

Primary School Teachers' Perceptions about Parents' Involvement in Teaching Learning Process

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ABSTRACT

The objective of the study was to explore primary school teachers' (PSTs) perceptions regarding the importance, degree and limitations of parents' involvement. A sample of 400 PSTs was drawn from two tehsils of district Kasur through convenience sampling. A questionnaire was developed on five point Likert scale which was validated from four experts and piloted on 25 primary school teachers. The reliability of the instrument was 0.87. The response rate was 75%. Data was analyzed using descriptive statistics and one-way ANOVA. The results showed that all PSTs were agreed upon the importance of parents' involvement in teaching learning process. They often involve parents to play their role in school council. However, the parents are least invited in sports events. Male and female respondents were significantly different in their views regarding importance and limitation of parents' involvement. There was no significant difference in their perceptions related to degree of parents' involvement and limitations in parents' involvement on the basis of tehsil and qualification. The study recommended that school must create more opportunities for parents' involvement. The government must conduct seminars to highlight the role of parents' involvement in schools.

Introduction

Home is the first institution of a child. Its impact on students' development cannot be ignored. In school, the child is offered with an affectionate person called teacher. Now, in the absence of real parents, teacher plays the role of his/her spiritual father or mother. However, all cannot be expected from spiritual parents. It is because a child spends only five to six hours in school. The child spends rest of the hours in his/her own home under the supervision of his real parents. That's why the role of real parents in a child's overall development cannot be ignored.

Parents help their child in different ways. They care for their healthy food, safe and secure environment, and neat and clean dress to wear. They help the child developing creative mind. They fulfill all needs and necessary requirements of the child related to school and home. They show their love and affection and as a result child feels confidence and pride in having real parents. Those who do not have one or both parents have to suffer a lot in the society.

School is considered as a change center in the society. It is a manufacturing agency where humans are created as desired. It is said that schools are built to make jails empty. In school, child learns a lot but what he/she learns should be learnt permanently. For this, his/her parents play their active role. So, both parents and teachers have to play their collective role for the development of the child.

The term "parents involvement" means participation of parents in education and with the schools. Parents can keep themselves involved in their children schooling by attending school and responding to school responsibilities. They can show their involvement by helping their children in different ways. They can assist them to improve their school work. They can arrange a suitable time and comfortable space for their children to study. They can present exemplary, desired and ideal behavior to train their kids. They can monitor homework of their children and act as a mentor for them. In spite of this, parents can promote school and become ambassadors of the school. They can take an active role in decision making process (Cotton & Wikelund, 1989).

Parents' involvement shows positive influence on students' performance. Those students whose parents involve actively in their schooling earn higher grades. They are enrolled in higher-level programs. They go to school regularly. They are equipped with better social skills and show exemplary behavior. They adapt school very easily (Yawman, Appiah-Kubi, Gavino, & Solis, 2019).

Parents' involvement has a wide research based attestation to offer educational process with many potential benefits (Gonzalez-DeHass, Willems, & Holbein, 2005). Their involvement in teaching learning process motivates the students to learn more and more. The teacher discusses issues related to the home of the child with parents and consequently there appears a healthy improvement in the learning of the child. Yawman et al. (2019) stated that students' competences in language acquisition are influenced by many factors such as people, processes and institution.

School reform initiatives give importance to parents' involvement. Parents' involvement improves children's academic achievement and brings about other beneficial outcomes. However, parents and teachers must understand the functions of parents' involvement (Lawson, 2003). Barge and Loges (2003) found parental involvement as a key predictor of students' academic success. An agreement among students, teachers and parents' perceptions exists on the importance of monitoring a child's academic performance and development of communication between teacher and parents. There also exists disagreement on the role of discipline.

