

Teacher Commitment and Parent Involvement on Learner Performance: A Crucial Concerted Attribute

Lloyd Daniel N. Tlale

*Department of Psychology of Education, College of Education,
University of South Africa (UNISA), PO Box 392 Pretoria-0003 South Africa
E-mail: tlaleldn@unisa.ac.za*

KEYWORDS Professionalism. Intervention. Relationship. Community Support. Communication

ABSTRACT The purpose of this paper was to explore the impact of teacher commitment and parent involvement on learner performance. Most teachers are traditionally restricted to their role of teaching. In recent years, the role of the teacher has undergone a significant overhaul. Teachers are now obliged to assume new roles and tasks to improve the quality of their teaching and learning. The results of this study suggests that the performance of a teacher is supposed to reflect their quality teaching and learning abilities, communication skills, dedication to their work, parental involvement, sacrifice, initiative, creativity, resourcefulness, willingness to take on responsibility and leadership qualities. This qualitative study was conducted through thematic content analysis. Data was gathered through observations and focus group interviews. The paper concludes with recommendations on how parents and teachers can work together as associates in order to achieve the all-inclusive potential of the learner.

INTRODUCTION

Teaching is an intricate and challenging occupation. To preserve their vigour and enthusiasm for the work, teachers are required to retain their individual obligation to the job (Day 2000). This notion of responsibility, as an asset of personal possessions, has extensively been linked with the professional features of a teacher. It is commonly accepted that the role of the teacher has deepened and teachers need to adapt to forces, prospects and controls regarding what they do and how much they should be doing within the normal school day (Hargreaves 1994; Schelvis et al. 2014). At a time when education is in a continuous state of uncertainty, teachers are expected to assimilate change into their everyday teaching and learning. Teachers must be ready to devote private time and vitality to explain on-going progress productively into effective teaching and learning. Professional accountability therefore seems to be exceedingly significant for a teacher's achievements in his or her career as a whole.

Furthermore, teacher passion is a key aspect that influences the teaching and learning practice. It is the emotional empathy of the unique teacher with the school, the lessons, and the purpose of the specific teacher to maintain school identity and become committed to the profession way past own subjective interest. Teachers' commitment is thought to decrease

progressively over the course of their teaching career (Fraser et al. 1998). At the beginning of a teacher's career, there is an early stage of commitment to teaching associated with the choice of professional identity, followed by a stage of experimentation and search for new challenges. Teachers often experience a stage of reaction, which can lead to eventual disinterest (Huberman 1993; Lavigne 2014). This transition from an enthusiastic engagement with the profession to a more distanced and limited involvement reduces a teacher's willingness to reform his or her classroom practice, engage in whole-school initiatives and levels of participation in extra-curricular activities.

A decrease in commitment levels during the course of a teaching career is also problematic in relation to the retention of experienced teachers in the classroom. The commitment of the teacher has been acknowledged as one of the greatest significant elements for the imminent realisation of education practice (Huberman 1993). The commitment of the teacher is intently associated to the teachers' work output and their capacity to transform and to assimilate fresh ideas into their own work experience; truancy; staff throughput; and having vital impact on learners' performance in, and outlooks to, school (Cefai and Cavioni 2014).

Some teachers feel the demands of teaching to be significant, requiring great personal investment because they ultimately control one's

life (Nias 1996). Such teachers often minimise their commitment and obligation to the school as a way of enduring the strain of teaching. In certain cases, teachers opt to resign from the profession completely (Tsui and Cheng 1999; Castro et al. 2010).

Teacher Commitment

The notion of commitment originates from organisational theory and behaviour. Sustained commitment emerges when a teacher shows loyalty to the school even after leaving (retiring or being transferred), because they had cultivated continual loyalty and relationships with other persons, hence making a personal investment (Lezotte 1991; Crosswell and Elliott 2004). Meyer and Allen (1997) say that teachers sharing continued commitment with their institution remain attached to the establishment even in later years. Similarly, Lacey (1997) describes commitment as the investment in a particular career, in this case teaching, while Lortie (1975) regards commitment as the willingness of an individual to invest private possessions in the teaching career. Commitment is a sense of loyalty, faithfulness and devotion. Meyer and Allen (1997) see commitment as a sense of responsibility. Institutional commitment affects and influences productivity. It is imperative to note that committed workers have higher yields than less committed staff (Schelvis et al. 2014).

