




## PERCEPTION OF PRIMARY SCHOOL TEACHERS ABOUT PARENTAL SUPPORT IN STUDENTS' ACADEMIC PERFORMANCE

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KEYWORDS	ABSTRACT
Parental Support, Academic Performance, Primary School Teachers, Parental Involvement, Teachers' Perception	<p>This study investigated the perception of primary school teachers about parental support and its impact on students' academic performance. Study was quantitative in nature and descriptive design was used. Primary school teachers in district Lahore were the population of study. Cluster Random sampling technique was used to collect data and sample drawn from the population consisted of 110 teachers from 4 public schools and 3 private schools in Lahore. Questionnaires were used to collect the data. Data was analyzed through descriptive statistics and inferential statistics by using SPSS. T-Test was used to find the relationship between private and public schools' teachers. The result of the study showed that there is a significant difference between teachers' perception of the private school and teachers' perception of public school. The results showed that teachers perceived parental support as vital for students' academic success. Findings focused on importance of parent-teacher collaboration, effective communication, and parental education to foster the supportive learning environment. The results of this study can inform educational practices and policy initiatives aimed at nurturing the students' motivation, overwhelmed at the improved academic performance.</p>
<p><b>ARTICLE HISTORY</b></p> <p>Date of Submission: 02-06-2024            Date of Acceptance: 30-06-2024            Date of Publication: 30-06-2024</p>	
	 <p>2024 Journal of Social Research Development</p>
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<b>DOI</b>	<a href="https://doi.org/10.53664/JSRD/05-02-2024-27-323-339">https://doi.org/10.53664/JSRD/05-02-2024-27-323-339</a>

### INTRODUCTION

By attending school events, parents can demonstrate their support in school and education of their children while learning more about the academic performance of their children and any difficulties they may face (Duxbury, Wu & Ding, 2021). Earlier on, scholars' performance has been associated with the support that parents provide in education of their children. A notable area that is likely to be of great help from parents is in provision of help with homework. Rickert and Skinner (2022), has

demonstrated that students' general academic performance in primary schools and their attitude towards schooling receive positive boost when parents help the children with homework and help their children understand difficult concepts. But when parents support and motivate their children this improves concentration of students, degree of motivation from within and perceived behaviour towards academic work amid students (Thomas, Baldwin, Bissett, Boden, Granger & Lee, 2020). The Epstein model breaks down parental school support into four diverse indices: read learning at home, decision-making, volunteering and communication (Dumont, Trautwein, Ludtke, Neumann, Niggli & Schnyder, 2019; Galindo & Sheldon, 2017; Ouellette & Wilkerson, 2018). Also, it is noteworthy that most important factor influencing the ability to support parents is extent of parents' connection with the school.

In addition, enhancing students' advantages, the positive interactions between educator and parent equally remain advantageous for teachers. It fosters improved thinking, more ideas, more people, funds (volunteer work, funds), student and teachers trust, and cooperation among the neighboring teachers to experiment. All of this boosts the self-confidence, job contentment, and self-estimation of the teacher. Javaid (2020) in his research work about parental support perception found out that the teachers understand that parental support is important for students' performance but they have some problems with parents. In addition, a study found that perceptions of the parental support may influence the teaching practices and learners' outcomes for the teachers (Imran, 2019). The parental encouragement can boost students' confidence and willingness to participate in classroom activities. Therefore, information on the primary school teachers and what they think about parental support is crucial to developing strategies for improving outcomes. In this regard, the literature revealed that encouragement by parents that children attend school has a positive impact on the children's performance at school. The students have also exhibited the enhanced academic performance and school attendance besides receiving the higher test results when parents support education (Ives & Montoya, 2020).

This raises awareness to the different roles that parents can undertake in the learning process of children, including providing homework assistance, attending school functions, participating in the school choices, and interacting with teachers (Cusinato, Spoto, Poli, Moretti, Gatta, & Miscioscia, 2020). Some of most common impacts include compliance with the school assignments that parental help creates (Romero & Ventura, 2020). Parents may support their children and their performance in academics by participating in the events like school plays, parent and teacher meetings (Casillas, Brown & Levinson, 2020). However, parents need to hear them out and consider what they have to say when arriving at such decisions. Thus, parents can help select correct school and educational program, engage in different learning activities, and support the child and his effective learning at the school (Kaden, 2020). The teachers notice that the students whose parents are involved tend to complete homework and assignments more diligently & accurately. Finally, it is crucial for parents to sustain communication with educators to rally parental immersion support (Valverde, Arroyo, Burgos & Cevallos, 2020). Overall, parents can stay engaged with children and with their teachers & can help their children to cope with obstacles they meet on their learning path (Seabra, Abelha, Teixeira & Aires, 2021).

