

Making Learning Visible: Role of Parents in Enhancing the Quality of Teaching at Montessori Level

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Abstract

The study is about parental involvement in quality of teaching at pre-education level (PG to Class2). The aim of this research is to explore the effect of parents' involvement in the enhancement of quality of teaching at Montessori level. This research was descriptive in nature. The parents and teachers of students studying in Lahore city were the target population of the research. The sample size of the study was two hundred parents and one hundred students of PG to class 2, from ten public and ten private primary schools. The survey method was used for data collection. It has been found out that parents are facing challenges and difficulties in rearing of child in current era. Study has witnessed a notable gap in students' achievement due to less parents' support in classroom guidance provided to their kids at preschool level. Findings of this study show that teaching quality and learning level of student is directly correlated with scales from the parental involvement. This study clearly shows that parent's involvement plays an important role in enhancing of student learning at home as well as in school. Evidence based research in this literature review indicated that those preschool approaches are more successful that have focus on role of parents along with the teacher.

Keywords: parents, enhancing, quality teaching, montessori level

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Introduction

Parental role is of utmost importance to develop the personality of a child. Before child becomes a part of social society, family has to play vital role to groom him in such a way that his brought up based on certain norms which mold his personality in line with civilized human society. This phenomenon must begin since the birth of a child even in the cradle, hence making this contribution perhaps the most valuable central share of upbringing (Kajamies, Lepola, & Mattinen, 2019).

Families are basic pillars of any society that play vital role to build the nation. Families make our larger communities, and communities are what that directly influence our children's behavior positively or negatively. Today families are far more diverse than those of the past in the agrarian and industrial societies. There are different type parents like single parents, working parents, families with joint system. Parents and families spend less time with their children due to their own busy routines (Kriebel & Brown, 2020). Although a role of parents has changed according the needs of time, still there are customs and norms of society that will never change in rearing of a child. Parents are still the first educators of their children and have the most integral influences on their child's personality (Whalley, 2017).

Parents have great influence over a child's motivation in regards to early childhood education. Parents are failure to assist their children to enhance their learning due to have schedule and may be their less knowledge of pre education (Malik, Khalid, Malik, & Asghar, 2021). Parental involvement has a profound effect on a child's educational outcomes especially in early years of child. Basically in Pakistan to make parent involvement work for all parents, even the parents that who are not interested to come in school and volunteer, attend parent teacher meeting (Saif, Inam, & Abiodullah, 2020). Parental involvement in early childhood education, if it is effective, has to work for all parents.

Generally, degree of parent's engagement has been under question and this has been studied worldwide. However, this study has been specifically pointed on parental involvement in early childhood education and preschool academics (Naz, Yousaf, & Arshad, 2020), subsequently gauging how it improves the learning of a student. The study will discuss research findings related to role of parents, importance of stakeholders and belief of parents during early years of child and the hurdles which dilute parental attention towards child's grooming at early age (Cosmas, 2018).

In his paper Cosmas, described six roles of parents given by Oakes & Lipton in 2007, that can play in quality ECE teaching under two major categories (Cosmas, 2018):

1. Focus on the basis of Child
 - i. Effective strategy of communication from “school to home” and back about child’s development.
 - ii. Guiding parents to establish a favorable environ to support learning.
 - iii. Helping parents to manage learning and curriculum related activities at home.
2. Focus of School
 - i. Initiating and organizing parents support center in order to collaborate and share skills.
 - ii. Developing parent communities to support child’s progress related decisions.
 - iii. Community collaboration: generate and integrate community resources and services for child’s learning, progress and development.

The significance of involvement of fathers and mothers in the learning of their children and quality of education is not a fresh notion. Since the primeval time parents have been taken as the first trainer of children. The evolving coalition between homes and school is becoming critical day by day with the concept that not only schools have importance for parents but role and backing of parents is equally significant to school to attain optimal accomplishment (Đurišić & Bunijevac, 2017).

Malone (2017), said “Parental Involvement” has various stratum, all are equally important as per the impact they have to the alliance. The foremost is the understanding of the parents about the requirement of schooling and having impact on the teaching quality and kid’s positive engagement in learning. This parental contribution can be sorted (McWayne, Doucet, & Mistry, 2019) from submissive to vigorous support. It has been found through different researches of early years that parents do involve in the education of their child but that level of contribution has been changed with the passage of time or through different ages (Brajša-Žganec, Merkaš, & Šakić Velić, 2019)

Parents are effective teachers when their children are infants. They are the first and most essential educators that a child has; parenting can be defined as the procedure of developing the child which is comprised of all activities like; social abilities, ethics, and different methods used by the parents to groom their child. A heartfelt and receptive relation between parents and child leads towards progressive and constructive training of