Gordon and Louis (2009) favored the involvement of parents for two reasons; firstly, because of democratic expectations underlying the organization of the U.S. school system and secondly, for the increase in students' achievement. So, parents' involvement is the symbol of democracy and academic improvement of the children. Hoover-Dempsey, Bassler and Brissie (1992) explored in their work parent-school relation with Bandura's theory of teacher efficacy and parent efficacy. They described the parents' belief of influencing child's schooling. They also described the teacher's efficacy in terms of believing that his/her instructional styles were effective and there was a strong relationship between teacher efficacy and parents' involvement in conferences and their support in schooling of the child. They also quoted Baumrind's work which showed a clear relationship between parenting behavior and children's social and cognitive development.

Hornby and Lafaele (2011) reported in their work that parents' involvement had been emerged as an important element in education for the last forty years. Now there is a wide-ranging research work to present a clear picture of the importance of parents' involvement in teaching- learning process. This included both home-based parents' involvement and school-based involvement. At home, parents can monitor homework and at school they can attend workshops and meetings.

Murray, McFarland-Piazza and Harrison, (2015) presented in their study communication gaps between parents and school. They were of the view that the more engaged parents at home were also more involved at school. They

had strong and effective communication with school administration and faculty.

Significance of the Study

Literature varies in favoring or rejecting the involvement of the parents in the teaching and learning process. It is because of the degree of parents' involvement. No doubt, the collective efforts of both teacher and parents can change the dignity of the child but it does not mean to involve the parents in those works which are to be done by the teachers. The limitations should be there. That's why teachers vary in their perceptions. The current study will be significant for teachers, head teachers and policy makers. Teachers and head teachers may change their attitudes towards parents' involvement in teaching learning process. They may create more and more opportunities for parents' involvement. Policy makers may know the current situation of parents' involvement in teaching learning process in public schools. They may ensure to make and implement policies regarding active involvement of parents for the overall development of the child.

Objectives of the Study

The objectives of the study were to investigate

1. Primary school teachers' perceptions about the importance of parents' involvement in teaching and learning process.
2. Primary school teachers' perceptions about the degree of parents' involvement in teaching and learning process
3. Primary school teachers' perceptions about the limitations of parents' involvement in teaching and learning process
4. Difference in perceptions demographically

Research Methodology

The study was quantitative in nature with positivism as research paradigm. For this, survey method was used to collect the data. All primary school teachers teaching at primary schools or primary portions of elementary or high schools of district Kasur were the target population of the study. Multistage sampling technique was used. At first, two tehsils of district Kasur, tehsil Chunian and tehsil Pattoki were chosen using simple random sampling technique. Then, twenty five boys and twenty five girls' schools were chosen from each tehsil through cluster random sampling technique. All primary school teachers of randomly chosen schools were taken as sample of the study. There were 200 male and 200 female teachers to give their perceptions about parents' involvement in teaching learning process.

Instrumentation and Validation

Questionnaire was used to collect data. There were two parts of the Questionnaire. The first part consists of to assess the importance and limitations of parents' involvement. For this, five points Likert scale from strongly disagree (SD) to strongly agree (SA) was used. The second part consists of to assess the degree of parents' involvement in teaching learning process. For this, five options vary from never to always were used. All necessary precautions and standards were kept in consideration while developing a well- balanced scale. Literature helped in this regard to point out related constructs.

The instrument was validated through experts. Four experts having sound experience in scale development and research procedure were selected in this regard. The instrument was revised as suggested by the recommendations of worthy experts. Later, a pilot testing was conducted to ensure the reliability of the instrument. For this, 25 primary school teachers were selected. Reliability was measured by Cronbach's Alpha coefficient. The reliability of the instrument was 0.87 which is desirable for any scale.

Data Collection and Analysis

To collect data, the boys' schools were visited personally by the researcher. The researcher explained the purpose of the study and helped the teachers in understanding the items where needed. Reliable sources were used to collect data from girls' schools. Data was analyzed through descriptive and inferential statistical techniques. Means and standard deviations of perceptions were calculated. The comparison in perceptions on the basis of gender, qualification, and teaching experience were made through inferential statistical technique.

