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The Impact of Parent–Teacher Communication on Student Behaviour and Social Development in a Semi-Government School in Fujairah

أثر التواصل بين أولياء الأمور والمعلمين على سلوك الطلاب والتنمية الاجتماعية
في مدرسة شبه حكومية بالفجيرة

by

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Abstract

In the realm of contemporary education, proficient communication between parents and instructors assumes a crucial role in moulding student conduct and fostering social growth. This study investigates the influence of parent–teacher communication on student results at a semi-government school located in Fujairah, the United Arab Emirates. A total of ten parents were included in this research study, which utilised a mixed-methods approach that included both questionnaires and interviews. The study analyses the main difficulties and advantages that exist in the communication between parents and teachers in the specific educational environment. The participants shared their experiences, perceptions, and expectations about communication strategies through questionnaires and interviews. The data analysis reveals several aspects that impact the efficiency of communication, such as cultural norms, technology capabilities, and institutional backing. Evidence indicates that although the significance of communication between parents and teachers is acknowledged, many obstacles impede its effective execution. The obstacles encompass language difficulties, restricted technology infrastructure, and cultural disparities in communication preferences. Nevertheless, the participants also emphasised the advantages of robust parent–teacher contact, including enhanced student engagement, behaviour, and overall academic achievement. In addition, the study examines methods to improve parent–teacher communication, including the use of multilingual communication platforms, regular feedback systems, and culturally sensitive approaches. The Interviews provided valuable insights into the intricate factors that contribute to the development of meaningful partnerships between parents and instructors. This research has important implications for educational stakeholders, policymakers, and practitioners who want to improve student outcomes by encouraging effective collaboration between parents and teachers. By tackling the identified issues and capitalising on the chances for enhancement, schools can establish a suitable atmosphere for comprehensive

student development. Ultimately, this study adds to the expanding collection of research on parent–teacher communication and its influence on student behaviour and social development. It emphasises the significance of cultivating cooperative partnerships between parents and teachers to bolster the educational progress of pupils in semi-government schools in Fujairah and other areas.

ملخص البحث

في عالم التعليم المعاصر، يلعب التواصل الفعال بين أولياء الأمور والمدرسين دورًا حاسمًا في تشكيل سلوك الطلاب وتعزيز النمو الاجتماعي. تبحث هذه الدراسة في تأثير التواصل بين أولياء الأمور والمعلمين على نتائج الطلاب في مدرسة شبه حكومية تقع في الفجيرة، الإمارات العربية المتحدة. تم تضمين ما مجموعه عشرة أولياء الأمور في هذه الدراسة البحثية، والتي استخدمت نهجًا مختلط الأساليب الذي شمل كلا من الاستبيانات والمقابلات. تحلل الدراسة أهم الصعوبات والمزايا الموجودة في التواصل بين أولياء الأمور والمعلمين في البيئة التعليمية المحددة. وتبادل المشاركون تجاربهم وتصوراتهم وتوقعاتهم حول استراتيجيات الاتصال من خلال الاستبيانات والمقابلات. ويكشف تحليل البيانات عن العديد من الجوانب التي تؤثر على كفاءة الاتصال، مثل المعايير الثقافية، والقدرات التكنولوجية، والدعم المؤسسي.

تشير الأدلة إلى أنه على الرغم من الاعتراف بأهمية التواصل بين أولياء الأمور والمعلمين، إلا أن هناك العديد من العوائق التي تعيق تنفيذه بفعالية. تشمل العوائق الصعوبات اللغوية، والبنية التحتية التكنولوجية المقيدة، والفوارق الثقافية في تفضيلات الاتصال. ومع ذلك، أكد المشاركون أيضًا على مزايا الاتصال القوي بين أولياء الأمور والمعلمين، بما في ذلك تعزيز مشاركة الطلاب وسلوكهم والتحصيل الأكاديمي العام. بالإضافة إلى ذلك، تبحث الدراسة في طرق تحسين التواصل بين أولياء الأمور والمعلمين، بما في ذلك استخدام منصات التواصل متعددة اللغات، وأنظمة التغذية الراجعة المنتظمة، والمناهج الحساسة ثقافيًا. توفر المقابلات رؤى قيمة حول العوامل المعقدة التي تساهم في تطوير شراكات هادفة بين أولياء الأمور والمعلمين.

هذا البحث له آثار مهمة على أصحاب المصلحة التربويين وصانعي السياسات والممارسين الذين يرغبون في تحسين نتائج الطلاب من خلال تشجيع التعاون الفعال بين أولياء الأمور والمعلمين. ومن خلال معالجة القضايا المحددة والاستفادة من فرص التحسين، يمكن للمدارس تهيئة جو مناسب للتنمية الشاملة للطلاب.

في نهاية المطاف، تضيف هذه الدراسة إلى مجموعة الأبحاث الموسعة حول التواصل بين الآباء والمعلمين وتأثيره على سلوك الطلاب والتنمية الاجتماعية. ويؤكد أهمية بناء شراكات تعاونية بين أولياء الأمور والمعلمين لتعزيز التقدم التعليمي لتلاميذ المدارس شبه الحكومية في الفجيرة والمناطق الأخرى.

Dedication

To my mother and husband, the source of my inspiration to be dedicated and patient.

To every soul passionate about education to drive success.

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List of Abbreviations

EST	Ecological Systems Theory
SLT	Social Learning Theory
TPACK	The Technological Pedagogical Content Knowledge framework
UAE	United Arab Emirates

Chapter 1: Introduction

1.1 Overview of the Chapter

The exchange of information and ideas between instructors and parents has a crucial role in shaping the educational experiences and achievements of students. The objective of this is to serve as an intermediary between the home and school environments, so promoting cooperation, comprehension, and assistance for the child's holistic growth. In the context of semi-government schools in Fujairah, where cultural, social, and economic factors intersect, the importance of efficient communication between instructors and parents becomes particularly evident. Fujairah's semi-government schools offer a unique educational setting characterised by a diversified student body, a variety of socio-economic origins, and different cultural values. These educational institutions operate as public–private partnerships, including government control and private sector involvement in their operations. Consequently, they face numerous challenges and possibilities in delivering a high-quality education to children while simultaneously addressing the diverse needs and aspirations of the students and their families. The importance of effective communication between teachers and parents cannot be overstated, since it greatly influences student outcomes and school efficiency. A correlation exists between communication channels and higher levels of student engagement, academic achievement, and socio-emotional well-being (Mutodi, 2014). Communication channels enhance mutual comprehension, confidence, and collaboration between educators and parents by fostering favourable interactions between the two parties. In addition, proficient communication enables parents to actively engage in their child's education, so facilitating learning at home and reinforcing academic progress in the school. Effective parent–teacher communication establishes a connection between the home and school environments, enabling collaboration, fostering mutual understanding, and promoting the

optimal growth of the child (Popovska Nalevska, 2021). Enhanced communication between teachers and parents is vital in Fujairah's semi-government schools, where there is a convergence of cultural, social, and economic forces. These educational institutions, which are a combination of public and private funding, cater to a varied student population with distinct social and cultural backgrounds.

Research indicates that communication channels enhance student engagement, academic performance, and socio-emotional well-being. Engaged parents can enhance their children's education at home, augmenting academic progress. Efficient communication also cultivates trust, comprehension, and collaboration between educators and parents, benefiting the entire school community. Although parent–teacher collaboration is crucial, Fujairah's semi-government schools face hurdles. Communication may be hindered by cultural norms, language differences, practical limitations, and socio-economic disparities. This is a matter of concern since good communication has an impact on educational achievements and the efficiency of schools.

The intersection of technology and evolving family structures is transforming the field of education, presenting both advantageous prospects and challenges in the realm of communication tactics (Facer, 2011). A comprehensive investigation is necessary to examine the impact of parent–teacher communication on the conduct and social development of children in this distinctive educational setting. This research has the potential to enhance communication strategies and facilitate the effective implementation of policies and practices, ultimately leading to improved student success.

Communication between parents and instructors at semi-government schools in Fujairah may face obstacles due to cultural norms, linguistic barriers, logistical limitations, and socio-economic disparities. This is in spite of the well-recognised importance of such communication.

Furthermore, the dynamic nature of education, driven by technological advancements and evolving family dynamics, presents both novel prospects and challenges for communication methods. Hence, it is crucial to examine the influence of parent–teacher communication on students' conduct and social development in this setting, in order to guide future research endeavours and advise on the implementation of policies and practices.

1.2 Introduction

This chapter introduces the research of how parent–teacher communication influences student behaviour and social development in Fujairah's semi-government schools. The text begins with a brief review of Fujairah's educational landscape, highlighting semi-government schools' unique challenges. Fujairah, one of the seven UAE emirates, features a diverse education system that illustrates the country's commitment to a high-quality education for all. Semi-government schools, which work with public and private groups, teach many children and help them develop academically and socially. After that, the chapter discusses the study's theoretical background, including parent–teacher communication, student conduct, and social development. The theoretical framework uses education, psychology, and communication studies to explain parent–teacher communication and student outcomes. The complex parent–teacher relationship and its impact on student development are explained by social capital, cultural capital, and ecological systems theory. After the theoretical discussion, the chapter analyses relevant literature and summarises the current research. This literature evaluation identifies gaps, trends, and areas of agreement or disagreement in the present field to provide a scholarly context. It also helps formulate research questions and hypotheses, and guides practical assessment. Understanding the complex interaction between home and school requires research on how

communication, parental engagement, and culture affect student behaviour and social development.

The chapter then discusses the research goals and predicted outcomes. Details on the study objectives are given here. This clarifies the research's purpose. It also highlights how this research could affect education theory, practice, and policy. This study examines how parent–teacher contact improves student conduct and social development. We want to study how parents and teachers interact, what factors affect it, and how different communication methods affect pupils' behaviour and social adjustment.

The chapter then discusses the research design, sample, data collection, and analysis. The methodological approach is given here to make research more transparent, thorough, and legitimate. Readers can then evaluate the findings' trustworthiness and generalisability. A mixed-methods approach using quantitative and qualitative data will capture the depth and complexity of parent–teacher communication dynamics. To understand the communication methods and their impacts, parents, instructors, and school administrators will be polled, interviewed, and their documents evaluated.

This chapter also addresses ethical considerations related to human study subjects, including protecting their rights, privacy, and health. Following all norms and regulations ensures that the research is honest and trustworthy, which benefits everyone. Data protection, informed consent, and confidentiality protocols will assure participant safety and ethical conduct. The chapter ends with a dissertation structure summary, describing how the next chapters will be ordered and covered. This section gives readers a roadmap through the research, improving the comprehension and coherence. Topically ordered chapters will address the literature review, methodology, data analysis and discussion. With this approach, this study examines parent–

teacher communication and its consequences on student behaviour and social development in Fujairah's semi-government schools.

1.3 Background and Motivation for the Study

In the United Arab Emirates (UAE), the education system consists of a combination of public and private schools, with semi-government schools holding a distinct status within this framework. The semi-government schools in Fujairah are influenced by cultural, social, and economic issues, which are representative of the diverse and dynamic community of the UAE (Wilkins, 2020). Fujairah, one of the seven emirates that make up the UAE, has a significant cultural heritage and has undergone tremendous development and urbanisation in recent times. Consequently, the educational institutions in question must skilfully manage the intricate interaction between conventional principles and modern requirements in order to effectively address the varied needs of their student body.

Fujairah's semi-government schools have a diverse student population with various cultural backgrounds, which is a reflection of the UAE's multicultural society (Garces-Bacsal, 2024). This diversity contributes a multitude of viewpoints and life encounters, enhancing the educational setting but also posing difficulties in terms of communication and cultural comprehension. In addition, the semi-government schools in Fujairah function within a framework of public–private partnership, which combines government supervision with private sector participation. This distinctive configuration requires a sophisticated approach to educational administration, carefully weighing the interests of both public and private parties while endeavouring to provide high-quality education to every student. Linguistic barriers exacerbate the communication challenges between parents and instructors in Fujairah's semi-government schools, in addition to the existing cultural variety (Jules, 2023). Although Arabic is

the designated language for teaching, the student population consists of individuals who are proficient in several languages, which reflects the diverse cultural makeup of the UAE. Therefore, it is crucial to develop communication strategies that are comprehensive and adaptable to language diversity in order to guarantee the active involvement of all parents in their child's education.

Moreover, there are socio-economic inequalities present in the semi-government schools in Fujairah, where pupils come from various economic backgrounds. While certain families may possess access to resources and support networks, others may encounter financial obstacles or lack the essential support systems to actively participate in their child's education. To tackle these inequalities, it is necessary to establish efficient communication between parents and teachers, as well as implement specific interventions and support systems to ensure equal opportunities for all pupils.

In light of this situation, the importance of parent–teacher contact in Fujairah's semi-government schools cannot be emphasised enough. Efficient communication acts as a connection between the home and school settings, promoting cooperation, comprehension, and assistance for the comprehensive growth of every child (Selman, 2003). Nevertheless, dealing with the intricacies of cultural, linguistic, and socio-economic variety poses inherent difficulties, underscoring the importance of customised communication tactics and continuous research to guide optimal approaches in parent–teacher collaborations.