Firestone and Pennell (1993) identify commitment to learners as a significant dimension based on the intra- and inter-relationships. Teachers who regard learners as individuals act as mentors (Day 2004). Teaching requires passion and identity since it involves working with fresh budding minds that are shaping their future. Teacher commitment is a guide to measuring school effectiveness (Yong 1999). Lezotte (1991) identified seven unique characteristics that become the means of higher school achievement in academic excellence, namely: clear school mission; high expectations for success; servant management; opportunity to learn and time on task; safe and orderly environment; positive home-school relations; and frequent monitoring of learners. Huberman (1993) perceives the teacher commitment factor as closely connected to teachers' work performance.

Park (2005) contends that teacher commitment is the determining factor in the school's

effectiveness and improvement. There is key connection between affective link to the profession of teaching and a teacher's unique individual intensities of undertaking (Elliott and Crosswell 2001; Day 2004). This relationship defies the opinion that teacher commitment is concentrated solely on peripheral measurements. It searches the bond between teacher urges, principles and philosophies, and teacher commitment in a manner that illustrates teacher commitment as extremely personal method of seeing the self and its link to education. This paper takes the position that while teachers do articulate a commitment to external factors such as learners, they also make significant links to personal passions which have clear articulations with their ideology, values and beliefs (Crosswell 2004).

Teacher and Parental Involvement

While teachers do need the parents to become involved in their children's education, when the parents do get involved the teachers sometimes complain that the parents are taking up too much of their time (Khasnabis et al. 2015). When the parents reduce the level of their involvement, the teachers again blame the parents for a lack of interest in their children's education. Hegenbart (1980) argues that much of the literature today views parental involvement as a necessary component of fruitful education programmes. There is some evidence to show that if teachers' expectations can be realised it will be of great help, because the teachers and parents will then get to know each other and work towards attaining those expectations which will eventually improve the learners' success (Zhao and Akiba 2009).

There appears to be a lack of communication between teachers and parents, which often leads to an unpleasant form of parental involvement. The teachers expect the parents to participate in a particular manner in order to enhance their children's performance at school, but still fail to communicate clearly the manner in which parents are supposed to help their children. This lack of communication between teachers and parents sometimes results in problems between these interested parties. This problem needs to be solved, because it hinders the necessary involvement that could help learners to progress. Teachers need to take note of the importance of

making parents aware of what is expected of them in order to help their children. If this problem is not addressed, the risk is that the distance that exists between teachers and parents will remain and will continue to have a negative impact on the performance of the learners. Parental involvement has increasingly gained support as an effective way to improve learners' academic performance (Theodorou 2008).

Conteh and Kawashima (2008) affirm that legislation has always inspired and cheered parental involvement in children's education. In reply, many schools have established a variety of approaches that are intended to support parents in assisting their children's education at home, predominantly in learning to read and write. There appears to be a particular way, though, in which teachers think parents to contribute and participate in their children's education. Lareau (2000), for instance, indicates in a study that the teachers did not inform the parents to intervene in a way that they, as teachers, anticipate parents to be involved, nor did they at all times endorse their actions. Nevertheless, they accepted and sometimes inspired parents' involvements at school even when these digressed from school policy and regulations. Lareau (2000) asserts that the subject of parental participation in schools comprises a haphazard involvement and all parties seem to tolerate this clumsiness. The teachers are not constantly pleased when the parents are involved, especially as regards syllabus challenges; nevertheless they now and then accept the involvement with a bit of hesitance (Daniel 2015).

Parental Involvement in Learner Performance

Parental involvement in education has been associated with many positive outcomes for learners. Yan and Lin (2005) suggest that learners at all grade levels do better academic work and have more positive school attitudes, higher aspirations and other positive behaviours if they have parents who are aware, knowledgeable, encouraging and involved. It has been reported that parental involvement correlates with increased emotional development and positive behaviours (Peña 2000). The positive behaviours include increased ability to self-regulate behaviour (Anderson and Minke 2007) and lead to higher levels of social skills (Anderson and Minke 2007). Anderson and Minke (2007) also

quote several researchers who agree that parental involvement is linked with other positive outcomes such as lower dropout rates (Rumberger, 1995) and fewer retentions and special education placements (Miedel and Reynolds 1999).

Peña (2000) argues that schools that have long-lasting, comprehensive parent programmes are more effective than those without and schools become more collaborative and caring when they work with the parents and the community (Yan and Lin 2005). Additionally, Yan and Lin (2005) report that some teachers gain confidence in their ability to teach as a result of increased parental involvement. Despite the aforementioned benefits of parental involvement, it is the impact on academic achievement that is of paramount importance to the whole school community. Research shows that the effect of parental involvement on achievement is positively statistically significant and stable (Nye et al. 2006). It shows that children whose parents reportedly read to their child at least once or twice a week during their first year of primary school had markedly higher reading scores than children whose parents read to them only once or twice a month (Nye et al. 2006). Improvements are noted in overall achievement of these children (Anderson and Minke 2007).

