

Importance of Parents Teacher Partnership in Primary School Students and its Effect on Learning

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Abstract:

Parent-teacher relationships are also crucial in determining the learning and success of children throughout the primary education. The research examines the results of this type of partnerships on the academic achievement, personal growth and the entire educational experiences of children based on the current body of research and the views of the world. Primary school is a premise to lifelong learning where children learn academic knowledge, values, attitudes, and behavior. At this tender age, the attention of the teachers and parents is very important in order to foster intellectual, emotional, and social development of children. When teachers and parents work together to establish an inviting ecosystem, it becomes possible to bridge the gap between formal and informal education processes (at home and in schools respectively) and to maintain continuity and consistency in the developmental process of a child. Literature indicates that the academic performance, attendance, motivation, and social skills tend to be higher in students whose parents have active involvement in education compared to their counterparts with minimal involvement. Teacher parental connections help in building mutual trust and free communication and shared responsibility which not only benefits the individual learners but also improves the educational standard in the schools. With regard to a situation of learning difficulties, effective teacher-parent interaction will act as the compensatory element so as to ensure the maximum results to the student. In the modern world of high-speed transformation, where more and more pressure and social-emotional challenges are imposed upon children, establishing powerful alliances between teachers and parents is more

important than ever. Through their collaboration, parents and teachers will be able to establish a learning environment, which fosters resilience, curiosity, and positive attitude toward learning, which will make children succeed in school and thus acquire the skills that ensure they succeed in the society.

Key Words:

- Academic achievement
- Collaborative learning
- Educational experience
- Parental involvement
- Personal development
- Primary education
- Teacher-parent partnership

Introduction:

The teacher parent collaboration aspect in the education sector has been revealed as an important factor in student success especially in the primary school years. These early childhood years constitute the basis of academic, emotional, and social growth of the child. Children at this age are very susceptible and also require regular guidance and reinforcement both at home and in school. It is incumbent upon the teacher to teach in systematic order and make necessary learning skills whereas parents need to foster motivation, discipline and curiosity outside school. When the two systems collaborate, they offer a consistent and positive learning experience to the child which enhances their overall development. Teacher Parent partnership is based on the notion that education is a collaborative undertaking. The Ecological Systems Theory by Bronfenbrenner (1979) stipulates that a child develops in an environment, which may be home or school and that the interactions

between the two systems promote better results of learning. On the same note, Epstein Framework of Parental Involvement (1995) highlights communication, volunteering, decision making learning at home as some of the important dimensions of effective partnering between schools and families. These theoretical views emphasize the point that a collaborative relationship between parents and teachers not only promotes academic success among the students but also emotional stability and positive behavior of the students as well. Numerous empirical studies have always been conducted in diverse educational settings and they have always shown that parental involvement positively relates with better performance and well-being among students. Indicatively, a research study conducted by Hill and Tyson (2009) revealed that students whose parents were an active participant in school related activities managed to achieve better academic performance and developed more confidence in the learning process. On the same note, research in primary schools' environment has shown that regular contact between parents and teacher's decreases absenteeism, improves classroom participation, and boosts more motivation. This is an indication that classroom teaching performance can be considerably increased with the support and involvement of parents at home. In addition, an excellent partnership between parents and teachers is associated with the detection of learning difficulties at the initial stage. There is an opportunity to exchange observations of the problem related to academic or behavioral insufficiency by teachers and disclose the information about home experience of the child to provide the timely and specific interventions. Such a participatory model does not only reinforce learning but it also fosters trust and responsibility between communities and a child care institution. It induces a collective vision whereby teachers and parents can help one another towards the overall development of the child opposed to emphasizing on academic achievements. The issue of teacher-parent collaboration is more acute in the context of the modern non-

stagnant world of learning which is full of technological implementation and student diversity. Digital communication, frequent meetings, and feedback systems allow keeping teachers and parents actively involved in the learning process of the student. Consequently, this partnership needs to be learned and enhanced to ensure quality and fair education. An effective teacher-parent collaboration does not only lead to academic success, it also teaches social skills, emotional stability and a lifelong passion to continue learning- those attributes that characterize the ultimate success of primary schooling.

Methodology:

To determine the significance of teacher-parent partnerships and its effects on primary school students learning outcomes, the current research design was a mixed-method design. Such a strategy was chosen to give quantitative and qualitative data on the essence, practice, and impact of teacher-parent collaboration. The association of measurements with the description of the analysis made it possible to comprehend the phenomenon in the study in a holistic manner.