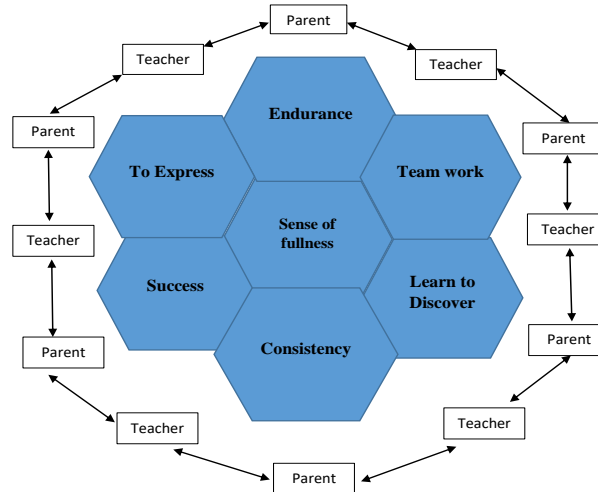
child. A child enjoy a great deal of time with parents, and this care demands to be constant and uninterrupted (Lv, Lv, Yan, & Luo, 2019). In addition, when preschools engage parents effectively and coordinate the efforts of teachers and parents in partnership, it sets the stage for positive parent engagement in subsequent school years. Anyhow when schools engage parents in an effective way and cooperate to build the relationship among teachers and parents. It leads the stage for effective partnership of parents and teachers in teaching quality (Wolf, 2020).

Although parents have great influence over a child’s motivation in regards to early childhood education yet they are failed to assist their children to enhance their learning due to tight schedule and may be their less knowledge of pre education (Zaidi, Bhutta, Hussain, & Rasanathan, 2018). Parental involvement in early childhood education, if it is going to truly be effective, has to work for all parents (Vincent, 2017).

Smythe-Leistico and Page (2018), agreed that generally degree of parent’s engagement has been under question and this has been studied worldwide. However, this study has been specifically pointed on parental involvement in early childhood education and preschool academics, subsequently gauging how it improves and enhance teaching. Finally, collaboration and communication in the partnership of teachers and parents that is important factor in the quality of teaching at pre level education.

Education of teacher is undoubtedly directly related quality of teaching and child development. Improving parental role and practices in education increase the quality of teaching and resolve the child problems in class ant at home (Fretwell, 2021)

As mentioned by these skills are given the diagram below;



Research work of different authors indicate the importance of parental role in level of pre classes with a strong belief that the parents and school partnership is an essential need for any system of educational development (Nowicki, Iles-Caven, Gregory, Ellis, & Golding, 2017). Due to this importance of parental involvement in early childhood education many benefits will be reflected on all stakeholders involved: the child, the teacher and the parents, as the children's grooming is increasing, the parents will be able to understand the developmental characteristics of their children in a better way, relationship of child, family and parents will be strengthened and that in return will score better results and enhance the whole educational learning system, therefore the problem of this study is to identify effectiveness of role of the parental involvement in child learning at early level of age (Janssen & Vandenbroeck, 2018). Parent and teacher relationship as a triangle it is directly concern the student learning that is mostly point out as an effective practice to improve a child's learning skills (Seltzer, 2019).

Research indicates all of these theories in early childhood education are true to some extent, and may all impact student achievement positively (Fhonna, Fidyati, & Suryani, 2019). Other key findings of studies, it is a parent's beliefs and expectations of how well their child is able to do in school which has the greatest impact on student achievements (Bench, 2018). Although concept of importance of role of parents vary in early childhood education, most researchers agree, parental involvement does have strong impact on child's personality. The main issue is the deficiency in consensus on what type of parental involvement have the effective on student achievement (Broadus, 2017).

Objectives

Focus of this study was to evaluate the effectiveness of parent's engagement on a student's early school education and subsequent academic excellence achieved. The specific objectives of this study were:

1. To map out the situation of learning between school and parents.
2. To identify the communication and language barrier between parents and school.

Research Hypothesis

Available literature indicates that detailed research work is available pertaining to the involvement of parents in a child's learning at preschool stage. However, we find it difficult to discover any research work and

reliable results on parent's role in pre-k and early childhood within our country. Based on above assumption, question for this study evolves as "How parental role can enhance child learning at preschool level?"

1. There is significance difference in flow of information between school and parents.
2. It is hypnotized that parents and teachers discuss about the child development.
3. There is significance difference of knowledge and expectations between school and parents.
4. It is hypnotized that there is communication and language barrier between parents and school.
5. There is significance difference of dialogue and participation between school and parents.
6. There is significance difference in learning of situation between school and parents.

Nature of Study

Study of collected data was conducted based on quantitative method which involved evaluation and interpretation of gathered information to draw underlying meaning and pattern without using any mathematical model. The definition by Aliaga and Gunderson (2000), clearly illustrates the exact meaning of quantitative research: Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).'