The results in mathematics and science reflect a similar pattern. Olatoye and Agbatogun (2009) report that the findings of their study on the effects of parental involvement as a correlate of achievement in mathematics and science show that parental involvement is an important predictor of mathematics and science achievement in primary school pupils. Olatoye and Agbatogun (2009) also found that parental involvement helped improve learner achievement in school. In addition, Yan and Lin (2005) examined the relationship between parental involvement and mathematics achievement and revealed that learners from eighth to twelfth grade also had a statistically significant gain in mathematics scores, regardless of race and ethnicity.

In the same way, Senechal and LeFevre (2002) state that parent involvement in the attaining of initial learning abilities provides the basic foundation for children's attainment of the process of reading. Involvement of parents in their children's educational growth can meaningfully improve their performance. The comprehension of how various features of parental involvement might encourage the children's attainment of

reading expertise is of enormous significance. The teachers can encourage that parents read to their children before their children begin their schooling, since primary improvement in the development of accessible language is projection for the attainment of reading words and their understanding. The relation between parents' reports of teaching and children's early literacy skills is consistent with a more general perspective that home experiences predict the acquisition of academic skills (Rivera 2010).

Parental involvement is a treasured constituent of any learner's education. According to DePlanty et al. (2007), discussions between the parent and the child, about the school help to increase positive educational accomplishment and to lessen challenging conduct or behaviour. This finding strongly suggests that parental involvement is a valuable component of any learner's education. DePlanty et al. (2007), state that parents are the primary teachers of their children and for the learners to do well in school parents must be actively involved in their children's scholastic existence. Parents need to become involved early, and stay involved throughout their children's school years. The teachers, parents and learners need to value the importance of parent involvement in education. DePlanty et al. (2007) further suggest that the aim of the school and particularly teachers should be to encourage parents to participate in school activities. The school can realise its goal by means of organising workshops that focus on the benefits of parent involvement and those parent behaviours that are most important, by informing parents about parental involvement and by talks with parents about involvement during school community meetings.

Rapp (2009) suggests that parental involvement is beneficial for academic achievement and studies have pointed to parents' inspirational role in the education of young learners, as well as in the need for the children's upbringing. Rapp (2009) warns, however, that learners who disengage from their parents too early are more susceptible to negative peer pressure and tend to underperform, while the most successful learners are able to create mutually supportive relations with their parents. As long as parent-child relationships remain reassuring, parental influence will remain a crucial element in the child's development (Aikens and Barbarin 2008).

Ferrara and Ferrara (2005) add that parental participation promotes improved attending of school by their children, increased success rates and a reduced class or grade failure higher parent and learner satisfaction with school, fewer discipline reports, and greater success in reading and mathematics. By the same token, Davenport and Bogdan (2005) highlight the fact that parental involvement is an essential constituent of the educational setting. They stress that learner achievement and parental satisfaction require a constant well-thought-out series of activities involving parents at home in the realisation of learning objectives and goals. Parental involvement allows both parents and teachers to be participants in generating new educational standards, structuring curriculum and assessments involving the parents and the community as a whole (Rivera 2010).

Lundeen (2005), mentions that the greatest barrier to parental involvement is a lack of knowledge of how teachers and parents can effectively work and plan together. Quilliams and Beran (2009) identify individual and family risk aspects that may describe why some learners are in danger of educational failure. In their study, learners' self-concept, scholastic motivation and their parents' involvement in education were reported by both learners and teachers. They found that learners with low parental involvement in their education display a low sense of competency and enthusiasm towards learning and achieve marginal scholastic success.

Objectives of the Study

Lareau (2000) notes that teachers often suggest to the children to take the book they have been reading home for the night, so as to read it to their parents. Teachers go to the extent of introducing formal classroom and school programmes aimed at increased reading at home. The schools hold meetings where teachers and parents interact, with the aim of improving the children's performance. A reality check needs to be done in order to establish how teachers want the parents to take part in their children's education and how this is communicated to the parents (Cheung and Pomerantz 2015).

The primary objective of this study is to examine the impact of teacher commitment and parental involvement on learner performance.

RESEARCH METHODOLOGY

This study adopted a qualitative research design, based on the experiences, perceptions and meaning that teachers give to their commitment to learner performance (Creswell 2013). In the study, the population included 67 teachers from three schools. Data for this study was gathered by purposeful sampling from a total of 20 teachers from the three schools. All the participants were chosen purposefully as they were employed in those schools in which the researcher was studying. A choice of teachers from each school was done, centred on the conditions of experience, gender and teaching subjects. The 20 teachers who were interviewed had teaching experience extending from nine to 27 years. The length of focus group interviews ranged from 45 minutes to one hour each.

