



Parent-teacher meetings: Exploring parental expectations and how does school address them?

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Abstract. Parents' expectations from the school are generally expressed in the meetings with teachers and it becomes significantly important to understand how do these expectations are met by the school administration. The purpose of the present research is to explore parents' expectations from the school and how does the school address these expectations. Qualitative approach was employed to seek parents' perspectives on their expectations and their understanding how does the school care for their concerns. Fifteen participants including school children's fathers and mothers aged between 30 to 45 were purposively selected through snowball sampling. A semi-structured interview guide was used for collecting the data. As a result of thematic analysis of interview transcripts, themes were identified on parents' expectations about (a) parent-teacher meetings (PTMs) and (b) the expectations about their children's education and development. The emergent themes include managing PTMs, unwelcoming and discriminatory behavior, follow-up mechanism, socialization of children, sports and co-curricular activities and implementation of school vision. The study has implications to improve teaching-learning process through the expectations the parents hold and how does the school address their concerns that may lead to school improvement.

Keywords: Parent-teacher meeting, parental expectations, school, feedback, school improvement, Pakistan.

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INTRODUCTION

The education of school students requires outstanding cooperation between parents and teachers in the entire instructional process during schooling. Parents' involvement is integral component of educational process for both the parents and teachers and effective schools actively engage parents through different school-based activities (Anderson & Minke, 2007). Parent-teacher meetings have been long advocated for ensuring school transparency and developing a positive relationship with teachers (Kimaro & Machumu, 2015). A parent-teacher meeting provides a platform to discuss students' academic achievements, capabilities, and aptitude as well as to diagnose their learning difficulties and problems (Abdullah, Seedee, Alzaidiyen, Al-Shabatat, Alzeydeen, & Al-Awabdeh, 2011). These meetings engage parents in a dialogue with teachers that sets forth expectations from each other which is likely to have a positive impact on students' learning outcomes. Previous research takes parents involvement as a face to face interaction with teachers and stresses parents' engagement in school and at home (Wyk & Lemmer, 2009).

Parents' expectations from the school varies in view of specific factors. Research shows that most schools in rural setting do not provide opportunities for the involvement of parents in school decisions (Mncube, 2009). With the passage of time, the strategies of parental involvement changed and become more complicated and effective (Olsen & Fuller, 2003). Parents take part in school system and they are considered as active members of school (Stern, 2003). But some teachers may not like this type of parental involvement (Shah, 2001). Nevertheless, it is the right of parents to engage with the school community and reiterate their concerns against school and teachers, if any (Stern, 2003). Nevertheless, if parents are less educated, they are less interested in engaging themselves with teachers and school (Jooste, 2011). Other factors influencing the parental involvement include parents' education, their interest in children and if their expectations are met by the school (Ricciuti, 2004). If parents' expectation of obtaining good grades are met, they tend to more engaged with their children and school

(Chen & Gregory, 2010). If they face economic problems, their involvement has great challenge for both the children and school (Cooper & Crosnoe, 2007). Parents with positive and active involvement enjoy achievements of their children and the children are likely to give an outstanding performance (Cooper & Crosnoe, 2007).

Research asserts that there exists a positive relationship between parents, school and community (Epstein, 2001) which has a direct impact on factors like students' attendance, improved behavior, and after-school remedial help to improve academic performance (Epstein & Sheldon, 2002). Research indicates that if parents realize that how vital their participation is, they should attend meeting despite their financial difficulties and personal constraints (Anderson & Minke, 2007). Research from rural India and Kenya showcases a negligible effect of parent-teacher meeting on students' learning achievement (Banerjee et al., 2010; Liebman et al., 2014) and on the other hand Andrabi, Das and Khawaja (2017) report a considerable increase in students' academic achievement due to an active participation of parents in parent-teacher meetings. It may be deduced that parental involvement may increase a child's success (Hill & Taylor, 2004) and if the parental participation is declining, it does not mean that it is the only cause for the decline of students' achievement (Chen & Gregory, 2010). These findings indicate that the quality of parent-teacher meeting determines its impact on student achievement.