1.4 Problem Statement

Especially in Fujairah's semi-public institutions, parent–teacher collaboration is crucial to academic achievement. Though it is obviously important, there are a lot of things that got in the way of parents and teachers communicating well in this setting.

The cultural and linguistic variety that is common among students and their families is one of the main challenges (Wood, 2018). A diverse range of cultural backgrounds and linguistic competence levels are represented in Fujairah's semi-public schools. In a diverse classroom, parents and instructors may struggle to understand one another and work together due to linguistic, cultural, and communication challenges. Furthermore, communication difficulties can be intensified by logistical limitations and socio-economic gaps. The construction of strong communication channels may be hindered in Fujairah's semi-government schools due to a lack of resources, infrastructure, and technological capabilities. Further worsening inequalities in parental engagement and support are parents from lower socio-economic backgrounds who may have trouble accessing and participating with school communication platforms.

Additionally, parent–teacher communication approaches in the West may not be universally applicable due to cultural conventions and expectations around parental involvement in instruction. Parents' involvement in their children's education may be limited when they submit to instructors' authority and disregard their knowledge (Baquedano, 2013). Teachers, on the other hand, may find it difficult to approach culturally sensitive subjects or communicate with parents who have differing views on education.

Overall, there are substantial challenges to effective parent–teacher communication in Fujairah's semi-government schools due to the complex interaction of cultural, language, logistical, and socio-economic elements. In order to overcome these obstacles, we need to take a detailed look at the relevant background and figure out how to get parents and teachers working together more effectively. This study aims to investigate the obstacles in parent–teacher communication in semi-government schools in Fujairah. The objective is to enhance relationships by identifying the key barriers. It aims to explore the viewpoints, encounters, and

difficulties encountered by both parents and instructors. The study seeks to enhance educational methods and outcomes in these schools through this analysis. Furthermore, it acknowledges the substantial impact that enhanced communication has on promoting favourable student conduct and social growth.

1.5 Aims and Objectives

The primary focus of this study is to investigate the influence of parent–teacher communication on student behaviour and social development at a semi-government school located in Fujairah, the United Arab Emirates. This inquiry aims to offer insights into the present condition of communication between parents and teachers, and its impact on student results. Furthermore, the study seeks to identify obstacles and difficulties that impede efficient communication, and formulate suggestions for enhancing parent–teacher collaborations in the selected educational institution.

This research aims to provide educational stakeholders in Fujairah with a comprehensive understanding of the intricacies of parent–teacher communication and its impact on student behaviour and social development. This will empower them to formulate precise plans and interventions to cultivate a nurturing atmosphere for communication, thereby augmenting the educational experiences and achievements of students.

Furthermore, the subsequent study objectives have been established :

- Examine the current state of communication between parents and teachers at the selected semi-government educational institution in Fujairah. The purpose of this objective is to evaluate the present condition of parent–teacher communication, encompassing the regularity, method, and excellence of communication channels employed.

- Examine how the parents and educators view the effectiveness and quality of the communication given by individuals in these positions. This target aims to comprehend the viewpoints and dispositions of parents and teachers regarding communication methods, including their perceived efficacy, obstacles, and opportunities for enhancement.
- Examine the correlation between student behaviour and the extent of parent–teacher communication. The purpose of this objective is to analyse the influence of communication patterns on student behaviour, encompassing aspects such as academic involvement, classroom behaviour, and disciplinary matters.
- Examine the relationship between the level of communication between parents and teachers, and the social growth of pupils. This seeks investigate the correlation between communication practices and the socio-emotional development of pupils, encompassing factors such as peer connections, self-esteem, and emotional well-being.
- Analyse the barriers and challenges that hinder efficient communication between educators and parents within the selected semi-government school. The objective of this study is to identify the main obstacles and difficulties experienced by parents and teachers in promoting effective communication. These include variables related to culture, language, logistics, and socio-economic conditions.

This study seeks to enhance our understanding of the impact of parent–teacher communication on student conduct and social development in semi-government schools in Fujairah. By addressing these objectives, the study attempts to provide a thorough analysis of this topic. The study aims to enhance the educational experiences and outcomes of students in

the region by providing evidence-based insights and suggestions to influence educational practice and policy.

1.6 Research Questions

1.6.1 Main Research Question

How does parent–teacher communication influence student behaviour and social development in a semi-government school in Fujairah, UAE?

1.6.2 Sub-Questions

- What is the current state of parent–teacher communication in the chosen semi-government school, including the frequency, mode, and quality of communication channels utilised?
- What are the perceived impacts of parent–teacher communication on student behaviour, including factors such as academic engagement, classroom conduct, and disciplinary issues?

1.7 Rationale and Unique Contribution of the Study

The understanding of the significance of parent–teacher communication in determining student behaviour and social development has increased in recent years. Nevertheless, there is a significant amount of knowledge to be gained regarding the intricacies of communication within semi-government schools in Fujairah, UAE, and its precise influence on student achievements. Hence, the importance of this study resides in its capacity to elucidate the complexities of parent–teacher communication in this particular setting and its consequences on student behaviour and social growth.

The main objective of this study is to assess the present condition of parent–teacher communication in the selected semi-government school, encompassing the difficulties and obstacles encountered by both parents and teachers. The study seeks to identify areas for improvement and propose specific methods to increase communication relationships by analysing the frequency, modality, and quality of communication channels used. Furthermore, through an examination of the perceived effects of communication on student conduct and social development, the research aims to emphasise the significance of efficient communication in promoting favourable student results.

Moreover, the distinctive value of this study resides in its emphasis on the particular setting of semi-government schools in Fujairah, the UAE. Although there is literature available on parent–teacher communication, a significant portion of it focuses on Western contexts and may not comprehensively reflect the intricacies of communication dynamics in the UAE. This study offers useful insights into the distinct challenges and opportunities encountered by educators and parents in Fujairah by analysing communication behaviours within the cultural, linguistic, and socio-economic context of the region.

Moreover, this study enhances the wider academic discussion by investigating the relationship between parent–teacher communication and student conduct and social development. Although prior research has emphasised the significance of communication in academic success, there have been fewer investigations into its influence on social-emotional outcomes. The study seeks to enhance our understanding of the complex impact of communication on student development by examining this link.

Furthermore, the objective of this study is to provide practical suggestions and tactics for enhancing parent–teacher communication in semi-government schools in Fujairah. The project

aims to identify barriers and challenges that hinder successful communication. Its goal is to provide educational stakeholders with evidence-based knowledge and strategies to improve communication partnerships and foster better student outcomes.

Essentially, this study's justification and distinctive value reside in its emphasis on parent–teacher contact in semi-government schools in Fujairah, UAE, and its consequences for student conduct and social development. The study seeks to improve educational practices and outcomes in the region by filling gaps in the current literature and offering context-specific insights and recommendations.

1.8 Structure of the Dissertation

This dissertation is structured to have five chapters; each chapter addresses specific aspects of the research study as follows:

Chapter One – The purpose of this introduction chapter is to provide readers with a thorough comprehension of the research project, therefore establishing the foundation for the dissertation. The study commences by presenting the background information and motivation that constitute the basis of the research. It emphasises the need for investigating the influence of parent–teacher communication on student conduct and social development in semi-government schools in Fujairah, UAE. The chapter proceeds to explore the reasoning behind conducting the study, highlighting the importance of filling gaps in the current body of literature and enhancing the comprehension of communication dynamics within this particular setting.

The problem statement is comprehensively explained from both theoretical and contextual viewpoints, delineating the difficulties and barriers encountered by educators and parents in cultivating efficient communication collaborations. Furthermore, the chapter clearly outlines the main goal, specific objectives, inquiries, and unique contribution of the research

study. The study aims to enhance parent–teacher partnerships in semi-government schools in Fujairah by examining the current state of communication between parents and teachers, analysing student behaviour in relation to communication patterns, and identifying obstacles that hinder effective communication. It seeks to provide insights and recommendations based on these findings.

To conclude this section, the chapter reaches its highest point with a clear explanation of the organisational framework of the dissertation, providing a detailed overview of the structure and content of the next chapters. This part improves the understanding and organisation by providing a clear plan for readers to follow, helping them navigate through the study's step-by-step evolution.

Chapter Two – This chapter provides a thorough conceptual study, clearly identifying and explaining the basic concepts related to parent–teacher communication and its influence on student behaviour and social development. The following section explores the theoretical basis of the study project, explaining fundamental theories and models that are applicable to the dynamics of communication in educational environments. The chapter specifically examines ideas such as social capital theory and ecological systems theory, offering insights into the intricate interaction between home and school contexts.

In addition, the chapter provides a thorough analysis of the existing literature on parent–teacher contact in semi-government schools in Fujairah. The chapter establishes a strong theoretical framework for the research study by combining previous investigations and actual studies completed in similar circumstances. In conclusion, this chapter provides a thorough overview of the literature review portion, emphasising important discoveries, patterns, and areas of research that need more exploration.

Chapter Three – This chapter introduces the mixed-methods approach used in the research project, providing an overview of the thorough plan for collecting data and the methodological framework. The chapter explores the complex aspects related to the contextual framework, site selection, specific population, and precise sampling methodology. Furthermore, the chapter outlines the tools used for collecting data and the process of ensuring their accuracy. It also describes the approach taken to analyse and discuss the information obtained from both qualitative and quantitative data collection methods.

The researcher's responsibility in managing ethical considerations and mitigating minimum hazards inherent in the research study is also clarified. In addition, the chapter highlights the significance of guaranteeing the credibility and dependability of the acquired data, thus maintaining the honesty and accuracy of the study results.

Chapter Four – This chapter thoroughly explores the findings obtained from the in-depth inquiry, providing a precise analysis of the collected data. The chapter examines the characteristics and effectiveness of parent–teacher communication in semi-government schools in Fujairah using both qualitative and quantitative analysis. It also investigates the influence of this communication on student conduct and social development. Furthermore, the chapter outlines significant barriers and problems that hinder the effectiveness of communication partnerships and provides valuable insights into viable ways for overcoming these obstacles.

Chapter Five – This final chapter analyses the final stages of the research study in relation to the main purpose, goals, and inquiries that directed the investigation. The chapter explores the significant discoveries and their subsequent contributions to clarifying the research questions, taking into account insights gained from similar investigations.

Chapter 2: Literature Review

2.1 Overview of the Chapter

Effective communication between parents and teachers is crucial in influencing the educational experience and achievements of children, especially in semi-government schools located in Fujairah, UAE. In light of the ongoing evolution and diversification of communication channels, it is crucial to comprehend the dynamics, problems, and opportunities that come with parent–teacher communication in this particular context.

This chapter offers a comprehensive examination of the current body of research on parent–teacher communication and its influence on student behaviour and social development. The text commences with a comprehensive examination of the importance of parent–teacher communication in educational environments, emphasising its function in cultivating cooperation, comprehension, and assistance between the household and the institution. The chapter subsequently explores the diverse elements that impact parent–teacher communication, encompassing cultural norms, linguistic variation, logistical obstacles, and socio-economic inequities.

Furthermore, the literature study investigates the difficulties and barriers encountered by educators and parents in cultivating successful communication collaborations. This study examines research that has explored the frequency, method, and standard of communication channels used in semi-government schools in Fujairah. It provides insights into areas that require development and intervention.

In addition, the chapter consolidates previous studies on the influence of parent–teacher communication on student conduct and social development. This research delves into investigations that have analysed the correlation between communication patterns and several

characteristics, including academic engagement, classroom conduct, disciplinary concerns, peer relationships, self-esteem, and emotional well-being. The literature study tries to analyse and combine these data in order to gain a deeper understanding of how parent–teacher communication impacts student outcomes.

In addition, the chapter examines the consequences of this research for educational stakeholders, such as school leaders, administrators, teachers, and parents. The chapter emphasises the significance of cultivating constructive communication alliances and provides suggestions for improving parent–teacher communication in semi-government schools in Fujairah. The literature evaluation ultimately highlights deficiencies in the current research and suggests potential directions for future research to go deeper into and comprehend the intricacies of parent–teacher communication in educational environments.

2.2 Conceptual Analysis

2.2.1 Parents' Involvement

The influence of parent–teacher communication dynamics on student behaviour and social development in semi-government institutions in Fujairah is a significant aspect of parental involvement. Parental involvement comprises a wide range of endeavours, including the participation in school events and dialogues with educators regarding their child's academic development (Herman, 1983). Active participation in this matter not only contributes positively to students' academic performance but also significantly influences their social conduct and interactions.

An examination of the relationship between parental involvement and student behaviour yields significant and thought-provoking findings. Consistently, research has shown that active parental involvement, which consists of consistent communication with instructors, is linked to

favourable student conduct, including regular attendance, attentiveness in class, and compliance with school regulations (Liu, 2020). Parents are better able to provide their children with the necessary support and guidance at home when they maintain effective channels of communication with their children's teachers regarding their academic progress and behavioural tendencies (Berk, 2001).