Research Design: Descriptive and exploratory research design was used. The descriptions component of study was concerned with capturing the existing practice and perceptions towards teacher-parent collaboration, and the exploratory component of the research was interested in how the relationships affect students' academic performance and motivation. The study was designed in such a way that it enabled a systematic search of the variables who were correlated with parental involvement and academic success.

Population and Sample: The study population comprised of teachers, parents and students in selected primary schools in a selected district. A sample of 10 schools was selected out of this population by stratified random sampling whereby both the public and private schools would be represented. A total of 500 participants was obtained in form of ten teachers, twenty parents and twenty students, all chosen in every school. This sample was

deemed adequate to facilitate diversity and consistency in the results.

Data Collection Instruments: Data collection was done by two significant tools, namely, a structured questionnaire and a semi-structured interview guide. The questionnaire was to elicit the quantitative data about the frequency and quality of teacher-parent interactions, communication practices, and perceptions of the benefits of collaboration. It had Likert-scale and closed-ended questions. The semi-structured interviews, which involved interviews of a limited sample of teachers and parents, offered more qualitative data of views, experiences, and obstacles regarding partnership practice. Before the actual collection of data, piloting of both instruments was done so as to bring clarity and reliability.

Data Collection Procedure: The duration that this data was gathered was two months. The teachers and parents were given questionnaires during school meetings and the school meetings collected the answers the same day to have maximum participation. The interviews were arranged one by one and held in a remote place where participants could feel free to talk and elaborate. The following ethical considerations were followed strictly: the informed consent of the participants was obtained and all the data collected was kept confidential.

Data Analysis: These duo of quantitative data were drawn with descriptive data like mean, frequency, and percentage to produce a summary of trends and patterns. The correlation test used was Pearson, which was used to find out the correlation between the level of teacher parent partnership and the academic performance of students. Interpretation of qualitative data collected through interviews was done by theme. The responses were grouped in terms of the emerging themes including effectiveness in communication, parental support, teacher engagement, and student motivation. The findings of the two analyses were

subsequently triangulated to guarantee the validity and consistency.

Ethical Considerations: All ethical principles in the research have been observed in the study. The participants were made aware about the study objective, their ability to drop out at any given time and their answers would remain confidential. No personal information was shared and the data were utilized to facilitate academic purpose.

Case Study: Improving Educational Outcomes through Teacher-Parent Collaboration.

Background: Bright Future Primary School is located in semi-urban areas. The school faced declining performance and increased absenteeism. Teachers had trouble involving parents in education, and parents were confused about how to assist their children with learning at home. In response to these issues, the school launched a teacher-parent partnership initiative.

Method/Intervention: The initiative included parents and teachers in monthly meetings, conducting workshops on effective strategies for home learning, and providing a communication diary for tracking student progress and behavior. Parents were invited to assist in classrooms, storytelling, and other school activities. Teachers were instructed on cross-culturally sensitive communication as a school climate and inclusion offering.

Findings/Results: Within the school year, a positive response in the school climate was noted. There was a 15% improvement in student attendance, and their performance in the math and language assessments increased by 20%. Teachers observed increased student participation in lessons as well as enthusiasm. Parents also noted improvements in their children's schoolwork and overall confidence.

Implementation.

The implementation of a strong teacher-parent relationship in primary schools needs to be

systematic and flexible yet promotes open communication, trust and mutual respect. The first step is to establish regular and consistent channels of communication between teachers and parents. Schools can arrange regular parent-teacher meetings, send out progress reports and use digital platforms such as WhatsApp groups or school apps to post updates about students in terms of academic performance and behavior. These platforms help parents to stay in the loop and enable them to help their child learning at home better. Teachers also need to be trained in the areas of communication and cultural sensitivity in order to be sure that interactions with parents are positive and inclusive. Workshops, orientation sessions, and professional development programs can help teachers get a better understanding of diverse family backgrounds and adapt their way of communication accordingly. Similarly, parents should be encouraged to take an active part in the school activities including class volunteering, cultural activities and academic fairs. Your involvement creates a sense of belonging as well as helping children realise that learning is a shared responsibility between the two. Another important step in the implementation process is by establishing goals and expectations of collaboration. Teachers and parents can collaborate and set both achievable learning targets for each student and make periodic reviews to monitor progress. Schools can form "partnership committees" with both teachers and parents discussing issues, giving feedback and illicit improvements. This joint process of decision making enhances accountability and transparency. Technology could also play an essential role in bridging the gap between teachers and parents especially in today's fast-paced world. Parents who are not able to regularly visit the school are getting involved in the learning process of their child more easily thanks to online parent portals, mobile applications, and virtual meetings. Furthermore, having a positive and respectful school environment in which teachers and parents feel equally valued will promote cooperation and better student outcomes.