When parents and teachers work in team, they enjoy the child's achievement and success. Teamwork also improves the performance of schools as well as students (Cox-peterson, 2011). Nevertheless, it is not easy to establish communication and teamwork between parents and teachers. Teamwork requires understanding and compromise from parents, teachers and schools to fulfill the educational needs and expectations of parents and students (Couchenour & Chrisman, 2011). Particularly, parents have many expectations from school regarding their children to get high grades, better development and success (Mncube, 2009). Parents emphasize that teachers should keep parents informed about their children's educational achievements and problems. Also, they wish they could join their children's school but they do not know how to do it (Wyk & Lemmer, 2009). Their interest in educating their children sets their expectations (Spera, Wentzel, & Matto, 2009).

Research reveals that parental expectations from schools decrease as their children's grades increase (Raleigh & Kao, 2010). It has been observed that Asian parents have great hopes for their children's education (Kao, 1995). Parents' interest in their child's education and their relationship with children predicts the expectations of the children as well (Weiser & Riggio, 2010). Moreover, "parental aspirations significantly predict whether students continue their education beyond high school and college completion" (Weiser & Riggio, 2010, p. 90). Research shows that sometimes parents do not want and have time to communicate with teachers (Pekel, Roehlkepartain, & Syvertsen, 2015). Parents and children should have strong bonding with the school to strengthen parent-teacher relationship. Teachers can increase the bond between parents and children by providing all information for participation in school programs (Albright & Weissberg, 2010; Kraft & Rogers, 2015). Moreover, school culture also affects parents' expectations. If the environment of school is attractive, comfortable and welcoming parents feel positive and inclined to hold positive expectations (Bauch & Goldring, 2000). Nevertheless, often the schools do not meet the expectations of the parents because no strong connection exists between parents and teachers (Bireda & Chait, 2011).

With younger children, the expectations of parents are high but as the children go to the next grades their expectations decrease and it is the teacher's job to meet the expectations of parents at all stages (Green, Walker, Hoover-Dempsey, & Sandler, 2007). Certain schools encourage much involvement of parents and the school heads understand parents' expectations and make policies to address them appropriately. Parents are included in the policy making process (Goldring & Sullivan, 1996) and their continuous involvement ensures that schools are meeting parents' expectations and assigning them responsibilities that increases children's success as well (Gutman & McLoyd, 2000). If parents know what is going on in school, they can guide their children well and inspire them to learn in better way (Desforges & Abouchaar, 2003). Researchers investigated the relationship between parental association and scholarly accomplishment if there should be an occurrence of having guardians with high scholastic desires for their kids and maintaining correspondence with kids about school events (Castro, Casas, Martin, Lizasoain, Asencio, & Gaviria, 2015). Inappropriately, numerous teachers are not exceptionally talented in the art to create positive cooperation with parents (Lawrence-Lightfoot, 2004).

During parent-teacher meetings, the most important expectation of parents is to have a welcoming environment when they entered school, the school staff treat them well (Lai & Ishiyama, 2004). Also, communication plays an important role in parent-teacher meetings and effective communication strengthens the relationship of parents and teachers (Lawrence-Lightfoot 2004). During parent-teacher meetings, parents expect that teacher should share children's academic progress and also discuss their strong and weak points (Lawrence-Lightfoot, 2004). To make parent-teacher meetings

effective, it is imperative to plan in advance and this will be possible only if teachers are specialized in it (Evans, 2004). Sadly, teachers have no special skills to fulfill these expectations of parents because they are not prepared for it (Lawrence-Lightfoot, 2004) and this is very common in Pakistani school context where schools are not democratic and they do not understand the need to let the parents join them in the education process. The purpose of this research is to recognize the expectations of parents from school in Pakistani context and how does school respond to them during parent-teacher meetings in an academic calendar of school. This investigation attempts to add to the collection of existing research concerning parental engagement with the school, their expectations and schools' responsibility to address them.

