
Evaluation of Teachers and Parents Interaction through Teacher-Parent Expectation on Student Achievement Model: An Explorative Study

Gulzar Ali Kaka*
Mehboob Ali Dahraj**

Abstract

Pakistan is lagging behind in the field of education. Various reasons are behind such failures. Institutions are not producing such innovative and creative minds who become the scientists, philosophers, practical researchers. Such alarming situations need to be explored that create the flaws in educational systems. Our educational institutions are focusing on grades, marks but not assessing the intellectual abilities of the students. Study evaluates the teachers' and parents' behavior through expectation theory. Teacher expectation on students' achievement (TESA) and Parents expectations on students' achievement (PESA) interaction models are used to evaluate effective teaching behavior of teachers at school and behavior of parents with their children at home. Qualitative research methodology was used. The participants of the research were primary and secondary teachers and parents of district Matiari. From the findings a major gap was observed between teacher-student and parent-child interaction and that gap has lessened the cognitive abilities of a child. Students learning achievement needs strong teacher-student-parent interaction. Students self confidence, self decision power were severely affected due to this gap. Teachers and parents don't know what are the needs to build strong relation with the child. From the narratives of teachers and parents excluding few it has been observed that teachers and parents both has failed to create familiar relation with the child which is the basic need of progress. Observed data further indicates that there is also a major communication gap between teacher-parent and role of civil society for education is negligible.

Keywords: Evaluation, Expectation, Teachers-parents behavior, Academic achievement, cognitive abilities

Introduction

Teachers and parents have major concern in the development of students' potential. "Potential" can be interpreted as cognitive abilities. As the life in global society is becoming so complex, there is dire need of human beings to be adjusted in all ages, so the question of cognitive abilities have been considered in a broader sense. Cognitive ability means the students internal abilities and potential. Literature on cognitive ability argues that students who are high achievers and their performance is satisfactory were less in self realization when they were examined. It shows the major discrepancy in between potential and achievement. Sandven,J.(2006)as cited in Shogren, K. A.,Shaw, L. A. (2016) declared that there are many possible causes for lack of inner potential in students and the teachers predict the future progress of a child on the basis of the current achievement of the students but not the potential of the students and students make their self image what teachers describe. It may be the fault of teachers, parents and competent authorities. Students are

* M.Phil Scholar (Education) Shaheed Benazir Bhutto University Shaheed Benazirabad
Email: kakagulzar87@gmail.com

** Assistant Professor Department of Education Shaheed Benazir Bhutto University Shaheed Benazirabad.
Email: mehboobali@sbbusba.edu.pk

being assessed on narrow criteria where the students potential is always counted as academic performance; resulting the students who have the high inner potential are degraded by the teachers, school, parents and society. There may be many possible reasons behind such lack of students progress. A student who usually sits at the last bench and doesn't make any progress; it doesn't mean that he lacks intellectual abilities and potential. Some time teacher asks general ability questions and the back benchers responds more but this potential is not assessed in the examination. This self realization will adjust the students with society. So it is obvious discrepancy between achievement and potential. One of the major demand for to assist the children is creating environment by the teachers to discover students cognitive abilities. Fewer efforts are utilized for self realization at schools. Teachers behaviours with students at school and parents behavior with children at home directly impacts on cognitive abilities of a child. Another problem that is practised in our schools is that if a teacher is teaching English subject will consider the intellectual student who is intelligent in English; on other hand mathematics teacher consider the best student who is expert in mathematics. So the progress in theoretical subjects with self realization among the students leads to perfection. In Pakistan few researches are conducted on the creativity and self realization on the students but developed countries are working since many years. This is the reason that we are producing exam robots which are working on the dictation but no any self made decision powers. From the experiences practised in the schools a teacher is always in that struggle that how the results of his subjects can be escalated, an administrator is always in the struggle that how the results of school can be increased, a parent is in that struggle that how can his son or daughter raise his marks and get positions. We always busy in the competitions. Even the private schools taking thousands of fees are busy to make happy to the parents by showing the high marks to the parents and parents are happy to see his son or daughter's positions. So this study intends to evaluate the teachers and parents expectations for the achievements of the students and it focuses to the impacts of teachers and parents' behavior on the students' cognitive abilities.

Objectives of the study

- To identify the teachers expectations for students achievement.
- To explore the parents beliefs for children attainment.
- To evaluate the teachers behavior with students in the class five.
- To analyze the parents behavior with their children at home.
- To evaluate the impacts of teachers and parents behavior on the students.