Findings of the Study

Following findings were drawn on the basis of data analysis.

RQ1. Is there any importance of parents' involvement in teaching learning process?

The first research question was about the importance of parents' involvement in teaching learning process. For this, there were eight constructs having five statements each. To minimize the chances of guess or carelessness some negative statements were also added. First, those negative items were reversed and then the data was analyzed using descriptive statistics. Below here, firstly, construct-wise analysis is given and then a whole summary is given to have a

clear view of the primary school teachers' perceptions regarding the importance of parents' involvement in teaching learning process.

Table 1

Means and SDs for the Importance of Parents' Involvement in Teaching Learning Process (n=316)

Sr#	Statements	Mean	SD
1.	School Adaptation	21.12	2.58
2.	Social skills	20.57	2.64
3.	Attendance and Cleanliness	21.39	2.73
4.	Motivation	20.72	2.74
5.	Fulfillment of educational needs of the student	21.67	3.96
6.	Representative of the community	21.31	2.67
7.	Uplifting teacher's morale	21.02	3.47
8.	Attitude towards learning and Students' performance	21.39	2.51

Table1 is about the overall summary of primary school teachers' perceptions regarding the importance of parents' involvement in teaching learning process. It is crystal clear that the mean score in all constructs is more than 20. So, teachers' perceptions tend towards strongly agree. The highest mean score is 21.67 which is of fulfillment of educational needs of the students. There is no doubt about the fact that actively involved parents know better about the educational needs of their kids. The results show that parents' involvement plays its constructive role in school adaptation and developing social skills in students. It not only motivates the students in their studies but also affects their cleanliness and attendance. Parents are representative of the society. So, they should give time to school, teachers and their children. In this way, teachers' morale may be increased and students' attitude towards learning may be developed.

RQ2: To what extent parents involve in teaching learning process?

The first part of the questionnaire was to confirm the fact that parents' involvement is important in teaching learning process. Then in the second part, the teachers were asked about the degree of parents' involvement. The findings of the first part show that they think positively about the role of parents' involvement but the question here is either they are ready to act upon this fact practically and arrange the activities to attract the parents or not.

Table 2

Means and SDs for the Degree of Parents' Involvement in Teaching Learning Process (n=316)

Sr.#	Statements	Mean	SD
1.	Participation in school council	4.07	0.99
2.	Participation in decision making process	3.57	1.64
3.	Participation in sports events	2.68	1.30
4.	Participation in classroom activities	2.48	1.36
5.	Participation in evaluation and reporting process	2.67	1.21
6.	Participation in parent-teacher meetings regarding student's performance	3.70	1.19
7.	Participation in annual prize distribution ceremony	3.63	1.07
8.	Participation in school-led campaigns	3.24	1.06
9.	Participation in meetings regarding fund collection	3.23	1.20
10.	Participation in seminars regarding students' health and hygiene	3.35	1.14

Table 2 is about the degree of parents' involvement in teaching learning process. The highest mean score 4.07 shows that they provide opportunity to the parents in their representation in school council. No doubt, it is a great opportunity for the parents to become a member of school council and play their constructive role in the development of school but this number is very limited. School councils in primary schools mostly consist of 9-13 members. There is some quota for general members and teacher member. About 50% quota is for parents. So, as a whole only 5-7 parents can participate in school council. What about the rest of the parents?

The least mean score is about the involvement of parents in classroom activities. This is true that classroom activities are arranged and monitored by the teacher and there is no need of parents directly. However, parents may help the teacher in arranging low cost AV aids. In some statements, the scores lie between 3-4 which is an indication that parents are often involved. These areas consisted of parent-teacher meetings, prize distribution ceremonies, school led campaigns, meetings regarding fund collections and seminars regarding students' health and hygiene. These are the platforms where most of the parents can contribute.