Research Questions

The present study aims at exploring parents' expectations in public and private schools of Pakistan and how do the schools address their expectations in response to the parent-teacher meetings held during the school year. The following research questions helped to investigate this notion:

1. What are parents' expectations from school about the PTMs and their children's academic progress and development during the parent-teacher meetings?
2. How does school respond and fulfill expectations of parents during an academic session?
3. How do parents respond to the fulfilled or unfulfilled expectations by the school?

METHODOLOGY

A qualitative research approach was used in this study. Qualitative research is processed in natural sitting and attempts to understand the experience, perspective and behavior of the people (Creswell & Poth, 2014). It finds answers to many questions and explores new questions that cannot be discovered by other approaches to investigate the phenomenon (Maxwell, 2016). This approach was employed to find many in-depth answers of the proposed research questions (Basit, 2010). This approach is useful in understanding people's view of the world and looking for their experiences as opposed to factual examination of the situation (Silverman, 2013). In this study, the researchers interviewed parents and found detailed description of their meetings with teachers, their expectations from school and how did the school respond them. This approach was suitable because research questions required detailed investigations of the perspectives of the parents and allowed them to explain their expectations made during parent-teacher meetings (Creswell & Poth, 2014). As a result, new questions and terms associated with parent-teacher meetings were emerged that it added to the value of this research approach.

Study Participants

Qualitative research is suitable for small-size sample, but the size of sample depends on the purpose and nature of qualitative research study (McMillan & Schumcher, 2010). In view of the research questions and purpose of the study, the researchers approached fifteen participants through purposeful sampling and the participants were aged from 30 to 45 years. Children of most participants of this study were enrolled grade levels ranging from 2 to 8 in the private schools and they attended most of the parent-teacher meetings in a school year. The minimum education recorded for all participants is a graduate degree. They elaborated their experiences and expectations that they made during parent-teacher meetings. In the early stage of the research, we chose two parents who were interested in giving interviews and had enough knowledge and rich experience of these meetings. Each of the participants was engaged in an interview for more than an hour. After that, the rest of the parents were interviewed one after the other and the interview transcripts were analyzed during the interview and immediately after the interview was over. The parents were approached through the teachers working in the schools.

Data collection

Semi-structured interviews were used to allow flexibility and openness. The researchers personally interviewed the participant parents. All the interviews were conducted according to the parents' preferred time and place and these were recorded with their permission. Before starting the interview, the researchers introduced topic and described purpose of the study. The interview guide followed two parts; first part was consisted of demographic questions. These questions included gender, age, qualification, employment, children's school name, age of children and their grade, frequency of attended parent-teacher meetings. The questions such as; does school inform the agenda of parent-teacher meetings? Do you get any record about parent-teacher meetings? were also included in the demographic questionnaire. Second part had semi-structured questions that were asked during the interview. Some of the questions included in this part of the interview guide were: "What type of expectations do you have when you meet teachers during parent-teacher meetings? What is your response towards these

expectations when they are fulfilled or unfulfilled? What do you suggest how school should respond parents' expectations?

In addition to the main questions of interview guide, some probing questions were asked during the interview such as: "what do you mean by personality development?", "what do you mean by that they can withstand any situation?" "What does this mean to you that you have to compromise?" "What do you mean that you get everything right during parent-teacher meeting?" "Please explain why do you think about changing school?" "Please specify other activities?" "Please explain planned parent-teacher meeting?"

Analysis of Interviews

After data collection, the interviews were transcribed and frequently read. During qualitative research, the researcher develops themes and these themes are strongly supported by the collected data (Delamont, 2002). After reading the transcripts of the interviews, the themes were developed (Delamont, 2002). Themes were formulated according to the emerging data, the research questions and relevant literature review about parent-teacher meeting (LeCompte & Schensul, 2010). After analyzing the interviews, it was revealed that parents had many expectations from their children's school teachers and administration. Their expectations were categorized into expectations about (a) parent-teacher meetings (PTMs) and (b) the expectations about their children's education and development.

