Teachers and Parents Traits Impact on Children's Education

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Our research focuses on the function of teachers and parents in children's education in this paper. A child's first teachers are his or her parents. They have a larger impact on their children and play a significant part in instilling educational ideals in them. A teacher plays the second most important function in a child's education. As a nation builder, a teacher plays a critical role in children's education. Unfortunately, owing to technological developments and hectic schedules, parents and instructors have been unable to instill real educational ideals in their children. There are a lot of variables that contribute to this issue. This research examines how parents and teachers fulfill their roles, as well as their perspectives on the subject. Teachers and students from primary schools have been targeted in this case. Personal visits were used to gather data, which was then analyzed using SPSS. Questionnaires are a form of data. We also utilized two frameworks in this paper: theoretical and conceptual frameworks, as well as the t-test, which is used to identify significant differences between two groups' means. Both instructors and parents agreed that good cooperation between them is necessary to help their children do better in school.

Key words: *Education, Parents, Teachers, Children's education*

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Introduction

It's impossible to envision a teacher or school administrator who doesn't believe that teaching high-discipline thinking skills is critical in preparing young men and women for life in the twenty-first century. The extent to which higher-order thinking abilities are taught and tested, on the other hand, has become a point of contention, with many instructors and businesses expressing worry that young people "can't think."The extent to which higher-order thinking abilities are taught and tested, on the other hand, has become a point of contention, with many instructors and businesses expressing worry that young people "can't think." What exactly do we mean when we say "higher order thinking"? Brockhart (2010) divides superior discipline thinking into three distinct types. (1) Those who describe high discipline thinking in terms of migration, (2) those who define it in terms of critical thinking, and (3) those who define it in terms of problem-solving. Anderson, Kreuthal, et al. (2001) describe the difference between transition and maintenance in the Transition category: two extremely important educational aims are to encourage and promote the transition (which is now occurring). Retention necessitates students remembering what they have learned, whereas transfer necessitates students not just remembering but also realizing and comprehending what they have learned in order to be able to apply it. While learning necessitates thinking, higher order thinking is still in the "transition." That is, pupils not only learn information and abilities, but also have the ability to apply them in new settings.

According to Brockert (2010), this is the type of thinking that occurs outside of the classroom, when thinking consists of a sequence of given tasks rather than "a series of transition chances." 'Reasonable, reflective thinking,' determining what to believe or do (Norris & Ennis, 1989), and 'artistic thinking,' which involves reasoning, all fall under the heading of critical thinking. Inquiries, observations, and statements are all included. Adding and subtracting, identifying complexity, and identifying views (Berhal, 2008). Being "thinkable" in critical thinking refers to students' ability to make informed decisions or give acceptable critique. After that, the goal of education is to instill in pupils the importance of being intelligent in their decision-making and application of those decisions. The capacity to assess the credibility of a source is one of the abilities that this student must teach. Identify common and prejudiced assumptions; identify linguistic ideas; comprehend the goal of written or spoken content; identify the audience; and analyze different techniques employed to achieve the text's objective. Make key performance decisions. Brockhort provides the following definitions in the area of issue solving: When a student wants to attain a specific conclusion or

goal but doesn't know what technique or solution to employ to get there, he or she has a difficulty. It isn't recognized automatically.

The issue to be resolved is how to get the desired result. Because a student can't always figure out how to get to his or her objective, he or she must employ one or more thinking processes. Problem solving is the term for these types of cognitive processes (Nitko&Brockhardt, 2007). Remembering knowledge, learning with comprehension, critiquing ideas, creating innovative alternatives, and communicating effectively are just a few examples. Problem solving, in its broadest sense, is a talent that enables humans to find solutions to problems that cannot be addressed just by remembering facts (ibid). Although there are many closed problems, such as in mathematics where students are frequently required to utilize memory to learn specific methods, many issues are quite common and may be handled entirely by memory. It's not possible. Alternatively, they might have more than one answer. It might also be a genuine issue for which the solution is unknown. Problems might alter as circumstances change. Keeping a budget, for example, is a hot topic. Problem resolution, according to Burnsford and Stein (1984), is the fundamental approach that underpins all thinking, including memory, critical thinking, creative thinking, and successful communication. He emphasizes that pupils must recognize anything as a challenge in order to remember it ("I need to learn a list of planets, a poem, a capital city.") How can I go about doing that?). "Can I?") And come up with a viable solution. Critical thinking is a problem-solving process, and Shakespeare does a good job of developing this trait. Communication and communication difficulties. Does it entail problem-solving? Who is my intended audience? What is the best way for me to communicate with them? What words can I use to describe this situation? The 'Artful thinking palette,' developed at Harvard University, is an example of how teachers may help pupils think via the arts (Berhal, 2008). Use. Searching, debating, questioning and exploring viewpoints, observing and describing, comparing and adding, and discovering complexity were the six thought-provoking principles students were urged to apply when viewing art. to carry out Teaching pupils this critical thinking talent is beneficial not only in the arts, but also in other subjects and for standardized examinations such as the Queensland Core Skills Test. If instructors view greater discipline as a solution to a problem, Brockhardt (2010) contends that they should utilize it as a lesson to educate pupils how to recognize and handle problems in school and in life. Possess the ability to establish objectives. It states that it entails not just resolving difficulties that have been handled by instructors, but also resolving new problems that 'define themselves and produce something new as a solution.' The initial role model for a youngster is his or her parents. Children copy their parents in terms of behavior, reaction, and imitation. Parents have a critical role in inspiring and encouraging their children to learn.