### Problem Statement

The problem statement is as follows: What do school teachers of primary think about the effect of support and academic performance of parents? This study aims to address this gap by examining the teachers and perspectives on the role of support of parent in academic performance of students at primary school. This issue has been thoroughly explored to offer parents, teachers, and students the resources they need to help parents in an effective manner, even if a variety of causes may be contributing to this trend. [Radzi and Abdullah \(2010\)](#), described that support of parents improve achievements of academic. Recent studies described that support of parents influence on support of student. ([Patte, 2011](#)), stated that perception of teachers with support of parents have great impact on academic performance and achievements of students. Parents are vital play role in career and success of children.

Therefore, the purpose of this study is positive association between school performance of children and support of parental. Parental support is a vital factor in students' academic success, yet many students lack adequate support from their parents. Research has shown that parental involvement is a strong predictor of student achievement, motivation, and social development ([Henderson, 1987](#); [Epstein, 1986](#)). Still, many parents face barriers that prevent them from being actively involved in their child's education, like work schedules, lack of education, or language barriers ([Hoover et al., 2005](#)). Primary school teachers play critical role in promoting parental involvement, but they often face challenges in engaging the parents. Teachers may lack training, resources to well communicate with parents or may face resistance from parents who are not interested in being involve ([National Education Association, 2019](#)).

### Research Objectives

1. To identify the parent-teacher communication with each other to improve the academic performance of the students.
2. To identify the impact of the parental support in school and home to improve the academic performance of students.
3. To look into how parental responsibilities and encouragement affect academic performance of students.
4. To determine that whether parental volunteering at the schools improves their academic performance.

### Research Questions

1. To what extent does parent-teacher communication improve academic performance of the students?
2. What is the support of parents at school and at home to improve the academic performance of the students?
3. What is role of parental encouragement & responsibility in promoting academic performance of the students?
4. What is the support of parental in voluntary activities in schools to improve the academic performance of the students?

## LITERATURE REVIEW

Support of parents and perception of teachers has a great influence on the result of students and performance of school. The aim of literature review is to provide detailed of recent studies that how support of parents influence on academic performance of their children and how they play a role on achievements of students.

### Parental Support

Support of parents is very important role in academic and educational success of students and it is very beneficial for the achievements of students (Kim, 2022; Zhang, 2022; Singh, 2022; Garcia, 2022; Patel, 2022). In addition, Hogos et al. (2021) described many forms of assistance and support of parents such as meetings of the parents and teachers, curricular and extracurricular events in the school, learning in classroom, assists in homework, attends committees of school, provide resources of learning in home, help in discussion of classroom and participate in work of volunteer in school. These all opportunities help to students in learning and take interest to achieve goals of academic. According to Christensen (2020) described that beliefs and support of the parents has positive relationship between school and education of their children and described how belief of students change in the classroom. The parents who provide educational materials and create the conducive learning environment at home that can significantly enhance their child's academic performance. According to a recent study conducted in two primary schools in Ireland, the majority of instructors had negative impressions of kids and their families, majority of whom were from underprivileged diverse backgrounds.

This was because the parents did not meet the teachers' expectations and perceptions of the level of parental support (Hannon & O'Donnell, 2022). One of the main findings of this study was that teachers made assumptions about parents' behavior based on their absence from parent-teacher meetings and were inclined to hold narrow minded views, such as supporting the power of students over parents in parent-teacher relationships (Hannon & O'Donnell, 2022). When the teachers' traditional perceptions of the parental support were challenged by difficult situations, they became fearful and often employed globally; schools are encouraged to implement diverse programs and interventions to improve parental support based on these typologies. The success of these programs and interventions, however, relies heavily on constructive, reciprocal, and trusting parent-teacher relationships, which are often lacking or under strain in many schools, thus, leading to the explicit and/or implicit marginalization of some pupils and their families (Smith et al., 2022; Teemant et al., 2021). Criticizing and blaming parents for perceived indifferent behavior or lack of involvement that should not automatically translate into parents undervaluing their education of the children (Ahmed et al., 2021).