Furthermore, familial engagement in teacher–student communication encompasses the social development of the child in addition to academic concerns. The importance of parental involvement in cultivating positive peer relationships, affective well-being, and social competence among students is emphasised in research (Gross, 2014). Parents can foster empathy and cooperation, support social-emotional learning objectives, and motivate their child's engagement in extracurricular pursuits that augment social aptitudes through collaborative efforts with educators (Alzahrani, 2019).

In general, the scholarly literature emphasises that parent–teacher communication in semi-government schools significantly influences student behaviour and social development. By fostering a cooperative alliance between educational institutions and parents, guardians can utilise parental engagement as an influential mechanism to advance favourable academic and social results for children, thereby enhancing the comprehensive educational experience for Fujairah's students.

2.2.2 School–Family Partnerships

Collaborations between schools and families have a significant impact on the academic experiences and achievements of pupils. Collaboration between schools and families appears to substantially contribute to student achievement, according to research (Jones, 2013). Continual dialogue, reciprocal regard, and collaborative decision-making are characteristics of these

alliances between parents and educators (Stefanski, 2016). Students are more inclined to exhibit favourable conduct and attain scholastic accomplishments when educational institutions proactively involve families in the learning process (Christenson, 1999).

Effective school–family partnerships comprise a multitude of endeavours and undertakings that are designed to cultivate cooperation and active participation. Volunteer opportunities, home visits, parent–teacher conferences, and family seminars are a few examples (McIntyre, 2014). Schools have the capacity to foster a sense of community ownership and engagement by encouraging family participation in decision-making processes and school activities (Chavkin, 2011). Furthermore, scholarly investigations suggest that robust collaborations between schools and families are linked to enhanced academic achievement, decreased disciplinary concerns, and improved social and emotional growth (Lohman, 2010).

Moreover, in semi-government schools located in Fujairah, where family engagement practices may be influenced by socio-economic factors and cultural diversity, school–family partnerships are vital especially important (Mohammed, 2022). It is critical to implement culturally sensitive strategies in family engagement in order to establish trust and cultivate significant connections with parents hailing from diverse cultural backgrounds (Grant, 2010). Schools have the ability to foster collaboration and communication by establishing inclusive environments that recognise and appreciate the cultural diversity of families.

2.2.3 Social Media Communication Between Parents and Teacher

Social media is widely used to connect instructors and parents in academic settings. Social media platforms including Facebook, Twitter, and WhatsApp have accelerated educator–parent communication (Abubakari, 2020). Social media makes it easy to share academic progress and school activities (Wohn, 2013).

Research shows that social media communication between parents and teachers can boost parental involvement in their children's education (Baxter, 2023). Social media allows educators to update parents on classroom activities, student achievements, and homework assignments, improving parental engagement and knowledge retention (Mumcu, 2018). Social media also lets parents and educators share information and quickly address questions (Blazer, 2012). Before beginning, it is important to consider the potential challenges and issues involved in using social media for parent–teacher communication. Privacy and confidentiality concerns may arise when discussing confidential matters or releasing student information on social media (Strahilevitz, 2005). To maintain professionalism and avoid misunderstandings, social media communication may require clear norms and boundaries.

Despite these challenges, social media discourse can improve parent–teacher collaboration and student progress (Trevino, 2012). Social media allows educational institutions to foster open and honest communication, strengthen teacher–parent relationships, and create a cooperative learning environment that benefits students' academic and social development (Yao, 2019).

2.3 Theoretical Framework

This section is fundamental for studying the influence of parent–teacher communication on student conduct and social development in semi-government schools in Fujairah. This section explores the basic theories and concepts that form the foundation of communication dynamics between parents and instructors in educational environments. The study starts by thoroughly examining theoretical concepts relevant to parent–teacher communication, highlighting their importance in comprehending the elements that impact student behaviour and social growth. The section examines how these theories offer understanding into the factors influencing parent–

teacher relationships and their impact on student results. This chapter lays a solid theoretical groundwork to explore the complex connection between parent–teacher communication and student conduct and social development in semi-government schools in Fujairah.

2.3.1 Focused Theories of Parent–Teacher Relationship

2.3.1.1 Social Learning Theory. Proficient in the intricacies of parent–teacher communication and its impact on student conduct and social growth, Social Learning Theory (SLT), formulated by Albert Bandura, provides significant contributions to the field. Individuals acquire knowledge via three fundamental mechanisms, according to SLT (Bandura, 1977): observation, imitation, and modelling. Behaviour is influenced by external stimuli and social interactions, in addition to intrinsic factors such as personality and heredity, according to this theory. Children observe the interactions that occur between their parents and instructors in the context of parent–teacher communication. By observing and internalising the communication patterns and behaviours displayed by adults in their social environment, these observations provide a foundation for learning (Bandura, 1977).

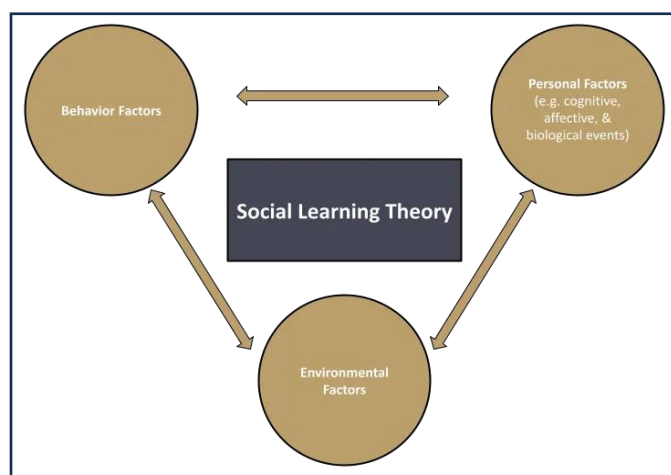
Children may engage in the imitation or replication of the communication strategies and interaction styles they have observed employed by their parents and instructors, as a result of their observation of such behaviours (Hill, 2009). Adverse communication has the potential to encourage the adoption of undesirable conduct, whereas constructive behaviour is exemplified through positive communication.

As a result of the perceived efficacy and observed outcomes, individuals engage in the modelling process by imitating the behaviours of others. Children's behaviour and communication abilities are significantly impacted when their parents and instructors exhibit effective communication practices, thereby setting an example of suitable social interactions

(McLeod, 2011). In the realm of parent–teacher communication, illustrative studies have furnished empirical substantiation for the tenets of SLT. In an effort to determine the effect of observed parent–teacher interactions on child behaviour in early childhood education settings, Kil and Antonacci (2020) conducted a longitudinal study. Higher levels of social competence and fewer behavioural issues in children were found to be correlated with positive parent–teacher communication, according to their findings, as illustrated in Figure 1 (Kil & Antonacci, 2020).

Figure 1

Social Learning Theory



Additionally, the influence of open and consistent communication between parents and teachers on the behaviour of adolescents in secondary school settings was investigated in a study by Jones (2022). In accordance with his findings, improved student engagement and fewer disciplinary issues were the outcomes of enhanced communication (Jones, 2022).

In summary, the ways in which parent–teacher communication affects student behaviour and social development can be understood using the comprehensive framework of Social Learning Theory (refer to Figure 3). By mutually recognising the importance of observation,

imitation, and modelling, educators and parents may create a communication environment that promotes positive student outcomes.

2.3.1.2 The Theory of Ecological Systems. Ecological Systems Theory (EST), a framework originally developed by Urie Bronfenbrenner, provides a holistic perspective on the complex dynamics that exist between ecosystems and human beings. According to EST, the process of development takes place across a variety of nested systems, which span from the microsystem level to the macrosystem level (Darling, 2007). Environmental influence is discernible at the microsystem, mesosystem, exosystem, macrosystem, and chronosystem levels.

The microsystem comprises the immediate surroundings in which people engage in direct interactions, including familial, educational, and peer networks (Crawford, 202). Parent–teacher communication functions as an essential conduit connecting the home and school environments, functioning within the microsystem.

The mesosystem comprises the interconnections and interactions that occur between various microsystems (Duerden, 2010). Parent–teacher communication that is effective enhances the mesosystem through its facilitation of collaboration and consistency between the home and school environments.

Exosystem environments exert an indirect influence on individuals, including social networks, community organisations, and the media. Parent–teacher communication could potentially be impacted by exosystem variables, including support services and community norms (Ozaki, 2020).

The macrosystem comprises the more extensive cultural, ideological, and societal environments within which individuals operate. The practices and expectations of parent–teacher communication may be influenced by cultural norms and values (Spencer, 2008). At the

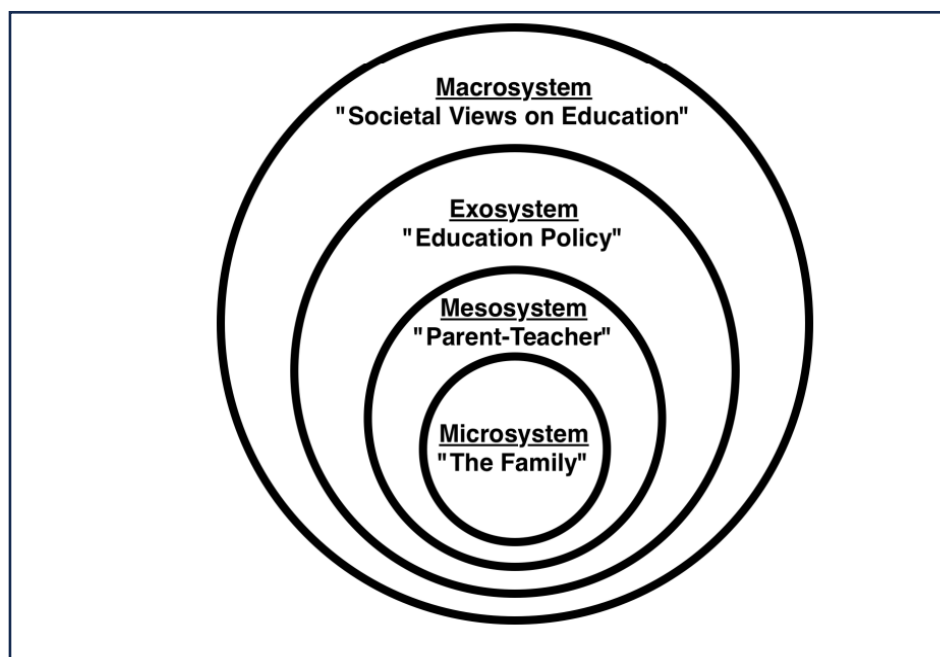
chronosystem level the impact of time and historical context on development is considered.

Family dynamics and shifts in societal perspectives regarding education may eventually have an effect on the nature of parent–teacher communication (Keyes, 2000).

Therefore, the majority of visual representations of EST are constructed using a variant of the concentric circles paradigm illustrated in Figure 2.

Figure 2

Ecological Systems Theory



The applicability of Ecological Systems Theory to comprehend the dynamics of parent–teacher communication and its influence on student behaviour and social development has been underscored by illustrative studies. To illustrate, a qualitative investigation was undertaken by Hou and Deng (2023) to examine the function of parent–teacher communication in facilitating the progress of students with special educational requirements. The significance of collaborative communication between parents and instructors across various environmental levels was highlighted by their findings.

Additionally, an investigation conducted by Magaña (2020) explored the impact of community support networks on the discourse between parents and teachers in urban areas that are underserved. The research conducted by the authors illustrated how elements from the exosystem, including the availability of resources and community services, can influence the calibre and efficacy of parental–teacher communication.

In essence, Ecological Systems Theory offers a comprehensive structure for comprehending the intricate factors that impact communication between parents and teachers, as well as the repercussions that this has on the social development and conduct of students (Christenson, 2001). Through acknowledging the interdependence of diverse environmental systems, educators and parents can establish cooperative communication environments that foster favourable results for pupils.

2.3.1.3 Technological Pedagogical Content Knowledge. Technological Pedagogical Content Knowledge (TPACK), a concept introduced by Mishra and Koehler (2006), signifies the amalgamation of content knowledge, pedagogy, and technology within the realm of education. The dynamic interrelation among these three domains is emphasised by TPACK, which also highlights the criticality of educators' capacity to utilise technology in a proficient manner to enrich the learning and teaching processes.

Within the realm of parent–teacher communication, TPACK presents novel prospects for augmenting channels of communication, thus exerting an impact on the conduct of students and their social growth. Parents and educators are able to engage in real-time communication, exchange resources, and receive timely updates on student progress through the use of digital platforms and communication tools (Voogt, 2013).

The potential for TPACK-based approaches for parent–teacher communication to improve student outcomes has been demonstrated by researchers. Research conducted by Johnson and Puplampu (2018) as well as Liu and Poon (2020) has demonstrated that the proficient utilisation of digital communication tools results in heightened parental engagement and participation (Lorenz, 2020). This, in turn, is associated with improved student motivation, academic performance, and socio-emotional welfare.

Furthermore, TPACK provides educators and parents with the essential competencies and understanding required to effortlessly navigate digital communication platforms. Through the effective utilisation of technology, educators and parents can forge more robust alliances, foster the cooperative resolution of challenges, and establish a network of support that positively influences the conduct and social growth of students.