Expectations about Parent-Teacher Meetings

The parents were interested to describe their observations while attending the PTMs and reflected on their observations and experiences of various aspects of PTMs like how the school managed and organized such meetings, how the teachers and school administration behaved towards the participating parents and what was the mechanism of responding to parents expectations by the school. In view of the such emerging aspects, the following sub-themes were developed and described from the interview transcripts.

Managing PTMs

The first expectation of majority of the study participants was communication of exact information about the timing and agenda of parent-teacher meetings by school administration. It was shared by most of the parents that intimation- circular regarding PTM was issued in the nick of time i.e. just before a day or two and then it became very difficult for them to manage to attend the meeting on time. One of the participant mothers, who was a lecturer in a university, shared the situation in following words:

I had a very busy schedule around the week and almost every time, I got the PTM intimation circular just one day prior to the meeting. This made me crazy as neither I would be able to attend nor to leave a very important meeting. I requested the school many times to issue one-week prior notice of meeting but the school did not adhere to it.

Another participant mother, who was a medical doctor by profession, added that she was not informed well before time as well as no clear agenda of PTM was sent to her. She remarked, "before attending the meeting, I had no idea for what purpose the meeting was going to be held, so I went without preparation most of the time or just noted down few points related to all the issues".

Most of the parents reflected that timely and proper information was necessary to fulfill the real purpose of PTMs whereas most of the schools remained unsuccessful in doing so even after requesting them from time to time. They reflected that there was no use of such meetings if parents would not be able to attend or attend the meetings without proper preparation. They felt that it hampered the development of a healthy relationship with their children, school administration and their teachers.

Another expectation most of the parents had that such meeting should not only be notified well before time but also planned in an organized manner to evade wastage of time of both parents and teachers. One of the participant fathers remarked, "on my arrival to school, what I experienced was long queues of parents outside the classrooms waiting for their turns to go inside. Some of them even had a scuffle on who would go first." It was the result of time mis-management on the part of school administration. The parents proposed that specific time slots should be given to them after consultation with to avoid this mess and time-wastage. One of the participant mothers had to go somewhere soon after the meeting but no time management was kept in view before holding meeting to combat such issues. She described, "some of the parents took so long that she had to come back without any discussion with the teacher due to urgency to reach some other place."

Likewise, some of the parents could not find enough time to discuss their children's progress as their teachers were in haste to attend the other parents waiting outside. Even teachers could not focus on what they discussed as a result of tremendous pressure from parents standing outside. Most of the study

participants expressed that school should inform them about the specific time, duration and place of meeting so that they should not face problems to seek time, locate place and find the concerned teachers. By addressing such issues, PTM can be a lot more effective and purposeful.

Unwelcoming and discriminatory behavior

For conducting a hassle-free and effective meeting, a positive non-discriminatory behavior and welcoming environment needs to be maintained by the school management. It helps in establishing a good rapport between parents and teachers which in turn results into fruitful outcomes for both the parties. One of the study participants, who was a businessman, shared his experience of attending parent teacher-meeting, "once I went to attend a PTM and found meeting arrangements were not completed by the given time. I waited for almost twenty minutes outside the meeting room and it ruined my mood and wasted my precious time." Another participant described:

When I entered in the meeting room which was actually one of the school classrooms, children furniture was set up for having the conversation with parents. It was so uncomfortable to use that small furniture by the adults. Moreover, only two chairs were placed and no arrangements were made to accommodate the children accompanying their parents.

She further added that while entering the meeting room, which was her son's classroom, she was expecting to see her son's work displayed on the wall and the bulletin board but she failed to find even a single piece of work there. It really disappointed her.

Most of the parents explained that they expected better arrangements on PTM by school administration as it was conducted once or twice in a term. They used to pay heavy dues in terms of tuition fee to school which in return could not be able to make proper seating arrangements for parents which created great disappointment at the start of meeting. Moreover, they expected from the teachers to display their children's various projects so that they might see the progress of their achievements.

