

Study of Parent-Teacher Interactions of Improving Student Achievement

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Abstract. Nowadays, more and more families focus on the development of children. A very important measure of this is the child's academic development, so parents look for ways to improve their child's academic performance. Research and practice show that effective home-school cooperation plays an important role in children's development, and home-school cooperation has been carried out and implemented in some developed countries. The purpose of my research is to find out the impact of home-school cooperation on parents, teachers and student, factors that affecting home-school cooperation and how to carry out effective home-school cooperation. I have found that home-school cooperation has a positive effect on student development, and parental involvement affects teachers' work. In addition, the quality of home-school cooperation is affected by many factors.

Keywords: parental education, parent-school cooperation, academic performance.

1. Introduction

Parents do many things to help their children perform well in school.

They invest their time and resources into increasing their children's academic achievement (Haveman & Wolfe, 1994). They spend time with their children to improve their social skills (Utay, J., & Utay, C. 2005). It is widely believed that when parents fail to give proper attention to their children, they are more likely to have behavioural problems in school (Amponsah, M. O., Milledzi, E. Y., Ampofo, E. T., & Gyambrah, M. 2018).

In addition to parents, teachers also do many things to help students perform well in school. Teachers spend an average of 75 to 100 hours on course with students (Mahesh, V., & McIsaac, M. S. 1999). In addition, they spend an average of 94.16 outside-of-class hours preparing lessons and grading homework on behalf of the students (Mahesh, V., & McIsaac, M. S. 1999). Teachers design educational activities such as student projects, presentations, classroom discussions that seek to help students acquire academic and social skills (waterford.org 2018). In addition to their time and effort, teachers' attitudes and expectations towards their students may also influence their performance in school (Lumsden, L. S. 1997).

Even though parents and teachers make many efforts separately to help students perform well in school, they may also work together to try and improve student outcomes. Teachers may share information about student performance with parents and hope that parents will act on that information by helping students study more at home (Zeichner, K., & Liston, D. 1987). Parents and teachers may discuss students' behavior both inside and outside of school with the hope that their joint focus will improve the child's character (Coleman et al., 1966, p. 218; De Fraja, Oliveira, & Zanchi, 2010; Dufur, Parcel, & Troutman, 2013; Heckman, 2008; Houtenville & Conway, 2008). Parents and teachers may try to communicate and work with each other through a variety of ways: parent-teacher meetings, phone-calls, letters (Islam, A. 2019). The phenomenon of parents and teachers working and communicating together to help students exists in both developed and developing countries.

Even though parents and teachers work together to help students perform well in school, it is not clear (in either developed or developing countries) how much their interaction helps improve student outcomes. There is no summary or review of existing studies on the effects parent-teacher interaction nor how these effects might differ across developed and developing countries. There is also no review of how parent-teacher interaction might differentially impact different types of student outcomes.

Given this gap in the literature, the goal of my paper is to review existing evidence of the impact of parent-teacher interaction on students' learning outcomes. In addition to that overall goal, I have three specific objectives. First, to analyse the impact of programmes for improvement parent teacher's

interactions differs between developed and developing countries. Second, To evaluate different types of students achievements, which effects mostly for parent teacher interactions. I do all of this with the hope of being able to recommend strategies To recommend suitable strategies for improving parent teacher interactions in terms of students learning achievements.

2. Data And Methods

By searching for the keywords: “parental education”, “schooling”, “parent-school cooperation”, “academic performance”, and “academic effects”, I randomly searched for relevant literature.

I am going to summarize each of these studies by giving a short synopsis of their objectives, approach, and main results.

After summarizing each study, I will look for patterns in the results from across these studies.

The table has summarized ten main literature that I found has causal effects of parent-teacher interaction on student outcomes.

