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Effectiveness of Parent-Teacher Meetings in Secondary Schools of Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

Positive feedback from parents, teachers, and students promotes parent-teacher meetings (PTMs). PTMs provide an opportunity for student assessment from different perspectives and establish a collective plan (PD) for the student, enabling individualized strategies and differentiated activities (I/D). The purpose of the research was to examine the function of PTMs in Khyber Pakhtunkhwa-Pakistan public secondary schools and to identify and analyze obstacles of PTM and propose remedies to them. The research included 1833 Principal/Teachers, 5864 Secondary School Teachers, 105,193 Students of Class 10, and 105,193 Parents of Students from Government Boys High School. The sample included 457 Principals and 2164 Parents in both rural and urban settings from the sampled districts of Government Boys High School. Primary data were collected using a questionnaire for Principals and a questionnaire for Parents. The chi-square goodness of fit test was used for data analysis and qualitative treatment was done for the yes/no option. The results reflect both parents and principals felt that parent-teacher meetings were necessary and that parent-teacher meetings were necessary for effective learning. It has been suggested that parents be present at school because their children's education is of paramount importance.

Keywords: Parents, Principal, School, Home-School Relationships, Parent-Teacher Interactions

Introduction

A parent-teacher meeting is a meeting of parents and teachers of children, where they talk about the children's progress at school. These conferences happen at the elementary, middle, and high school levels. These meetings can be a part of the parent-teacher conferences that the school organizes every month, or the teacher may reach out to the parents and suggest a meeting at any other time during the academic year. Parents have support from the school and they collaborate to exchange ideas about the student's work



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and performance in the class. The parents' contribution to school is vital. It is a reflection of the student's progress and the level of learning outcomes from the school. The contribution of parents to the school activities is highly correlated to the student's performance. Educated parents tend to improve the student's outcomes and the opposite is true for uneducated parents. Family and community ties influence secondary level students' academic outcomes, including language skills and subject knowledge. These educational and community partnerships help students acquire a fuller range of societal skills.

Research shows that parent-teacher meetings have a positive effect on students' school performance and general welfare, which makes them a good means of communication between teachers and parents. These meetings facilitate the exchange of information about students' achievements, problems, and the setting of objectives for the future. Parents can help educate their children, not only at home but at school. Educational and policy planners have recommended that parents be invited to participate more in their children's school work. Children in most developing countries are first-generation students whose parents do not understand what goes on in the school. (Banerjee and Duflo, 2006).

Parents can engage in their children's education from home, such as helping with homework, or at school, such as attending meetings, and providing support and volunteering. Interactions with teachers (such as parent-teacher meetings) can enhance accountability and transparency, which leads to improvements in educational service provisions (Kremer et al., 2013; Mbiti, 2016). In recent years, several studies in the US have shown that when parents become more involved in their children's education, children receive better grades, have higher test scores, have better school attendance, are more motivated, and have better school transition (Bergman, 2016; Hastings and Weinstein, 2008). However, these studies do not analyze the results of parent-teacher meetings. However, these studies demonstrate that notifying parents about educational issues helps children to study better at home.

Most developed countries have standard practices, such as conducting parent teacher meetings. The current research study, however, was able to address this gap in developing countries by assessing the potential and challenges in facilitating active parental engagement in individual parent-teacher meetings. The study most comparable to the current study is Avvisati et al. (2014), who, in France, examined a similar situation of educational deprivation in the Paris s \educational district and conducted a field experiment of parental engagement by implementing three parent-teacher meetings (PTMs) at the end of the school year. Avvisati et al. (2014) did not, however, report any improvement of the test scores of the students involved in the intervention, with the exception of the students' French test scores. They reported a 25% increase in attendance, however, and a positive improvement in behavior of the students in the selected classes, even those whose parents did not attend the meetings.

Accessing information to assist parents in developing countries seems to be a new phenomenon. For instance, Andrabi et al. (2017) utilized report cards in Pakistan to inform parents and schools about students' test scores. In Madagascar, Nguyen (2008) informed parents about education returns. Surveying parents in Malawi, Dizon-Ross (2017) provided report-card information interventions. Like in the current study, the report cards contained details regarding the child's school performance, although no teacher-parent interactions occurred. In all these cases, there was a marked increase in student enrollment, attendance, and test scores and in the educational financial commitments made by parents. Describing these phenomena, the authors suggest a



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paradox wherein parents apparently lack knowledge, but are still able to process information and make sophisticated changes in their decisions.