A child's positive, healthy, and lifelong learner is aided by excellent parental support. If parents are sensitive and understanding, children learn abilities at a young age. In terms of their growth, it is critical for families to fulfill their obligations for their children's physical care (Honig, 2002) as well as their safety and health (Tinsley et al., 2002). Aside from that, families have school and educational duties. Teachers expected parents to perform certain tasks, according to Hornby (2000). These include trying to meet their children's individual needs and health problems at home, assisting them with their lessons and homework at home, participating in school activities, reading reports and letters sent to them, and communicating with the teacher, encouraging their children to participate in school activities, attending parent-teacher conferences, and communicating with the teacher. These are the school and education obligations that parents must perform (Kiral, 2019). The initial role model for a youngster is his or her parents. Children act, react, and behave in certain ways. A child's positive, healthy, and lifelong learner is aided by excellent parental support. If parents are sensitive and understanding, children learn abilities at a young age. In terms of their growth, it is critical for families to fulfill their obligations for their children's physical care (Honig, 2002) as well as their safety and health (Tinsley et al., 2002).

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Teachers' identities and teaching approaches can be influenced by radical changes in the learning environment in predictable ways, which can be used to inform teacher education and professional development programs for STEM

teachers, ensuring their success as they implement student-centered pedagogy (Keiler, 2018). Many instructors also devote time to investigate various aspects of educational success in order to have a better knowledge of learning dynamics. More instructors are devoting time mentoring new teachers, ensuring that education school graduates are genuinely prepared for the complex demands of today's classrooms (Lanier, 1997).

The study's objectives: 1. Look at instructors' thoughts and methods for interacting with their students' parents.2. Interact with the parents of their children to have a better understanding of the instructors' goals.3. Developing methods for instructors to communicate with parents.Questions to Discuss; The following are some of the key issues that were investigated in this study:1. What are the views of teachers on education?2. How do parents and schools influence their children's education?3. What obstacles do instructors and parents see as a potential hindrance to their children's education?4. What impact does a teacher's attitude have on learning?5. What impact does a parent's attitude have on their students' education?6. Is there a link between a school's views and actions on how to engage with the families of their students?7. What are the aims of childcare in terms of parent-child interaction?8. How do instructors adjust their interactions with parents of their students?9. What challenges do instructors encounter in fostering healthy parent-teacher interactions?10. Is there a difference in opinions of the purpose of communicating with parents between private and private school teachers?

Specifically teaching the language and the concepts of higher order thinking: Teachers should be taught not just the language and concepts, but also why it is necessary for pupils to have strong thinking abilities in order to address issues in school and in life. Students can identify their skill level and the degree of difficulty of a question, for example, by utilizing a common language. They realize they have facts when they notice terms like "praise," "recognize," "remember," "identify," "label," "understand," "inspect," or "collect." It is believed that he can recall and show them Content knowledge. They realize that they are being requested to execute the application when they encounter phrases like "Apply," "Solution," "Experience," "Show," or "Predict." And they understand that when a question begins with the words 'evaluation,' 'judge,' 'criticism,' or 'judgment,' the higher-order thinking skill they are using is 'evaluation.' Teachers can also quickly evaluate whether the levels they want from pupils are challenging. Students should begin exercising higher order thinking abilities in primary school, but by Year 11 and 12, the majority of lessons, assessment questions, and conversations should be at the highest levels of grading.

Planning classroom inquiries and discussion times to tap advanced thinking skills: "Planning" is the important word here. Teachers in general are excellent at 'thinking on their feet.' They ask memorable questions rather than those that demand a lot of discipline if they don't plan beforehand. Similarly, if the goal of the talk isn't to learn how to think in a higher order, the dialogue might come to an end. Although this does not mean that every topic or conversation should be based on high-level thinking, a fair balance should be maintained. Teachers may guarantee that the ratio is accurate by carefully arranging courses and conversations. It is beneficial to see a colleague in a classroom with lessons in order to record the capacity to think creatively in a lesson. Alternatively, pupils might be taught language learning skills in order to keep track of their teachers' high language words. Alternatively, watch and assess your peers' pupils while they participate in organized activities. Teachers should also urge pupils to think about their education so they can see their own strengths and limitations.

Clearly teaching the concepts of topics: Overly clear, direct advice is supported by research (Haiti, 2005; Marzano, 2011). This is especially true in the field of intellectual education. The essential features that determine how students employ high-thinking skills must be understood by students. Bloom's grade (or Queensland curriculum expertise) is a good place to start once again. Students in every topic should be aware of the most important principles to study. They must be able to recognize and respond to them. When essential concepts are given, teachers may assist students understand them by pinpointing clear aspects of the notion. Students must determine if the notion is tangible, abstract, verbal, unusual, or a process. Non-conceptual ideas, for example, are a challenge for most children who struggle in math. Working simply and frequently without vocal explanation will aid these kids in grasping mathematical ideas. Teachers must devote time to assisting students in forging strong connections between symbol manipulation, linked language, and certain types of physical things and pictures. Students learn arithmetic skills through interacting with other students and using proper language verbally. Students who struggle with verbal perception, on the other hand, may require numerous instances with relatively less words, which may be confusing to them. Certain students stated that some pupils needed to exhibit problem-solving skills, while others need both. Teachers appear to ensure that pupils grasp basic ideas before moving on to more advanced topics in nations where math is exceptionally strong. When pupils don't understand basic ideas, they'll most likely strive to remember instead. It works for them in the early years, but it leads to misconceptions and lack of information in the later years. This is most likely why so many kids avoid math. Thomas and Thorne (2009) offer a multidisciplinary approach to teaching and learning concepts, which includes the following elements: Name the concept's most essential (important) characteristics. Describe some of the concept's extra aspects. When comparing what is already known to what is new, Please list some of the concept's flaws. Give a good illustration or prototype of the concept (what is it), Don't imagine some non-examples or non-prototypes. Identify topics that are comparable or connected.