### Teachers' Perceptions, Parental Support & Academic Performance

According to Otani (2020) stated that teachers of primary school have higher value than teachers of middle school about the assistance of parents for academic success of their children. According to recent studies, socioeconomic status (SES) has great influence on the perception of teachers about support of parents (Benner et al., 2016; Antony, 2019; Bromley & Yazdanpanah, 2021). Researchers has demonstrated that support of parents improved performance and achievements of students in

school (Wilder, 2014; Castro et al., 2015; Boonk et al., 2018; Pinguart & Ebeling, 2020; Kim, 2022). During COVID-19, Huber and Helm (2020) described that emotional and intellectual success of children has positive influence through support and help of parents. The studies demonstrated that support of parents has positive and significant role play in the success of students and enhance the academic achievements of students tend to complete homework and assignments more diligently and accurately (Alghamdi, 2023; Bhat, 2023; Chou, 2023; Khan, 2023; Li, 2023). Therefore, in different studies described various types of support of parents that parental assistance, including motivation, and involvement in school activities (Ahmed, 2024; Chen, 2024; Hassan, 2024; Lee, 2024; Patel, 2024).

Moreover, support and expectation of parent promote better academic performance of students (Alghamdi, 2023; Bhat, 2023). Parental assistance and encouragement have a positive associated with motivate and assist in homework (Chou, 2023; Li, 2023). Academic performance of students improved when parents participate in the school activities and events such as parents and teachers meeting and parents volunteering in the school (Ahmed, 2024; Hassan, 2024). Parental support in those all things which children needs during education and learning (Otani, 2020). Parents who support and assist in and outside of the classroom such as assist in the home task, parent and teacher meetings, academic policies and other activities. Thus, providing the emotional and psychological support helps students deal with academic stress and boosts their overall well-being. Through these elements students achieve higher grades in academic performance and when school families and other stakeholders provide them supportive and comfortable learning environment for parents who face challenges in supporting their children (Alinsunurin, 2020; Oshioeste et al., 2023). The parental support is recognized and documented worldwide as having a special impact on student's education as well as performance.

Valuing parents as their first of children, teachers & lifelong educators reveal their complementary educational role alongside the teachers in formal school settings (Harty & Alant, 2019; Wood & McAteer, 2023). According to Farooq and Asim (2020), active involvement and support of parents in education and learning of their children for better growth of the educational. Therefore, better result of school and children through support and assistance of parents have a significant impact on educational performance. Besides, parents who take part and involve in their education of children, children get better educational scores, higher grades and better academic performance (Prakhov et al., 2020); Teachers recognize that many parents have demanding jobs and may struggle to find time to support their children's education adequately (Bowen & Kisida, 2023). Schools can offer workshops to educate parents on how to support their children academically, including effective homework strategies and ways to foster a positive learning environment at home. Aparicio et al. (2020) described that parent who support in the education of children, and assist in good attitudes, discipline and attendance, their children achieve high performance rather than those parents who are not involved.

### Communication between Parents & Teachers

Perlusz et al. (2012) highlighted that the partnership between teachers and parents is most clearly manifested in their communication. Several studies have confirmed that encouraging cooperation



and communication between educators and parents promote social and academic of their children (Epstein, 2001, 2011; Imre, 2017). The results indicate that parents with lower levels of education are more likely to use parenting advice and field trips. This is also confirmed by the systematic literary analysis of Kovács et al. (2022). Csók and Pusztai (2022) also found problems in communication problems between teachers and parents. When parents and educators collaborate, they can create a relationship by understanding one another's perspectives and expectations and fostering mutual respect, trust, and gratitude. Mutual trust between parents and educators increases the likelihood that they will evaluate and acknowledge their kids' accomplishments honestly (Ren & Fan, 2021). To help students succeed in school and beyond, parents, educators should collaborate to uncover areas of shared interest. Gil and Johnson (2021), parents should offer opportunities of educational workshops, educational training, academic instructions & resources that they assist their education of children at home.

