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Preferences of Communication Among Students, Teachers, and Parents, at the Secondary Level

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**PREFERENCES OF COMMUNICATION AMONG STUDENTS, TEACHERS, AND PARENTS,
AT THE SECONDARY LEVEL**

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The American school system is currently facing demands for the improved performance of both students and teachers. Previous research indicates that students' performance is positively influenced by increased parental communication with schools; however, parent-school collaboration decreases as students mature, particularly by the time students reach high school. The purpose of this study is to examine the effectiveness of current parent-teacher communication methods regarding student academic performance and behavior at school by analyzing the preferences of high school parents, teachers, and students. Previous research has not considered the students' role in parent-teacher communication, but their participation may provide further insight into effective communication styles for the family. A series of parallel questionnaires targeting parents, teachers, and students were distributed at a local high school to record the frequency, immediacy, and preferences of parent-teacher communication styles. The perceived effectiveness of parent-teacher communication from these various perspectives may highlight disconnects between parents and teachers.

By varying methods of communication, parents and teachers can minimize such disconnects, allowing opportunities for more effective communication and potential improvement of student academic performance and behavior.