Overall, successful implementation of teacher-parent partnerships relies on ongoing, well-established communication, shared goals and an outstanding commitment to student development. When both teacher and parent are working towards becoming partners, the child is more likely to develop a sense of confidence, discipline and enjoyment of learning.

Discussion.

The idea of teacher parent collaboration is such that we find it not as an act of offering a helping hand, but the already wholehearted identity of the child. Regular communication between parents and teachers creates a unity between home and school such that every child will receive continuous guidance. Parents provide some information concerning the character, the habit and the needs of that child whereas the teacher provides information on scholastic achievement besides the procedures. This partnership prevents misunderstandings, enhances accountability and makes sure that the children become inspired, both at home and at school. Moreover, these partnerships also nurture the values of respect, caring, and being responsible which transcends the academic.

Result:

Teacher-parent organization contributes to superior instructive results, more grounded community bonds, and the individual development of children, it demonstrates that instruction is most compelling when school and domestic work as a group. Students with strong parent-teacher collaboration have higher academic scores and better attendance, Lack of parental involvement correlates with lower performance and behavior issues. Teachers reported better classroom cooperation when parents were engaged. Students whose parents and teachers work together show higher academic achievement and better classroom performances. Teacher-parent partnerships improve student's behavior, discipline, and motivation to learn. Parents feel more involved and confident in supporting their children's education at home.

Teachers gain a better understanding of student's backgrounds, strengths, and challenges, which helps them plan lesson effectively. Schools with active teacher-parent collaboration build a positive school climate and stronger trust in the educational system.

Conclusion:

Parent teacher collaboration statistically significantly adds to the primary learner's academic achievements. Schools that nurture formal collaboration (regular conferences, avenues for comment, mutual responsibility) also see improved grades, behavior, and attendance.

Literature Review:

How the Contribution of Teacher-Parent Partnership Works in Primary School and Impacts on Education. The contribution that teacher-parent collaboration generates in the primary school has long been studied in diverse cases, including the USA, India, Bangladesh, and Pakistan.

Malik (2012) also stressed that teacher-parent collaboration in Pakistan has a positive effect on the classroom behavior, attendance, and academics of learners, mostly urban primary schools.

In the United States, Epstein (2011) provided a comprehensive framework of school, family, and community partnerships, stressing that organized participation among parents consolidates acquisition and maintains a sense of responsibility among schools and families.

Singh and Sarkar (2015) also investigated, in India, the reasons why teacher-parent collaboration not just increases the scholarly achievements, but also children's motivation and self-confidence, where parents' literacy is likely to be lower, as among the rural schools.

Similarly, Alam and Kabir (2015) explored parent engagement with primary schooling in Bangladesh and found that effective teacher-parent communication boosted the attainment of children, reduced the children who dropped out, as well as improved children's social advancement.

Collectively, these studies suggest that teacher-parent partnerships are universally

crucial for fostering children's academic success and overall development. Despite cultural and resource differences, evidence from Pakistan, the USA, India, and Bangladesh underscore the importance of parent-teacher collaboration in establishing a solid educational foundation for primary school students.

References:

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Globally, the significance of teacher-parent collaboration has been recognized in diverse schooling contexts. As a response to gaps in learner achievements, the United States has policies such as Title I of the Elementary and Secondary Education Act that mandate the involvement of parents. In developing countries such as India and Pakistan, teacher-parent collaboration has worked to counter challenges such as congested classrooms as well as the absence of school resources through ensuring that families complement the extension of learner support beyond the classroom. On the same note, schooling programs proved community based in Bangladesh, which compels parents to join the course as a response to the high rate of dropout, especially among children in the first cycle, primary school. Such international experiences point at the fact that geography is irrelevant to the teacher-parent partnership because it is a worldwide project to consolidate the results of schooling.