



Original Research Article

Analysis of outcomes from parent-teacher meetings at tertiary care hospital over the past five years

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Abstract

Aim and Objectives: To determine the impact of PTMs on the academic development of slow learners and the provision of campus facilities over the last five years.

Introduction: A Parent-Teacher Meeting (PTM) enables direct communication between parents and teachers to discuss a child's academic progress and behavior. K.J. Somaiya Medical College conducts regular PTMs for first and second MBBS students after each Internal Evaluation examination. These meetings assess academic progress, attendance, and address other student-related matters. Over the past five years, faculty members have compiled a list of questions posed by parents during PTMs to reduce complaints. These questions primarily address students' academic progress and campus challenges.

Materials and Methods: Faculty members compiled questions posed by parents during PTMs to reduce complaints. An analysis was conducted to evaluate the frequency and nature of these complaints over time.

Results: The pass percentage of slow learners increased from 50% in 2018 to 83% in 2022. Requests for academic support decreased from 55% to 10%, demands for extracurricular activities like sports reduced from 63% to 3%, and hostel and mess complaints dropped from 72% to 10%.

Conclusion: PTMs positively impact students' development. Direct communication among students, parents, and mentors improves student-teacher relationships and addresses issues impeding academic success. The pass percentage of slow learners has improved, and there has been a significant reduction in parental complaints, indicating increased satisfaction with the institution.

Keywords: Parent-teacher meeting, Academic progress, Attendance, Slow learners, Pass percentage, Extra-curricular activities.

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1. Introduction

A Parent-Teacher Meeting (PTM) enables direct communication between parents and teachers to discuss a child's academic progress and behavior. This practice began in nineteenth-century Europe, particularly in the United Kingdom, as noted by Van Witsen (1967).¹ It later expanded to the United States with the Adult Learning Potential Institute (ALPI) formalizing it in the early nineteenth century. Today, PTMs are vital forums for fostering collaboration between parents and educators globally.³ The educational process involves academic institutions, students, and parents in a tripartite system. Policymakers, educators, and curriculum specialists consistently advocate for parental involvement to enhance students' academic performance.

This involvement is crucial for both privileged and marginalized students, ensuring their active participation in the educational system.^{3,4} Parental engagement significantly contributes to developing educational infrastructure and effective school management. Researchers emphasize that satisfactory educational outcomes heavily rely on community and parental involvement in cooperative mechanisms (Levand, 2011; Porumbu & Necsoi, 2013).^{5,6} Current research aims to fill gaps in understanding the role of PTMs in students' academic and overall development. Investigating the effects of PTMs on student growth is a recognized area of study, highlighting the importance of fostering students' holistic development.

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2. Aim and Objectives

1. To find out the impact of Parent Teacher Meetings (PTMs) on academic development of slow learners in the last 5 years.
2. To find out the impact of Parent Teacher Meetings (PTMs) on provision of facilities to the students in the campus in the last 5 years.

3. Materials and Methods

K.J. Somaiya Medical College conducts regular Parent Teacher Meetings (PTMs) for first and second MBBS students after each Internal Evaluation examination. These meetings serve to assess academic progress, attendance, and address any other student-related matters pertinent to the institute. However, as students advance to higher terms or Final year, the attendance of students at these meetings declines. This decrease is attributed to both parents' reduced attendance and the time constraints faced by students as they become more involved in their studies and clinical rotations.

Over the past five years, faculty members attending to the parents in Parent Teacher Meetings (PTMs) have compiled a list of questions posed by parents, in order to bring about reductions in parental complaints. These questions primarily address students' academic progress and any challenges they encounter on campus. An analysis has been conducted to evaluate the frequency and nature of these complaints over time.

The questions primarily focused on providing academic support to students, particularly slow learners who require additional assistance, such as teaching materials and study aids. They also addressed support for students to engage in research activities, to attend conferences, or to publish scientific papers. Additionally, inquiries were made about extending library hours to accommodate students who wish to study for longer periods and increasing overall library accessibility.

Over the years, parents have consistently emphasized the need for improved facilities for students on campus. They have advocated for a dedicated hostel with enhanced amenities such as improved mess and canteen food, as well as upgradation of common rooms and washrooms in the campus. In addition, there have been requests for the installation of water coolers and air conditioning in both the library and lecture halls to enhance student comfort and learning environments. Parents have also proposed for the provision of computer and internet facilities on campus for students as it would support students' academic pursuits and ensuring access to necessary digital tools for learning and research.

Parents have consistently inquired about sports facilities available on campus, particularly because many students are skilled in professional cricket, football, table tennis and athletics. As a result, there have been requests for improved

outdoor sports facilities to accommodate these interests and provide opportunities for students to participate in these activities.