The accumulated data was examined and evaluated so as to classify each teacher's notion of commitment and any aspects that influenced their levels of commitment. From the analysed data, categories were identified.

The research question sought to uncover the impact of teacher commitment and parental involvement on learner performance.

FINDINGS AND DISCUSSION

Considering the recording of teacher interviews, the teachers' testimonials resonated with numerous shared views that are significant to the study. Teachers' focus group interviews were supported by their behaviours, their practice and their interactions with learners during the researcher's classroom observations. Below is a discussion of the common themes from focus group interviews which formed the basis of the findings.

The Teachers' Leadership Styles

The teachers knew that the learners are capable of doing quality work based on past experiences with those learners. Many teachers gave up their lunch time to work with learners, trying to help them catch up with other learners, often on a daily basis. Some teachers spoke about how they met learners during their lunch break and after school, to help them with missing tasks and homework (Zygmunt and Clark 2016). As there were no grown-ups at home to help the

learners with their tasks, the teachers felt the need to assist the learners. Some teachers even suggested staying after school to help learners where they had difficulties:

The only problem I see at this school is that if you suggest that children stay behind after school for extra classes they always complain about transport, so if we keep them here their parents would come and complain so that put us in trouble. So if the School management can help and talk with the parents so that they extend time and arrange with the transports to come fetch the learner when we are done so that those who are left behind with their work can be able to catch up. We as teachers are prepared to help (Teacher 16).

The teachers' leadership style had a great deal of influence on the learner. The teacher's leadership involved interpersonal influence on the learners through a communication process leading to the accomplishment of common objectives. The teachers therefore took decisions that influenced the learners. The attitude of learners can be transformed by the positive influence of the teachers' leadership (Napolitan 2016). Teachers who displayed good relationship with their learners in class influenced their learners more positively in their school performance than teachers who were distant and arrogant. In addition, learners with high achievements and good attitudes had values that resembled those of their teachers (Goodwin 2010).

The Relationship between Teachers and Learners

Teachers have the responsibility to improve the relationship with their learners and keep it strong. This relationship has an important positive and long-lasting implication for learners' school career growth (Clandinin et al. 2015). To make a strong relationship, learners need to have good personal communication with the teacher. Those learners who had more confidence in their teacher, felt free to ask them for help when they experienced difficulties with their subject content (Holley 2008). The learners were also more trusting of the teacher and showed more engagement in the subject content presented, displayed improved behaviour in class and ultimately got better marks. Positive teacher-learner relationships drew learners into the process of teaching and learning and promoted their desire to learn (Shin 2014).

Sources of low achievement at school ranged from basic needs not being met at home, such as not being able to afford food or not seeing the importance of education because no one at home has finished high school. Sometimes, learners did not do well in school because they thought it was acceptable not to get good marks. Learners sometimes seemed more concerned about fitting into their social group than getting good marks. This behaviour could be attributed to peer pressure. This occurs when some learners would rather sacrifice their education to be socially accepted by their peers. Teachers sometimes expressed concern that some learners are capable of doing good work and yet they are not getting the work done. In this regard one teacher pleaded:

The school management can help in disciplining the learners because if you can check. These learners get homework almost every day and these learners are not serious about their work (Teacher 6).

School management could assist in disciplining them or even inviting people to come and motivate these learners or do it themselves so that these learners can develop the love for these subjects. If only they could be disciplined enough (Teacher 11).

Teachers who produced good results were those who exemplified good management skills, excellent preparation and delivery of content, great knowledge of content, enthusiasm for their craft, and high expectations of their learners. In these classes, the learners were focused and very respectful to one other and to their teacher. The learners worked very hard, participated in the lesson, and diligently worked on their task. Teachers knew how to invite their learners into the lesson and keep their attention and focus throughout the lesson. Teachers showed great respect for their learners and learners returned this respect. One of the teachers who participated in the interviews expounded:

...teachers should be good examples to these children because they copy what their teachers are doing (Teacher 8).

Committed teachers genuinely cared about their learners' social and school achievement and sought ways to make connections to gain their trust (Napolitan 2016). These teachers were well prepared in their presentation of their lessons, used good teaching and learning materials and were knowledgeable when it came to their sub-

ject matter. They also made the lessons interesting. For them no effort was too great to pay attention to the learners' needs in order to motivate them to work hard and perform well at school. Teachers spoke during focus group interviews about taking personal responsibility if a learner did not understand a concept, or if a learner did not do well on a task.