There is another statement with low score related parents' involvement in sports events. The score 2.68 shows that parents are seldom involved in sports activities. No doubt, sports events are for students to make fun but parents

should be involved to see the talents in their kids. Healthy activities are always appreciated by the community.

RQ3: What are the limitations regarding parents' involvement in teaching learning process?

The importance of parents' involvement cannot be denied but with some limitations. There are some areas where the school authority does not feel comfortable to involve all parents. So, it will be ideal to ask the perceptions of teachers about the limitations in parents' involvement.

Table 3

Means and SDs for the Limitations of Parents' Involvement in Teaching Learning Process (n=360)

Sr#	Statements	Mean	SD
1.	Parents should be allowed to participate in deciding school development budget.	3.77	1.37
2.	Parents should be allowed to participate in deciding timetable.	1.99	1.03
3.	Parents should be allowed to participate in deciding syllabus	1.97	0.99
4.	Parents should be allowed to participate in deciding proceedings of morning assembly.	2.17	1.64
5.	Parents should be allowed to participate in deciding teaching methodology.	2.24	1.13
6.	Parents should be allowed to participate in deciding extra-curricular activities.	3.31	1.12
7.	Parents should be allowed to participate in parent-teacher meetings.	4.37	0.71
8.	Parents should be allowed to participate in evaluation process.	3.79	0.90
9.	Parents should be allowed to participate in reporting process.	3.85	0.93
10.	Parents should not be allowed to participate in school's activities at all.	3.01	1.47

Table 3 shows that teachers are disagreed with the involvement of parents in deciding time table, syllabus, morning assembly procedures and teaching methodologies. No doubt, these are the areas which are decided well by the authorities. The teachers are strongly agreed that parents should be participated in parent- teacher meetings. Further, they are agreed upon the involvement of parents in deciding development budget, extracurricular activities, evaluation and reporting process. They are of the view that parents

should be allowed to participate for the overall development of the school and students.

H₀₁: There is no significant difference in primary school teachers' perceptions about the importance of parents' involvement on the bases of their tehsil, gender, and qualification.

To find the difference in mean score related to the importance of parents' involvement on the bases of tehsil and gender, independent sample t-test was used. One-way ANOVA was used to compare the mean score on the basis of qualification.

Table 4

Comparison in Mean Score Related Importance of PI on the Bases of Tehsil and Gender

Variable	N	Mean	SD	df	t	p
Tehsil						
Chunian	147	169.60	19.44	313	.413	.133
Pattoki	169	168.79	15.18	274	.407	
Gender						
Male	150	165.59	19.44	313	-3.57	<.001
Female	166	172.40	14.35	272	-3.52	

The score of the respondents on construct related importance of parents' involvement on the basis of tehsil and gender was compared using independent sample t-test. Table 4 shows that there is no significant difference in scores of respondents of tehsil Chunian ($M= 169.60$, $SD = 19.44$) and those of tehsil Pattoki ($M = 168.79$, $SD = 15.18$) with $p > .05$. On the other hand, the Table also shows that there is a significant difference in scores of male respondents ($M= 165.59$, $SD = 19.44$) and those of female respondents ($M= 172.40$, $SD = 14.35$) with $p < .05$. The η^2 value of 0.038 showed small effects size.

Table 5

Comparison in Mean Score Related Importance of PI on the Bases of Qualification

	SS	df	MS	F	Sig.
Between Groups	4507.34	4	1126.83	3.914	.004
Within Groups	89272.06	310	287.97		
Total	93779.40	314			

The scores of participants related the importance of parents' involvement on the bases of qualification was compared using one way ANOVA. The results show that there is a significant difference in perception regarding the

importance of parents' involvement on the bases of qualification ($p < .05$). To see the actual level of qualification which affected the difference in perception a post hoc test was applied.