Parent engagement programs include parents in school activities and decision-making processes through partnerships with the community, communication tools, and informational events. Families and schools collaborate to offer sympathetic atmosphere where parents feel appreciated, accepted, & able to help their children succeed academically (Albrecht, 2021). Kang et al. (2017) explained, this attitude is a cultural concept or perspective that defined how the parents replied positively or negatively in this situation. Parental support is directly related to parents and attitude towards education. They believe that social workers can promote positive changes in communication. A positive attitude of parents towards learning is also actively involved in their education of children at many types. The level of parental immersion in their education of child used to measure attitudes toward their education of children. Klicpera et al. (2013) view parents' views on whether education influence on their academic performance of children and learning. That's why FFP offers workshops to help parents' alternative their perspective on education and learning. The goal of research is to instill in parents the love of learning and education and to teach them how to be the good example for their children.

### Parental Motivation

The study titled "parent support for motivation, persistence in learning and academic achievement in mathematics among high school students" was conducted in 2015 by Sarita Y. Shukla, Angela K. Tombaril, Michaele D. Toland, and Fred W. Danner. This study investigated relationship between students' personal goal orientation, persistence in mathematics classes and students' perceptions of parental support for their education at home. These findings described that eager and desire for the mathematics in the classroom of children positive relationship between support and assistance of parents. The high school of students has high achievements in the math. Parents always provide the best possible life of their children. The loving, supporting and mentoring of the parents can have a significant impact upon behavioral changes in their kids. Parental support, as defined by Lawrence and Barathi (2016), is the encouragement and extra help parents give their kids to get involved in their academic endeavors. For learning process and interest and motivation of students, motivation and encouragement play a vital role for this. According to Durisi and Bunijevec (2017) described that support and involvement of parents provides safe and comfortable environment and provides

learning's opportunities in home for their children. That's why children have positive opinion about education. As a result, it has been described that parent have the ability to affect their growth and development of children.

### Conceptual Framework

This researcher describes the conceptual framework about parental support on students and their academic performance. The process of conceptual framework concentrates about support of parents and their children's academic performance, knowledge development & help them their homework. Parents help students with tasks and activities, such as homework, projects, and studying, providing guidance and guidance. Parents provide information and guidance on academic matters and career options, helping students make informed decisions. Therefore, parental support has a great impact on students' positive and negative academic performance. As [Punch \(2014\)](#) described, a conceptual framework is representation of main concept and their presumed relationship with each other. Out of many factors that are related to parental support about students' academic performance. Factors in literature which were directly related to parents and children such parental encouragement; home discussion and homework involvement were included in the proposed conceptual framework. Thus, apart from five parental support factors were discussed in the studies and affected in students' academic performance.

### RESEARCH METHODOLOGY

This study is descriptive research to investigate primary school teacher's perception about parental support in students' academic performance. Present study is quantitative in nature. Questionnaire was prepared to collect data. Since quantitative research method may involve collecting numerical data. A validated questionnaire was used to collect data on perception of primary school teachers about parental support and students' academic performance. A questionnaire was administered to a sample of teachers to collect data on parental support and students' academic performance. The population is consisted of all primary school teachers in public and private in Green Town, Lahore. Random sample of 110 teachers is selected from 7 schools. There are many public and private schools but 4 public school (city district girls' high school, boys' high school Green Town, Lahore, Iqbal high school and Girls high school, Bahari colony) and 3-private school (Al-Adil school, A-R Grammar school & The Trust school) were selected. There are many types of sampling but cluster sampling is used for this research.

Cluster random sampling is a probability sampling technique in which the researchers separate a huge population into small groups called clusters and selects randomly samples from those clusters. Cluster sampling is used for selected schools randomly based on location. These sampling methods reduce the cost and time of a study by increasing efficiency. Questionnaire was adapted about to research problem and then refines it according to this study, objectives and research questions for data collection from participants. Researcher adapted questionnaire through this questionnaire, titled "Teachers' Response on Parental School Involvement" (TRPSI), consists of 33 items. Instrument was containing on closed-ended questions. This questionnaire has 20 items used on a 5-point Likert scale. All items were consisted on the five-point Likert scale ranged from "SD" to "SA" the score was assigned to each statement. An American social psychologist Rensis Likert, was invented Likert

scale and it was used in research questionnaires. A Likert scale is rating scale is measured opinions, attitudes, or behaviors. Questionnaire, Teachers' Response on Parental School Involvement (TRPSI), consists of 33 items.