4. Results

Following the PTMs, additional classes and retests were implemented for weak students and slow learners, yielding significant improvements in academic outcomes. Specifically, in 2018, 50% of first MBBS students cleared their supplementary exams, increasing to 75% in 2019. As student intake rose to 100 in 2020 and 2021, the pass rates for supplementary exams were 60% and 64%, respectively, in those years. Similarly, for second-year repeater students, the re-exam success rate improved from 66% in 2019 to 83% in 2022. (**Figure 1**)

Outcome of remedial classes taken for slow learners

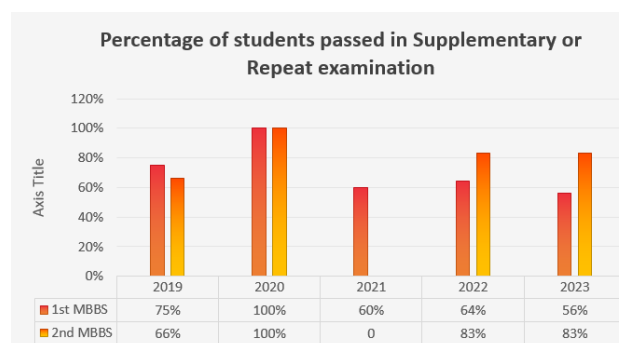


Figure 1: Percentage of students passed in supplementary or repeat examination

The percentage of parents requesting academic support from faculty has shown a declining trend over the years. In 2018, 55% of parents sought retests, extra classes, study materials for slow learners, and opportunities for research publications and conference attendance to enhance their wards' chances of admission abroad. This figure decreased to 44% in 2019, further to 30% in 2021, and reduced significantly to only 10% of parents making such demands in 2022. (**Figure 2**)

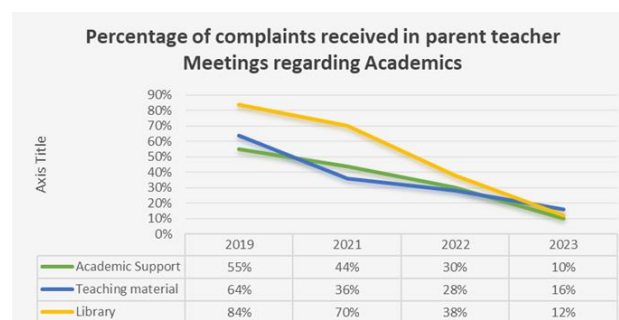


Figure 2: Percentage of complaints received in parent teacher meetings regarding academics

Over the years, there has been a notable improvement in food quality on campus. Initially, 72% of parents raised concerns about the taste and quality of food. However, by 2022, this number has decreased significantly to 20%. This improvement can be attributed to the establishment of a separate canteen and mess committee, which has effectively addressed and reduced the issues related to food quality. In 2018, 55% of parents expressed a demand for separate hostels, upgraded common rooms and washrooms, air conditioning facilities, internet connections, among other amenities. This percentage gradually decreased over subsequent years to 48% in 2019, further down to 25% in 2021, and significantly reduced to only 10% in 2022. (Figure 3)

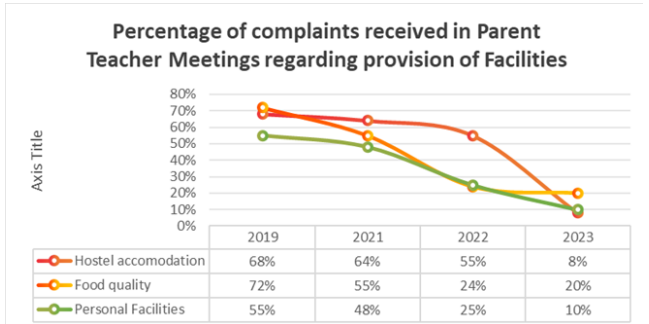


Figure 3: Percentage of complaints received in Parent Teacher Meetings regarding provision of Facilities

The demand for sports facilities, both indoor and outdoor, among parents has shown a significant decline over recent years: In 2018, 63% of parents expressed interest in cricket facilities, which decreased to 48% in 2019, further declined to 10% in 2021, and sharply dropped to just 1% in 2022. Similarly, the desire for a football ground was 55% in 2018, which decreased to 42% in 2019, fell to 8% in 2021, and reduced further to 5% in 2022. Table tennis facilities were also requested, with 52% of parents in 2018, decreasing to 35% in 2019, further declining to 15% in 2021, and notably decreased to 3% in 2022. (Figure 4)