A strong relationship between teacher and learner is really important and is reflected in learners' scholastic performance. If learners do not get along with the teacher and tend to keep their distance, their academic performance will not be good enough due to this lack of connection, confidence and closeness with the teacher (Berry and O'Connor 2009). Teachers who experienced close relationships with learners reported that their learners were less likely to avoid school, appeared more self-directed, cooperative, and interested in the learning process (Fry and De Wit 2011; Napolitan 2016).

Parental Involvement and Community Support

Lack of parent involvement and accessibility created much frustration even for highly passionate teachers. When teachers needed to contact parents with either positive or negative comments about learners, they could not get in contact with them (Choi et al. 2015). Teachers expressed a feeling that if parents could give them just a little support in following through and talking to learners about schoolwork they could get the learners to where they should be scholastically. Teachers felt that parents should also be held accountable for taking a greater role in the education process of their children (Dutro and Cartun 2016).

Although most of the teachers could demonstrate that they are committed to help all learners achieve academic success, they felt that alone they could not fix all the educational problems. Parents and community have a role to play as well. The parents of learners were often silent and absent from the education of their children (Guillen 2016). For things to change for the better, parents needed to be more involved. Teachers indicated that parents should not sit back and depend on the school to take care of their responsibility. This misconception on the part of parents will only result in a lack of motivation on the part of the learner. One teacher said:

...from my point of view parents as the primary contributors to these learners' up-bringing should also play some role. For example, if they can give little time in helping their children with schoolwork and always encourage them to help each other as peers (Teacher 18).

Sometimes you give them work to do at home, the following day when you check it, it is not done and you ask yourself what do their parents say about their performance at school (Teacher 4).

What these learners do when they get home ... all they do is play. It is only a few percentages of those learners who their parents help them in tackling the problems they have given them in class (Teacher 6).

The solution can be if the SMT could encourage parents and the community at large to help their children with school work (Teacher 3).

All parents must instil within their children the value and importance of education. Learners need to be constantly reminded by their parents and the community leaders that education is the key to success. They must be reminded that if they drop out of school they will encounter more hardships. They must be taught how to motivate themselves to achieve whatever they want. They must be motivated to be resilient in spite of their poor status and background.

The community, through the school governing body, must demonstrate an interest in what is going on at school. They must visit their children's classrooms and talk to the teacher about the child's progress. When their child is not performing well at school, they must not leave the burden only up to the teachers. They must be active in deciding what alternatives are in the best interest of the child. An important finding was that when parents are involved with their children's education and help them with homework, talk to them about valuing education, children perform significantly better in school (Toldson 2008; Guillen 2016). This part of the education process is sadly missing in the education of learners.

It is partly the teacher's responsibility, but parents delegate that duty to the teacher alone when the parent can have the same influence and more upon the child's learning. It is when parents make this destructive blunder that their children are labelled as slow learners, are assigned to special schools, are placed in behaviour disorder classes or become criminals. Par-

ents can safeguard against these things by staying involved in their child's education process from pre-school until they finish (Rimm-Kaufman and Sawyer 2004; Cochran-Smith and Villegas 2016).

Parents must talk to their children about the importance of school and give them plenty of feedback. They must check their child's homework and make sure tasks are completed and are turned in regularly. They must have hopes and aspirations for their children (Leak 2003). They must epitomise the importance of school and education by being visible at school. The parents must aspire for a better education and life for their children than they had. Parents must also help their children get past the difficulties of peer pressure which tends to hold many capable and clever young learners back from achieving their best at school. Parents must safeguard their children from teenage pregnancy, gangs and drugs, which can upset the best educational ambitions and thoughts (Guillen 2016; Christenson and Peterson 2010).

Committed teachers go the extra mile in helping to educate all learners, especially learners who lack support at home. However, the influence of a parent in the education process of a child has far more substantial and intense implications (Christenson and Peterson 2010). It is said that a child's first teacher is the parent. Unfortunately, among parents of low socio-economic status, being a teacher stops when the child enters school. Their thinking is that it is now the teacher's responsibility to educate their child. Parents must take a more active role in their children's education (Barajas-Lopez and Ishimaru 2016). One frustration the teachers in this study expressed was the inability to reach and communicate with parents of their learners.

From the foregoing discussion, it can be concluded that no matter how effective and capable the teacher, no one can motivate a learner to achieve good marks at school like the child's parent. We usually say that the child's parents are their major teachers. This means that the child's teaching and learning should not be ended by the parents just because the child is now attending school. Instead, home education should intensify and enhance the efforts of the teachers at school.