Research Design

Descriptive research was conducted to evaluate the participant's views on effectiveness of parent's engagement to improve a child's learning at pre level. It was also suitable to the nature of the study and to get the maximum and the exact facts for examining the effective parental role in student learning (Kowalczyk, 2015).

Sample and Population of the Study

Central District of Lahore was selected as the population. To collect required data, twenty schools of Lahore were selected through stratified random sampling technique. Schools were selected in equal proportionate both from public and private sector in order to ensure true representation.

100 teachers were selected from the listed schools along with 200 parents of the children. On the whole, sample was constituted by 100 teachers and 200 parents equally selected from each strata of public and private schools on random basis.

Method and Instrument

The survey method is used for the collection of data. A closed-ended two questionnaires were used to collect the data from the respondent. To measure practices variable, a 5-point Likert scale was selected, each consisting of Likert- scale response range, starting from 1: Strongly disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly agree. This format was borrowed from Norwegian Directorate for Education & Training Questionnaire. Reason behind selection of this instrument was coverage of basic parental involvement scale in this specific format. It is the most comprehensive, standardized and frequently used by different researchers at the school level as well as the organization(Jamieson, 2004).

Data Collection

Respondents were advised about the reason for research by the specialist. It was unequivocally passed on to the respondents that this information gathering would not have any impact on the school results or execution evaluation. This preparation stayed accommodating for them to work in an amicable situation. The analyst appropriated the survey among respondents of the review.

Data Analysis

Analysis of collected data was done through inferential statistics. Analysis was started by segregating between two groups in order to calculate the area of inferential statistics. Targeted population is the collection of individuals who we are interested in studying. Practically, it is not feasible to evaluate each member of the population. Therefore, we selected a representative subset of the target population, named as sample. (Lowry, 2014). Gathered information for this review was subjective descriptive and in nature. Examination of information records and counts were utilized to confirm the unwavering quality of the information tending to any potential inconsistencies by utilizing SPSS. A total arrangement of enlightening measurements was utilized to portray the example and gathering scores as far as focal inclination

(i.e., mean scores, standard deviations, and test estimate). Similarly, mean scores and standard deviations were computed for the school related demographic characteristics i.e. type of schools like public and private, age, academic qualification, professional qualification, the experience of the respondents. In order to analyze the statistical differences between the parents and teachers of private and public schools inferential analysis were conducted. Mean, standard deviation and the percentage were calculated in the descriptive statistical analysis to know the status of the subjects according to their demographic representations. The difference between the demographic variables like age, academic qualification, and professional qualification, experience (years) was tested while using independent sample t-test.

Table 1
Demographic Information of Teachers

Variable	Levels	Frequency	Percentage
Child Grade	Playgroup	15	15
	Nursery	22	22
	Preparatory	19	19
	Grade I	21	21
	Grade II	23	23
Education (years)	12	27	27
	14	47	47
	16	26	26
Professional Education.	Post Graduate	35	35
	Diploma	32	32
	Certification	33	33
Class size	Workshop	33	33
	<20	20	20
	21-30	44	44
	>31	36	36

Table 2
Demographic Information of Parents

Variable	Levels	Frequency	Percentage
Child Grade	Playgroup	28	14
	Nursery	56	28
	Preparatory	38	19
	Grade I	37	19
	Grade II	41	21
Form filled by	Mother	111	55
	Father	50	25
	Grand Mother	3	2
	Elder sister	24	12
	Aunt	12	6
Parent/Guardian Education	Matric	9	5
	FA/FSc.	39	30
	BA/B.Sc.	38	19
	MA/M.Sc.	69	34
	Other	45	22
Occupation	House wife	80	40
	Employed	83	42
No. of children	1	37	19
	2	65	33
	3	59	30
	4	39	20

Table 3
Responses (%) of parents and teachers about informing child development

Type	Statement	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
Parents	The school informs about my child's development	3	4	8	41	45
Teachers	Parents inform the school about their child's development.	13	10	12	35	30

Note: SDA=Strongly Disagreed, DA=Disagreed, N=Neutral, A=Agreed, SA=Strongly Agreed

Table 3 shows responses of parents and teachers about informing child development. Eighty-six percent parents said that the school informs about their child's development but only 65% teachers agreed or strongly agreed that Parents inform the school about their child's development.