Technological Knowledge (TK) in the context of strengthening parent–teacher communication refers to educators' proficiency in utilising diverse technological tools and platforms to support efficient communication between parents and teachers (Kazu, 2014). This entails a high level of skill in utilising email, messaging applications, virtual conference platforms, and online collaboration tools to effectively disseminate information, updates, and resources to parents. Educators who possess a robust technological knowledge (TK) are able to choose and employ suitable communication tools in order to guarantee prompt and significant interactions with parents.

Content Knowledge (CK) in the context of parent–teacher communication refers to the educators' profound comprehension of the subject matter that is being addressed or communicated with parents. This includes the understanding of curriculum content, educational standards, and student advancement within certain academic topics or areas of growth. Educators

that possess a solid content knowledge (CK) are able to effectively convey academic goals, learning objectives, and student accomplishments to parents in a manner that is both plain and comprehensible (Chai, 2013).

Pedagogical Knowledge (PK) refers to educators' comprehension of successful teaching and communication techniques that foster active participation and cooperation between parents and instructors. This encompasses expertise in proficient communication methods, adeptness in active listening abilities, and tactics for cultivating favourable connections with parents (Shinas, 2013). Teachers who possess excellent pedagogical knowledge (PK) can utilise a range of communication strategies, including active listening, empathy, and rapport-building, to cultivate effective and supportive interactions with parents.

Figure 3

Technological Pedagogical Content Knowledge

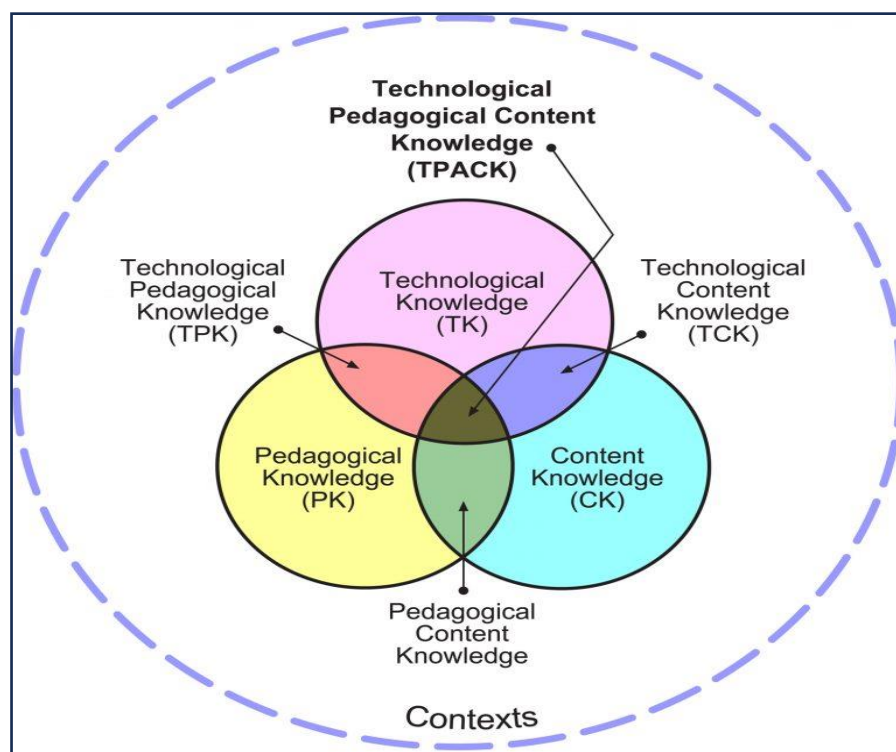


Figure 3 depicts a graphical illustration of how the amalgamation of Technological Knowledge (TK), Content Knowledge (CK), and Pedagogical Knowledge (PK) improves communication between parents and teachers (Koehler, 2014). By integrating these three forms of knowledge, educators can efficiently employ digital tools and platforms to disseminate pertinent content and participate in significant discussions with parents, ultimately establishing cooperative alliances that enhance student learning and growth. In brief, Technological Pedagogical Content Knowledge (TPACK) offers a significant conceptual structure for comprehending the ways in which technology can augment communication between educators and parents, as well as its impact on the conduct and social growth of students. Through the incorporation of digital communication tools into their respective practices, educators and parents have the ability to establish collaborative environments that genuinely benefit students.

2.3.1.4 Merging Theoretical Perspectives. Social Learning Theory (SLT), Ecological Systems Theory (EST), and Technological Pedagogical Content Knowledge (TPACK) show that parent–teacher communication shapes student behaviour and social development. These theoretical frameworks provide complementary perspectives on parent–teacher communication and student outcomes.

According to Social Learning Theory (SLT), observation, imitation, and modelling shape behaviour. Positive parent–teacher communication models positive social interactions, supporting positive student conduct. Children learn important social skills and behaviours by watching adults and copying their communication tactics (Bandura, 1969).

Ecological Systems Theory (EST) emphasises environmental interdependence and development. Parents and teachers communicate within the microsystem, connecting home and

school (Duerden & Witt, 2010). Effective communication promotes collaboration and consistency across contexts, improving student conduct and social development.

TPACK emphasises technology, pedagogy, and content understanding in education. Digital communication systems provide real-time parent–teacher contact, resource sharing, and student progress reports. Technology can help TPACK-savvy teachers develop collaborative learning environments for students (Mishra & Koehler, 2008).

2.3.1.5 Effect on Parent–Teacher Communication, Student Behaviour, and Social Development. The integration of various theoretical views improves parent–teacher communication, affecting student behaviour and social development. Adults' effective communication styles shape children's social learning and conduct. Home-school communication channels promote collaboration and consistency, encouraging beneficial behaviours across contexts.

Technology helps instructors and parents communicate and engage students in learning. Digital platforms enable rapid updates, resource sharing, and collaborative problem-solving, creating a supporting network that improves student conduct and social development. Educators use technical, pedagogical, and topic expertise to foster active involvement, cooperation, and strong parent–teacher–student connections. The combination of Social Learning Theory, Ecological Systems Theory, and Technological Pedagogical Content Knowledge explains how parent–teacher communication affects student behaviour and social development. By understanding the interconnection of social learning processes, environmental systems, and technology, educators and parents may establish supportive communication environments that improve student outcomes.

2.4 Review of Related Literature

Researchers have recently focused on the integration of parent–teacher communication in educational settings, namely at semi-government schools in Fujairah, UAE. Multiple studies have explored different facets of parent–teacher communication and its influence on student behaviour and social development, offering vital knowledge on the difficulties and possibilities of promoting successful communication between parents and teachers.

Johnson et al. (2020) discovered various hurdles that commonly hinder efficient communication between parents and teachers. These barriers encompass cultural norms, linguistic differences, logistical challenges, and socio-economic inequities. These obstacles impede the creation of effective communication channels between parents and teachers, hence impacting student results. In a similar vein, Smith and Brown (2019) examined the perspectives and dispositions of parents and instructors about communication in educational environments, underscoring the significance of shared comprehension and cooperation in fostering student growth.

In their study, Martinez et al. (2018) examined the influence of parent–teacher communication on teaching methods and administrative processes, emphasising its significance in fostering collaboration and improving student learning outcomes. The study revealed that consistent and transparent communication between parents and teachers results in enhanced classroom management, improved academic assistance for children, and heightened family participation in school events.

Eryilmaz (2019) investigated parental attitudes regarding teacher communication, highlighting the importance of establishing trust and rapport between the home and school settings. The study revealed a correlation between parents who possess a sense of assurance and

ease when interacting with teachers, and their increased involvement in their child's education. This heightened engagement has a good impact on student behaviour and social growth.

In addition, a study conducted by Wang et al. (2018) examined the influence of parental engagement on student achievements, emphasising the essentiality of efficient communication between parents and instructors in promoting academic excellence and emotional stability. The study revealed a positive correlation between parental involvement in a child's education and increased levels of student engagement, motivation, and overall happiness with their school experience.

In their study, Lee and Tsai (2020) examined the variables that affect the communication between parents and teachers, as well as the resulting effects on students' academic achievements. The study highlighted the significance of establishing a nurturing and all-encompassing communication atmosphere that fosters cooperation between parents and instructors, resulting in favourable student achievements.

In their study, Kim et al. (2020) investigated the efficacy of several communication channels in promoting parent–teacher contact. They emphasised the importance of schools utilising many platforms to cater to the unique preferences and requirements of parents. The study revealed that parents who have access to a variety of communication channels are more inclined to actively participate in their child's education, leading to enhanced student behaviour and social development.

To summarise, these studies emphasise the significance of promoting efficient parent–teacher communication in semi-government schools in Fujairah, UAE. Through the identification and resolution of obstacles, the cultivation of shared comprehension, and the fostering of cooperation between parents and teachers, educational stakeholders can establish a

nurturing atmosphere that amplifies student conduct and social growth. Additional investigation is required to delve into the intricate dynamics of parent–teacher communication in this particular setting and ascertain tactics for surmounting obstacles and optimising the advantages of cooperation between home and school environments.

2.5 Summary of the Chapter

The chapter explores the fundamental theories and concepts that form the basis of parent–teacher communication, and its influence on student conduct and social development in semi-government schools in Fujairah. The text delves into an examination of three fundamental theoretical frameworks: Social Learning Theory (SLT), Ecological Systems Theory (EST), and Technological Pedagogical Content Knowledge (TPACK). It aims to clarify their significance in comprehending the intricacies of communication between parents and instructors.

Social Learning Theory, developed by Albert Bandura, emphasises the importance of observation, imitation, and modelling in influencing behaviour. Research has demonstrated that effective communication between parents and teachers is associated with improved social skills and a decrease in behavioural problems among students.

Urie Bronfenbrenner's Ecological Systems Theory provides a comprehensive view of the various environmental systems that impact development. This highlights the significance of efficient parent–teacher communication across microsystems, mesosystems, and other contexts, demonstrating how cooperation across different environmental levels influences student advancement (Ryan, 2001).

Technological Pedagogical Content Knowledge emphasises the fusion of technology, teaching methods, and subject matter expertise in the field of education. TPACK enables immediate and direct contact between parents and teachers, promoting parental involvement and

eventually improving student motivation, academic achievement, and socio-emotional well-being (Voogt, 2013).

The chapter finishes by integrating these theoretical views, emphasising their combined influence on parent–teacher communication, student conduct, and social development. The text highlights the significance of comprehending the interdependence between social learning processes, environmental systems, and technological improvements in establishing communication environments that promote favourable results for students at semi-government schools in Fujairah.

Chapter 3: Methodology

3.1 Overview of the Chapter

The initial segment of the chapter is devoted to the methodology, encompassing subjects such as providing an overview of the research approach's foundation and explicating the procedures employed for gathering, analysing, and interpreting data. Additionally, the chapter commences with an introductory segment that presents a comprehensive synopsis of the methodology. Moreover, this particular segment functions as the inaugural chapter of the manuscript. The significance of the selected research design in adequately confronting the research questions and objectives is underscored, as it was indispensable for guaranteeing the study's success. This precautionary measure was implemented to ensure the successful implementation of the inquiry. This metric was implemented in order to guarantee the thorough and unambiguous achievement of the research undertaking.

This research will investigate the effects of communication between parents and teachers on the social development and behaviour of students attending a semi-government school in Fujairah. Fujairah, situated in the United Arab Emirates (UAE), is renowned for its multifarious educational environment, wherein semi-government institutions assume a substantial responsibility in delivering knowledge to the local populace. These educational institutions provide all-encompassing curriculum for primary and secondary education. In order to investigate this phenomenon, a mixed-methods approach has been deemed most appropriate (Creswell & Plano Clark, 2018). By selecting this particular methodology, a comprehensive comprehension of the research objectives can be achieved, and the intricacies of parent–teacher communication in educational environments can be more easily managed.

Expanding upon the research conducted by Creswell and Plano Clark (2018), the mixed-methods approach guarantees a thorough investigation of parent–teacher communication dynamics through the synthesis of multiple techniques. Furthermore, an investigation conducted by Johnson, Onwuegbuzie, and Turner (2007) substantiates the efficacy of this methodology in facilitating a more profound comprehension of the obstacles and advantages linked to communication between parents and teachers. By employing a unified research framework that incorporates both quantitative and qualitative data, this study seeks to comprehensively examine the complex dynamics of parent–teacher interactions and their influence on student behaviour and social development.

By employing a rigorous mixed-methods research design, this study aims to provide significant contributions to the understanding of how effective parent–teacher communication influences favourable student outcomes in Fujairah's semi-government schools. Through recognising the intricate nature of this correlation and implementing an all-encompassing research framework, this study strives to offer valuable suggestions for augmenting parent–teacher communication methodologies, thereby ultimately enhancing the academic performance and welfare of students.

3.2 Research Approach

This chapter presents the study strategy that was used to investigate how parent–teacher communication affected student conduct and social development in a Fujairah semi-public school. The methodology that was used was a mixed-methods approach. To fully grasp the phenomenon under study, this method combines qualitative and quantitative approaches.