In contrast, studying India and Kenya respectively, Banerjee et al. (2010) and Lieberman et al. (2014) observed that the impact on students' learning outcomes was minimal when information was provided to parents. The research suggests that when parents lack the capacity to assist their children at home or affect the quality of their schooling, simply supplying information may do little to enhance students' performance. However, when information is accompanied by a teaching intervention, Banerjee et al. (2010) noted score improvements in a program that employed community volunteers as teachers, indicating that the presence of formal teachers may be another critical factor in enhancing educational outcomes.

The academic success of students hinges on the influences of their parents and teachers. For students to thrive in their academic pursuits, supportive experiences inputted into the education system need to be strategically designed and implemented. With the increased responsibilities of the family, the role of parental support in the education of students has transformed to be beyond the classroom. Many families deal with challenges in terms of their schedules and responsibilities, whether they are related to family, work, or sports. Often, these schedules and responsibilities are difficult and leave little time to be spent with family (Islam, 2019).

An example of parental engagement is defaulting to their child's teacher. It also includes checking in with the teacher, and truly monitoring every single step of a child's academic progress. Supportive parental involvement includes a parent's engagement in their child, positive family rules coupled with responsibilities, educational support that parents provide, communication from parents to the school which is more at the institutional level than at the individual teacher level, and parental homework checking. Given the positive correlation that has been established between parental involvement and student success, there is a level of interest that is attributed to parental involvement in the educational process of students (Erdener & Knoeppel, 2018).

The phenomenon of parental support and the effective role of parental involvement in the education of their children have been the focus of numerous studies, both in the developed and developing worlds, with parental support traveling the most distance (Kausar, et al., 2022). The role of parents in the education of children begins right at the family level, with the parents creating a positive and secure environment that is coupled with learning opportunities, support, and a positive attitude towards education. Multiple studies have shown that students do well in school when they involve parents in their learning process (Epstein, 2018; Greenwood & Hickman, 1991).

Research indicates that parental involvement is most productive when it is framed as a partnership with educators, rather than a unilateral position (Davies, 2022; Van Der Wal, 2020). In this case, parents and educators should have a better understanding of the more effective strategies of parental involvement aimed at improving the students' performance, by examining their perceptions. Over the years, many scholars, including Lemmer (2012), have focused on the phenomenon of parental involvement and its impact on the educational process. Jeynes (2011) argues that parents' programs demonstrate how schools build awareness for families regarding the needs and wants of students, and how families are able to meet their child-care responsibilities at every grade level to foster their development and motivate their success (Thompson et al., 2019). Desimone (1999) documented that parents' involvement is a positive social construct which yields a return that is greater than the investment and it gives students equity and a fair opportunity in the educational system. Parents are given the opportunity to participate in the decision-



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making processes concerning school programs, extracurricular activities, and their children's educational career pathways through constructive activities. It provides parents with knowledge and information regarding school policies to assist them in supporting their schools and students (Kusiak, et al., 2019).

According to Epstein (2009), parents are encouraged to engage in activities that promote education at home, assist children with their homework, help in the development of reading competencies, and guide children in selecting courses and school programs that align with their post-secondary educational aspirations (Reid, 2023). Teacher's use of parents' involvement practices. Some students assume that being racist means that they will receive parental support in the learning activities at home. Other effective teachers do not require parents to work with their children at home.

Parental engagement with their children in school activities is believed to have positive outcomes. According to Chambers (2019), children's confidence is positively affected by parental engagement, which in turn increases their motivation, keeps them focused in school, and improves their learning outcomes. Parents should communicate with teachers about their children's health and schooling. Engaging with the school can also include using the school website. This may include: Talking with every parent at least once a year, offering interpreter services to bridge language gaps, and meeting the needs of families using email, faxes, phone calls, memos, newsletters, and other forms of communication. Volunteering is the process of organizing and managing the parental assistance and involvement in school activities and programs (Conus, & Fahrni, 2019).

Objectives of the Study

Therefor, the objectives of the study were:

To investigate the current status of parents-teacher meetings at secondary school level in Khyber Pakhtunkhwa province of Pakistan.

To analyze the parents' role in parents-teacher meetings.

To ascertain the remedial solutions for parent-teacher meetings at the secondary level.

Research Questions

What is the current status of parents-teacher meetings in public schools at the secondary level in Khyber Pakhtunkhwa province of Pakistan?