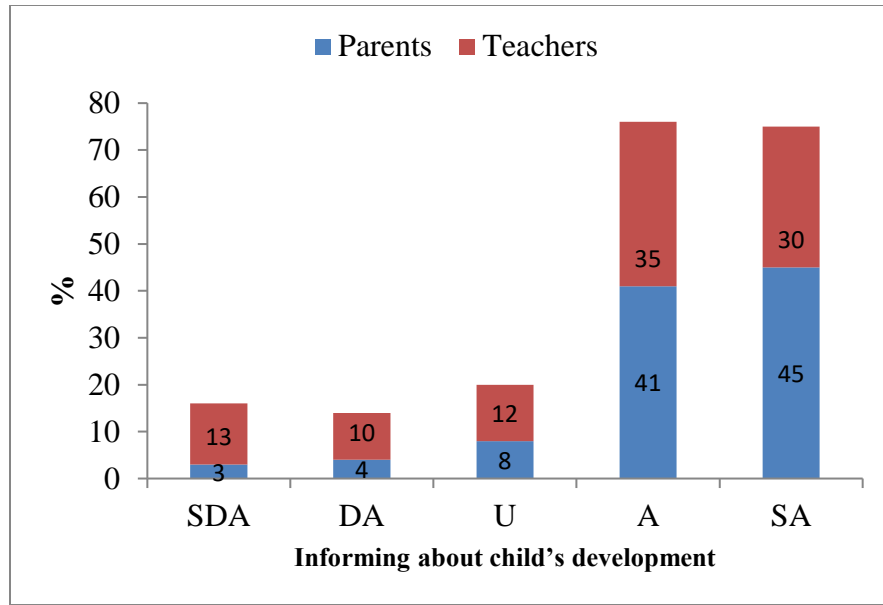


Figure 1:
Responses (%) of parents and teachers about informing child development

Table 4
Comparison of parents and teachers’ opinion on informing child development

Type	Statement	n	M	SD	T	P
Parents	The school informs about my child’s development	200	4.20	.956	4.024	<.001
Teachers	Parents inform the school about their child’s development.	100	3.59	1.36		

Table 4 shows comparison of parents and teachers opinion on informing child development. Independent samples t-test was conducted to compare parents and teachers on informing child development. There was significant difference ($t=4.024$, $p<.001$) in opinion of parents and teachers. The mean scores of parents (Mean=4.20, SD=.956) is more than mean score of teachers (Mean=3.59, SD=1.36)

Table 5
Responses (%) of parents and teachers about communication between home and school

	Statement	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
Parents	Communication between home and school is on regular basis.	2	11	18	34	36
Teachers	Communication from parents/family is very regular	9	9	24	45	13

Note: SDA=strongly disagreed, DA=Disagreed, N=Neutral, A=agreed, SA=strongly agreed

Table 5 shows responses of parents and teachers about communication between home and school. Seventy parents said that the school informs about communication between home and school but only 58% teachers agreed or strongly agreed that Parents inform about communication between home and school.

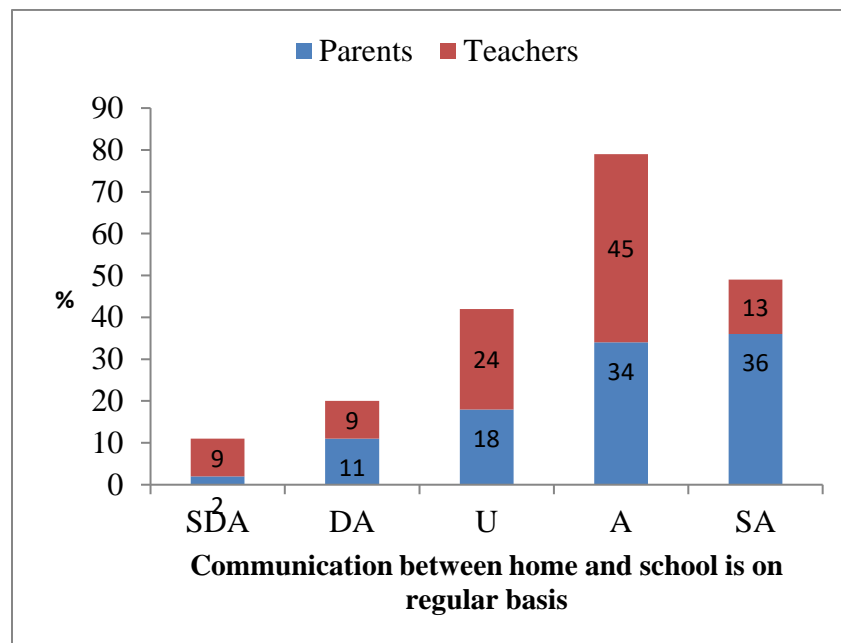


Figure 2:
 Responses (%) of parents and teachers about communication between home and school

Table 6
Comparison of parents and teachers' opinion on communication between home and school

	Statement	n	M	SD	t	P
Parents	Communication between home and school is on regular basis.	200	3.90	1.07	3.45	.001
Teachers	Communication from parents/family is very regular	100	3.43	1.12		