Other than physical arrangements, parents expected that the teachers would greet them with warmth and a smiling face. As this could be the starting point of meeting, such an attitude can break the ice between them. And parents would be more comfortable while discussing the various problems regarding the progress of their children. A corresponding experience was shared by a participant mother who narrated, "my daughter's teacher gave me a warm welcome and made me at ease. After that, we had a very healthy discussion about different aspects of my daughter's school life". On the other hand, a participant father expressed, "It really hampered me to ask something from the teacher when she received me wearing a very stern look on her face without any welcoming body- language and good gesture."

Fair and uniform conduct with parents and children is one of the hallmarks of any school. It elevates the credibility and integrity of a school among its competitors. The parents were of the view that while choosing a school for their children, parents consider the fair dealing as one of the most needed features along with many others. Among study participants, couple of participants experienced discriminatory treatment by the school administration and teachers. One of the participants, who was an administrator in a public university in the area, described:

I seated on a chair while waiting for my turn. Meanwhile a school staff member approached me and asked to leave the chair for "someone else". It was a sheer discrimination on the part of school as being parents all of us were the same. This incident made me so disgusted that I decided not to keep my children in this school anymore.

Another female participant also ventilated a similar observation of such PTMs. Her child's teacher kept busy with another mother who sounded her friend in "long domestic discussions" other than school related issues. After waiting and watching all this for a while, she interrupted her to get free. Later, on her turn, the teacher had "a brief discussion" with her because she might have offended the teacher by interrupting her. This type of discrimination was found due to high social status of parents on account of being rich or having a close relationship with the teacher or school management. Thus, the parents condemned the discriminatory behavior and suggested that it should be discouraged and eliminated completely from the school culture so that everyone might feel equally treated and could actively participate in the activities of school for better learning opportunities of their children.

Follow-up mechanism

Long discussions between parents and teachers are futile if there is no adequate mechanism of proper follow-up. One of the significant expectations of parents from the school was having an appropriate follow-up system. The problems, feedback and suggestions shared with the teachers and administrations need to be addressed and measures should be taken to resolve them in time. Most of the study

participants complained of not having an effective follow-up procedure by the school. One of the participants, who was an Assistant Professor in a public college remarked:

It happened many times that I showed my concerns and reservations on different issues and not only discussed face to face with them but also wrote to them through emails but not even a single time I got a response from the teachers or school administration. They never had a follow-up meeting to inform what remedies had been adopted by them. It frustrated me a lot.

Moreover, there must be some alternative strategies to keep up with the follow-ups. As most of the participants explained that in case, they missed the PTM school never contacted them to know the reason of not attending the meeting. It showed an indifferent attitude which was quiet hurting for most of the parents. As one of the mothers who could not attend the meeting due to some emergency described that she tried not to miss any of the PTM as it was the only source to stay in contact with the teachers and to know their child's performance. Once due to certain emergency at home, she could not attend the meeting. She added, "I expected that they would call me to ask about the reason of my absence but they didn't. Even they declined my request of having another meeting after sometime". Another participants remarked that it was expected that the school should acknowledge the parents who attended the PTM by sending a "thank you" note to "be with them" on their children learning journey as it really was a great deal for them to spare few moments out of their busy routine to have a significant communication with teachers.

Another aspect was that they should be honest in providing feedback to the parents during follow-ups. The parents agreed that the foremost responsibility of a teacher was to provide the unbiased and "true picture" of each child. Every child has positive and negative attributes which are to be discussed with equality and honesty. Most of the study participants reflected, "during PTM, mostly the positive aspects of child's personality were discussed particularly by the teachers of private schools" whereas parents wanted a realistic assessment of their children. One participant mother remarked,

I knew the positives and negatives of my child's personality and her academic achievements. I always wanted to talk more about the negatives and the way we could improve those but the teachers mostly presented positive aspects and did not seem to discuss the other side.