Epstein (2001) and Hoover-Dempsey and Sandler (1997) found that parent–teacher contact significantly influenced students' academic performance and social-emotional

development (Walker & Hoover, 2014). Finding ways to improve student results requires an understanding of the dynamics of this communication within the setting of Fujairah's semi-government institutions.

According to Creswell and Plano Clark (2018), one of the main reasons to use a mixed-methods approach is because it can fully grasp the intricate dynamics of parent–teacher communication (Dell, 2019). This method allows for an in-depth investigation of communication patterns, their perceived efficacy, and their influence on student conduct and social development by merging qualitative insights with quantitative data.

Surveys will collect quantitative data that will provide statistical insights into how often, what kinds of ways, and what results parents and teachers see in their interactions. Conversely, in-depth contextual knowledge and investigation of the elements impacting communication dynamics can be gleaned from qualitative data collected through interviews and observations.

Triangulation, which involves combining qualitative and quantitative data, increases the credibility and validity of the results (Blitch, 2017). This chapter seeks to examine the effects of parent–teacher communication on students' social and behavioural development by methodically analysing and interpreting the data in order to find patterns, identify important themes, and draw meaningful conclusions.

In order to investigate the study questions and objectives, this chapter employs a mixed-methods approach, which provides a strong foundation. The purpose of this study is to provide useful information for improving parent–teacher communication methods and student outcomes in Fujairah's semi-government schools by combining qualitative and quantitative methodologies.

3.3 Deductive Reasoning

We use deductive reasoning to link theoretical models, research issues, and data here. Beginning with broad concepts or ideas and working one's way down to more narrowly focused observations or hypotheses is the process of deductive reasoning (Kuczynski, 2003).

This study's theoretical foundation is on the idea that students' conduct and social development are positively affected by open lines of communication between teachers and parents. Based on research in psychology, education, and communication studies, this framework proposes that when parents and teachers communicate openly and collaborate, it creates a positive learning environment and improves students' social and emotional health (Jennings, 2009).

Theoretically grounded research questions aim to probe the connection between educators and their students' final grades. These queries cover a range of topics, such as how often and how well students communicate, how effective certain communication tactics are, and how these strategies have an effect on students' behaviour and social relationships.

Many theories are proposed in response to the study topics and theoretical framework. According to these theories, better student behaviour and social development are likely to follow from more frequent and high-quality communication between teachers and parents. Further, one might speculate on how variables like students' socio-economic status, teachers' attentiveness, and parental participation mediate the relationship between the two.

Gathering empirical observations through data gathering methods like surveys, interviews, and observations allows us to examine the hypotheses that have been created. We will use statistical methods to examine quantitative data in order to find out if there is a connection between certain communication characteristics and the results that students get.

Insights into the backdrop of how parent–teacher communication affects student behaviour and social development can be found in qualitative data.

The study use of deductive reasoning makes it easier to systematically compare theoretical claims with actual data. Student outcomes in Fujairah's semi-government schools can be better understood through this study's attempt to rationally integrate theoretical frameworks, research questions, and observed phenomena in relation to parent–teacher communication.

3.4 Inductive Reasoning

Deriving generalisable conclusions from specific observations or empirical data is achieved through the use of the inductive reasoning approach. Progression from concrete examples to more abstract ideas or generalisations is the goal of inductive reasoning (Klauer, 2008).

The first step in using inductive reasoning is gathering and analysing empirical data from the Fujairah semi-government school's surveys, interviews, and observations. The information gathered here pertains to particular instances of school-related social interactions, student conduct, and the methods of communication between teachers and parents.

Finding trends, patterns, and recurrent themes in the empirical data requires a methodical approach. Some examples of such patterns include the methods used by parents and educators to communicate with one another, the ways in which students' actions change after particular communication events, and the ways in which the efficacy of communication varies among demographic groups.

We draw generalisable inferences about the nature and influence of parent–teacher communication on student conduct and social development based on the identified patterns and

themes. These findings are based on an analysis of the semi-government school in Fujairah and are meant to represent general tendencies and trends.

Theoretical progress is based on the generalisable findings obtained from empirical evidence. Using inductive reasoning, one can create models or theoretical frameworks to account for the observable phenomena and patterns. Contextual variables may alter or mitigate the links proposed by these theoretical frameworks, which may also suggest a causal relationship between student outcomes and the parent–teacher communication patterns.

This part makes use of inductive reasoning, which allows for the development of novel insights and theoretical comprehensions grounded in empirical facts. This study adds to the theory and model development process by methodically examining particular cases of student conduct and parent–teacher communication in Fujairah's semi-government schools.

3.5 Data Collection Plan

The data collection plan details the methods and instruments that will be used to collect information from participants at a Fujairah semi-public school about the effects of parent–teacher communication on students' social development and behaviour.

The quantitative part of the study will involve creating a detailed questionnaire to collect all the necessary data. Based on previous research on parent–teacher communication and student outcomes (De Coninck, 2018), this study will ask the participants about their demographics, the ways they communicate with their teachers, how effective they think it is, and how it has affected their children's social and behavioural development.

There will be items in each section of the survey that will be measured using the Likert scale. A scale from "Totally Disagree" to "Totally Agree" will be used to score the participants' responses. According to Dykema (2022), this method allows for the quantification of

participants' attitudes and views, which in turn allows for statistical analysis to uncover trends and patterns among the respondents.

Parents, educators, and school administrators will be the subjects of semi-structured interviews as part of the qualitative methodology. An implementation guide for semi-structured interviews will be drafted in accordance with the recommendations made by Green (2015). The purpose of this guide is to facilitate meaningful dialogue between educators and parents about the effects of two-way communication on students' behavioural and social development through the use of open-ended questions.

Topics covered in the interview guide will include suggested improvements, perceived difficulties, and the efficacy of communication tactics. To facilitate a thorough discussion of the topic, we will ask the participants to provide background information that explains their answers.

All aspects of the data gathering procedure will be conducted in accordance with the highest ethical standards. All participants will be asked for their informed consent before any study begins, and their anonymity and confidentiality will be protected. At any moment and for any reason, the participants will be able to discontinue participation in the study.

This section lays out the groundwork for collecting quantitative and qualitative data in a methodical way to answer the research questions and achieve the objectives. This study seeks to explore the impact of parent–teacher communication on student conduct and social development in semi-government schools in Fujairah. It use a combination of surveys and interviews to create solid data.

3.5.1 The First Phase

The study's quantitative component will be launched during the initial data collection phase. The chosen participants, who include parents and teachers at the Fujairah semi-public

school, will receive a detailed questionnaire created for this objective. To ensure uniformity in responses and minimise potential biases, the participants will be given explicit instructions on how to complete the questionnaire.

The data will be carefully documented and prepared for the study after the surveys are received. The links between different communication characteristics and student outcomes will be investigated using quantitative data analysis tools, like statistical software. At this stage, we hope to learn more about how often, how different, and how well parents and teachers communicate, as well as how it affects students' behaviour and social development, and how effective it is.

3.5.2 The Second Phase

The second part of the research will involve gathering qualitative data from important stakeholders through semi-structured interviews, after the first part's emphasis on quantitative data collecting. During this part of the process, we will talk to parents, educators, and school administrators about the dynamics of parent–teacher communication from their own experiences and viewpoints.

To facilitate the administration of semi-structured interviews, a handbook has been compiled based on the suggestions made by Green (2015). In this study, we will examine the nuances of parent–teacher communication in Fujairah's semi-government schools by encouraging the participants to freely express their opinions.

With the participants' consent, the interviews will be audio-recorded and transcribed word-for-word for analysis. To find commonalities and interpretations in the qualitative data, we will use the thematic analysis methods suggested by Bailey (2008). This phase seeks to enhance and supplement the quantitative findings by providing more comprehensive knowledge of the

elements that effect parent–teacher communication and how it affects student behaviour and social development.

3.5.3 Case Study

A case study technique will be utilised alongside surveys and interviews to offer a comprehensive analysis of the dynamics of parent–teacher communication within the particular setting of a semi-government school in Fujairah. In order to thoroughly examine the communication strategies, obstacles, and effects, the case study will focus on a specific class or grade level within the school.

Considerations for case selection include the presence of noteworthy communication patterns or difficulties, the availability of pertinent stakeholders for interviews and observations, and the diversity of student demographics. It is possible to choose a specific class or grade level to examine because of the high visibility of problematic or influential parent–teacher communication in that setting.

Case study data will be gathered through a mix of qualitative techniques, such as participant observation, in-depth interviews, and document analysis. Attendees of parent–teacher conferences, school assemblies, and classroom activities will have their interactions observed by researchers. The dynamics of parent involvement in school events and the type and quality of communication between teachers and parents can be better understood with the help of these observations.

Those involved with the chosen grade or class, including instructors, parents, and administrators, will participate in semi-structured interviews. We will be conducting interviews to gain a better understanding of parent–teacher communication, including their opinions, experiences, and obstacles. We will also ask about their impressions of how this communication

affects student behaviour and social development. In order to round out the data collected from the interviews and observations, pertinent documents such as school policies, communication logs, and newsletters will be examined. By analysing documents, we may supplement other data sources with more context and confirm our conclusions.

Using theme analysis tools, we will examine the data gathered from document analysis, interviews, and observations. In order to better understand the case's communication techniques, obstacles, and outcomes, we will look for themes and trends. To offer a thorough grasp of the dynamics of parent–teacher communication in the Fujairah semi-government school, the case study's findings will be compared and contrasted with data from a larger survey and interviews. Through the use of a case study, we can gain a better understanding of the practices, difficulties, and results of parent–teacher communication in a particular setting. The purpose of this study is to fill gaps in our knowledge about the impact of parent–teacher communication on student conduct and social development in Fujairah's semi-public schools by combining survey and interview data with in-depth case analysis.

3.6 Data Collection Instrument

This section provides an overview of the research study's data collection instruments. Quantitative and qualitative information are gathered using these tools, which include interview protocols, surveys, and questionnaires.

We will create a detailed survey to collect numerical data on the effects of parent–teacher communication on students' social and behavioural development. The demographics of the participants, the ways and frequency of contact, the participants' perceptions of the study's efficacy, and the results that have been seen will all be part of the questionnaire, which will be based on previous research and the goals of the research. In order to quantify attitudes and

perceptions, the Likert scale will be used to measure items inside each section of the questionnaire.

We will obtain qualitative insights into the dynamics of parent–teacher communication by conducting semi-structured interviews with important stakeholders, such as parents, teachers, and school officials. In order to encourage free-flowing conversations on the participants' viewpoints, experiences, and difficulties with communication, an interview guidebook will be created based on current protocols. There will be a wealth of detailed data available for examination because the participants will be encouraged to openly share their ideas.

The data collected from surveys and interviews will be supplemented by observations made during classroom activities, school events, and interactions between teachers and parents. The researchers will find observation protocols useful for collecting qualitative data on the interaction context, nonverbal clues, and communication patterns. In order to give more context and depth to the quantitative and qualitative data gathered from interviews and surveys, field notes will be used to record key aspects and developing themes.

Here we lay out the tools that will be used to collect qualitative and quantitative information about parent–teacher communication in Fujairah's semi-public schools. The purpose of this study is to inform educational policies and practices by gaining better knowledge of the effects of communication on students' social development and conduct through the use of surveys, interviews, and observations.

3.7 Data Analysis Plan

The process for analysing the acquired data is comprehensive, incorporating both quantitative and qualitative approaches to extract valuable insights and efficiently meet the study objectives.

The quantitative data collected from the surveys will be evaluated using statistical software to detect patterns, correlations, and trends. Descriptive statistics, including means, frequencies, and standard deviations, will be calculated to summarise the demographic characteristics of the participants and important variables concerning parent–teacher communication. Moreover, inferential statistical methods like correlation analysis and regression analysis will be used to investigate the connections between different communication elements and student results. This analysis aims to assess the impact of parent–teacher communication on student conduct and social development, while accounting for pertinent demographic variables.

Thematic analysis approaches will be used to assess the qualitative data obtained from interviews and observations in order to discover reoccurring themes, patterns, and interpretations. The interview data and field notes will be methodically coded and categorised to derive significant insights. The codes will be categorised into overarching themes that reflect various elements of parent–teacher communication dynamics, such as communication tactics, obstacles, perceived advantages, and suggestions for enhancement. The themes will be examined in connection with the study questions and objectives to offer comprehensive knowledge of the intricacies involved.

The study will combine quantitative and qualitative data using triangulation to gain a thorough picture of the research topic by synthesising insights from both sources. The quantitative results will be utilised to confirm and put into perspective the qualitative discoveries, whilst the qualitative data will offer intricacy and background to the quantitative conclusions. This study aims to produce comprehensive findings on the influence of parent–teacher communication on student behaviour and social development in semi-government schools in Fujairah by integrating quantitative statistical analyses with qualitative thematic analyses.

3.8 Ethical Consideration

To protect the participants' rights and well-being, ethical norms will be followed throughout the research procedure. All the study participants will be informed of the study's goal, procedures, risks, and benefits before participation. The participants will give informed consent to engage in the research. The participants will be assured that their participation is voluntary and that they can leave the study at any moment without consequence.