Table 1 Reliability Analysis

Items	Cronbach's Alpha
20	.962

**DATA ANALYSIS**

This section describes the analysis of data collected through the survey questionnaire administered to primary school teachers. The aim of this analysis is to find out the perception of primary school teachers about parental support for students and academic performance. The mean and standard deviation of respondents' perceptions of parental support in the student academic performance are presented below:

RQ1: What is the role of parental support in school and home to improve academic performance?

Table 2 Description of Responses

Statement	Response						
	SA	A	N	D	SD	M	SD
The Parents attend school academic programs when invited.	44	29	6	13	8	3.88	1.320
Parents come to school to discuss about their academic progress of children.	45	29	7	14	5	3.95	1.242
The Parents volunteer to take part in extracurricular activities.	23	45	14	12	6	3.67	1.138
Parents participate to take their children to places of academic interest (Museums, libraries, art galleries).	27	43	13	10	7	3.73	1.171

Table 2 above indicates that parents should participate in the academic programs at school when invited 73 respondents agreed and strongly agreed. Parents visit schools to discuss their children's academic achievement, 74 strongly agreed and agreed with this statement. 68 teachers showed agreed that parents should volunteer for extracurricular activities. Parents volunteer to take their children to places of educational interest (Museums, libraries, art galleries) are 70 strongly agreed. The most agreed statement was that Parents come to school to discuss their child academic progress (M=3.95, SD=1.242).

RQ2: What is of parental support in home to improve the academic performance of the students?

Table 3 Description of Responses

Statement	Response						
	SA	A	N	D	SD	M	SD
Parents check their children's homework daily to ensure its completion.	38	32	11	16	3	3.86	1.181
Parents provide learning material (e.g., mathematical	25	48	9	17	1	3.79	1.038



sets, drawing board) to support education of children							
Parents help their child to understand what they are learning in class.	25	44	16	105	3.74	1.097	
Parents review and discuss their children's school work with them.	40	32	15	103	3.96	1.109	

The above table 3 indicate that 70 respondents strongly agreed that Parents check their children's homework daily to ensure its completion. 73 strongly agreed that Parents offer necessary learning material (e.g., mathematical sets, drawing board) to support their education of children. In this linking, a statement that Parents help their child to understand what they are learning in class, so, about this stamen, 69 respondents are strongly agreed. The above statement that parents review & discuss school of their children work with them show 72 respondents strongly agreed. Most agreed statement was that Parents review and discuss their school work of children with them (M=3.96, SD= 1.109).

RQ3: What is the role of parental encouragement in promoting academic performance of students?

Table 4 Description of Responses

Statement	Response						
	SA	A	N	D	SD	M	SD
Parents inspire their children to aim for higher grades and academic excellence.	58	18	3	14	7	4.06	1.347
Parents appreciate and praise their children's good performance at school.	56	21	8	10	5	4.13	1.220
Parents encourage their children to learn and support educational activities.	34	47	11	6	2	4.05	.936
Parents encourage their children in the educational.	30	49	12	4	5	4.12	.769

Table 4 above demonstrates that 76 respondents agreed and strongly agreed that parents should encourage their children to strive for academic excellence and higher grades. The parents recognize and commend their children for their excellent academic accomplishment, a sentiment that 77 were strongly agreed. A statement that the parental support educational activities and encourage their children to learn was strongly agreed with by 81 respondents.79 respondents strongly agreed that Parents should encourage their children in the educational activities. In this linking, most agreed statement was that Parents appreciate and praise their children's good performance at school (M= 4.13, SD= 1.220).

RQ4: What is extent of parent-teacher communication to improve student academic performance?

Table 5 Description of Responses

Statement	Response						
	SA	A	N	D	SD	M	SD
Parents are provided resourceful information and help them to understand how children learn better.	20	52	13	12	3	3.74	1.011
Parents receive regular feedback from teachers on their	44	21	19	10	6	4.09	1.036

children's progress.							
Parents suggestions to me how to help their children learn better.	19	48	21	11	1	3.73	.930
Parents respond to your emails or messages about their child's progress.	43	28	18	8	3	4.00	1.101
Parents appreciate teachers for their hard work.	22	56	11	5	6	3.83	1.025

Above table 5 shows that 52 respondents agreed that Parents are provided resourceful information and help them to realize how children learn better. Statement shows that 65 strongly agreed with parents receive feedback from teachers on children progress. A statement 'Parents suggestions to me how to help their children learn better' 48 are agreed with them. 71 respondent shows strongly agreed with parents respond to your emails/ messages about their child's progress. Parents escalate teachers for their hard work that 56 respondents agreed. Most agreed statement was that (M=4.09, SD=1.036).