What is the role of parents in the home school relationship at the Secondary School Level?

What are the remedial solutions for parents-teacher meetings at the secondary school level?

Methodology of the Study

It was a descriptive study that investigated the current status of the Parents Teachers Meetings and analyzed the barriers between Parents Teachers Meetings at the secondary school level in KP Province. The researcher developed three questionnaires for principals/teachers and Parents to collect data.

Population of the Study

The population of the study comprised 1833 Principals/Teachers and 105193 Parents of Students of Government Boys' High School in Khyber Pakhtunkhwa Province of Pakistan.



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Sample Technique

The Sample was selected by applying a stratified technique from the six districts namely Abbottabad, Charsadda, Kohat, Mardan, Peshawar, and Swabi of Khyber Pakhtunkhwa Province of Pakistan. The sample consisted of 457 Principals/Teachers, and 2164 Parents of the Students.

Research Instruments

The primary data were obtained through questionnaires fielded to Principals/Teachers and Parents. The reliabilities observed through Cronbach Alpha were .70 and .81 for principals and parents' questionnaires respectively.

Data Analysis and Interpretation

A chi-square test of goodness-of-fit was performed to determine whether the five options (Strongly Agreed, Agreed, Undecided, Disagreed & strongly disagreed) were equally preferred.

Table 1 A: Current status of Parents-Teachers Meetings according to Principals/Teachers

| | SA | Agreed | UD | Disagree | SD | Total | χ^2 | df | p-value |
|----------|-----|--------|-----|----------|-----|-------|----------|----|---------|
| Observed | 749 | 1284 | 223 | 767 | 577 | 3600 | 817.5 | 4 | .000 |
| Percent | 21% | 36% | 6% | 21% | 16% | 100% | | | |

A chi-square test of goodness-of-fit was performed to determine whether the five options were equally preferred. Preference for the five options in Table 1 was not equally distributed. The results were found to be significant, $\chi^2 (4, n = 3600) = 1390.9, p < .05$. The proportion of Principals/Teachers who agreed (36%) was greater than the hypothesized proportion (20%). While those who strongly agreed, undecided, disagreed, and strongly disagreed were 21%, 6%, 21%, and 16% respectively. The results suggested that the majority of the Principals/Teachers were satisfied with the current status of Parents-Teachers Meetings.

Table 2: Effectiveness of Parents Teachers Meetings (PTMs) according to Principals/Teachers

| | SA | Agreed | UD | Disagree | SD | Total | χ^2 | df | p-value |
|----------|-----|--------|-----|----------|-----|-------|----------|----|---------|
| Observed | 782 | 1355 | 379 | 381 | 223 | 3120 | 1344.8 | 4 | .000 |
| Percent | 25% | 43% | 12% | 12% | 7% | 100% | | | |

Preference for the five options in Table 2 was not equally distributed. The results were found to be significant, $\chi^2 (4, n = 3120) = 1344.8, p < .05$. The proportion of Principals who agreed (43%) was greater than the hypothesized proportion (20%). While those who strongly agreed, undecided, disagreed, and strongly disagreed were 25%, 12%, 12%, and 7% respectively. The results suggested that the majority of the Principals/Teachers considered Parents Teachers Meetings effective. Table 2 shows the effectiveness of Parents Teachers Meetings according to Principals.

Table 3 Current status of Parents Teachers Meetings according to Parents

| | Yes | No | Total | χ^2 | df | p-value |
|-----------|------|------|-------|----------|----|---------|
| Observed | | | | | | |
| Frequency | 1918 | 1682 | 3600 | 15.471 | 1 | .000 |
| Percent | 53% | 47% | 100% | | | |

A chi-square test of goodness-of-fit was performed to determine whether the two options



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were preferred equally. Preference for the two options in Table 3 was not equally distributed. The results were found to be significant, $\chi^2(1, n = 3600) = 15.471, p < .05$. The proportion of Parents who said 'Yes' was 53% while those who said 'No' were 47%. The results suggested that the majority of the Parents were satisfied with the current status of Parents Teachers Meetings.

Table 4 Effectiveness of Parents Teachers Meetings (PTMs) according to parents.

| Observed | Yes | No | Total | χ^2 | df | p-value |
|-----------|------|------|-------|----------|----|---------|
| Frequency | 2102 | 1018 | 3120 | 376.621 | 1 | .000 |
| Percent | 67% | 33% | 100% | | | |

The table 4 indicates that preference for the two options is not equally distributed. The results were found to be significant, $\chi^2(1, n = 3120) = 376.621, p < .05$. The proportion of Parents who said "Yes" was 67% while those who said No were 33%. The results suggested that the majority of the Parents considered Parents Teachers Meetings effective.