The data acquired during the research will be kept confidential. The data will be anonymised to protect the participants' identities. Authorised research team members will have secure access to the personal data.

Children and disabled persons will be protected. Parental consent and child assent are required for minors. Disabled participants will be accommodated to fully participate in the research.

Every attempt will be made to minimise participant damage or discomfort. The researchers will avoid upsetting questions. The participants will know they can skip questions and receive support if needed.

The researchers will act ethically and professionally throughout the procedure. They will appropriately represent the study goals and methodology, convey findings honestly, and acknowledge the research limits and biases.

The research team hopes to undertake a scientifically rigorous and morally responsible investigation by following these ethical guidelines. Prioritising the participants' rights and well-being will ensure that the research provides significant insights while upholding respect, integrity, and beneficence.

3.9 Trustworthiness and Validity of the Data

Data trustworthiness and validity are essential to the research integrity and reliability.

This study will use several methods to improve the data reliability.

Triangulation uses numerous data sources, methodologies, and researchers to verify the findings and boost the study credibility. This project will use surveys, interviews, and observations to obtain quantitative and qualitative data. Multiple researchers will collect and analyse the data, reducing bias and presenting diverse perspectives.

Validating the study findings with participants ensures accuracy and authenticity. The participants will examine and comment on the interpreted findings after the data analysis. This procedure lets the participants verify their answers and provide insights, boosting the study's credibility.

To improve the research rigour and credibility, peer debriefing entails asking colleagues or experts for feedback. To critically evaluate the methodological choices, data interpretation, and biases, the researchers will meet regularly. This external review helps detect blind spots and strengthens the study findings.

To ensure consistency and dependability, data triangulation cross-validates findings from diverse sources or methods. To detect similarities and differences, the quantitative and qualitative findings will be examined. To strengthen the findings, data from various participants and locations will be evaluated to detect common themes and variations.

Reflexivity entails critical self-reflection on the researcher's role, biases, and assumptions throughout the research process. Reflective journals will help the researchers acknowledge their subjectivity and its impact on the data gathering and analysis. Transparently addressing researcher biases and views boosts the study credibility.

These measures will improve the integrity and validity of this study's data, ensuring that the research findings appropriately reflect the participants' experiences and viewpoints. This study seeks credible and accurate insights into how parent–teacher communication affects student conduct and social development in Fujairah's semi-government schools through triangulation, member checking, peer debriefing, data triangulation, and reflexivity.

3.10 Content Validity of the Quantitative and Qualitative Data

3.10.1 Criterion Validity

Criterion validity is the study measures' ability to predict or correlate with relevant criteria or outcomes. This study will investigate criterion validity by comparing the parent–teacher communication measures to the student behaviour and social development.

Comparing the survey and interview measurements of parent–teacher communication effectiveness to standards will establish the criterion validity. Student behaviour indicators including disciplinary occurrences, academic achievement metrics, and social adjustment assessments may be used.

Correlation and regression analysis will be used to assess the parent–teacher communication characteristics and student outcomes. The extent and direction of correlations between communication frequency, quality, and perceived efficacy with student behaviour and social development will be assessed. Qualitative information from the interviews and observations will contextualise the quantitative findings and deepen the understanding of parent–teacher interactions and student outcomes. To confirm and enhance the findings, qualitative themes and patterns will be compared to the quantitative results.

This study attempts to prove that the parent–teacher communication measures predict and influence student behaviour and social development by proving criterion validity. Valid and

reliable communication effectiveness metrics will influence Fujairah's semi-government school practices and policies to improve student well-being and academic success.

3.10.2 Reliability of the Quantitative Data

Measurement reliability is consistency and stability over time and conditions. This research requires trustworthy quantitative survey data to draw findings. Several ways will increase quantitative data reliability. Normalised Instruments: The quantitative data survey questionnaire will be adequately designed and validated to measure the required components. Reliable and valid standardised instruments will be adopted or built based on the study goals. Pilot Test: A small sample of the target demographic participants will pilot test the survey questions before implementation. This pilot test will assess the survey item clarity, comprehensibility, relevance, and response reliability. Instrument reliability will alter based on the pilot feedback. The survey's internal consistency will be assessed using the Cronbach's alpha coefficient. It measures how well the questionnaire items measure the same construct. Cronbach's alpha increases the instrument reliability and consistency. Test–Retest Reliability: A selection of the participants may take the survey twice with a defined interval to assess the response stability. Test–retest reliability indicators like the Pearson correlation coefficients will evaluate the response consistency. Multiple observers' observations or ratings will be assessed for inter-rater reliability. Cohen's kappa coefficient will be calculated to determine the rater consistency. These measurements will maximise the reliability of this study's quantitative data, ensuring that the findings match the targeted constructs and are consistent between individuals and measurement occasions. Research on parent–teacher communication, student conduct, and social development in Fujairah's semi-government schools might benefit from reliable data.

3.11 Summary of the Chapter

The methodology chapter describes the research approach, data collection, analysis, and ethical considerations used to examine how parent–teacher communication affects student behaviour and social development in Fujairah's semi-government schools.

The chapter opens by explaining why a mixed-methods approach was chosen to answer the study questions using quantitative surveys and qualitative interviews. To ensure study success, research designs and methods must be chosen carefully. To explain the theoretical frameworks, the research approach, comprising deductive and inductive reasoning, is described. The study is deepened and broadened by using deductive reasoning to test hypotheses from the literature and inductive reasoning to examine qualitative data themes.

The chapter also describes the data collection plan, including the survey questionnaires, interview techniques, and observation methods. To enhance the study rigour and credibility, pilot testing, member verification, and triangulation are explored to improve the data validity and dependability.

To maintain the research ethics, informed consent, confidentiality, vulnerable participant protection, and harm avoidance are addressed. Respect, integrity, and beneficence lead the study's ethical behaviour, protecting the participants' rights and well-being.

The chapter also covers data trustworthiness and validity, including criterion validity and quantitative measure dependability. Triangulation and member verification are used to demonstrate criterion validity and verify the study findings.

Finally, a chapter summary covers the research approach, data collection plan, ethical considerations, and data trustworthiness and validity procedures. Using scientific rigour and

ethical principles, the study seeks to produce accurate and informative data that help explain parent–teacher communication in educational contexts.

Chapter 4: Results, Analysis, and Discussion

4.1 Overview of the Chapter

Chapter 4 contains the study's data analysis results along with a detailed analysis and interpretation of these findings. This chapter intends to analyse the effects of parent–teacher communication on student conduct and social development in semi-government schools in Fujairah using both quantitative and qualitative methods. The chapter starts by describing the demographic traits of the participants, and then explores the primary results concerning parent–teacher communication patterns, perceived efficacy, and its impact on student outcomes. Statistical analyses, theme coding, and qualitative excerpts are utilised to clarify the correlations and trends found in the data. The chapter ends with an analysis of the consequences of the discoveries and their importance for educational implementation and policy, along with recommendations for further research in the area.

4.2 Quantitative Analysis

The quantitative study is the first stage in collecting data on the influence of parent–teacher communication on student conduct and social development at a semi-government school in Fujairah. By conducting a systematic survey with 10 parents of grade 3 pupils, we gained useful insights that serve as a basis for further investigation and comprehension of the research subject.

Table 1 is significant as it offers a full summary of the survey responses, displaying the percentage breakdown of replies for each question. This analysis enables a comprehensive exploration of the parental viewpoints on several facets pertaining to their roles and obligations

in their child's education, as well as their family dynamics and the amount of time they dedicate to their child.

Table 1

Survey Responses

Survey Question	Option	Percentage (%)
Question 1: I know how my child is doing socially at school.	Totally Agree	60%
	Agree	30%
	Neutral	0%
	Disagree	10%
	Totally Disagree	0%
	Not Applicable (n/a)	0%
Question 2: I frequently talk with my child when he or she is having a problem with others.	Totally Agree	30%
	Agree	40%
	Neutral	10%
	Disagree	10%
	Totally Disagree	10%
	Not Applicable (n/a)	0%
Question 3: I know my child's close friends.	Totally Agree	20%
	Agree	40%
	Neutral	10%
	Disagree	20%
	Totally Disagree	0%
	Not Applicable (n/a)	10%
Question 4: I often have conversations with my child about what he or she is learning at school.	Totally Agree	50%
	Agree	20%
	Neutral	10%
	Disagree	10%
	Totally Disagree	0%
	Not Applicable (n/a)	10%
Question 5: I put so much effort into helping my child learn to do things for himself/herself.	Totally Agree	10%
	Agree	30%
	Neutral	20%
	Disagree	30%
	Totally Disagree	0%
	Not Applicable (n/a)	10%
Question 6: I frequently help my child understand the content he/she is learning in school.	Totally Agree	20%
	Agree	40%
	Neutral	10%
	Disagree	20%
	Totally Disagree	0%
	Not Applicable (n/a)	10%

Question 7: I frequently help my child engage in activities which are educational outside the home.	Totally Agree	20%
	Agree	30%
	Neutral	10%
	Disagree	20%
	Totally Disagree	0%
	Not Applicable (n/a)	20%
Question 8: My child frequently comes to me for help with his/her schoolwork.	Totally Agree	30%
	Agree	40%
	Neutral	10%
	Disagree	10%
	Totally Disagree	0%
	Not Applicable (n/a)	10%
Question 9: What are your family dynamics?	Divorced	10%
	Married	80%
	Widowed	10%
Question 10: What are your family dynamics?	Divorced	10%
	Married	80%
	Widowed	10%
Question 11: How many hours do you see your child every day?	Not at all	0%
	Less than 1 hour	0%
	1–3 hours	30%
	More than 6 hours	50%
	24 hours	20%
Question 12: How many hours do you see your child every day?	Not at all	0%
	Less than 1 hour	0%
	1–3 hours	40%
	More than 6 hours	30%
	24 hours	30%

The replies to questions 1 to 8 indicate different levels of parental participation in overseeing their child's social welfare, aiding with academic responsibilities, and participating in educational endeavours beyond the household. Most parents showed consensus or complete consensus with the statements pertaining to these domains, showing a proactive stance in assisting their child's growth.

Questions 9 and 10 provide insight into the various family arrangements observed among the survey respondents, with most of them being married parents. It is essential to comprehend these family dynamics in order to place the findings in context and identify potential variations in parental viewpoints and behaviours depending on the structure of the family.

Questions 11 and 12 offer insights on the everyday duration that parents dedicate to spending time with their child. The responses demonstrate a variety of time commitments, with a significant percentage devoting over six hours per day to their child. This information is crucial for comprehending the extent to which parents are available and the possible limitations on their involvement in their child's education.

The data reported in the table provide useful initial insights into the roles and duties of parents in a semi-government school context. We will perform additional quantitative research, which will involve statistical tests and correlations, to investigate the connections between parental engagement, family dynamics, time spent with the child, and student outcomes. In addition, qualitative methodologies will be used to gain a more profound understanding and put the quantitative findings into context.

The quantitative analysis of the survey results is a crucial first step in gathering information about the dissertation topic. The findings obtained from this analysis, coupled with the parents' replies and their corresponding percentages, establish a basis for additional research on the influence of parent–teacher communication on student conduct and social development in semi-government schools in Fujairah. The following section will explore the analysis, interpretation, and debate of these findings in order to enhance the existing knowledge in the field of education.

4.2.1 Demographic Information

The process of selecting participants for this study, which examines the influence of parent–teacher communication on student behaviour and social development at a semi-government school in Fujairah, was conducted with careful consideration to achieve a wide range of representation. The parents of grade 3 students were encouraged to participate on a

voluntary basis, resulting in a diverse sample that accurately represents the socio-economic range of the region.

Parental demographics included a wide range of ages, genders, educational backgrounds, and jobs, which contributed to a detailed comprehension of parental viewpoints. Household income and parental occupation were observed as socio-economic status variables in order to investigate potential associations with involvement and communication habits.

The student demographics encompassed age, gender, and academic achievement statistics, as well as information regarding social backgrounds and family structures. The purpose of this information is to provide context for the findings and to discover any discrepancies in the communication patterns and outcomes.

The evaluation of school characteristics includes factors such as the school type (semi-government), class size, and the demographics and experience of teachers. These factors provide further information for understanding the communication dynamics and student outcomes. The extensive demographic data serve as the basis for analysing the study results and determining the elements that impact parent–teacher communication and student development in semi-government schools in Fujairah.

4.3 Qualitative Analysis

4.3.1 Interview

Parents of grade 3 children were interviewed to gain further insight into their viewpoints regarding parent–teacher communication and its influence on student behaviour and social development. The interviews yielded qualitative data that provide in-depth understanding of the intricacies of parental experiences and attitudes in semi-government schools in Fujairah.