Table 6 shows comparison of parents and teachers opinion on communication between home and school. Independent samples t-test was conducted to compare parents and teachers on communication between home and school. There was significant difference ($t=3.45$, $p<.001$) in opinion of parents and teachers. The mean scores of parents (Mean=3.90, SD=1.07) is more than mean score of teachers (Mean=3.43, SD=1.12)

Table 7
Responses (%) of parents and teachers about child's learning and development

	Statement	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
Parents	Teachers show interest in my/our points of view about my /our child's learning and development.	4	4	13	37	43
Teachers	Parents show interest in my points of view about their child's learning and development.	9	15	18	45	15

Note: SDA=Strongly Disagreed, DA=Disagreed, N=Neutral, A=Agreed, SA=Strongly Agreed

Table 7 shows responses of parents and teachers about child's learning and development. Eighty percent parents said that the school informs about child's learning and development but only 60% teachers agreed or strongly agreed that Parents inform about child's learning and development.

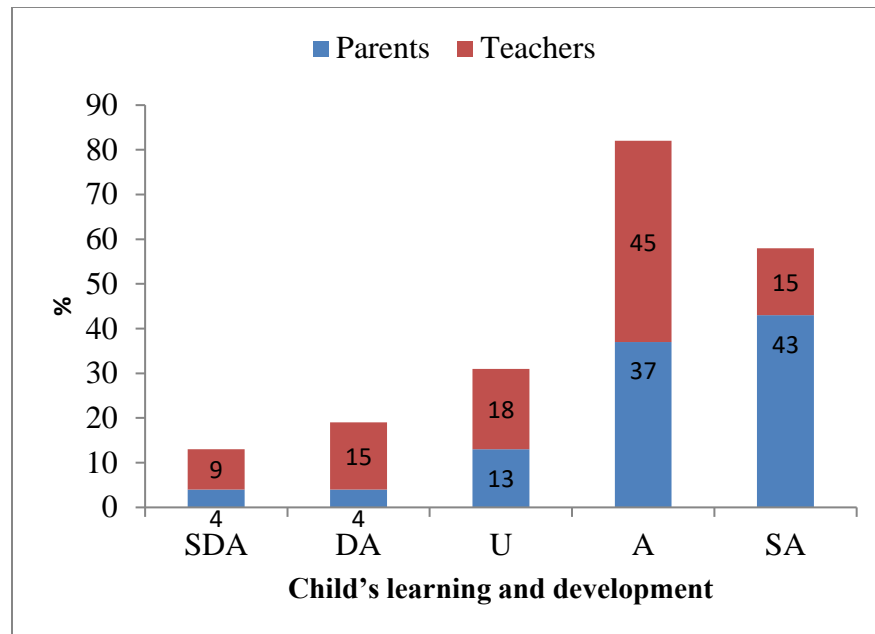


Figure 3:
Responses (%) of parents and teachers child's learning and development

Table 8
Comparison of parents and teacher's opinion on child's learning and development

	Statement	n	M	SD	t	P
Parents	Teachers show interest in my/our points of view about my /our child's learning and development.	200	4.11	1.02	5.09	<.001
Teachers	Parents show interest in my points of view about their child's learning and development.	100	3.40	1.18		

Table 8 shows comparison of parents and teachers opinion on child's learning and development. Independent samples t-test was conducted to compare parents and teachers on child's learning and development. There was significant difference ($t=5.09$, $p<.001$) in opinion of parents and teachers. The mean scores of parents (Mean=4.11, SD=1.02) is more than mean score of teachers (Mean=3.40, SD=1.18).

Table 9
 Responses (%) of parents and teachers about discussing teaching techniques

	Statement	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
Parents	I often discuss teaching techniques with teachers.	5	8	18	41	29
Teachers	I oftenly discuss teaching techniques with parents.	4	9	20	45	29

Note: SDA=Strongly Disagreed, DA=Disagreed, N=Neutral, A=Agreed, SA=Strongly Agreed

Table 9 shows responses of parents and teachers about discussing teaching techniques. Seventy percent parents said that the school informs about discussing teaching techniques but only 74% teachers agreed or strongly agreed that Parents inform about discussing teaching techniques.