Table 5. Statement-wise responses of the Principals/Teachers

| No | Statement | SA | A | U | D | | |
|-------|--|------|-----|-----|-----|-----|----|
| SD | χ^2 P-value | | | | | | |
| 1 | school maintain regular contact with parents. | | | | | | |
| | | Freq | 75 | 117 | 23 | 13 | |
| 12 | 179.9 .000 | % | 31% | 49% | 10% | | |
| 5% | 5% | | | | | | |
| 2 | Parents participate in schools' activities. | | | | | | |
| | | Freq | 9 | 47 | 10 | 90 | 84 |
| 125.5 | .000 | % | 4% | 20% | 4% | | |
| 38% | 35% | | | | | | |
| 3 | You share information about school activities with parents. | | | | | | |
| | | Freq | 91 | 113 | 12 | 12 | 12 |
| 207.5 | .000 | % | 38% | 47% | 5% | | |
| 5% | 5% | | | | | | |
| 4 | You enquire parents about their children's classroom activities. | | | | | | |
| | | Freq | 72 | 120 | 20 | 16 | |
| 12 | 184.6 .000 | % | 30% | 50% | 8% | 7% | |
| 5% | | | | | | | |
| 5 | Parents discuss the problems of their children. | | | | | | |
| | | Freq | 5 | 32 | 17 | 117 | 69 |
| 172.2 | .000 | % | 2% | 13% | 7% | 49% | |
| 29% | | | | | | | |
| 6 | Parents are participating regularly in the Parents- Teachers Meetings. | | | | | | |
| | | Freq | 54 | 91 | 33 | 37 | 25 |
| 57.5 | .000 | % | 23% | 38% | 14% | | |



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| | | | | | | |
|--|------|-----|-----|-----|-----|----------|
| 15% 10% | | | | | | |
| 7 Parents discuss problems of their children with you. | | | | | | |
| .000 | Freq | 60 | 108 | 29 | 29 | 14 117.1 |
| | % | 25% | 45% | 12% | 12% | |
| 6% | | | | | | |
| 8 Parents admit that (PTMs) are beneficial for them. | | | | | | |
| .000 | Freq | 60 | 120 | 31 | 14 | 15 163.8 |
| | % | 25% | 50% | 13% | 6% | |
| 6% | | | | | | |
| 9 You satisfied with the behavior of parents. | | | | | | |
| .000 | Freq | 48 | 96 | 37 | 37 | 22 67.1 |
| | % | 20% | 40% | 15% | 15% | |
| 9% | | | | | | |
| 10 Parents fully cooperate with the school management. | | | | | | |
| .000 | Freq | 10 | 44 | 18 | 120 | 48 157.2 |
| | % | 4% | 18% | 8% | 50% | |
| 20% | | | | | | |
| 11 Parents face various kinds of practical barriers. | | | | | | |
| .000 | Freq | 60 | 108 | 15 | 34 | 23 117.8 |
| | % | 25% | 45% | 6% | 14% | |
| 10% | | | | | | |
| 12 An "Insufficient Time" is a major barrier for parents. | | | | | | |
| .000 | Freq | 70 | 98 | 27 | 28 | 17 99.7 |
| | % | 29% | 41% | 11% | | |
| 12% 7% | | | | | | |
| 13 An "Attitudinal Behavior of the Parents is a major barrier for Teachers to Communicate with the School. | | | | | | |
| .000 | Freq | 59 | 85 | 43 | 30 | 23 51.3 |
| | % | 25% | 35% | 18% | 13% | |
| 10% | | | | | | |
| 14 Parents' job issues are a major barrier for them to attend the parents' teachers meetings. | | | | | | |
| .000 | Freq | 100 | 92 | 25 | 19 | 4 164.9 |
| | % | 38% | 42% | 10% | 8% | |
| 2% | | | | | | |
| 15 The poverty level of parents is a major barrier for them to communicate with the school. | | | | | | |
| .000 | Freq | 76 | 116 | 21 | 16 | 11 177.7 |
| | % | 32% | 48% | 9% | 7% | |