RQ5: What is role of parental encouragement in promoting the student's academic performance?

Table 6 Description of Responses

Statement	Response						
	SA	A	N	D	SD	M	SD
Parents teach their children discipline and responsibility.	44	27	15	9	5	3.96	1.188
Parents participate in the preparation of the school budget and decision-making processes.	12	26	43	14	5	3.31	.918
Parents can learn ways to help their children with home task, if shown how	18	66	6	5	5	3.87	.939

The above table 6 shows that 71 respondents strongly agreed with the parents teach their children discipline and responsibility. The above statement shows 26 agreed with parents participate in the preparation of the school budget and decision-making processes. In this connection, parents can learn ways to help their children with home task, if shown how, with 66 respondents are agreed. The most agreed statement was that Parents teach their children discipline and responsibility (M=3.96, SD=1.188).

**Inferential Statistics**

The t-test was used to determine that perception of parental support there is a significant difference between private school and public school. The results provide significant information as presented in Table 7.

Table 7 Support of Parents at School Between Private & Public Schools

Factors	School Type	N	M	SD	df	f	Sig
Parental Support at School	Private	50	14.1850	2.35054	98	27.059	.000
	Public	50	10.6800	3.92241			

The results about statement show statistically significant difference; with private schools have high levels of parental support. The p-value for the t-test (.000, which is less than the typical alpha level of .05).

Table 8 Private and Public School in Parental Support at Home

Factors	School Type	N	M	SD	df	f	Sig
Parental Support at Home	Private	50	14.4500	2.35054	98	10.066	.002
	Public	50	10.3100	3.92241	84.902		

The results about statement show statistically significant difference, with private schools having higher levels of parental support at home. The p-value for t-test (.002 which is less than the typical alpha level of .05).

Table 9 Parental Encouragement Between Private and Public School

Factors	School Type	N	M	SD	df	f	Sig
Parental Encouragement	Private	50	15.2350	1.72275	98	39.500	.000
	Public	50	11.3050	3.08853	76.800		

The table suggests statistically significant difference amid private and public school, with private schools having higher levels of parental encouragement. P-value for t-test (.000, which is less than typical alpha level of .05).

Table 10 Parent-Teacher Communication Between Private and Public Schools

Factors	School Type	n	M	SD	df	f	Sig
Parent-Teacher Communication	Private	50	18.6200	1.99969	98	11.956	.001
	Public	50	14.0320	3.21104	82.038		

The results show that the parent-teacher communication between private and public schools is statistically significance difference, with private schools having higher levels of parent-teacher communication. In this linking, the p-value for the t-test (.001, which is less than the typical alpha level of .05).

Table 11 Parental Responsibility

Factors	School Type	n	M	SD	df	f	Sig
Parental Responsibility	Private	50	12.6200	1.60217	98	8.674	.004
	Public	50	9.6600	2.67727	80.107		

The above table suggest that parental responsibility is statistically significant difference between private and public schools, with private schools having higher levels of parental responsibility. The p-value for the t-test (.004, which is less than the typical alpha level of .05) and thus provides the significant information. Therefore, results offer significant information that may help in concluding the main findings.