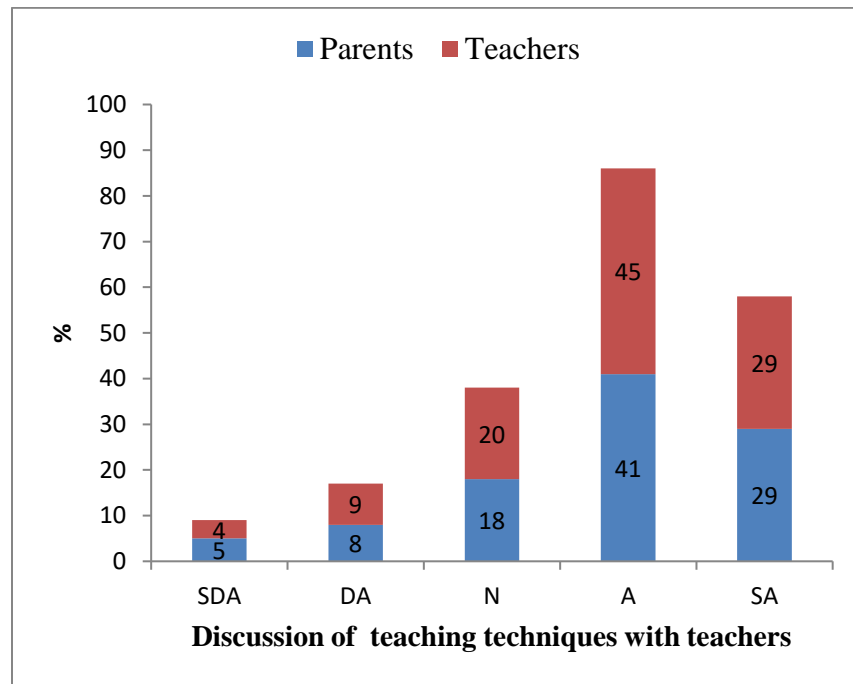


Figure 5:
 Responses (%) of parents and teachers about discussing teaching techniques

Table 10
Comparison of parents and teachers' opinion on discussing teaching techniques

	Statement	n	M	SD	t	P
Parents	I often discuss teaching techniques with teachers.	200	3.80	1.09	.075	.940
Teachers	I often discuss teaching techniques with parents.	100	3.79	1.08		

Table 10 shows Comparison of parents and teachers opinion on discussing teaching techniques. Independent samples t-test was conducted to compare parents and teachers on discussing teaching techniques. There was no significant difference (t=.75, p=.940) in opinion of parents and teachers. The mean scores of parents (Mean=3.80, SD=1.09) is similar to mean score of teachers (Mean=3.79, SD=1.08)

Discussion

The research was conducted to analyze the parent’s involvement in children learning at preschool in public and private sector school with the help of one sample independent t-test. This discussion has been organized in a certain pattern to reflect the objectives of this particular study.

This study is providing different facts insight into parent’s beliefs and values knowledge regarding learning of their children at Montessori level. These perceptions were related to participants’ beliefs, values, knowledge, skills and, concern regarding kindergarten readiness; including parents’ perspectives of their roles in preparing their children for kindergarten. Parents demonstrated having an understanding of the basic academic, social-emotional and motor skills necessary to be ready for kindergarten(Ihmeideh & Oliemat, 2015). The study was also emerging related to the barriers that affected the parent’s involvement to their children learning at preschool. Parents seemed to have a basic understanding of what children need to know in order to learning level in kindergarten. Parents were mostly concerned about infrastructure of schools and their children inability of communicating in English language and less interest the stress produced by the separation from their mothers(Shamim, 2011). The analysis of the data suggested a conflict between the parents understanding, belief and, knowledge about which type of involvement can help the child learning and his/her grooming. Teacher’s responses to the surveys did not validate the majority of the findings from the parents’ responses. This suggests that teachers may not

understand the parents' belief and values regarding the students learning at kindergarten level.

The research results that guided this study focus on the parent's involvement that impact their children's learning at kindergarten. The finding of this research presents that the role of parents in early childhood education practically is less in public schools than private sector. The private sector provides more opportunities for parent to involvement than the public sector. Unfortunately, the existing status of parental involvement in early childhood education is not paying attention from teachers, administrative and, policy makers and mix approaches of early childhood are used in public and private sector of Punjab in Lahore.

In this research, result refers to certain important points that need to be discussed in detail. It contained close ended questions that were developed using 5 points Likert scale.

This study needs to investigate the impact of gender, experience, professional qualification and academic qualification on analysis of early childhood education in public and private school in Lahore Punjab. The data for this study was collected from the parents and teachers who are at kindergarten level.

Without parents' participation in their kids' education, it is not possible to groom a child on behavioral and intellectual front so that he can be a positive addition to the human society. Active engagement of parents works wonders and offers their children unmatched helping hand that simultaneously enhances their academic performance and enables them to make better choices in every aspect of life. Unfortunately, it is a myth that parents don't possess the ability to play any positive role to develop their children's personality, so mostly schools don't believe in engaging the parents.

