio-economic background of students and its effect on achievement on pisa 2000 and pisa 2003. *Online Submission*.
- Thompson, M., Owo-Ovuakporie, K., Robinson, K., Kim, Y. J., Slama, R., and Reich, J. (2019). Teacher moments: A digital simulation for preservice teachers to approximate parent–teacher conversations. *Journal of Digital Learning in Teacher Education*, 35(3), 144–164.
- Van Der Wal, L. (2020). *Parent–teacher relationships and the effect on student success* (Unpublished doctoral dissertation). University of Missouri–Kansas City.