## FINDINGS OF STUDY

- ✓ This result show that 44% of teachers strongly agreed on “Parents attend school academic programs when invited” while 29% are agreed, 6% are neutral, 13% are disagree and 8% are strongly disagree. Descriptive of the table (mean=3.88 and SD=1.320) also supported the statement. Thus, most teachers are strongly agreed from the statement that Parents attend school academic programs when invited.
- ✓ This result show that 45% of teachers strongly agreed on “Parents come to school to describe their academic progress of the children” while 29% are agreed, 7% are neutral, 14% are disagree and 5% are strongly disagree. Descriptive of the table (mean=3.95 and SD= 1.242) also supported the statement. Thus, most teachers are strongly agreed from the statement that Parents visit the school to discuss their academic progress of children.
- ✓ This result show that 45% of teachers agreed on “Parents volunteer to participate in extra-curricular activities” while 23% respondents is strongly agreed, 14% respondents neutral, 12% disagree respondent and 6% respondents are strongly disagreed. Descriptive of the table (mean=3.67 and SD=1.138) also supported statement. Most teachers are strongly agreed from the statement that Parents volunteer to participate in extra-curricular activities.
- ✓ This result show that 43% of teachers agreed on “Parents participate to take their children to places of academic interest.” while 27% respondents are strongly agreed, 13% showed neutral, 10% respondents are disagreed and 7% showed strongly disagree. Descriptive of table (mean=3.73 and SD=1.171) also supported statement. Most teachers are strongly agreed from statement that Parents volunteer to take their children to places of educational interest.
- ✓ This result show that 38% of teachers strongly agreed on the “Parents check their children’s homework daily to ensure its completion” while 32% are agreed, 11% are neutral, 16% are disagree and 3% are strongly disagree. Descriptive of the table (mean=3.86 and SD= 1.181) also supported the statement. Thus, most teachers are strongly agreed from the statement that Parents check their children’s homework daily to ensure its completion
- ✓ This result show that 48% of teachers agreed on “Parents provide necessary learning material (e.g., mathematical sets, drawing board) to Support their children’s education” while 25% are strongly agreed, 9% are neutral, 17% are disagree and 1% are strongly disagree. Descriptive of the table (mean=3.79 and SD= 1.038) also supported the statement. Thus, most teachers are strongly agreed from the statement that Parents provide necessary learning material (e.g., mathematical sets, drawing board) to Support their children’s education.
- ✓ This result show that 44% of teachers agreed on the “Parents help their child to understand what they are learning in class” while 25% respondents are strongly agreed, 16% showed interest neutral, 10% respondents are disagree and 5% sowed strongly disagree. Descriptive of the table (mean=3.74 and SD= 1.097) also supported the statement. Thus, most teachers are strongly agreed from the statement that Parents help their child to understand what they are learning in class.
- ✓ According to this data, 40% of respondents are strongly agreed on the “Parents review and discuss their children’s school work with them” while 32% showed agree, 15% neutral, 10% disagree. However, 3% of teachers are strongly disagreed. Descriptive of the table (mean=3.96 and SD=1.109) also supported the statement. As a result, majority of teachers are

strongly agreed firmly concur that Parents review and discuss their children's school work with them.

- ✓ The findings indicate that 58% of teachers strongly agreed on "Parents should encourage their children to aim for high grades and academic excellence." while 18% of respondents agree, 3% showed neutral, 14% of teachers disagree and 7% showed strongly disagreed. The table's descriptive statistics (mean=4.06 and SD=1.347) also supported the statement. Thus, majority of teachers are strongly agreed from that Parents encourage their children to aim for high grades and academic excellence.
- ✓ The finding indicates that 56% of respondents strongly agree that Parents should be gain and praise their children's good performance at school." In contrast, 21% of respondents are agreed, 8% are neutral, 10% disagree and 5% showed strongly disagree. Table's descriptive statistics (mean=4.13 and SD=1.220) also supported the statement. Therefore, the majority of teachers are strongly agreed from this that Parents appreciate and praise their children's good performance at school.
- ✓ The findings indicate that 47% of teachers showed agreed on the "Parents encourage their children to learn and support educational activities" while 34% strongly agreed, 11% respondents are neutral, 6% teachers are disagreeing and 2% showed strongly disagreed. The table's descriptive statistics (mean=4.05 and SD=.936) also supported the statement. Therefore, majority teachers are strongly agreed from this that Parents should their children to learn and support educational activities and encourage them.
- ✓ The findings indicate that 49% of teachers showed agree on this that "Parents encourages their child in educational activities" while 30% teachers are strongly agreed, 12% neutral, 4% teachers are disagree and 5% respondents are strongly disagree. The table's descriptive statistics (mean=3.96 and SD=1.109) also supported statement. Therefore, majority teachers are strongly agreed from this statement that Parents encourage their children in educational activities.
- ✓ The findings show that 52% of teachers are agreed on "Parents help resourceful information and understand how children learn better" while 20% strongly agreed, 13% respondents are neutral, 12% disagree and 3% teachers showed strongly disagree. Descriptive of the table (mean=3.74 and SD=1.011) also supported statement. Thus, most teachers are strongly agreed from this statement
- ✓ The findings indicate that 44% strongly agreed respondent on the "Parents receive regular feedback from teachers on their children's progress" while 21% agreed respondent, 19% neutral, 10% showed disagree and 6% respondents are strongly disagreed. The table's descriptive statistics (mean=4.09 and SD=1.036) also supported the statement. Therefore, majority of teachers are strongly agreed from the statement that Parents receive regular feedback from teachers on their children's progress.
- ✓ The findings indicate that 48% response of teachers show strongly agreed on the "Parents suggestions to me how to help their children learn better" while 19% teachers agreed, 21% neutral, 11% showed disagree and 1% showed strongly disagree. The table's descriptive (mean=3.73 and SD=.930) also supported the statement. Therefore, majority of teachers are strongly agreed from this statement.