Scaffolding Supplies; Scaffolding entails supporting pupils at the start of the session and progressively releasing them from their duty to work independently (Salon, 1995) Students will learn sophisticated thinking skills without this restricted temporary assistance. It's unlikely. However, too much scaffolding may be just as dangerous. Teachers, according to Cochran and Aegean (1998), should be "given exclusively to learners who improve themselves." Too

much or too little assistance might obstruct the development of high-level cognitive abilities. There is a lack of assistance, and kids are leaving sooner. Even if pupils don't ask for help, provide assistance so they don't get the impression that they can't accomplish the job on their own.According to Cochran and Agnes (1998), the following principles should be followed:

Use Scaffolding:Using several instances from elementary school, describe the cognitive process required. Provide more examples and explanations only as required, after first ensuring that you understand the situation. Enhance student strengths while addressing shortcomings.

Task delivery and structured depiction of thought-provoking tasks: Use tangible examples like as drawings, graphs, classifications, or tables to represent and arrange issues. Using a variety of examples and encouraging pupils to come up with new ones. A method for demonstrating easy-to-understand reasoning in simple steps. Discuss the issues and possible remedies, as well as the nature of the issues and the problems they are addressing. This activity eliminates the need for further student assistance.

Provide realistic problem-solving possibilities: Provide fewer than 30 seconds of free teacher pre-practice practice, less than 30 seconds of spot-checking practice progress, and less than 30 seconds on a help application. Assign brief homework assignments that are a natural extension of classroom work on a regular basis. Combine material with the area's complicated, real-life issues.

Read consciously to encourage higher order thinking; Consider utilizing the following methods to help you better comprehend the concept:Teach skill in a real-world setting. Be unique in the setting in which the learner applies the newly learned abilities. Make the foundations of higher-order thinking a priority. Make sure you have some background information. Sort your belongings into categories. Arrange the objects according to their measurements. Make assumptions, make lists, and so forth. Analyze and solve issues by breaking things down into their constituent parts.

Work and critical thinking are required for this assignment. Increased student achievement has been related to the usage of certain tasks and evaluations. This rise has been linked to a variety of positive outcomes, such as improved standardized test results, classroom grades, and research equipment. Reading, math, science, and social studies have all experienced a rise. Especially for children with low academic achievement. There is documentation for the document. Both the National Assessment of Educational Progress (NAEP) and the International Mathematics and Science Study (Times in Trends in International Mathematics and Science Studies (TIMSS)) show that math and science, as well as those who emphasize reasoning in education, are associated with high test scores at the grade level. Higher NAEP performance is linked to teaching meaning (including thinking about core concepts, author's intent, theme, and usage of original works). Winglinsky is a character in the film Winglinsky (2004). Higgins et al. (2005), for example, conducted a meta-study of students' thinking, success, and thinking skills intervention. He and his colleagues received 29 papers, primarily from the US and the UK, with adequate data to assess the extent of the impact. They had a significant impact. The average effect of teaching thinking skills was: Over 29 investigations, the average score on academic outcomes (such as verbal and logical thinking exams) was 0.62. 0.62 out of 19 studies found that attaining curricular results (for example, reading, math, or science examinations) is possible. 1.44 There are more than six research on the results that have been influenced (attitudes and motivations).

Discipline-impaired kids have also been found to benefit from higher-order thinking skills. Pogrow (2005) created the 'Higher Order Thinking Skills' (HOTS) curriculum particularly for academically disadvantaged children. It is built on four categories of thinking skills: (1) education, thinking, and reasoning. Also, consider it. The capacity to (1) think, (2) construct lists, (3) transmit ideas, or (4) generalize structures in context. And there's also information on how to do a synthesis. This initiative is a sensible method to assist impoverished children in the United States in grades 4–8. It has been utilized in almost 2,900 classrooms in 48 states and blends Socratic discussion, theater, and technology. On standardized examinations, meta-analysis metrics, writing, problem solving, and grade point averages, it garnered pupils high marks. Furthermore, we discovered that a well-structured essay was superior to students' resilience in the research as opposed to the effectiveness of instructional materials in terms of their ability to 'understand' and generate diversity Be able to deal with the material.

Finally, research suggests that when teachers respond to higher order thinking, pupils' motivation improves. This appears to be why training children to think in higher order leads them to think about specific topics and make an assessment that needs deliberate and critical thinking. Remember that, while it can be beneficial in certain circumstances, it does not promote student autonomy and, to a great extent, does not contribute to mastery, even though it might be claimed that knowing the essential facts in creating building blocks is necessary for comprehension. Also, keep in mind that 'knowing stuff' is a rather minor talent to regain fast. What matters is how we apply information, not the facts themselves. Knowing the timetable, for example, is time-saving, estimating, and beneficial since studying the routes prepares the brain, but it is only when we manage our funds, budget, or utilize their knowledge of tables to produce that it becomes useful. We used to overcome this difficulty and think of higher orders when deciding whether one thing is more expensive than another.