Table 2*Interview Questions and Answers*

Domain: Parent–Teacher Communication	Themes	Example of Participant's Response
Experience with communication	Positive, Neutral, Negative	"I've had mostly positive experiences, with regular updates on my child's behaviour and social interactions."
Channels of communication	Face-to-face meetings, Emails, Phone calls, School apps/platforms	"I find face-to-face meetings most effective; it allows for a more personal connection and detailed discussion about my child's progress."
Frequency of communication	Weekly, Bi-weekly, Monthly, Occasionally	"I communicate with my child's teacher on a weekly basis to stay informed about any changes or concerns regarding behaviour and social development."
Influence on student development	Positive reinforcement, Early identification of issues, Collaborative problem-solving, Enhanced support system	"I believe communication plays a crucial role in reinforcing positive behaviour and addressing any issues before they escalate."
Observation of changes	Yes, No	"Yes, I've noticed positive changes in my child's behaviour since we started communicating more regularly with the teacher."
Challenges in communication	Time constraints, Language barriers, Limited accessibility to technology, Communication barriers	"One challenge I face is finding time to communicate effectively due to work commitments, but I try to stay involved as much as possible."
Recommendations for improvement	Regular parent–teacher meetings, Workshops/seminars on effective communication, Utilisation of digital platforms for updates, Provision of translation services	"Schools could organise regular meetings to foster better communication and understanding between parents and teachers."
Parental role in fostering behaviour and social skills	Setting clear expectations, Modelling positive behaviour, Providing emotional support, Establishing routines and structure	"As parents, we play a crucial role in modelling positive behaviour and providing the necessary support and guidance for our children outside of school."

This table provides a structured overview of the domains, themes, and examples of participant responses, offering insights into the nuances of parent–teacher communication and its impact on student behaviour and social development.

The interviews conducted with parents of grade 3 students provide rich qualitative data that shed light on the complex nature of parent–teacher communication and its influence on student behaviour and social development in semi-government schools in Fujairah.

4.3.1.1 Communication Experience. Parents' experiences with communication varied, with most expressing favourable encounters with instructors concerning their child's behaviour and social development. These favourable encounters frequently included consistent updates and transparent communication, generating a feeling of collaboration between parents and teachers. Nevertheless, certain parents conveyed indifferent or unfavourable experiences, emphasising the necessity for enhanced communication methods to tackle any issues or deficiencies.

4.3.1.2 Channels of Communication. The participants identified face-to-face meetings, emails, phone conversations, and school apps/platforms as the most effective means of communication. Face-to-face meetings were preferred due to their interpersonal nature and in-depth conversations, whilst digital platforms were valued for their convenience and ease of use. The range of communication channels highlights the significance of providing several options for parent–teacher engagement to cater to various tastes and requirements.

4.3.1.3 Frequency of Communication. The parents stressed the significance of consistent communication with teachers in order to stay updated on their child's conduct and social progress. The parents frequently reported engaging in weekly communication, demonstrating a proactive commitment to monitoring and encouraging their child's progress.

Nevertheless, there were noticeable differences in the frequency of communication, indicating the necessity for adaptable communication tactics that are customised to certain situations.

4.3.1.4 Impact on Student Development. The participants acknowledged the substantial effect of parent–teacher communication on student conduct and interpersonal growth. The major advantages of successful communication are positive reinforcement, early detection of problems, cooperative resolution of challenges, and improved support systems. These findings emphasise the crucial importance of parent–teacher engagement in fostering favourable results for students and proactively addressing any obstacles.

4.3.1.5 Parents Interaction. This implies that significant interaction between parents and teachers can have a concrete effect on student growth, emphasising the significance of continuous communication and cooperation.

4.3.1.6 Contact Challenges. In addition to the advantages, the participants also recognised certain obstacles in maintaining efficient contact with educators. The common problems reported included time limits, language barriers, restricted accessibility to technology, and communication barriers. To tackle these difficulties, schools and educators must take proactive steps to improve accessibility, inclusivity, and communication methods.

4.3.1.7 Recommendations for Improvement. The parents offered great suggestions for enhancing parent–teacher contact such as scheduling frequent meetings, conducting workshops/seminars on effective communication, utilising digital platforms for updates, and providing translation services. These ideas emphasise the significance of taking proactive steps to promote improved communication and collaboration between parents and teachers, eventually enhancing student conduct and social development.

The participants highlighted the vital role that parents play in promoting positive behaviour and social skills in their children outside of school. Identifying essential parenting tasks includes setting explicit expectations, exemplifying positive conduct, offering emotional support, and establishing consistent routines and structure. This emphasises the interdependence of home and school contexts in influencing student growth and underscores the significance of parental engagement outside of the classroom.

In summary, the qualitative study uncovers the complex interactions between parents and teachers, and how these interactions significantly influence student behaviour and social development. Semi-government schools in Fujairah can enhance support for student performance by tackling obstacles, utilising efficient communication channels, and cultivating valuable collaborations between parents and teachers.

4.4 Discussion and Summary of the Chapter

The examination of the effects of communication between parents and teachers on student behaviour and social development in semi-government schools located in Fujairah provides valuable observations regarding the interplay between parental engagement, communication trends, and the resultant effects on student achievements.

The utilisation of quantitative data offers a fundamental comprehension of the duties and responsibilities of parents, emphasising their proactive involvement in supervising the academic and social well-being of their children. The demographic data highlight the heterogeneous nature of the participants, underscoring the necessity for customised strategies in communication and assistance.

Qualitative analysis explores the parental perspectives in greater depth, revealing the complex and varied aspects of communication experiences and the potential consequences for

the development of students. Although favourable interactions promote cooperation and assistance, obstacles including limitations on time and difficulties in communication emphasise the need for proactive approaches to improve the accessibility and inclusiveness.

The qualitative data further illuminated the frequency, efficacy, and discernible influence of communication channels on student conduct. Preferred channels for problem-solving and early issue identification are face-to-face meetings and digital platforms; consistent communication facilitates the resolution of issues in a collaborative fashion.

Furthermore, the suggestions put forth by the participants emphasise the criticality of conducting periodic meetings, organising seminars centred around efficient communication, and offering translation services as a means to foster substantial interaction between educators and parents.

The discourse underscores the pivotal significance of parental engagement in cultivating favourable conduct and interpersonal proficiencies in offspring, in addition to the educational sphere. This underscores the importance of fostering collaboration between the family and school environments in order to maximise assistance for students' progress.

As stated at the end of the chapter, significant insights are gained regarding the intricate relationship between parent–teacher communication and student outcomes in Fujairah's semi-government schools. The results emphasise the significance of employing proactive communication tactics, customised interventions, and cooperative alliances in order to foster constructive conduct and social growth among pupils. The aforementioned observations carry substantial ramifications for educational policy and practice, underscoring the criticality of cultivating robust partnerships among parents, educators, and institutions in order to bolster

student achievement. Further research in this area is recommended to deepen understanding and inform effective interventions in educational settings.

The examination of the effects of communication between parents and teachers on student behaviour and social development in semi-government schools located in Fujairah provides valuable observations regarding the interplay between parental engagement, communication trends, and the resultant effects on student achievements.

The utilisation of quantitative data offers a fundamental comprehension of the duties and responsibilities of parents, emphasising their proactive involvement in supervising the academic and social well-being of their children. The utilisation of quantitative analysis to examine demographic characteristics highlights the wide range of backgrounds among the participants, thereby accentuating the necessity for customised communication and support strategies.

The demographic data, encompassing parental age, gender, occupation, educational attainment, and socio-economic standing, furnish a framework within which to analyse the results of the study. Gaining insight into the demographic makeup of the participants enables the identification of possible discrepancies in communication patterns and outcomes that may be influenced by the family dynamics and socio-economic factors.

In addition to providing insights into the preferred communication channels and frequency of parents, the quantitative data illuminate effective strategies that can be implemented to foster collaboration between parents and teachers. Recommendations for augmenting communication practices and bolstering support for student development are informed by these results.

The qualitative analysis explores the parental perspectives in greater depth, revealing the complex and varied aspects of communication experiences and the potential consequences for

the development of students. Although favourable interactions promote cooperation and assistance, obstacles including limitations on time and difficulties in communication emphasise the need for proactive approaches to improve accessibility and inclusiveness.

The qualitative data additionally underscore the efficacy of various communication channels, including digital platforms and in-person meetings. Regular communication plays a pivotal role in enabling the timely detection of issues and fostering the collaborative resolution of problems.

Furthermore, the suggestions put forth by the participants emphasise the criticality of conducting periodic meetings, organising seminars centred around efficient communication, and offering translation services as a means to foster substantial interaction between educators and parents.

4.4.1 An Examination of the Demographic Characteristics via Quantitative Analysis

By employing quantitative analysis to examine the demographic characteristics, significant insights can be gained regarding the composition of the study participants. Through the examination of parental age, gender, educational attainment, occupation, and socio-economic standing, the research acquires an all-encompassing comprehension of the heterogeneous backgrounds of the participants. Gaining an understanding of these demographic attributes assists in placing the study's results into context and identifies possible discrepancies in the communication patterns and results. For example, familial engagement and educational attainment may impact variations in communication inclinations and levels of parental participation.

Furthermore, the quantitative analysis provides valuable insights regarding the communication channels and frequency that parents prefer. This information is crucial for

enhancing support for student development and refining communication practices. Educators can assist parents and students by customising their approaches in accordance with the communication methods that are most efficacious for distinct demographic cohorts.

In general, the utilisation of quantitative analysis to examine demographic characteristics enhances the research's comprehension of parent–teacher communication in semi-government institutions in Fujairah and its influence on student behaviour and social development. These observations make a valuable contribution to the wider discourse surrounding the significance of collaborative efforts and effective communication between educators and parents in fostering student achievement.

4.4.2 An Examination of the Qualitative Analysis: Revealing Obstacles and Approaches

Parent–teacher communication is a complex process that encompasses a range of issues and strategies. This part explores the difficulties faced by parents and educators, and the methods used to overcome these hurdles, using qualitative analysis. Furthermore, the relevant thoughts on enhancing communication practices in semi-government schools in Fujairah are derived from interviews with educational leaders.

4.4.2.1 Obstacles and Challenges. The interviews with parents and educators reveal numerous barriers and difficulties that impede the effectiveness of parent–teacher communication. The presence of time limits poses a substantial obstacle, since both parties encounter difficulties in identifying mutually suitable meeting times or engaging in extensive conversations. Parents who have low proficiency in the language of instruction face difficulties due to language hurdles, which hinder their capacity to fully comprehend and engage in communication processes. Furthermore, families lacking access to digital platforms or

dependable internet connectivity face communication challenges due to technological constraints.

4.4.2.2 Addressing the Challenges. Notwithstanding these challenges, parents and educators utilise a multitude of approaches to surmount obstacles and improve the efficacy of communication. The implementation of flexible scheduling alternatives, such as weekend or evening meetings, serves to accommodate the hectic schedules of parents and fosters increased levels of engagement. By offering translation services or multilingual support, it is possible to effectively overcome language barriers and facilitate meaningful communication for all parents. In addition, educational institutions accommodate families with restricted technological resources by employing supplementary modes of communication, including printed materials and telephone inquiries.

4.4.2.3 Interviews with Educational Leaders. Gaining insights from interviews conducted with educational leaders provides invaluable perspectives on how institutions can enhance communication between parents and teachers. Educational leaders place significant emphasis on the criticality of cultivating a collaborative and partnership-oriented culture among schools, parents, and instructors. Supporters advocate for proactive outreach initiatives that aim to educate and involve families in their child's education, such as organising parent seminars or providing regular newsletters. Furthermore, it is emphasised by educational authorities that teachers must engage in continuous professional development in order to improve their cultural competence and communication abilities.

4.4.2.4 Synthesis and Contributions. The integration of qualitative data underscores the interrelatedness of the challenges, strategies, and results in the realm of parent–teacher correspondence. A stronger partnership between parents and educators can be fostered that has a

positive influence on student behaviour and social development through the identification and resolution of challenges. The importance of institutional support and leadership in cultivating effective communication practices within semi-government institutions in Fujairah is emphasised in the perspectives of educational leaders.

4.5 Summary of the Chapter

In brief, this chapter presents an exhaustive examination of the influence that parent–teacher communication has on the social development and conduct of students in Fujairah's semi-government schools. The investigation employs a combination of quantitative and qualitative methodologies to analyse the demographic attributes, challenges, strategies, and suggestions pertaining to the enhancement of communication practices. Parental involvement, educator collaboration, and leadership in education can cultivate positive student outcomes through the establishment of supportive environments and the resolution of obstacles. The additional investigation and application of strategies supported by empirical evidence are imperative in order to promote effective parent–teacher communication and bolster academic achievement among students.

Chapter 5 : Conclusion and Recommendation

5.1 Overview of the Chapter

Synthesising the substantial research on parent–teacher communication and student behaviour and social development in Fujairah's semi-government schools, Chapter 5 concludes the study. This chapter summarises the research's goals, methods, findings, consequences, and suggestions.

The chapter begins with a brief summary of the research's goals and basic questions about parent–teacher communication dynamics and student outcomes. It prepares for a comprehensive analysis of the study's findings, using quantitative and qualitative methods to comprehend the phenomenon. The chapter also explains the study process used to collect, analyse, and evaluate the data. The chapter describes the study's methodological structure, from the survey design to the qualitative interview analysis, promoting research transparency and trustworthiness.