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| | | | | | | |
|---|------|-----|-----|----|-----|----------|
| 5% | | | | | | |
| 16 A Non-Cooperative Behavior of the Parents is a major barrier for them to interact with the school. | | | | | | |
| .000 | Freq | 84 | 108 | 18 | 18 | 12 166.5 |
| | % | 35% | 45% | 8% | 8% | 5% |
| 17 Parents' busy schedule is a barrier for them to attend the parents' teachers' monthly meetings. | | | | | | |
| .000 | Freq | 76 | 116 | 12 | 30 | 6 183.2 |
| | % | 32% | 48% | 5% | 13% | |
| 3% | | | | | | |
| 18 The issue of workload/livelihood is a major barrier for parents | | | | | | |
| .000 | Freq | 60 | 132 | 18 | 26 | 4 219.2 |
| | % | 25% | 55% | 8% | 11% | |
| 2% | | | | | | |
| 19 "Non-Cooperative School's environment" itself is a major barrier for parents | | | | | | |
| .000 | Freq | 12 | 19 | 17 | 126 | 66 198 |
| | % | 5% | 8% | 7% | 53% | |
| 28% | | | | | | |
| 20 Parent's educational level is a major barrier for them to interact with the school. | | | | | | |
| .000 | Freq | 43 | 44 | 9 | 78 | 66 58 |
| | % | 18% | 18% | 4% | 33% | |
| 28% | | | | | | |

DF=4, n=240 and $p < .05$ in all cases A chi-square goodness of fit test was applied to judge any difference of opinion among the five options of the principals.

Table 5 shows that the participants differed in responses significantly among the five options (Strongly Agreed, Agreed, Undecided, Disagreed & Strongly Disagreed were not equally preferred.

The results suggested that the majority of the principals were satisfied with the current status of home- school relationship.

Result of the Study

The figure further elaborates the results. Home school relationship is an important component for student's success at the secondary level. Students are largely required their parental involvement in their educational activities the children's interests, needs, and progress, so for this purpose the parents- teachers communication is essential. Through the Home school relationship, trust is built between the parents and the school administrations and they have a mutual interaction with each other about the student's problems at the secondary level.

Almost 60% of the school heads were agreed that they contact parents on regular basis and updated them about their children's progress. Schools were agreed that they were informing the parents and family about all school matters which included results and progress of the students. The majority of the students did not involve in different activities of the students as it was obvious from the data analysis. Parents' involvement in



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different activities is necessary for the quality education of the children. But in most of the area's parents did not take interest in the children's education. They did not fully in touch with their children's performance and school activities. Parents did not meet with the teachers and principal whenever they call to discuss their children's issues. Due to certain business or job issues, they could not get informed about their children it may leave certain gaps in the education of the children. This education gap may create hindrance in the way of education of the students.

Parents who are well educated discuss their children's problems with the school principals because they know about the mentality of the students that what happened to them why they are not taking interest in the study. Every such type of question has the best answer when parents discuss the problem so educated parents mostly discuss their children's problem with the teachers. It was seen that those parents who attend the parents' teacher meeting have shown the best academic performance.

It is because those parents after understanding the problems and issues of their children in study resolve those issues so in this, they children focus in well manner and get good grades and quality education. Regularly attending the parents' teacher meeting will help to get development in more education field, although every parent was not well qualified even then principals were satisfied with the interacting behavior of the parents.

They gave due respect to the principals and share their children's problems in a respected way. They did not behave like the traditional parents as they were not much serious about the education but they sent there to spend extra time in the schools and whenever teacher or principals punish the students, they react violently without admitting the mistakes of their children.

Discussion

The study showed that parents did not have any cooperation with the school about the searching out and finding out the problems of their children. Parents did not discuss the problems of their children with the principal and teachers. The study found that parents faced various kinds of practical barriers in getting contact with the school and due to these different kinds of barriers they did not get contact with the school in time. The study showed us different kinds of barriers which were the main cause for parents not to interact with the school among those the biggest ones were "Insufficient Time" and "parents' busy work schedule" was the most one which was also supported by (Lee & Brown 2006).

The study investigates that parents' job issues were also bigger hurdles in the way to communicate with the school for them. The study showed that parents' poverty level was also a great cause for them not to interact with the school. The "Non-cooperative Behavior of parents" was also included in these barriers which cause a great reason for them not to interact with the school and it was also advocated by (Gibb 2000). The most striking reason which made the parents not interact with the school was that of their lack of interest in the studies of their children. The lack of coordination of parents with their children was the other bigger issues for them not to interact with the school. Data showed maximum similarities as responded by Principals, teachers, parents, and students.