According to most of the parents, it would be encouraging to discuss positive aspects of their child but at the same time, more important would be to know about the negative aspects. It is unfair on the part of a teacher to hide the negative points just because of the fear of being responsible for that and insulted by the head-teachers. Similarly, one participant father who was working in a bank described:

My son was a mischievous guy, paid little attention to studies and focused more on the activities other than studies. So, I mentally prepared myself to hear a lot about him from his teachers but surprisingly, all the teachers showed a word of everything fine. This practice was detrimental for the children as there would be little chances of improvement.

The parents expected to have a balanced version of their children's positive and negative attributes. While discussing the negative points, teachers needed to be patient and ready to accept the constructive criticism from parents. This would help both parents and teachers to work together on the shortcomings of the children. They should not only share it with the parents but also keep record of all sorts of behavior and progress of the children. The parents argued that it was the most neglected area by the school that they did not maintain a record of the PTMs. They were of the view that the teachers do not keep records of what had been discussed in the previous meetings and what should be discussed in the forthcoming meetings. The parents remarked that parent-teacher meetings records were not prepared, maintained and assessed by the teachers. One of the participants who was himself a school teacher explained:

If school did not keep and assess the PTM records, how would they know who attended the PTM for how many times, what were their concerns and their suggestions and what actions had been taken for improving the teaching-learning process.

Parents also had the expectations of keeping all the records of their children's abilities related to different tasks by the teachers at the time of holding meetings. Teachers should have all the evidence regarding relevant issues that could come under discussion. One participant mother elaborated her experience, "the teacher complained about the untidiness of my child. Upon asking at which times my child came untidy, she could not provide any record". So, it is important to have the records maintained because it would help parents and teachers to have a clear picture of their children's progress in the school.

Expectations about Children's Education and Development

Children's education and their phyco-social development was one of the main themes that had emerged from the interview transcripts. The parents were expecting from the school that it should focus on the

social development of their children and for this purpose, the school should organize social and sports activities and encourage all the students to participate in these events. The parents noticed that the schools do not adhere to the mission statement they had publicize and communicated to the parents. Considering these aspects, the following sub-themes were described in view of the participants perspectives on their children's education and development.

Socialization of children

Socialization is the process of learning to behave in a way that is acceptable to the standards of society. Most of the study participants gave importance to the personality development and socialization of their children because they thought that the healthy living in a society depends on the behavior of the individuals. The way children interact with their peers, teachers and parents is a major part of their education. Such behavior can be developed in the children with the proper guidance from the teachers and supportive school environment. So, parents expected that teachers should tell more about their children's social activities and discuss their personality development during parent-teacher meetings.

One of the mothers who was teaching in a public school described, "as my child is having low confidence, I always expected from his teachers to talk about how his level of confidence can be improved whereas his teachers sounded more concerned about his grades". This thing really annoyed her as it was more important for her to be a "socialized person" than to be a "book worm". Thus, she remarked, "I returned back home in disappointment".

Similarly, another participant who was a house wife described "during the meetings, I assumed to be given more details of my children's social activities in classroom and in school but the teachers had only the information regarding their academic performance". She further added that in every meeting, she stressed that children should be assessed on regular basis about how they were performing and behaving with their peers and teachers. The report should also be provided to parents on regular basis about behavior and conduct of their wards. The parents expected that there should be a healthy conversation about their children's academic performance and their personality development. But their assumptions did not fulfill as teachers focused on discussing merely the academic performance.

The parents emphasized during the interviews that one of most important purposes of the education is to develop basic sense of etiquettes and manners. If the schools failed to teach them these values, they might fail in their objective of education and socialization. Children should learn the manners, norms and values of their society so that they may live and interact as a productive organ of the society. Students should know how to behave in different situations like in hospitals, schools, banks and in parks.