The chapter also guides the readers through the study's complex conclusions by highlighting crucial data analysis findings. It summarises the study's primary findings, highlighting key patterns, trends, and relationships. The chapter effortlessly transitions into a discussion of the study's findings and the broader implications of parent–teacher communication dynamics for educational practice, policy design, and professional development. It shows how excellent communication relationships can improve student results, and establishes a framework for future study.

The chapter summarises the study's progress from start to finish. It concludes the study by urging the readers to consider the complex tapestry of findings and their lasting effects on educational practice and research.

5.2 Summary of the Study

This segment provides a succinct summary of the research undertaking, encompassing the fundamental elements and results of the investigation. The section furnishes readers with a thorough comprehension of the research aims, employed methodology, significant discoveries, and ramifications that arise from the inquiry.

An exhaustive investigation was undertaken to determine how parent–teacher communication affected the social development and conduct of students in Fujairah's semi-government institutions. Through the utilisation of a mixed-methods strategy that incorporated qualitative and quantitative analyses, the study sought to offer a comprehensive comprehension of the complex dynamics that govern parent–teacher communication.

The study investigated various aspects of student outcomes, including the perceived impact of communication, demographic characteristics of participants, communication patterns, challenges faced, and effective strategies implemented, by means of a systematic data collection and analysis. Significant insights regarding parental engagement levels, family dynamics, and time allocation for parent–child interactions were derived from the quantitative analyses. In contrast, the qualitative analyses explored the intricacies of communication experiences in greater depth, uncovering the challenges, strategies, and suggestions as perceived by the educational leaders, parents, and educators.

The importance of effective parent–teacher communication in promoting positive student behaviour and social development was emphasised in the study's key findings. Parent–teacher partnerships have been found to be significantly enhanced by the presence of consistent communication, collaborative problem-solving, and mutual understanding. Furthermore, the research identified demographic patterns, including language barriers and socio-economic

inequalities, which impact the dynamics of communication and necessitate customised interventions for successful resolution.

The implications of this research transcend the limitations of the study itself, providing valuable insights that can guide policy formulation, professional development initiatives, and educational practice. The significance of proactive communication strategies, institutional support, and cultural responsiveness in fostering favourable student outcomes and fortifying parent–teacher collaborations is underscored in the recommendations derived from the research.

Although the research provides significant contributions to the domain of parent–teacher communication and student development, its constraints and potential avenues for future investigation must be duly recognised. By acknowledging these limitations and prospects for development, subsequent investigations can expand upon the discoveries of this study to further comprehend and bolster assistance for the achievement of students in academic environments.

5.3 Key Findings

The primary discoveries shed light on the complex interplay between parents and teachers regarding communication, as well as the consequences that it has on the conduct and social growth of students. By conducting a thorough examination of both quantitative and qualitative data, a number of noteworthy findings become apparent. The significance of effective communication between educators and parents in promoting favourable student outcomes cannot be overstated. Successful parent–teacher collaborations are characterised by the following elements: consistent updates, collaborative problem-solving, and mutual comprehension. Furthermore, communication dynamics are impacted by demographic trends, including language barriers and socio-economic inequalities; this emphasises the necessity for customised interventions to effectively mitigate these disparities.

5.4 Future Directions and Implications

The implications of the study's results for educational practice, policy formulation, and initiatives promoting professional development are significant. Anticipating the future, further investigation is warranted to comprehensively comprehend the precise mechanisms by which communication between parents and teachers impacts student outcomes, taking into account contextual elements and variations among individuals. Additionally, in order to address the varied requirements of families and students, it is critical to prioritise initiatives that promote cultural sensitivity and inclusiveness in communication practices. Furthermore, the research emphasises the criticality of continuous professional development for educators in order to enhance their cultural sensitivity and aptitude for effective communication. In light of the findings derived from this study, educational stakeholders can ultimately foster positive student behaviour and social development through the collaborative establishment of supportive environments.

5.5 Recommendations

The study's results provide practical suggestions for individuals and organisations with an interest in education. It is imperative for educators to give precedence to the creation of proactive channels of communication, such as periodic newsletters, parent–teacher conferences, and digital platforms, in order to facilitate continuous dialogue with parents. Furthermore, educational institutions have an obligation to promote accessibility and inclusivity through the provision of translation services, flexible scheduling options, and assistance for parents who face technological constraints. It is imperative that professional development programmes prioritise the improvement of educators' communication proficiencies and cultural awareness in order to cultivate substantial interactions with families from various backgrounds. Furthermore, it is

strongly recommended that policymakers allocate resources towards endeavours that seek to foster parent–teacher collaborations and rectify socio-economic inequalities in access to and engagement in communication.

5.6 Limitation of the Study

Although the study offers valuable insights, its limitations must be duly recognised. To begin with, it is possible that the research sample does not comprehensively reflect the heterogeneous population of semi-government institutions in Fujairah, which could restrict the applicability of the results. Furthermore, the utilisation of self-reported data in the study could potentially introduce response biases and inaccuracies. Moreover, due to the cross-sectional design of the research, causal inference cannot be drawn; therefore, extreme caution is required when interpreting the observed associations. Additional factors that significantly impact student behaviour and social development may have been disregarded in favour of the emphasis placed on parent–teacher communication in the study. Notwithstanding these constraints, the research provides significant contributions to the collective comprehension of parent–teacher communication dynamics and the consequences they have for student outcomes. Subsequent investigations ought to strive to overcome these constraints through the implementation of longitudinal designs, the utilisation of larger and more diverse samples, and the integration of multi-method approaches to substantiate the findings and augment validity.

5.7 The Scope for Further Study

Additional research and investigation into the intricate dynamics of parent–teacher communication and its ramifications for student conduct and social growth are made possible by this study. Further investigation is warranted to gain a more comprehensive comprehension of

the precise mechanisms that underlie effective communication practices and the subsequent influence they have on student outcomes. Prospective longitudinal studies may offer valuable insights regarding the enduring impacts of consistent parent–teacher collaborations on the developmental trajectories of students. Furthermore, conducting comparative analyses in educational environments and cultural contexts may provide valuable insights into the universal nature of communication dynamics and the efficacy of different approaches across a range of settings. Furthermore, conducting qualitative research to gather insights from students regarding their experiences and perceptions of parent–teacher communication could provide significant value.

5.8 Concluding Note

In summary, the research highlights the significant value attributed to efficient parent–teacher communication in facilitating constructive student achievements and cultivating cooperative alliances between the academic and residential spheres. Although the results offer significant contributions and suggestions for improving communication strategies, it is critical to acknowledge the constraints of the study and the necessity for additional investigation to achieve a more comprehensive understanding and fill any unresolved knowledge gaps. By capitalising on the knowledge acquired from this research and further investigating the intricacies of parent–teacher communication, stakeholders, policymakers, and educators can establish cooperative educational settings that foster an atmosphere conducive to students' intellectual, social, and emotional development.

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Appendices

Appendix A: Ethics Form Approval

Dear Parents/Guardians,

I hope this letter finds you well. My name is Alyazyah|Mohamed, and I am a Grade 3 teacher at Mohamed bin Hamad School in Fujairah. Additionally, I am currently pursuing studies at the British University in Dubai (BUID).

I am excited to inform you about an important research study we are conducting at our school, focusing on the impact of parent-teacher communication on student behavior and social development.

Your participation in this study is crucial, and we value your insights. If you're willing to participate, please let us know by signing the attached form. Your responses will be kept confidential, and your participation is entirely voluntary.

The study will involve completing a brief questionnaire. Your input will be instrumental in shaping the future of our school community, and we sincerely hope you will consider taking part in this important endeavor.

For more information or to confirm your participation, please contact me at Alyazyah.Ahmed@ese.gov.ae.

Thank you for your time and consideration.

Warm regards,

Alyazyah Mohamed

Teacher, Mohamed bin Hamad School

British University in Dubai (BUID)

Appendix B: Parents' Survey

Parent Roles and Responsibilities Survey



I know how my child is doing socially at school.

- | | | |
|-------------------------------------|--|-------------------------------|
| ☐ Totally Agree | ☐ Agree | ☐ Neutral |
| ☐ Disagree | ☐ Totally Disagree | ☐ N/A |

I frequently talk with my child when he or she is having a problem with others.

- | | | |
|-------------------------------------|--|-------------------------------|
| ☐ Totally Agree | ☐ Agree | ☐ Neutral |
| ☐ Disagree | ☐ Totally Disagree | ☐ N/A |

I know my child's close friends.

- | | | |
|-------------------------------------|--|-------------------------------|
| ☐ Totally Agree | ☐ Agree | ☐ Neutral |
| ☐ Disagree | ☐ Totally Disagree | ☐ N/A |

I often have conversations with my child about what he or she is learning at school.

- | | | |
|-------------------------------------|--|-------------------------------|
| ☐ Totally Agree | ☐ Agree | ☐ Neutral |
| ☐ Disagree | ☐ Totally Disagree | ☐ N/A |

I put so much effort into helping my child learn to do things for himself/herself.

- | | | |
|-------------------------------------|--|-------------------------------|
| ☐ Totally Agree | ☐ Agree | ☐ Neutral |
| ☐ Disagree | ☐ Totally Disagree | ☐ N/A |

I frequently help my child understand the content he/she is learning in school.

- | | | |
|-------------------------------------|--|-------------------------------|
| ☐ Totally Agree | ☐ Agree | ☐ Neutral |
| ☐ Disagree | ☐ Totally Disagree | ☐ N/A |

I frequently help my child engage in activities which are educational outside the home.

- ☐ Totally Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Totally Disagree ☐ N/A

My child frequently come to me for help with his/her schoolwork.

- ☐ Totally Agree ☐ Agree ☐ Neutral
☐ Disagree ☐ Totally Disagree ☐ N/A

What are your family dynamics?

- ☐ Single parent (divorced) ☐ Single parent (widowed)
☐ Double parent (heterosexual) ☐ Double parent (LGBTQUIA)
☐ Adoptive parent

How many hours do you see your child every day?

- ☐ Not at all ☐ Less than 1 hour
☐ 1-3 hours ☐ 4-6 hours
☐ More than 6 hours
☐ Other

What are your family dynamics?

- ☐ Single parent (divorced) ☐ Single parent (widowed)
☐ Double parent (heterosexual) ☐ Double parent (LGBTQUIA)
☐ Adoptive parent

How many hours do you see your child every day?

- ☐ Not at all ☐ Less than 1 hour
☐ 1-3 hours ☐ 4-6 hours
☐ More than 6 hours
☐ Other

Appendix C: Interview Questions

Interview Questions:

- How would you describe your experience with communication from your child's teacher regarding their behavior and social development?
- What channels of communication do you find most effective in staying informed about your child's behavior and social interactions at school?
- How frequently do you communicate with your child's teacher regarding their behavior and social development?
- In what ways do you think parent-teacher communication influences your child's behavior and social development?
- Have you observed any changes in your child's behavior or social skills as a result of improved communication between yourself and the teacher?
- What challenges, if any, have you encountered in maintaining effective communication with your child's teacher?
- How do you believe schools could further facilitate parent-teacher communication to better support student behavior and social development?
- In your opinion, what role do parents play in fostering positive behavior and social skills in their children outside of school?

Appendix D: Third Party Consent Form



Third party consent form

Mohammed Bin Hamad Al Sharqi School
Fujairah
0501144099

My name is Alyzyah Almarshoodi, and I am currently pursuing a Master of Education in Psychology. As part of my academic work, I am conducting a research study focusing on the impact of parent-teacher communication on student ~~behavior~~ and social development in a semi-government school in Fujairah.

The aim of this research is to examine how communication between parents and teachers influences the ~~behavior~~ and social development of students in the specified educational setting. In order to carry out this study, I am seeking permission to conduct research within your esteemed organization.

By signing this consent form, you acknowledge that I, Alyzyah Almarshoodi, am a candidate for a postgraduate degree at The British University in Dubai (BUiD). You understand that the findings of this research study are my sole responsibility and that any information or data collected will be limited to the research protocol. It is explicitly stated that any information gathered from contacts within or about your organization, outside the research protocol, will not form part of the research findings. Moreover, I assure you that any published information will be confined to the specific findings of the research.

- ☐ I grant the researcher permission to contact members of the organisation for the purpose of requesting their participation in the study as required by the research proposal.
- ☐ I grant the researcher permission to use organisational premises as necessary to conduct the research.
- ☐ I grant the researcher permission to collect, use, and store organisational documentation related to the project. I understand that in granting permission to access organisational documentation, the researcher will store copies outside of the organisation in a secure manner as approved by BUiD's Research Ethics Committee.
- ☐ The researcher will maintain all documentation and findings regarding this organisation in confidence and confine its use to this research study.
- ☐ On behalf of the organisation, I request a final copy of this research report.

Kim Solomon

12/01/2024

Alyzyah Almarshoodi
British University in Dubai
Name of Director of Studies: ~~Dr.~~ Ahmed Abubakar
ahmed.abubakar@buid.ac.ae