As a result, instructors must create assessment questions that let students to employ all taxonomic capabilities: analysis, evaluation, and creation (Bloom's "End of the ranking"). Decision-making and critical thinking; problem-solving; and creativity and creative thinking are all examples of logical reasoning. There are numerous resources for

help in higher disciplinary education available online and on paper, and when they are available, a successful teacher should make some adjustments to pre-existing programs to guarantee that pupils are encouraged to think.

Methodology

The goal of this research was to look into the involvement of parents and teachers in their children's education. It was investigated if there is a substantial influence on both parents and teachers' engagement by looking into their attitudes and roles. A total of 50% of instructors and 50% of parents were surveyed, and their replies were recorded. In addition, instructors from both private and public schools, as well as parents, were given equal weighting.

Theoretical Framework: This research was based on Daniel Stuffblum's CIPP model's concepts (1983). The Context Input, Process, and Product (CIPP) Model is an open system comprehensive model that may be used to guide the organizational and auditory assessment of a program, as well as its efficacy in decision-making and decision-making. Provides. Context, Input, Process, and Product are all part of this (CIPP). These kinds are typically viewed as a distinct sort of assessment, but they can also be viewed as a component of a more thorough diagnostic. Within the classroom or learning scenario, this research process involves instructors' and students' thoughts, feelings, attitudes, and behaviors, as well as the interaction patterns and specifics of the learning environment that arise from these interactions. Product testing reveals planned and unexpected outcomes, as well as short- and long-term outcomes. A specific learning test or assessment of student success, as well as social skills and understanding growth, are among the study's outcomes.

Daniel Stufflebaum's CIPP model guided this study, which looked at student learning outcomes as a consequence of environmental or situational variables (perspectives), instructor and student characteristics (input), and classroom interaction. Alternatively, alterations in behavior (products). This is one way to think about the topic.

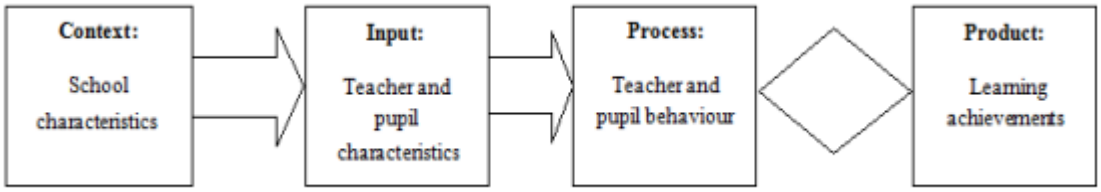

Fig 1. Principles of CIPP Model

In this paradigm, the beginning and conclusion of the learning process in a certain environment are referred to as input and output. This research tries to assess the implementation of primary school teachers' learning domains in classroom teaching in Pakistani primary schools.

Conceptual Framework: The theoretical framework argues that learning domains and classroom teaching function together.

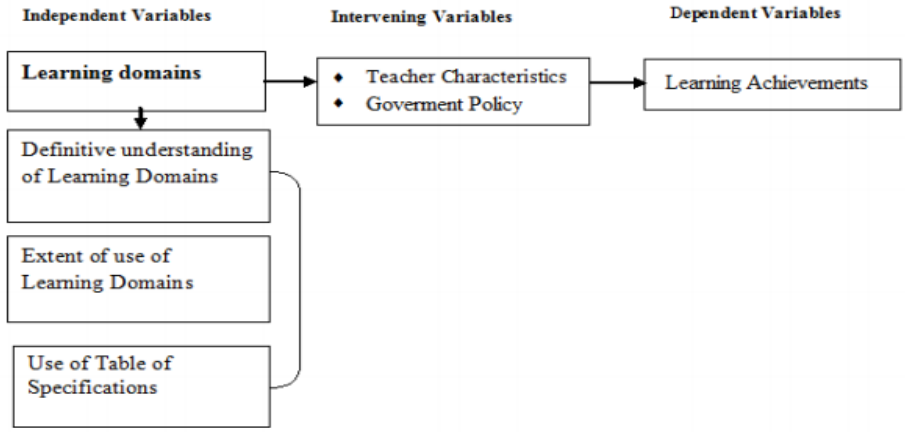

Fig 2: The Conceptual Framework

Teachers play an important part in the classroom process, which is largely reliant on their teaching talents, through a variety of classroom activities. Learning domains that are independent factors have an impact on learning performance, as seen in Figure 2.

T-test: Inferential statistics include the t-test. It's used to see if there's a statistically significant difference between two groups' means. We assume that the dependent variable follows a normal distribution in all inferential statistics. We can determine the likelihood of a specific result if we assume the existence of a normal distribution. Before collecting data, we determine the degree of probability (alpha level, level of significance, p) that we are ready to accept (p.05 is a common choice).We use a formula to generate a test statistic once we collect data. To see if our results are within an acceptable threshold of probability, we compare our test statistic to a crucial number provided in a table. Modern computer systems calculate the test statistic for us, as well as the precise chance of getting that statistic with the number of subjects we have.

1.1. Method of study

The study's focus was restricted to the survey's kind and approach, and descriptive research was utilized to rule it out. Previously, this study was confined to Pakistan's Punjab province. Participants in the research were elementary school instructors.The multi-stage sampling approach was used to choose a sample of 700 primary school teachers. The sample selection process entails randomly picking seven districts, using a sample facility of 20 schools (20x7 = 140) in each district, and randomly selecting five teachers (140 x 5) from current primary school instructors in the selected schools. The research instrument was a self-contained questionnaire with 30 items, including three demographic information items at first.The project was tested on a group of 50 teachers to ensure that the information was accurate based on expert judgment. Cronbach's alpha value of 0.914 was used to assess its dependability. Personal visits were used to obtain data. Only 640 instructors responded to the survey. SPSS, Mean Score, Regression, and T Test Data were used to analyze the data.