- ✓ The findings indicate 43% of respondents are strongly agreed and 28% agreed on the “Parents respond to your emails or messages about child's progress.” 18% showed neutral, 8% respondents are disagreeing and 3% showed response strongly disagree. Table's descriptive statistics (mean=4.00 and SD=1.101). Therefore, majority of teachers also support teachers are strongly agreed from the statement that Parents respond to your emails or messages about their child's progress.
- ✓ The findings indicate that 56% of respondents agreed on the “Parents appreciate teachers for their hard work” while 22% strongly agree, 11% showed neutral, 5% are disagreed and 6% teachers showed strongly disagree. The table's descriptive statistics (mean=3.83 and SD=1.025) also supported the statement. The majority of teachers are strongly agreed from the statement that Parents appreciate teachers for their hard work.
- ✓ The findings indicates that 43% of respondent shows neutral on the “Parents participate in the preparation of the school budget and decision-making processes” while 12% teachers are strongly agreed, 26% agree, 14% showed disagreed and 5% teachers are strongly disagreed. The table's descriptive statistics (mean=3.31 and SD=.918) also supported the statement. The majority of teachers are strongly agreed from this statement.
- ✓ The result indicates that 66% of respondents are agreed on the “Parents can learn ways to help their children with home task, if shown how.” while 18% strongly agree, 6% show neutral, 5% are disagreed & 5% teachers showed disagree. The table's descriptive statistics (mean=3.87 and SD=.939) also supported the statement. Therefore, majority of teachers are strongly agreed.
- ✓ The result indicates that there is a statistically significant difference in parental support between private and public school, with private schools having higher levels of all parental support. The p-value for the t-test (.004, which is less than the typical alpha level of .05) but the parental responsibility value (.004) is higher than other factors of teacher perception about parental support. Table 4.11 shows that Private school value is (Mean =12.6200 and SD=1.60217) and public-school value is (Mean=9.6600 and SD= 2.67727).

## DISCUSSION & CONCLUSION

Researcher has sought opinion of primary school teachers in which they say that helping parents instills the self-confidence and enthusiasm in children to move forward. After reading this research, researcher knows that the performance of children improves when parents providing help their children in education. The previous researches show that parents more emphasize the importance of education and they help their children in education. According to perception of teachers, parents who support and actively involve their children academically, financially and psychologically their children have better performance than other parents who are not involved. The limitations of this research are small sample size and need to more emphasize on link between parental supports and encouragement and outcomes of their children to enhance their academic performance. After this study, researcher has concluded that the education policy needs to be improved and should be implemented. Parents should encourage to help their children in their education, just as teacher help children in their education, parents should also help so that children do not face difficulties in spiritual and moral development. Various opportunities like parents & teachers meeting, workshops



and parents volunteering should be provided to the parents and the institutions to improve the education of children.

The intent of this study is to find out how primary school instructors view the parental motivation, support, association, and responsibilities for their achievement of students in school. The findings demonstrated a substantial difference in all the factors between instructors in private and public schools, with private school teachers suing higher levels of parental motivation, support, association, and responsibilities. The result of this study shows private school is very helpful and encouraging and it also helps students to perform better in academics rather than public school. Public school should enhance to its strategies of support of parents for improvement of academic performance of students. The findings of study are in line with earlier research emphasizing the value of parental involvement in education of students. The findings of this study are in line with earlier research emphasizing the value of parental support in education of students. This study emphasizes that how important it is for parents, teachers and other stakeholders for improvement and better academic performance of students.

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