Sports and co-curricular activities

The parents were of the view that sports and co-curricular activities provide a sense of healthy competition, make children patient, tolerant and confident along with keeping them physically robust and sound. Co-curricular activities enhance children's creativity and provide them opportunity to use their hidden potential constructively. Most of the parents stressed on this aspect of schooling. They wanted to have extensive representation of their children in sports and other co-curricular activities. One of the study participants stated that as the children entered in higher classes, the school shifted their focused only on academic activities and did not encourage them to take part in co-curricular activities. He further added that during the interview that:

when I showed my interest that my child should participate more in sports and co-curricular activities, his teacher abruptly interrupted me saying, 'don't you want your child to become a doctor or engineer.' He further advised me that my son should focus more on his studies to grab good grades.

The parents were of the view that the digital world of cell phones, laptops deprived the children of physical activities. Children can learn a lot about discipline, patience, team work and sportsmanship from physical games. School should encourage the children to participate in such activities. Most of the parents complained that schools did not have sufficient space where the sport activities could be arranged. The schools were set up in small buildings without play grounds. Upon receiving complaint by one of the mothers for not having spacious playgrounds, a teacher responded, "you should be happy that the school did not waste the time of your kids and sports-time was also given to studies".

Similarly, some of the parents, particularly those who were teaching in school, college and university expected from language teachers and the school-administration that they must organize competition of reciting poetic verses, debates, declamation and such literary activities to enhance the linguistic skills of students. One of the participants who was a language teacher in a school remarked, I don't think that children can grow without being engaged in literary activities. They should participate in debates that may be arranged on national days as well as on the burning issues of our society. It will

give them knowledge, orientation to social issues, confidence to speak publicly and train their communication skills that we miss in our education system.

Such voices from the parents reveal that they are not merely interested in making their children doctors and engineers in future but also want them to be active and responsible citizen of the society.

Implementation of school vision

The parents in the study found to be very keen about the policy of the school, its vision and mission. They seemed not to be satisfied with the school regarding implementation of the vision they have stated in the documents and displayed on the school walls. They remarked that most of the schools were not working in accordance with their mission- statement and the claims they made hunt during the admission-hunt. They elaborated that school claimed that they gave priority to the development of the child' personality but at the same time they reduced them into machines. Schools did not give as much importance as should be given to the personality development of the children whereas they focused on the grades and positions in the board to project it in their advertisement campaigns. One of the participants who was very critical of what the school claims pointed out,

I always read the mission statement the school has engraved on a heavy stone at the entrance of the school gate. It claims of the high standards of education, quality of instructions and international standard of education. But, as I know, they are only befooling us as they don't do what they objectify. There is neither quality nor standard of education in this school.

Most of the parents were not so satisfied with the school atmosphere, where "the children are treated as the soldiers in the camp", as children are creative artist but they do not get any freedom in school to show their creativity. Schools should provide them the atmosphere where they can work according to their wishes. Parents showed their concerns about the individual differences like schools do not pay proper attention to the slow-learners or sometimes teachers neglect them as they can do nothing. This kind of behavior of the teachers with the children has adverse effect on the students and it is also against their mission statement and vision of education which commit that they would equally treat the children with varying abilities and focus on bringing out the best out of them.

Some of the parents complained that the school administration keeps teachers engage in other activities like completing attendance proforma, student's record and maintaining such sort of other information instead of focusing on teaching and adhering to the mission and vision of the school. The teachers cannot focus on the preparation of their subject. In this way, larger chunk of teachers' time was wasted in unnecessary activities. Resultantly, they cannot clear the concept of their concerned topics to students. This is the duty of administration to maintain such records with the help of administrative staff instead of teachers.

Most of the participants remarked that parent-teacher meetings are mainly conducted to diagnose the problems of the students and to suggest the proper remedies for them. They described that with the appropriate conversation with the parents, they can diagnose the problems of the children and take measures to address them. At the primary level, children learn different things like time management, discipline, greetings and other qualities; therefore, at this level children need more attention.

FINDINGS AND DISCUSSION

This study shows that parents had many expectations from the school and teachers that they had expressed during parent-teacher meetings. These meetings are very important for students' academic activities and social life (Epstein, 2001; Pushor, 2010) and it is crucial to have strong relationship between families and schools so that PTMs should be beneficial both for schools and teachers. Most of the parents expressed concerns on their children's socialization and personality development during the parent-teacher meetings and expected that the teachers and school authorities should address these expectations appropriately. They expected that their children should learn how to behave while interacting with people in the society and how they should behave with their peers, friends, relatives and parents. The children should learn how to face the social problems and such other situations in the real life.