Research Questions

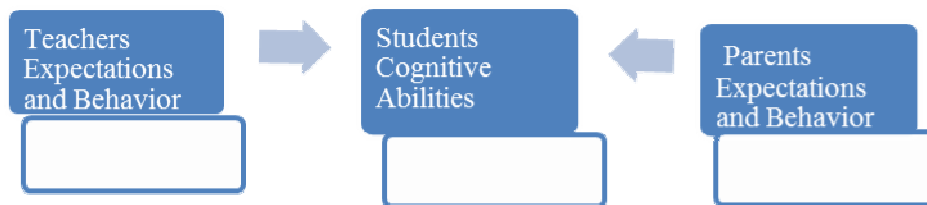
1. What are the expectations of teachers in the class for students' achievement?
2. What are the expectations of parents for the achievement of children?
3. How the behavior of parents and teachers impacts on students cognitive abilities?

Literature review

Behaviorism theory focuses on observed objects that independently performed but doesn't focus the behavior of teachers and parents (Baum, W.M.2017). Expectation theory assists to

make decisions based on current and future interests. (Shackle, G. L.S.2017). Teachers expectations for students achievement (TESA), parents expectations for students achievement (PESA) interaction models are prepared by the Los Angeles Country office of education (LACOE) developed by Dr. Mary Martin. What is cognitive ability and why is it so important to study? These are the questions that need to be explored with the practical research. Cognitive ability is the umbrella term that can be defined in multifaceted sense by different experts in different fields (Doren, B., & Kang, H. J. 2016). Halpern,D.F(2012) define this term as the use of cognitive skills or techniques that increase the inner potential. Sidiqi,A.S(2019) argues that every student have inner potential but due to lack of providing opportunities to such potential, students donot show them explicitly resulting he wastes his that potential in negative practices. It is rightly quoted in the Holy book of Allah that human is the most intelligent creature among all. How can such creatures be assessed on narrow criteria. Students in class keep multiple intelligence and they cannot be assessed by only academic tests on the basis of which the teachers make self image of the students and future planning of the students. Since the inception of first education policy to current education policy no any attention is paid to such intensive issue. So in simple the education institutions are producing robotic population who are always following the things but don't create the things. Synder,M.J(2014) in his research explored the self realization require to be practically analyzed through different strategies as he further said that self realization is to put students who are able to think critically are able to solve problems effectively. Aristotle said as cited in "those who have the ability to hear don't always actively listen and similarity those who have ability to know don't always critically think" .Suhendi, H.Y., Ramdhani, M. A., & Irwansyah, F.S. (2018) noted that assessment of behavior of the teachers and parents would be analyzed so that the products obtained may be utilized in a better way

Conceptual Framework



Methods & Design

This research study is quantitative by method and descriptive by purpose and Matiar district comprises of three talukas; Newsaeedabad, Hala and Matiar respectively. 5000 primary schools in which 12000 primary teachers are working. A sample of N=270 Primary school teachers and 250 Parents from district Matiar have been selected randomly. A questionnaire was distributed to parents and teachers. For data collection TESA and PESA interaction model, a behavior change program based on expectation theory was used and

questionnaire was prepared under the theme of 15 interactions described by TESA and PESA interaction model for teachers and parents behavior with the children. The collected questionnaire was further analyzed and interpreted in using Chi square test a non parametric test by SPSS.

Data Collection Plan

S.No	Tool for data collection	Participants involved	Data Required
1	Focus Group Discussion	20 teachers including 10 from Primary schools(5 male+5 female), 10 teachers from Secondary schools(5 male+5female)	Teachers' perspectives regarding interaction and behavior with the child, its impacts on a child and training regarding teachers behavior.
2	Focus Group Discussion	15 Parents from three talukas of district Matiari	Parents' perspectives regarding interaction and behavior with the child and its impacts on a child.

Limitations of the study

This study is limited to primary, secondary teachers and parents of district Matiari.

Scope and justification of the study

A child is surrounded with teacher, parent, school and society. What are the impacts of teachers and parents' behaviors on the cognitive abilities of a child is the major concern of this study. To enhance the students' cognitive, social and moral abilities of the students, there is a need of strong interaction between a child parent and a teacher. This interaction is evaluated through TESA and PESA interaction model. Many researches have been conducted on the teaching methodologies and its impacts on the student learning but less emphasize was given on the expectations and behavior of parents and teachers and its impacts on the students cognitive abilities. This study will also evaluate how this impact can affect the children's inner potential and cognitive abilities.