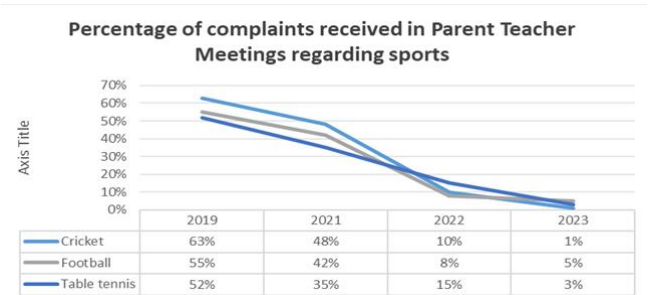


Figure 4: Percentage of complaints received in parent teacher meetings regarding sports

5. Discussion

A parent-teacher meeting (PTM) is a vital platform for parents and teachers to discuss a student's academic performance, progress and overall development in both academics and extracurricular activities. These meetings provide solutions for any issues related to the student's growth. They prepare students to approach their studies with confidence in a supportive learning environment, crucial for their academic and overall development.⁷ Noor (2018)⁸ found that PTMs are held regularly in all institutes, offering a satisfactory interaction between teachers and parents to discuss strengths and areas for improvement. Answer scripts and progress reports are shared, and parents' suggestions are noted. According to Derlak (2015),⁹ such interactions enhance motivation, discipline, and behavior resulting in higher academic achievement. Direct communication among students, parents, and mentors improves student-teacher relationships and helps address issues that may impede academic success. Thus, PTMs provide a scheduled opportunity for parents and teachers to collaborate, with teachers sharing information about the child's progress and other developments at the institution.^{10,11,12} Overall, PTMs foster a collaborative effort between parents and teachers to support the child's academic journey.^{13,14} According to Valsiner, J. (2014) and Windelband, W. (1904).^{15,16} Parent-Teacher meetings play a vital role in creating a collaborative environment that enhances student success by providing a platform for discussing academic progress, behavior, and strategies for improvement.

5.1. Outcome of PTM

At K. J. Somaiya Medical College, Parent-Teacher Meetings (PTMs) are held twice each academic year, following the first two internal assessments. Parents unable to attend the scheduled PTM must provide written notice, and a future meeting is rescheduled. These meetings allow parents to discuss academic and extracurricular issues, personal matters, or any other concerns affecting their child's progress with the concerned teachers. Mentors also communicate with parents about the overall progress of the students. The PTM agenda includes topics like attendance, exam performance, language issues, discipline, theory paper presentation, and practical exam performance. Slow learners receive special attention, and any issues raised by parents are addressed. Extra classes are provided for students facing learning difficulties, and counseling and emotional support are offered as needed. Corrective measures are implemented for students with poor attendance.

Concerns regarding extracurricular activities such as sports and cultural events are also discussed and resolved to the parents' satisfaction. Parents and students are encouraged to discuss any matter that hampers academic progress, and remedial measures are agreed upon with the parents and student mentors. Before university theory exams, revision classes are held for better topic understanding, and practice

sessions for viva-voce are conducted before practical exams, preparing students for the types of questions they may encounter. Hostel facilities, sports and other extracurricular issues including food quality and library facilities are regularly addressed. Parents' requests for academic support in research and publications are also considered. These efforts have significantly reduced the problems faced by parents over the years. As a result, student grades have improved, study time has increased, and academic support has helped students apply to foreign universities.

5.2. Out-come analysis

The findings of the study reveal that the majority of students, teachers, parents, and management are well-acquainted with the purpose and benefits of Parent-Teacher Meetings (PTMs) at our institution. They recognize PTMs as instrumental in enhancing teacher effectiveness and student success. Our results align with existing research, which underscores the positive actions taken by stakeholders to identify and address issues. Notably, the pass percentage of slow learners has improved over the years, likely due to increased teacher efforts prompted by these meetings. Teachers may be more motivated to improve their accountability or meet new demands from parents following the PTMs. With the development of cricket, football, and table tennis facilities on campus at the request of parents, students now have better opportunities to utilize their leisure time productively. Additionally, there has been a significant reduction in the number of complaints from parents, indicating increased satisfaction with the institution.

6. Conclusions

Parent-Teacher Meeting has a positive impact on students' development. Direct communication among students, parents, and mentors improves student-teacher relationships and helps address issues that may impede academic success. It helped the students to improve their academic and scholastic performance. Concerns regarding extracurricular activities such as sports and cultural events are also discussed and resolved. Students now have better opportunities to utilize their leisure time productively. The pass percentage of slow learners has improved over the years, there has been a significant reduction in the number of complaints from parents, indicating increased satisfaction with the institution.

7. Authors Contribution

SR drafted the manuscript, performed the literature review, SPS assisted in writing the paper.

8. Source of Funding

None.

9. Conflict of Interest

None.

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