Most of the schools managements have the stance that parents do not prefer to play role in their children's personality development, whereas, matter of the fact is that practically they don't know exactly how to involve the parents in the process. Study results revealed that most of the parents do not want to take this liability as they don't have spare time or they don't have required skills e.g. fluency in speaking English. The main reason is lack of connection between the school management and the parents, the most important stakeholders in this case. Parents are of the opinion that their engagement is not welcomed. In fact this misconception is based on their own educational history, where they often observed less-than-satisfactory experience at their own schooling age, hence it is hard to digest that their active involvement might be guaranteed to be a good experience (Sabol & Chase-Lansdale, 2015)

Even with above listed communication barriers and problems of misunderstanding in Pakistani schools, both stake holders want to work upon the mutual relationship for the sake of children's grooming. Analysis of data collected from twenty schools (both from public and private sector) teaching staff and parents depicts that 58% of the teachers believe that parental involvement enhances the students' performance and they delivered their best.

Whereas, 78% of parents population believe that the children whose parents are not involved, are ignored in the school and lose their teacher's attention as well. There are indications that sound qualification background and strong social status of parents have profound effect on their involvement level towards their children's development. Whereas, the parents who lack in qualification with comparatively less economic stability are often held back and they are influenced by background and culture, hence passing the wrong impression of resistance or narrow-mindedness. In nutshell, Parental engagement in children's development will only be possible if serious efforts are put in to understand the culture and constraints of local community from where student are enrolled, and if the mutual connection is equally owned by both parents and teachers (Harris & Goodall, 2008).

Learning modes are different at school as compare to home where a more organized and disciplined environment is provided for children of same age group with different social backgrounds. Although today's parents are more focused on the development of their children, however, research work points out that we can easily differentiate between parents based on their levels of commitment and practical participation in the process. Social background is a major factor which causes variance in parent's interest level in their kid's upbringing. Other differences are mainly driven by parent's beliefs. Few parents do not consider it their responsibility to play their role as major stakeholder in their children's education. Whereas, those who would like to participate do not own this responsibility as a must, hence they do not plan and specify their role by engaging their kids. Yet another group believes that their occasional meetings with teachers are sufficient as they experienced the same level of involvement during their own school time. Parents must know how to support and praise their children. Data analysis reveals that parents were not able to fully grasp the importance of learning process at early age of a kid and its outcome in the form of personality development. They couldn't develop the ability to teach their children how to learn from a failure. Also, they were lacking in developing the importance of moral values in their kids. Those parents who believe that sending their children to a renowned

school is sufficient for their grooming as it is the wholly solely responsibility of the teacher to look after his learning needs, they should never expect 100% result. Ideal role of parents in their children's learning demands that they must ensure availability when needed. It is proven that requirement level of parent's attention is inversely proportional to the age of the child. On contrary to this, research revealed that parents rarely act as friends and facilitators, hence cost of this denial is paid in form of compromised grooming of a child. Best approach demands to establish strong communication with the teachers to share about the behavior of a child while at home and getting candid feedback on his or her performance in curriculum and extra curriculum activities. This ideal combination of parents and teachers will equip a child with necessary coaching and guidance required at each step of his or her life either at home or school (Desforges & Abouchaar, 2003).

Study results show that despite of encouragement from teachers on parental involvement, few parents took this as liability, hence hurting the trust level between teacher and parent which is vital for mutual collaboration required for ideal grooming at early age. Likewise, in some cases, school management found discouraging the genuine concerns raised by parents. In fact, they believed that such concerns by parents could earn bad name for the school. The matter of the fact is due to this missing link, parents were not able to engage the teachers so that they might get assistance from them to develop basic understanding on difficult topics and subsequently guide their kids on the same. Parents couldn't explore the strength and weakness of the children specially related to the academics due to lack of knowledge and skills of child training.

Social grooming plays pivotal role in academic performance of children as it provides confidence essential to interact with class mates, teachers and other family members. At this crucial stage, both parents and teachers need to provide a friendly and comfortable environment as well as dedicated study area where a kid can do his homework at a regular schedule. Try to dig out areas of interest of a child and take him or her to book stores and help out to choose relevant books to enhance the exposure. During study, researcher observed that Pakistani society badly lacks on this and mostly parents do not prefer to read books, likewise, children are deprived of an opportunity which can channelize their energy towards constructive activity of book reading and working as an inspector not a stakeholder. Another important factor is enabling the child to distinguish between dos and don'ts. To achieve this objective, balance between authoritative and friendly behavior is very important. In few cases, parent's behavior wasn't that friendly and this barrier discouraged a child

to approach his parent to discuss and for seek guidance to resolve problems. This disconnect is one of the major reason of poor social skills and behavior by children. On the other hand, few parents couldn't sense the importance of "when to stop and council". They didn't believe in to be firm while prohibiting the children from exercising bad manners even in an appropriate manner, hence unleashing the disobedience trend.

It is extremely important for parents to have clear understanding of their responsibility to develop the personality of their children. However, this should not mislead on importance of role of teachers. Family-school joint effort is the most effective and reliable way to achieve the task. Both parties have to work together and feel the accountability on equal level to have strong influence on children's learning and help them with a more optimistic approach and a healthy confidence.