Table 6

Post hoc findings for Comparison Related Importance of PI on the Bases of Qualification

Qualification (I)	Qualification (J)	Mean Difference (I-J)	p-value
Matric	F. A	6.01	.954
	B. A.	1.56	.996
	M. A.	9.18	.131
	Higher	10.39	.302
F. A.	B. A.	-4.45	.979
	M. A.	3.18	.994
	Higher	4.38	.986
B. A.	M. A.	7.62	.007
	Higher	8.82	.249
M. A.	Higher	1.20	.998

Table 6 shows that there is a difference in perception of graduate level primary school teachers from master level teachers ($p < .05$). It means graduate level primary school teachers perceive the issue of the importance of parents' involvement differently from those of master level primary school teachers.

H₀₂: There is no significant difference in primary school teachers' perceptions about the degree of parents' involvement on the bases of their tehsil, gender, and qualification.

Table 7

Comparison in Mean Score Related Degree of PI on the Bases of Tehsil and gender

Variable	N	Mean	SD	df	t	p
Tehsil						
Chunian	147	31.71	7.75	314	-1.96	.319
Pattoki	169	33.47	8.14	311	-1.97	
Gender						
Male	150	31.97	8.02	314	-1.44	.430
Female	166	33.27	7.96	310	-1.44	

The score of respondents on construct related degree of parents' involvement on the basis of tehsil gender was compared using independent sample t-test. The Table 7 shows that there is no significant difference in scores of respondents of tehsil Chunian ($M = 31.71$, $SD = 7.75$) and those of tehsil

Pattoki ($M = 33.47$, $SD = 8.14$) with $p > .05$. The Table also shows that there is no significant difference in scores of male respondents ($M = 31.97$, $SD = 8.02$) and those of female respondents ($M = 33.27$, $SD = 7.96$) with $p > .05$.

Table 8

Comparison in Mean Score Related Degree of PI on the Bases of Qualification

	SS	df	MS	F	p-value
Between Groups	307.24	4	76.81	1.204	.309
Within Groups	19842.77	311	63.80		
Total	20150.01	315			

The scores of participants related the degree of parents' involvement on the bases of qualification was compared using one-way ANOVA. The results show that there is no significant difference in perception regarding the degree of parents' involvement on the bases of qualification ($p > .05$).

H₀₃: There is no significant difference in primary school teachers' perceptions about the limitations of parents' involvement on the bases of their tehsil, gender, and qualification.

Table 9

Comparison in Mean Score Related Limitations of PI on the Bases of Tehsil and Gender

Variable	N	Mean	SD	df	t	p
Tehsil						
Chunian	147	29.47	5.89	314	-2.98	.865
Pattoki	169	31.33	5.18	293	-2.95	
Gender						
Male	150	29.92	6.29	314	-1.64	.003
Female	166	30.95	4.83	278	-1.62	

The score of respondents on construct related importance of parents' involvement on the basis of tehsil and gender was compared using independent sample t-test. The Table 9 shows that there is no significant difference in scores of respondents of tehsil Chunian ($M = 29.47$, $SD = 5.89$) and those of tehsil Pattoki ($M = 31.33$, $SD = 5.18$) with $p > .05$. The Table also shows that there is a significant difference in scores of male respondents ($M = 29.92$, $SD = 6.29$) and those of female respondents ($M = 30.95$, $SD = 4.83$) with $p < .05$. The eta squared value of 0.008 showed small effects size.

Table 10

Comparison in Mean Score Related Limitations of PI on the Bases of Qualification

	SS	Df	MS	F	p-value
Between Groups	104.88	4	26.22	.838	.502
Within Groups	9735.67	311	31.30		
Total	9840.54	315			

The scores of participants related the limitations of parents' involvement on the bases of qualification were compared using one way ANOVA. The results show that there is no significant difference in perceptions regarding the limitations of parents' involvement on the bases of qualification ($p > .05$).