Teachers' sense of devotion can potentially influence both the kind of environment that they create as well as the various instructional prac-

tices introduced in the classroom. (Bandura 1997). Furthermore, teachers with a high sense of commitment to what they doing are confident that even the most difficult learners can be reached if they exert extra effort. Teachers with low dedication, on the other hand, feel a sense of helplessness when it comes to dealing with difficult and unmotivated learners. The literature widely documents the pervasive influence of being committed and corroborates social cognitive theory that places these beliefs at the root of human agency (Bandura 2001). Teachers' sense of dedication is positively related to improved learner performance (Scharlach 2008).

The importance of a collaborative engagement between parents and teachers in order to enhance learning in the classroom is so great that the two parties seem inseparable. In this study, the teachers indicated that they needed the assistance of the parents for the learners to do well. On the other hand, the parents were also keen to lend a helping hand, since it is the future of their children which is at stake. The challenge that emerges from this situation is that, more often, there is a breakdown in communication. The teachers and parents blame each other, especially when the learners do not perform well at the end of a year. The teachers say the parents did not do anything to help their children with their schoolwork, while the parents insist that the teachers failed to do their work. It is of utmost importance to stop the blame game and instead to seek ways in which both groups can help the learners to do well in the classroom.

The teachers need to inform the parents how they expect the parents to play their role in helping their children with their schoolwork. Informing parents about their roles and how they may play them is very important, because then the parents will be able to meet the teachers' expectations, whereby teaching and learning will be facilitated. The ultimate beneficiaries will be the learners, because they will receive an education that is well coordinated by both the teachers and the parents. The collaboration between teachers and the parents will be guided because the kind of parental involvement will be an informed one. The engagement between teachers and parents will yield good results, because in the process they will help each other to find strategies that will assist the learners in the classroom.

School management is considered to be highly significant in influencing teachers' levels of commitment and engagement (Day 2000). School leaders are considered to be the interpreters and

connectors between the school's goals and priorities and specific teacher practice. The school leaders are of crucial importance in establishing and maintaining connections between the new educational ideas and teachers' existing passions.

CONCLUSION

This paper indicates that teachers with high levels of commitment work harder demonstrate stronger affiliation to their schools and show more desire to carry out the goals of teaching than teachers with low levels of commitment. More importantly, this paper postulates that learners of highly committed teachers are more likely to learn material and develop a positive attitude to school. The level of teachers' commitment is considered to be a key factor in the success of educational improvement, as it heavily influences teachers' willingness to engage in supportive, thoughtful and crucial practice.

RECOMMENDATIONS

The findings of this paper are particularly significant for school leaders, as they engage teachers in school initiatives and teachers themselves as they struggle to find a balance between the personal and the professional aspects. The findings indicate that there is a need to seek out ways of improving the collaborative climate of the schools as well as teachers' professional commitment in order to produce quality education.

Lastly, it emerged in this paper that teacher factors and parental involvement play a marked role in determining the performance of the learners. This elicits concern from policy-makers, school managers and teachers themselves about the kind of teachers to recruit, employ, support and retain. It therefore recommended that school management should ensure a collegial working atmosphere to motivate good working relations between the parents and the teachers. Furthermore, teachers should undertake rigorous training in order to gain a variety of skills, especially at the relationship level. This paper recommends that teachers who exhibit attractive qualities are worth investing in by the school management.

REFERENCES

- Aikens NL, Barbarin O 2008. Socio-economic differences in reading trajectories: The contribution of family, neighbourhood, and school contexts. *Journal of Educational Psychology*, 100(2): 235-251.