Researcher analysis depicts that there is evidence of association between parent's expectations and leaning performance of students in our society. Data shows that most of the parents keep their expectations high on their kid's academic performance which is hard to achieve without parents ownership. We also concluded that expectations are strongly related to a student's performance among families. It indicated that communication issues in parent child crucial relationship, which is occasionally linked with family culture or background and their economic status, may suppress the positive effects of high parental expectations. Moreover, it is evident that that there is possibility that parents may forcefully articulate their hopes, which can make students to better understand the expectations associated by their parents and hence accepting them in a positive way. As for as the association between parental expectation and their engagement at early school is concerned, it is observed that it cannot be guaranteed that higher expectations will definitely transform into the type of parental involvement that is directly linked with better academic performance. It is therefore of utmost importance to conduct research work and extensive studies which can assess different approaches and level of parental involvement affecting students' academic excellence both ways across a diverse family system. Finally, researcher discovered the likelihood that a teacher can have certain perception about a child's parental support and can make academic decisions accordingly. However, if teacher's perception about the effectiveness and extent of parental is not that rational, it may result in the form of undesired outcome. We believe that this research work should be taken to the next stage in the future by conducting studies that investigate cultural processes as ever-changing factors and their effects on degree of parental involvement. While doing so, researchers will be able to have a

deep inside view of dynamic processes by which parents interact with their children at home and subsequently behavior of children at home, school, and within the community (Jung, Fuller, & Galindo, 2012). We expect more studies that will work upon the ways in which parental expectations are developed in the context of families' social and economic status and culturally constructed beliefs. For instance, to have more understanding about families and schooling in the Pakistan, it would be good idea to build from the pioneer work of Goldenberg etc. Now, explore the different methods in which parents develop understanding of their own role as well as teacher's part and learn how culturally induced views build their expectations about what their children can and will achieve in the school. Additional studies are required to have clear understanding of the ways the Pakistani parents evaluate their knowledge and skill level to develop their children so they can perform to their maximum potential at academic level. We didn't find studies which were aimed to investigate parental expectations of preschool children. Studies with parents of preschool children will enable to understand when parents exactly start to develop their expectations even if association between parent's expectation level and children's academic excellence differ at this early age. In simple words, additional research work to be conducted that should gauge the changes in parental expectation level over a period of time and within similar cultural groups. As of now, research work carried out only focused on association between improvement in children's academic performance and parental expectations at a particular point in time. Due to this limitation, it is difficult to fully grasp the dynamic aspect of parental expectation and its subsequent influence on children's academic performance. Specific research work must be carried out to understand exactly what happens when students' academic performance doesn't comply with parental expectation. Detailed analysis of studies carried out in last twenty years reveals that sample size drastically varies (minimum to maximum), starting from sample size consisting of few families to latest large scale research work with samples of even more than 10,000. It is obvious that smaller sample size does not reflect true inside trends, hence making it difficult to draw accurate relationships. Researchers need to take into account the importance of measuring parental grade expectation including their concern about their kid's academic performance. Despite of the increased number of studies and research work on diversified ethnic groups, we need to have more clarity on our understanding of certain group. During our analysis we have concluded that importance of parental expectation is still poorly understood particularly in comparison with parents of children in public and privately. It is recommended to perform

careful analysis after insight studies in future regarding interaction between human society, socioeconomic and financial status of parents. In our society, most of the parents have to face serious challenges in the form of lacking in English proficiency and a limited awareness and knowledge about the latest educational system due to their own experiences. It would be a good idea to change the strategy of relying on relatively large and diversified categories e.g. Asian and Latino, rather researcher should redesign more focused samples. It is also important to understand that a few studies have revealed the fact that high parental expectations sometimes result in the form of undue stress hence demoralizing the academic motivation and subsequently poor performance of a child (Jung et al., 2012). It is also evident that fear of not being able to live to their parental expectations results in negative thoughts in the form of suicidal ideation among the Asian youth (Ang & Huan, 2006). As we have highlighted that only positive effects of parental expectation on children's academic trajectory have been focused in most of the studies. Understanding of the factors which develop parental expectations and the processes through which parental concerns can affect the children's performance both ways will enable us to further enhance our understanding of the processes by which a family plays an important role in the educational performance of the children.

Recommendations

The following are recommendations for system of kindergarten education, based on the findings from this research.

1. Increase teacher and administrator awareness about the reasons that influence parents' involvement at kindergarten.
2. Create multiple opportunities for parents to connect with schools and work on transition to kindergarten.
3. Create opportunities for teachers and administrators to know about the valuable role of parents.
4. Provide opportunities for teachers and administrators to learn how to find capitalize the parents' aspirations for their children learning. Parents and teachers were asked same question about child's learning and development. Parents reported they had sufficient information about the development of child from the teachers.

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