Research tool or instrument for data collection

Focus group discussion (FGD) technique was designed for data collection. Focus group discussion were very suitable for deep understanding an issue or problem (Carey,C.M.,2016). When a topic or area of a problem needs in-depth understanding the focus group discussion best suited because it identifies and elaborate perceptions of a specified group of individuals.

Data Analysis

Focus group discussions were analyzed into different catagories, discovering what are the basic needs required to inculcate the child behavior, teachers behavior and parents behavior in teachers training curriculum. "Data analysis is the process of bringing order, structure and meaning to the mass of collecting data" Haris,R.(2010).

Discussion

When the teacher enters the class he expect from himself what are the ways by which I understand the child psychology, how should I teach the students and will I deliver my knowledge to the students in comprehensive way? , what should my behavior with the students so that they accept my behavior. Teachers and parents were observed through TESA and PESA interaction model. Results observed from teachers and parents show that teachers and parents almost fail to build positive interaction with a child and their behavior impacts badly on the students cognitive abilities, but this is not the fault of those teachers because the teachers and students are not trained to child psychology. Majority of the parents and teachers didn't take any training sessions regarding child psychology, behavior etc. TESA and PESA interaction model has been used by many researchers and obtained positive results. Shackle,G.L.S.(2017), Steward, J.R. (2016), De Boer, H.,Timmermans,A.C.,& Van DerWerf, M.P.(2018), Howard, K.R. (2015), King, B.L.(2018) acknowledged that TESA and PESA is model experimented and authentic model and impacts positively on the teachers and parents behavior and further elaborates that these model are outline for a teacher that what a teacher expect and how should he behave in the class and how a parent should behave a child in the class.

Major Findings pertain to teachers perspectives

Participants were divided into two groups of teachers and parents. From the focus group discussions of teachers the followings key findings were observed.

- As the time is so limited in the period system so usually teachers provide opportunities to the students but the students who sit on last benches never participate in the discussion and don't respond to any query.
- Back bencher students don't pay attention to their studies because they don't give time to their study at home.
- Usually teachers consider weak those students who always obtained zero marks and don't pay attention to those students.
- Usually weak students are involved in different schools activities like bring chalk, clean the classrooms, bring water for teachers etc.
- Teachers usually don't assist students individually as they argued that there are many students in one class and it is impossible for a teacher to help individually".
- Teachers usually keep rude behavior in the class because they said that their polite behavior will violate the discipline of the class.
- Students are not left independently in their studies because in this way students will busy in other activities and will waste their time.
- Usually those students who misbehave with teachers in the class are treated through punishments.
- There is no any training session conducted by Governmental or NGO regarding teachers' behavior.

Major Findings pertain to parents perspectives

- Majority of the parents love and favor with their selected child and don't provide equal opportunities to all his children equally.

- Due to rude behavior of parents mostly children are not friendly with their parents.
- Usually Child is punished when he/she commit any mistake or misbehave.
- Usually parent becomes angry with his child because he expects from his child to take position in the examination but if it continues to fail in the exam he leaves him and don't pay attention to him.
- Usually parents are busy in their official or any professional work and they don't give proper time to their children.
- Civil society is the back bone of any community but it doesn't provide proper concern to education.

Conclusion

Teachers, parents and students interaction are interconnected with one another. This interaction can be positive or negative impacts a lot on the cognitive abilities of a child. Positive behavior enhances students' cognitive abilities of a child while negative behavior stops the creative and cognitive abilities of a child. TESA and PESA interaction model provide a road map for the teachers and parents. Data collected from the participants found Large gaps between teacher-student and parent-child that put bad impacts on the student overall efficiencies. In this study TESA and PESA interaction model are used as mirrors to reflect teachers and parents' expectations and learning achievement and evaluate the impacts of teachers, parents' behavior on child's cognitive abilities. Participants suggest that this model will help in reflective teaching practices which is the modern teaching activities being observed in the advanced countries.

Recommendation

Parents and teachers are the main pillars of education system and their interaction with a child motivates a child and enhances the cognitive abilities so it is recommended that;

- As almost all the teachers denied attending any training session regarding teachers behavior so concerned education authorities should include teachers' behavior in the teachers training syllabus.
- TESA and PESA interaction model are authentic models of teachers and parents behavior and experimented models so the concerned authorities should include these models in the teachers training material.
- Parents are the major concern of a child's education but he has always been denied by the educational institutions especially higher authorities of education, so the seminars and one day or two days training sessions regarding "parents' behavior with the child" should be organized by the competent authorities of education.
- Civil society role for education can never be denied and every community should make a group of well educated persons to aware the parents in this regard.

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