Results and Simulations

Parental Participation Concepts, Actions and Their Relationship

Table 1 shows the connections between teachers' perspectives and behaviors with regards to fostering teacher-parent interactions. The pairing pattern correlation value (r = 0.526, p = 0.000) suggests a significant link between instructors' attitudes and actions (perceptions = 22.78, methods = 22.623, p = 0.000), and according to statistics. The t-test findings (t = 1.14, P = 0.25) revealed a little difference between the groups.This demonstrates that teachers work in accordance with their own views. The beliefs of the instructors and the acts of the teachers do not contradict each other.

Table 1: Associations between Parental Involvement Views and Methods (n = 640)

Groups	Group statistics			Paired sample correlation		Paired sample t- test						
	Mean	Std. Dev.	Std. Error Mean	Correlation	Sig.	Paired Differences					t	df	Sign.
						Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Perceptions	22.79	3.73	0.15										
Practices	22.62	03.65	0.14	0.53	0.000	0.16	3.59	0.14	-.12	0.44	1.14639	0.25	

Teachers' goals while interacting with parents: Table 2 displays the outcomes of instructors' intentions for engaging with their students' parents. The average score value for all elements listed in the table is over 2.00, according to data supplied by instructors on a three-point scale (1 = not agree, 2 = slightly agree, 3 = definitely agree). This demonstrates that instructors try to communicate with parents in order to address student concerns and offer advice on how to enhance their kids' education.They want to emphasize the significance of doing homework and advise parents to keep an eye on their children's homework. They keep track of student presence at school and think that their contacts with parents aid in lowering dropout rates and increasing attendance. As a result, teacher-parent contact boosts student confidence, expands learning possibilities, and improves the efficacy of teacher teaching and learning.In all domains of learning, the area of focus of private school instructors is lower than the overall score of public-school teachers, according to an analysis of several groups using independent sample test data for various types of schools. In terms of aims, there is a small variation between the groups. Individuals are aware about the need to interact with parents who work in public or private schools, according to the results.

Table 2: The goal of school instructors (n = 640) is to build reciprocal connections with parents.

Sr. no.	Content	Group Statistics				Independent sample t- test (df=638)					
		School type	Mean	SD	Std. Error Mean	t-score	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
1	Increase teacher effectiveness in educational process.	Public	2.677	.666	.036	.473	.636	.025	.053	-.079	.129
		Private	2.652	.678	.039						
2	Improve educational attainment of students.	Public	2.653	.631	.034	-.101	.920	-.005	.050	-.104	.093
		Private	2.658	.641	.036						
3	Enhance higher rates of homework completion.	Public	2.594	.704	.038	.674	.501	.038	.056	-.073	.150
		Private	2.556	.734	.042						
4	Enhance student motivation for study.	Public	2.591	.679	.036	.522	.602	.029	.055	-.079	.137
		Private	2.562	.715	.041						
5	Reduce dropout rate	Public	2.615	.662	.030	1.339	.181	.072	.054	-.033	.178
		Private	2.543	.703	.040						
6	Develop positive interaction with parents	Public	2.568	.703	.038	.271	.786	.015	.055	-.093	.124
		Private	2.553	.698	.040						
7	Enhance socialization	Public	2.503	.735	.040	.335	.738	.020	.058	-.094	.134
		Private	2.483	.736	.042						
8	Improve educational opportunities for children.	Public	2.576	.663	.036	1.041	.298	.057	.05483	-.050	.164
		Private	2.519	.723	.041						
9	Communicate students' problems to parents.	Public	2.544	.697	.037	1.071	.284	.060	.05688	-.050	.172
		Private	2.483	.741	.042						
10	Develop confidence in children to do things in better way.	Public	2.544	.688	.037	1.577	.115	.090	.05752	-.022	.203
		Private	2.453	.766	.044						
11	Develop the personality of children.	Public	2.559	.700	.038	.853	.394	.049	.05770	-.064	.162
		Private	2.509	.759	.043	.849					
12	Guide parents to support their child at home	Public	2.585	.684	.037	1.299	.194	.072	.05585	-.037	.182
		Private	2.513	.727	.041	1.295					
13	Improve students' attendance ratio at school.	Public	2.585	.701	.038	1.195	.232	.069	.05793	-.044	.182
		Private	2.516	.763	.043	1.190					
14	Aware parents about the weaknesses of child in studies.	Public	2.559	.712	.038	-.546	.586	-.030	.05541	-.139	.078
		Private	2.589	.684	.039	-.547					

Teachers can interact with parents in the following ways: The strategies for parent involvement are shown in Table 3. According to data, the score for all elements of the indicators in the table is more than 2.00. This implies that instructors interact with parents in a number of ways. To convey messages, kids' achievements, and parents, they use journals and electronic mail. Organize regular parent-teacher sessions and customized meetings with guardians in particular school settings to discuss student achievement and strategies to enhance student growth and issues.They issued notifications to parents regarding the school's low development and discipline. Above all, teachers encourage parental involvement in co-curricular activities. They ask them to demonstrate their development in areas other than academics. All of these things aid instructors in developing relationships with parents and sharing methods to enhance child's academic and behavioral outcomes. In all of the features indicated in the table, the T-test results demonstrate a small significant difference. This implies that private and public school instructors have comparable ways to communicating with parents and including them in their children's education.