- Anderson KJ, Minke KM 2007. Parent involvement in education: Toward an understanding of parents' decision making. *Journal of Educational Research*, 100(5): 311–323.
- Bandura A 1997. *Self-efficacy: The Exercise of Control*. New York, NY: Freeman.
- Bandura A 2001. Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52: 1–26.
- Barajas-Lopez F, Ishimaru A 2016. Darles el lugar: A place for non-dominant family knowing in educational equity. *Urban Education*, 12(3): 11–23.
- Berry D, O'Connor E 2009. Behavioral risk, teacher-child relationships, and social skill development across middle childhood: A child-by-environment analysis of change. *Journal of Applied Developmental Psychology*, 31(1): 114.
- Castro AJ, Kelly JR, Shih M 2010. Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education*, 26(3): 622–629.
- Cefai C, Cavioni V 2014. *Social and Emotional Education in Primary School: Integrating Theory and Research into Practice*. New York: Springer Publications.
- Choi N, Chang M, Kim S, Reio TG 2015. A structural model of parent involvement with demographic and academic variables. *Psychology in the Schools*, 52: 154–167.
- Cheung CSS, Pomerantz EM 2015. Value development underlies the benefits of parents' involvement in children's learning: A longitudinal investigation in the United States and China. *Journal of Educational Psychology*, 107: 309–320.
- Christenson SL, Peterson CJ 2010. *Family, School, and Community Influences on Children's Learning: A Literature Review*. Minneapolis, MI: University of Minnesota Extension Service, All Parents Are Teachers Project.
- Clandinin J, Long J, Schaefer L, Downey A, Steeves P, Pinnegar E, Robblee SM, Wnuk S 2015. Early career teacher attrition: Intentions of teachers beginning. *Teaching Education*, 26(1): 1–6.
- Cochran-Smith M, Villegas AM 2016. Research on teacher preparation: Charting the landscape of a sprawling field. In: D Gitomer, C Bell (Eds.): *Handbook of Research on Teaching*. 5th Edition. Washington, DC: American Educational Research Association, pp. 439–538.
- Conteh J, Kawashima Y 2008. Diversity in family involvement in children's learning in English primary school: Culture, language and identity. *English Teaching: Practice and Critique*, 7(2): 113–125.
- Creswell JW 2013. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 3rd Edition. Los Angeles, CA: Sage.
- Crosswell L 2004. The dimensions of teacher commitment: The different ways in which teachers conceptualise and practice their commitment. In: E McWilliam, S Danby, J Knight (Eds.): *Performing Research*. Flaxton: Post Pressed, pp. 89–103.
- Crosswell LJ, Elliott RG 2004. Committed Teacher, Passionate Teachers: The Dimension of Passion Associated with Teacher Commitment and Engagement. In: *AARE 2004 Conference*, 28th November–2nd December, Melbourne, Australia.
- Daniel GR 2015. Patterns of parent involvement: A longitudinal analysis of family school partnerships in the early years of school in Australia. *Australasian Journal of Early Childhood*, 40: 119–128.
- Day C 2004. *A Passion for Teaching*. London: Routledge Falmer.
- Day C 2000. Stories of change and professional development: The costs of commitment. In: C Day, A Fernandez, T Hauge, J Moller (Eds.): *The Life and Work of Teachers: International Perspectives in Changing Times*. London: Falmer Press, pp.109–129.
- DePlanty J, Coulter-Kern R, Duchane KA 2007. Perceptions of parent involvement in academic achievement (report). *Journal of Educational Research*, 361–368.
- Davenport EK, Bogdan YKH 2005. It takes a village to teach a child: An analysis of an African-centred parental involvement program. *AASA Journal of Scholarship and Amp; Practice*, 2(3): 34–45.
- Dutro E, Cartun A 2016. Cut to the core practices: Toward visceral disruptions of binaries in PRACTICE-based teacher education. *Teaching and Teacher Education*, 58: 119–128.
- Elliott B, Crosswell L 2001. Commitment to Teaching: Australian Perspectives on the Interplays of the Professional and the Personal in Teachers' Lives. *Paper presented at the International Symposium on Teacher Commitment at the European Conference on Educational Research*, Lille, France.
- Ferrara MM, Ferrara PJ 2005. Parents as partners raising awareness as a teacher preparation programme. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 79(2): 77–81.
- Firestone WA, Pennell JR 1993. Teacher commitment, working conditions and differential incentives policies. *Review of Educational Research*, 63: 489–524.
- Fraser H, Draper J, Taylor W 1998. The quality of teachers' professional lives: Teachers and job satisfaction. *Evaluation and Research in Education*, 12(2): 61–71.
- Fry S, De Wit K 2011. Once a struggling student. Teachers who faced tough challenges as K-12 students tell what they learned from their experiences. *Educational Leadership*, 68(4): 70–73.
- Goodwin B 2010. Research says: Good teachers may not fit the mould. *Educational Leadership*, 68(4): 79–80.
- Guillen L 2016. *Partnering with Teacher Education Programs: The Community Mentor Experience*. Doctoral Dissertation, Unpublished. Seattle: University of Washington.
- Hargreaves A 1994. *Changing Teachers, Changing Times: Teachers Work and Culture in the Postmodern Age*. London: Cassell.
- Hegenbart GL 1980. *How Teachers and Parents Perceive Parental Involvement in Elementary School*. MI: University Microfilms Internationals.
- Holley MJ 2008. *A Teacher Quality Primer: For Michigan School Officials, State Policymakers, Media and Residents*. MI: Mackinac Center for Public Policy.
- Huberman M 1993. *The Lives of Teachers* (J. Neufeld, Trans.). London: Cassell Villiers House.
- Khasnabis D, Goldin S, Ronfeldt M 2015. Using Simulated Parent-Teacher Conferences to Assess Interns' Abilities to Partner with Families. *Paper presented at the American Educational Research Association Annual Meeting*, Chicago, IL.