Table .1 Literature on parent-teacher interaction has causal effects on student achievement

LITERATURE	YEAR	LOCATION	SAMPLE	METHOD
Engagement of parents on early development of Language and Literature	2019	Head Start classroom	Two hundred seventeen children; Two hundred eleven parents; Twenty-nine Head Start teachers	Primary data collection is done in this case where students are observed in 25 to 40 minutes sessions
Role of School and Parents in Reducing Summer Learning Loss	2017	Blackstone Valley Prep Mayoral Academy (BVP) located in Cumberland	Principals at two of the elementary schools, 183 participating families	In this case, mental ability and literacy skills of students were observed by comprehension tests.
Getting parents involved: A field experiment in deprived schools	2014	educational district of Créteil	consists of 37 schools, 215 classes, and the families of some 5000 pupils enrolled at these schools.	Debates and group discussions were arranged in this case. This primary collection of data was analysed with randomised statistical methods.
Mindfulness training effect for parents and educators of children with special needs	2012	Midwestern city	70 participants: 32 were parents and 38 were educators.	A randomised control design was used in this case for data collection.
Parent-Child Information Frictions and Human Capital Investment:	2015	K-12 school of Los Angeles Unified School District	462 students	A primary data collection method was used in this research. Data collection tools were questions regarding language skills and preference of language. Questions were

Evidence from a Field Experiment				asked by phone calls, emails and text messages. After data collection from these sources, these data are analysed by a simple random sampling method.
Parent–Teacher Meetings and Student Outcomes: Evidence from a Developing Country	2019	76 government primary schools in rural areas in two districts of Bangladesh	In year 1, the experiments were conducted among students in grades 4 and 5, with a total of 4062 students being involved. Five meetings were held between May/June and October in year 1.13 The meetings continued in year 2, but with the inclusion of the students in grade 3 (who had been in grade 2 in year 1) at the same treatment schools, adding an extra 2408 students.	Again, a primary collection of data was used in this study. Data collection method was executed by conducting face-to-face interviews and meetings among parents and teachers. Thirteen face-to-face meetings were organised between 2011 and 2012 for this research.
The Effect of Teacher-Family Communication on Student Engagement: Evidence from a Randomized Field Experiment	2013	MATCH Charter Public Middle School and High School	145 rising 6th and 9th grade students	Randomised field experiment has been conducted in this research for gathering data. In this case, 6th to 9th grade students were used as data collection samples as they received regular phone calls from home during a school programme in summer.
The prevalence of parent-teacher interaction in developing countries and its effect on student outcomes	2019	rural China	6000 students of junior schools and 600 teachers	Focus groups and follow-up interviews were conducted in this research to gather data. A statistical approach was undertaken in this research for data analysis. This data analysis shows the influence of prevalence on teacher-parent interactions.
The underutilized potential of	2015	a large urban school district in	435 students and parents	Questions were asked regarding personal opinions of students and

teacher-to-parent communication		the Northeastern United States		parents. Emails and text messages were used as data collection tools and techniques.
Relationships between social support and student burnout	2018	online databases, initial articles published and unpublished between 2002 and 2016,	19 previous studies which consists of a total of 95,434 participants	This study was based on secondary data collection methods. Therefore, the researcher collected data from various online resources such as online journals, news articles and websites

3. Results

3.1 parent-teacher interaction has positive effect on student outcomes

In this assignment parental involvement has been discussed to evaluate the causal effects of parent-teacher interaction on student outcomes. It has been observed that by affecting parental involvement both teachers and parents' performances can be increased surely resulting in better educational quality.

Parental involvement also helps both students and teachers to motivate in their fields. It seems that Parental involvement helps in improving students' performance by focusing on their established relationships. This particular study results in evaluating detailed communication that is implemented to improve their practices. Moreover, it also affects improving efficient parent-teacher communication (Lawal, 2021). Besides, it also highlights those characteristics and contents that need to improve in teacher-to-parent messages while discussing their moderators.

3.2 Parents involvement has positive influence on teachers' work

In these processes, teachers are also working hard to participate. Teachers are arrange phone call to each parents, or organized face-to-face interview or parental meeting. In this case parents can acquire the information of their children in campus. Students often behave differently at home and at school, so that parents can have a better understand of their children. If there have any misbehavior of their children, parents can have teachers to adjust the problems timely.