They expected that teachers should hold a healthy conversation with parents and listen to all the concerns of parents to solve them efficiently. The parents are satisfied after addressing the issues of their children's education and development. They focused on co-curriculum activities and expected that teachers should give detailed information regarding their children's creativity, physical and other curricular activities. Parents believed that, sports and co-curriculum activities build confidence in their children's academic and personal life and it can be helpful for them to succeed in their future life. They

were of the view that sports make children more energetic and parents want to engage their children in such activities during the school timings and also of the view that proper opportunities should be provided to the children for healthy completion and social learning. Nevertheless, Parents complained that school had no proper place and did not provide planned sports activities.

The parents argued that it was the responsibility of the school management that these meetings should be well-planned and the agenda of such meetings should be intimated before time. They expected that the environment, timing and behavior of teachers and administration should be decent and they should be trained for holding such meetings with reasonable arrangements and anticipation of parents' needs and requirement for such meetings. Parents expected that the teachers should be fully prepared for meeting and give their fair and true statement about children's academic development and their real behavior within the school. The school should use the follow-up techniques to update the parents for the fulfillment of what they expected in such meetings. On the other hand, the parents should also participate in the meetings or activities to solve many problems regarding children's academic progress and social development (Aslanargun,, 2007).

Parents reflected that teachers should inform them of the school responses towards parents' aspirations and concerns reported during the previously held meetings. Nevertheless, most of the parents were not satisfied with school and teachers in responding to what they expected and, on the feedback, they gave in the previous sessions with the teachers and school management. It was revealed that schools did not take immediate action on parent's problems or expectations about their children. Teachers do not take meeting seriously and they showed that everything was going well in the school and students' performance was 'good'. Parents were given less time for discussion with teachers. They remarked that if school fulfills their expectations, they feel satisfied with school policies. Some of the parent's compromise with school considering limitations of the school and their children. Also, the teachers and school did not adhere to the vision and mission of the school that they had printed on the documents, school literature and engraved in the school building. Normally, teachers pleased the parents during the meetings by using sugar-coated comments and did not focus on addressing the issues and challenges teachers had about the education of their children.

The parents' education plays an important role in children education and their expectations from them and their teachers significantly matter in their academic career (Pushor, 2010). The study indicated that 'educated parents' had many expectations from the school while comparatively 'less educated parents' had less engagement in PTMS and expectations. Most of the teachers did not care about the expectations of parents and did not fulfill the vision of the school. Teachers focused only on academic education and paid less attention to the other activities. The teachers realized that the meetings are merely formal arrangements and did not concern much for students and parents. It is not easy for schools and teachers to understand every parents' expectation and fulfill these expectations accordingly (Pushor, 2010). Nevertheless, it is essential for schools to know the expectations of parents so that a healthy and trusted relationship can be built between parents and schools.

CONCLUSION

It was concluded that the schools did not communicate to the parents about timing and agenda of parent-teacher meetings that made it difficult for parents to benefit from the meetings. The parents stressed that a positive non-discriminatory behavior, a welcoming environment for all and transparent follow-up mechanisms in place positively address parents' expectations and is likely to benefit children's academic and personal development. The study also asserts that in addition to academic well-being, parents expect that teachers should deliberate on their children's moral behavior, personality, socialization, co-curricular activities. The school hold meetings in well-organized way and address the expectations made by the parents in the meetings. The school should also inform parents to what extent their expectations have been fulfilled and how their feedback has been considered to improve their children's education and development in social, personal and psychological domains of their personal and academic life. The school response on PTMs is important but it was not satisfied and addressed by the teachers. Appropriate arrangements of meeting, behavior of teacher and administration and students' overall developments should be addressed effectively by the school.

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