Discussion

The results of current studies are aligned with some previous researches. Lawson (2003) concluded that mutually partnerships or collaboration between parents and teachers were essential to children's learning, healthy development, and success in school. Gonzalez-DeHass et al. (2005) conducted study on relationship between parents' involvement and students' motivation. The findings align with the current study that students motivate with their parents' involvement in teaching learning process.

Gordon and Louis (2009) concluded in their study that teachers' perceptions of greater parents' involvement were positively associated with students' achievements. It was same as found in the current study. Castro, Bryant, Peisner-Feinberg, & Skinner, (2004) reported that the most frequent type of parents' involvement activity was helping out in the classroom followed by attendance at parents' meetings. The current study is in favor of parents' involvement in parents' meetings but against the involvement of parents in classrooms' activities. Smith, Wohlstetter, Kuzin, & De Pedro (2011) found in their study that parents may be involved in decision making process.

Yawman et al. (2019) conducted a study on teachers' perceptions of parents' involvement and students' performance in English in rural schools in Nakhonratchasima, Thailand. They found in terms of degree of parents' involvement that parents often involve in different activities related to teaching learning process. The findings of the current study show that parents often involve in school council but sometimes involve in other activities like reporting, parent-teacher meetings, school-led campaigns, and seminars related students' hygiene. Yawman et al. (2019) further found that both male and female teachers had the same perception on the degree of involvement of parents in children's education for all the dimensions and there was no significant difference in participants' views regarding degree of parents' involvement on the bases of qualification. The same results were shown by

the current study where there was no significant difference in perceptions on the bases of gender. However, the current study contrasts with that of Yawman et al. (2019) in terms of degree of involvement on the bases of qualification as graduate PSTs perceive degree of parents' involvement differently than those of master degree holders.

Conclusion and Recommendations

The current study highlights the importance of parents' involvement in teaching learning process. Teachers take the involvement of parents as a positive point towards students' motivation, cleanliness, attendance, and fulfillment of educational needs. This not only proves helpful for students but also enhances teachers' morale. Teachers vary in their perceptions regarding importance, degree and limitations of parents' involvement. However, all were of the view that parents should play their constructive role in the development of the child in collaboration with school.

Male and female primary school teachers perceive differently regarding limitations of parents' involvement. This is quite naturally as it may appear hard for female teachers to handle unnecessary involvement of male parents in all affairs of school. Male teachers may also have their concerns regarding involvements of female parents of their children. It was quite shocking for researcher to see the difference in perceptions between graduate and master degree holder teachers as both have quite same level of understanding. However, it may be further investigated to find out the real cause of this difference.

To conclude, this study is a benchmark in the way of students' improvement. Parents act as a stakeholder of school. They are very much worried about their children's education. So, it is the need of the hour to share the students' achievements and concerns with them for their better understandings. Collective and collaborative efforts of school and parents are easiest and guaranteed way to make students able to be responsible citizens and play their constructive role in the progress and prosperity of the nation as well.

On the bases of findings following recommendations are suggested.

1. Since parents' involvement is very important for teaching learning process, hence school should create opportunities for parents to come to school and play their constructive role in keeping their kids motivated, clean, and regular.
2. Since the participation of parents in school council is limited hence school should involve parents in other activities like reporting through parent-teaching meetings, school led campaigns regarding fund collection, cleanliness and hygiene or other threats to students' health and security.

3. There is no need to share issues related to deciding curriculum, time table, morning assembly proceedings, and teaching methodologies. However, parents may be involved in decisions related to development budget. In this way, they might be encouraged to provide financial support to create an attractive, safe, and secure and child friendly environment for children.
4. The government should ensure the involvement of parents in teaching learning process by increasing percentage of parents in school council and conducting workshops to highlight the role of parents' involvement in schools.
5. Future researchers may involve other stakeholders like parents, students, head teachers etc. to seek their valuable perceptions.
6. The study may be expanded to a division or province to get the real picture at a large scale.

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