3.3 High-quality interaction makes students have better academic performance

We also find that quality, quantity, and timely communication between daily teacher-parent and teacher-student communication, make better effect on the rates of homework completion, classroom behavior and engagement in class. The willingness and ability to complete homework and to be an on-task and active engage in class are important skills as well as key mediators of academic achievement in school (Kraft, M. A., & Dougherty, S. M. 2013).

3.4 parent-teacher cooperation is affected by many factors

Addition, parent-teacher cooperation is affected by many factors, such as: parents' educational level, family conditions, children's gender, school policies, parents' willingness, and teachers' educational style and philosophy. All factors affect the quality and outcomes of parent-teacher communication, as a result, affect the academic performance of children.

3.5 5.difference degree of parent-teacher communication between developed and developing country

Besides, we have noticed that in developed countries, parent-teacher communication happens through social media. On the other hand, in developing countries, most of the parents are not benefitted to taking alternative ways to communicate with teachers consistently. In developing countries, it has been observed that, most of the parent-teacher communication is not enough to improve the learning outcomes of the students. In this context, the educational infrastructure should be required to be under concern. Ample of opportunities regarding social interaction through media can help the teachers' parents communicate in developing countries.

Here, in this study, all results have been summarized that establish a good relationship between teacher and student with communicating with their parents. This study surely increased teacher's effectiveness with working on challenges that they have faced in students learning programs.

4. Discussion

4.1 policy aspects

It has been observed that parents are sometimes waiting for underutilized inputs and they keep waiting to contribute at very low costs in this process of better school outcomes. Here, it is needed to mention that those parents need to drive the policy initiatives that help them in increasing parental involvement and in becoming their education more successful for them (Smythe-Leistico and Page, 2018). This paper also focuses on middle school classes that are having poor neighbourhoods and also on those misbehaviours when their parents' received invitations for their schools. Hence, school organize more activities to take into account low-income families, give more attention, or set up some funding for them. particularly encouraged to contact the families who are the less familiar with the school system, through directed phone calls, or by taking advantage of their demands for allowances.

4.2 schools need to make more effect

Schools play a central role among students and parents. School should arrange meetings with parents. The parents teachers meeting held in the school on a quarterly or half yearly basis helps the teachers to interact with the parents and have a face to face interaction that allows them to discuss with the parents the issues with their children in both the educational and personal front. It also enables the teachers to make sure that the parents get to know about the specific abilities that their children possess in different spheres apart from the educational background. Face to face interaction with the parents allows the teachers to freely discuss the issues if any the particular child is facing. If they cannot understand the issues of the child from the core, then the teachers can advise the parents to talk with their child and spend time with them to resolve the issues. Apart from this, the teachers can also inform the parents about the special abilities their children have in a particular field apart from studies like in any sports, so that the parents can encourage the child along with the teachers in improving their skills in that particular sport which can lead to make a professional career of the child in that area of their interest.

In addition, the school can also carry out open day activities, family activities, such activities to allow parents to participate in students' learning, so that parents can have a better understanding of their children's campus life.

4.3 Parents needs involve more times

As the child spends most of the time with their parents at home, it is the sole duty of the parents to teach the children the basic etiquettes that will be beneficial for the child in the rest of their lives. Nowadays in most of the families both the mother and father are working. As a result, they do not get enough time to spend with their children, which in turn leaves their children totally in the hands of their school teacher for their overall progress in each and every field of their life. So, it is the basic

duty of every parent to give at least some time to their children apart from their working time, so that they can contribute to the growth of their children in developing both their language skills and in other ways.

4.4 Enhance father involvement

The absence of fathers from the lives of their children, especially in low-income families, has been a concern in social and behavioral science departments, policy think tanks, and bipartisan government, administrative, and legislative offices. (Pruett, M. K., Pruett, K., Cowan, C. P., & Cowan, P. A. 2017) The father's participation in the child's growth is of great help to the child's emotional intelligence, and the child will learn to better deal with interpersonal relationships. In the allocation of home school colors, fathers should share more of mother's tasks and participate in the growth of children.

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