Table 3: Interaction methods for teachers' and parents (n = 640)

Sr. no	Content	Group Statistics					Independent sample t-test (df=638)					
		School type	Mean		Std. Deviation	Std. Error Mean	t-score	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
											Lower	Upper
1	Use diary to communicate messages	Public Private	2.571 2.473	2.525	.690 .745	.037 .042	1.717	.086	.097	.056	-.014	.209
2	Sent e-mail to report progress/problems of children to parents.	Public Private	2.443 2.493	2.467	.769 .732	.041 .042	-.833	.405	-.049	.059	-.166	.067
3	Parent-teacher meetings	Public Private	2.618 2.576	2.598	.666 .695	.036 .040	.783	.434	.042	.053	-.063	.148
4	Call parents in special meetings	Public Private	2.452 2.516	2.482	.754 .736	.041 .042	-1.082	.280	-.063	.059	-.179	.052
5	Discuss students' strengths and weaknesses during parent-teacher meetings	Public Private	2.594 2.509	2.554	.687 .714	.037 .041	1.528	.127	.084	.055	-.024	.193
6	Sent notices to parents regarding problems/issues related to children's education.	Public Private	2.520 2.450	2.487	.731 .774	.039 .044	1.181	.238	.070	.059	-.046	.187
7	Sent performance report to parents on monthly basis.	Public Private	2.535 2.496	2.517	.722 .718	.039 .041	.680	.497	.038	.057	-.073	.150
8	Invite parents in co curricular activities	Public Private	2.485 2.427	2.457	.715 .794	.038 .045	.973	.331	.058	.059	-.059	.175

Teachers' communication problems with parents: Table 4 depicts teachers' communication issues with parents. The mean score for all of the factors shown in the table is more than 2.00. This demonstrates that parents are not cooperating in the development of positive connections with their children's instructors. Teachers put parental records in student notebooks or send reminders through email, but parents don't really read or reply to the notebooks or instructors. Due to their incapacity to comprehend school announcements received via mail and other channels, non-supervising guardians are ignorant of information provided to them regarding school activities.Because of your heavy workload, working moms do not actually listen to attend planned meetings. Parents are likewise fearful of communicating with their children's instructors. They hold instructors responsible for the academic performance of the students across the school year. Parents criticize and confront their children, which is one of the most common difficulties instructors encounter.The t-test findings reveal a minor significant difference between the two in all areas, as stated in the table, in addition to the last one in series 8.Parents of kids at private schools complain less teachers in the case of children, which is a big difference among primary and secondary schools.

Table 4: shows how difficult it is for school instructors to build reciprocal connections with families (n = 640).

Sr. no.	Content	Group Statistics				Independent sample t- test (df=638)					
		School type	Mean		Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
											Lower Upper
1	Non-cooperative attitude of parents	Public	2.559	2.536	.696	.038	.874	.382	.049	.056	-.061 .159
		Private	2.509		.728	.042					
2	Parents do not check their child diary	Public	2.536	2.522	.743	.040	.490	.624	.029	.059	-.087 .144
		Private	2.507		.745	.043					
3	Uneducated parents do not read e mails/ messages and remain unaware of information or programs related to school	Public	2.521	2.506	.731	.039	.529	.597	.031	.058	-.083 .144
		Private	2.490		.732	.042					
4	Working mothers do not spend proper time	Public	2.500	2.473	.752	.041	.940	.348	.056	.059	-.061 .174
		Private	2.444		.762	.044					
5	Parents have lack of confidence to interact with teachers	Public	2.503	2.475	.7196	.039	1.020	.308	.059	.058	-.055 .173
		Private	2.444		.748	.043					
6	Often parents impose total responsibility of their child education to school	Public	2.506	2.489	.752	.041	.591	.555	.036	.060	-.083 .154
		Private	2.470		.776	.045					
7	Parents do not complaint directly to the teacher	Public	2.465	2.461	.767	.041	.125	.901	.007	.060	-.111 .126
		Private	2.457		.758	.043					
8	Criticizing teacher in presence of children	Public	2.544	2.479	.689	.037	2.355	.019	.137	.058	.023 .251
		Private	2.407		.784	.045					