Besides, there were some similarities in the data obtained from all the four groups of the respondents, which were as under. Parents did not get involved in the various activities of the school. Parents did not go to school at a time when Principals/Teachers called them to come to school. Parents did not cooperate with the school in finding out the problems of the students. Parents did not enquire about the attendance of the students



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daily. In the PTMs. An “insufficient Time” was a major barrier for parents to interact with the school. An “Attitudinal Behavior of Parents” was a major barrier in Home-School Relationship.

Parent’s job issues were a major barrier for them to attend the PTMs. The poverty level of parents was a major barrier for them to communicate with the school. A “Non-cooperative Behavior of parents” was a major barrier in Home-School Relationship. The current status of home school relationship according to principals was satisfactory and the results suggested that the majority of the principals (36% agreed) were satisfied with the current status of home school relationship. The study also found out that parents showed no interest in the involvement of different kinds of schools' activities that are beneficial for their children. Similarly, parents did not get timely contact with the school at the time of emergency and when the principal or teacher call them to attend the school about issues relating to their children then they showed much of the laziness and did not come to school in time and this is also reported by Fareed, Lateef and Khan (2018).

Parents have shown no interest in checking notebooks and asking their children about the schools' activities daily. Parents showed no interest in regular participation in the Parent Teachers Meetings. The study showed that parents did not have any cooperation with the school about the searching out and finding out the problems of their children.

The study found that parents faced various kinds of practical barriers in getting contact with the school and due to these different kinds of barriers they did not get contact with the school in time. The study showed us different kinds of barriers which were the main causes amongst which the major was "insufficient time" and "parents' busy work schedule" where the most one.

Conclusions

The study found that for a successful Parents Teachers Meetings, both the parents, teachers, and students play a critical role in their places. Active participation of parents in their children's schooling has a great impact on the overall performance of their children. The academic achievements of the student at the secondary level largely depend on the active participation on part of their parents. The study revealed that parents did not take interest in their children's education. Time is the precious gift of Almighty Allah but some of the parents could not interact with the teachers and school management.

Parents could not go to school due to over workload. The responses received leveled that parents were least interested in school activities of their children due to many reasons which included their education level, their jobs, activities, lack of time, and no expectations from their children's education. Similarly, parents did not get timely contact with the school at the time of emergency and when the principal or teacher call them to attend the school about issues relating to their children then they showed much of the laziness and did not come to school in time. The academic achievements of the student at the secondary level largely depend on the active participation on part of their parents.

The study revealed that parents did not take interest in their children's education. Time is the precious gift of Almighty Allah but some of the parents could not interact with the teachers and school management. Parents could not go to school due to over workload. It was revealed that parents did not interact with the teachers and school due to the lack of interest. The study further identified that the job issues on parts of the parents were also one of the big barriers for not attending the school when principals need them to attend as their immediate officers did not permit them to attend the school during duty hours.

Schools have many significant efforts for improving communications with parents by



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developing families to support the school, also trying for creating an open dialogue between parents and teachers. Schools are focusing on building up a successful relationship with families for better achievements of student's learning outcomes at the secondary level. Parents form impressions about schools' and they built their trust in the school. School emphasizes student's achievements and classroom-based learning with community and families through the active process of strong Home-School relationship. Parents can make a great change in the overall activities of the school and the students. Students come from a diverse society so an effective school-family partnership is very necessary because each family has its problems in their social lives and have different perspective, expectations and communication styles.

Recommendations

It is recommended that the concerned department should circulate a compulsory and obligatory circular memorandum that they made a strict restriction for the parents to get regular contact with the schools once a week or a month.

It was recommended that parents should attend the school on a weekly or at least every month because their children's schooling is the most important task for them.

The study indicated that the non-cooperative behavior of the parents was a big barrier in maintaining a good home school relationship, so it was recommended that the parents may establish positive cooperation with the schools just they should show their interests in cooperating with schools by attending the schools when needed.

The issue of workload/livelihood was also a major barrier, so it was recommended that the parents may manage their work schedule to interact with the schools because their children are a great asset for them.

Establish consistent and open communication channels (e.g., WhatsApp groups, emails, newsletters).

Provide opportunities for parents to volunteer and share their expertise.

Be sensitive to the diverse backgrounds of families.

Offer translation or interpretation services if needed.

Listen actively to parents' concerns and suggestions.

Treat parents as equal partners in the educational process.

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