- Lavigne AL 2014. Exploring the intended and unintended consequences of high stakes teacher evaluation on schools, teachers, and students. *Teachers College Record*, 116: 1-29.
- Lacey C 1977. *The Socialization of Teachers*. London: Methuen.
- Lareau A 2000. *Home Advantage: Social Class and Parental Intervention in Elementary Education*. New York, NY: Rowman and Littlefield.
- Leak J 2003. *A Qualitative Study of Resilience among African American Adolescent Male Students in North Carolina*. Dissertation submitted to the Graduate Faculty. USA: North Carolina State University.
- Lezotte L 1991. *Correlates of Effective Schools: The First and Second Generation*. Okemos, MI: Effective Schools Products.
- Lortie DC 1975. *Schoolteacher: A Sociological Study of Teaching*. Chicago, IL: University of Chicago Press.
- Lundeen C 2005. So, you want to host a family Science night? *Science and Children*, 42(8): 30–35.
- Meyer JP, Allen NJ 1997. *Commitment in the Workplace*. London: Sage.
- Nias J 1996. Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education*, 26(3): 293–306.
- Napolitan K 2016. *Showing the Seams: Teacher Candidates' Experiences with Programmatic Tensions in Community-focused Teacher Education*. Doctoral Dissertation, Unpublished Part 2. Seattle: University of Washington.
- Nye C, Turner H, Schwartz J 2006. Approaches to parent involvement for improving the academic performance of elementary school age children. *Campbell Systematic Reviews*, 2006: 4.
- Olatoye RA, Agbatogun AO 2009. Parental involvement as a correlate of pupils' achievement in mathematics and science in Ogun State, Nigeria. *Educational Research and Review*, 4(10): 457–464.
- Park I 2005. Teacher commitment and its effects on student achievement in American high schools. *Educational Research and Evaluation*, 11: 461–485.
- Peña DC 2000. Parent involvement: Influencing factors and implications. *Journal of Educational Research*, 94(1): 42–54.
- Quilliams L, Beran T 2009. Children at risk for academic failure: A model of individual and family factors. *Exceptionality Educational International*, 19(2–3): 63–76.
- Rapp J 2009. Directors' attitudes regarding parental involvement in the Middle School choral setting. *Research and Issues in Music Education* 7(1): 14.
- Rimm-Kaufman SE, Sawyer BE 2004. Primary grade teachers' self-efficacy beliefs, attitudes toward teaching and discipline practice priorities in relation to the responsive classroom approach. *Elementary School Journal*, 104: 321–341.
- Rivera M 2010. Parents are key to closing the achievement gap. *The Hispanic Outlook in Higher Education* 20(22): 40.
- Rumberger RW 1995. Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal*, 32(3): 583–625.
- Scharlach TD 2008. These kids just aren't motivated to read: The influence of pre-service teachers' beliefs on their expectations, instruction, and evaluation of struggling readers. *Literacy Research and Instruction*, 47: 158–173.
- Schelvis RMC, Zwetsloot GIJM, Bos EH, Weizer NM 2014. Exploring teacher and school resilience as a new perspective to solve persistent problems in the educational sector. *Teachers and Teaching: Theory and Practice*, 20(5): 622–637.
- Senechal M, LeFevre J 2002. Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73(2): 445–460.
- Shin D 2014. Web 2.0 tools and academic literacy development in a U.S. urban school: A case study of a second grade English language learner. *Language and Education*, 28(1): 68–85.
- Theodorou E 2008. Just how involved is "Involved"? Re-thinking parental involvement through exploring teachers' perceptions of immigrant families' school involvement in Cyprus. *Ethnography and Education*, 3(3): 253–269.
- Toldson IA 2008. *Breaking Barriers: Plotting the Path to Academic Success for School Age African American Males*. Washington DC: Congressional Black Caucus Foundation.
- Tsui KT, Cheng YC 1999. School organisational health and teacher commitment: A contingency study with multi-level analysis. *Educational Research and Evaluation*, 5(3): 249–268.
- Yan W, Lin Q 2005. Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. *Journal of Educational Research*, 99(2): 116–127.
- Yong BC 1999. The career commitment of primary teachers in Brunei Darussalam: Perceptions of teaching as a career. *Research in Education* (62): 1–7.
- Zhao H, Akiba M 2009. School expectations for parental involvement and student Mathematics achievement: A comparative study of Middle Schools in the United States and South Korea. *Journal of Comparative and International Education*, 39(3): 411–428.
- Zygmunt E, Clark P 2016. *Transforming Teacher Education for Social Justice*. New York, NY: Teachers College Press.