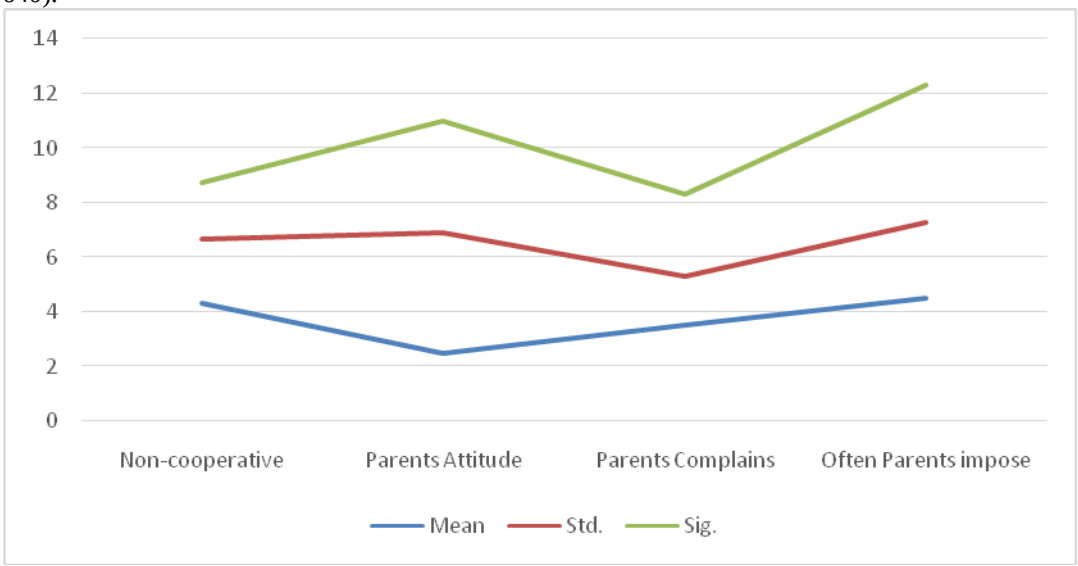

Fig 3. Shows non-cooperative, attitude and other often parents impose

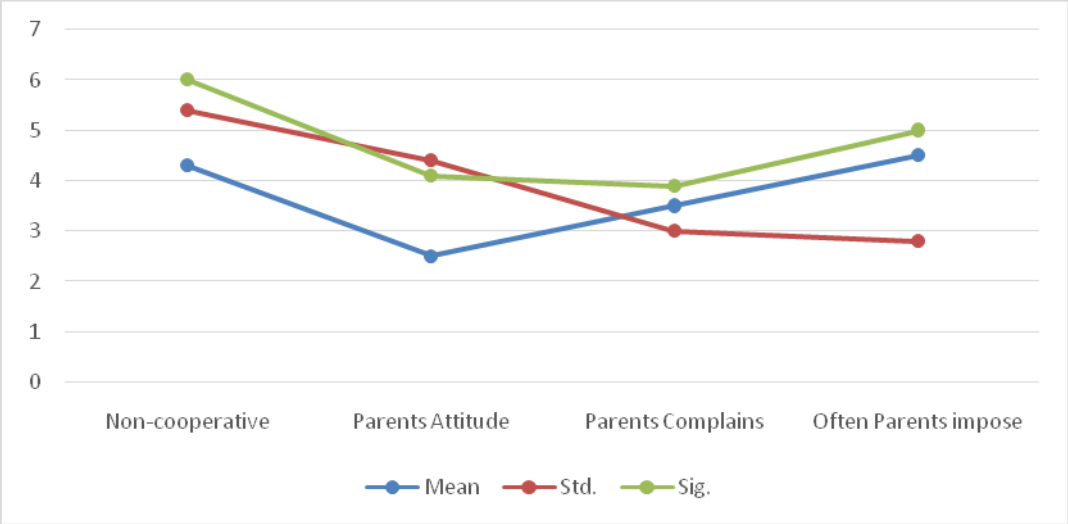

Fig 4. Shows Mean score, Sig. and Std. scores

Parents' frustrations with their children's educational issues are alleviated by parent-teacher interactions, which give chances for parents to be led by good parenting practices. The current study looks at teachers' current aims, techniques, and issues with parent-teacher communication. Teachers value parent-teacher contact for a variety of reasons, according to the findings. They also attempt to strengthen parent-child interactions in a number of ways. If you're having trouble reaching your objective, send alerts, make comments and messages, email through student diaries, set up forums for parent-teacher conferences, and submit assessment results through student diaries.Parents believe that their part in education is unimportant since the school and instructors are in charge of their child's schooling. They criticize instructors in front of students and avoid talking to instructors directly. Many parents aren't sure they'll be able to communicate successfully with their children's instructors, and they can't read their children's communications. Because of their professional obligations, working moms attend fewer meetings. These concerns reveal parents' willingness and able to engage in their child's schooling.They believe that sending only one child to school is their obligation. This is a red flag for the quality of teaching and work performed by instructors.

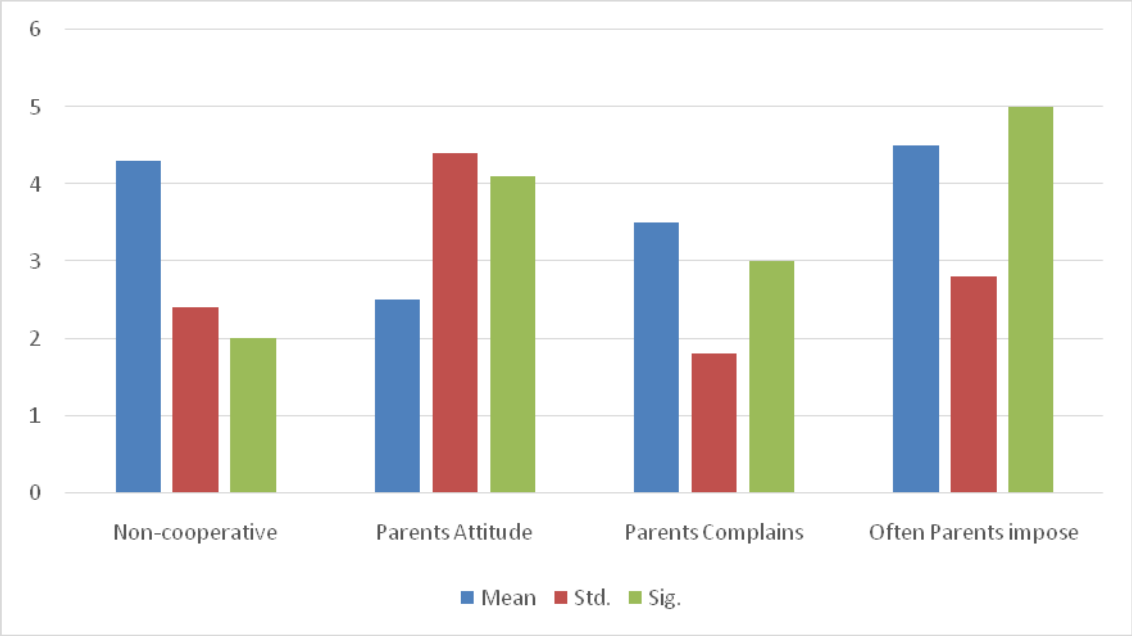

Fig 5. Shows graphical scores of Sig., mean, and Std.

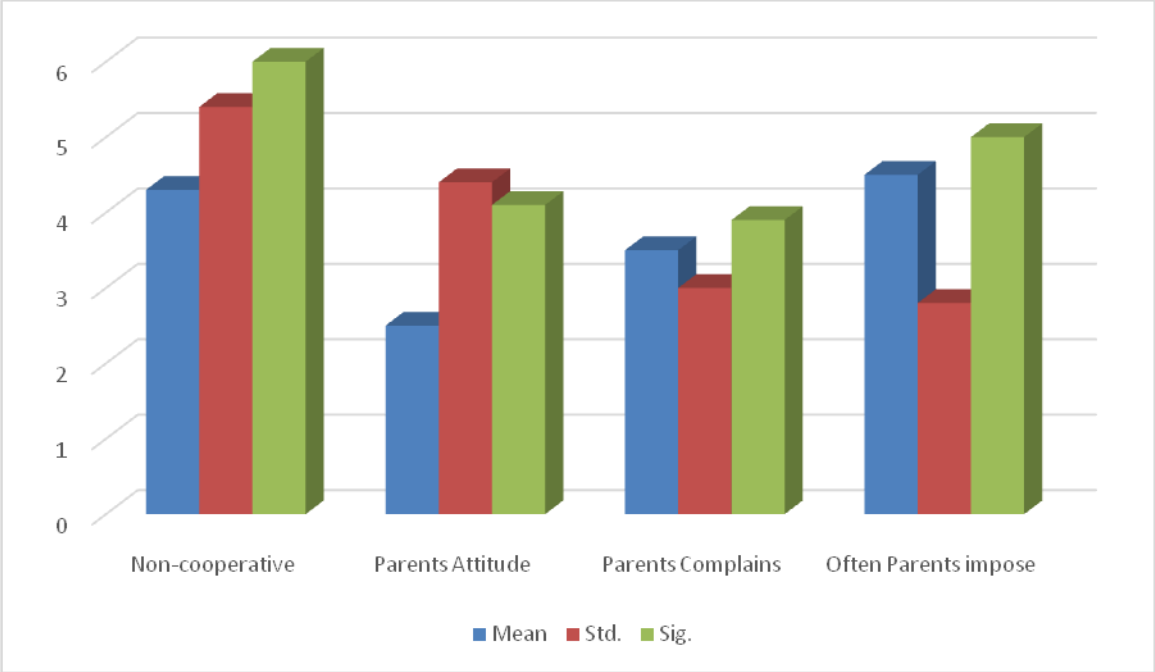

Fig 6. Shows graphical scores of parents attitude, complains, and other impose.

The presence of 100 percent instructional resources at the institution does not, in reality, affect instructors' normal job. It also necessitates a cooperative parenting approach. There is no question that great education is necessary in school, but we cannot overlook the role of parents in learning and the achievements of a single person throughout their lives.The study's major conclusion is that private-sector instructors do a better job than public-sector teachers. It has asked that public school administrators keep their students' work serious. Parents who are more concerned about their children's education are more likely to send them to a private school. Parents with little finances and high worry over their children's education select public schools for their children to save time and money.As a result, school teachers must concentrate on their students. They must try to develop methods of communication with and notify their parents about their activities. The relevance of parent-teacher contact and the involvement of parents in their child's education.

Conclusion

The studies revealed that certain obstacles to kids' education existed. Health difficulties, a lack of adequate child care, an insufficient resource at home and in the classroom, a lack of public transportation, the load of too many homework assignments, and so on are among the concerns raised by the parents. Students' absences, failure to connect properly, and not being recognized by the parents are among the reasons given by the teachers.The addition of wide questions in questionnaire aided in the gathering of more data since schools and educators were able to express their opinions without restriction. So many mothers wrote brief notes thanking the analyst for reaching out to them, and educators made a comment that it was an essential time to discuss such issues because both teachers and parents play a critical role in ensuring that their students/children receive a quality education by providing a working environment in this era of competition.Many teachers said that they lacked some of the most up-to-date information and abilities owing to a lack of training and capacity building, and they requested that any strategy aimed at improving education include teacher training as a key component. The majority of parents (whose children attend public schools) believe that their children cannot compete with those who attend elite or private schools because of the country's non-uniform content. Parents who attend elite and private schools claim that they pay exorbitant costs for their children's education, which they say has become a necessity since they cannot send their children to schools that do not provide a good education.They further stated that their children may face punishment in government schools, citing examples from throughout the country. Teachers and parents agreed that a good relationship between teachers and parents is necessary for their children to do well in school. When questioned what prevented the two from forming such a close relationship, the parents stated that they did not have enough time to attend school, but the instructors stated that they had always welcomed the parents. Teachers in private schools say that their institutions underpay them and compel them to work long hours, disrupting their work-life balance. It has a long-term impact on their pupils' education and employment prospects.

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