

An Investigation of Teachers' Perceptions on Parental Involvement in Teaching and Learning Mathematics

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Abstract:

Parental involvement is the foundation stone of academic success. When parents interact with teachers and with their children to encourage mathematics learning, it builds a positive relationship that leads to better teaching and learning. Previous studies indicated that parental involvement affects learners' achievement. However, less is known about the effects of teacher perceptions of parental involvement on learners' mathematics achievement in primary school. The critical problem to be explored is teachers' perceptions toward parental involvement in learning mathematics. This paper investigates teachers' perceptions of parental involvement in teaching and learning mathematics. This study was guided by the following central question: What are teachers' perceptions of parental involvement in teaching and learning mathematics? The study used a qualitative exploratory case study design. Purposive convenience sampling is used to select research participants. The participants in the study are 18 junior primary teachers in Windhoek, Khomas Region, Namibia. Questionnaires and semi-structured interviews were administered to eighteen (18) teachers from selected schools located in Windhoek to explore teachers' perceptions of parental involvement in teaching and learning mathematics. The study's findings revealed that lack of parental support is one factor affecting the learners' achievement in mathematics, and the teachers need training on effectively involving the parents in learning mathematics. The anticipated contribution of the study is to motivate teachers and parents to collaborate in developing appropriate mathematical knowledge in children to understand mathematics concepts, to apply them in solving everyday problems and to encourage parents to support their children's mathematics learning, to equip parents with the necessary resources and skills for mathematics should we be faced with another disruption like the Covid-19 pandemic or exist in the future and for them to develop appropriate mathematical knowledge.

Keywords: Teachers' perception, teaching, learning, Mathematics, parental involvement

Introduction

Parental involvement is the actions parents perform to enrich their children's school achievement in

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Teacher Education and Practice



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A Study of Mathematics Novice Teacher Perceptions of Their Self-efficacy by the Type of Alternative Certification Program Marilyn Anita Evans,2008 **Mathematics Teachers Engaging with Representations of Practice** Orly Buchbinder,Sebastian Kuntze,2018-01-09 This book presents innovative approaches and state of the art empirical studies on mathematics teacher learning It highlights the advantages and challenges of such tools as classroom videos concept cartoons simulations and scenarios The book details how representations of practice encourage and afford professional development and describes how these tools help to investigate aspects of teacher expertise beliefs and conceptions In addition the book identifies the methodological challenges that can emerge and the obstacles educators might encounter when using representations of practice The book examines the nature of these challenges and provides suggestions for solving them It offers a variety of different approaches that can help educators to develop professional learning activities for prospective and in service teachers Handbook of Research on Teacher Education Myint Swe Khine,2022-07-07 This comprehensive book presents emergent findings and promising results in teacher education curriculum assessment teaching and learning approaches pedagogical innovations and practices and professional development in educating the next generation of students The volume reflects the current trends and highlights teacher education programs in all 14 MENA countries in one place The chapters in this handbook discuss the challenges and the ways to improve teacher education by the educators in the Middle East region including Bahrain Egypt Iran Iraq Jordan Kuwait Lebanon Oman Palestine Qatar Saudi Arabia Syria Turkey United Arab Emirates and Yemen It also provides an extensive and rich reference for future comparisons across the countries The book contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms This volume is a valuable resource and essential companion for teacher educators faculty members staff developers trainee teachers undergraduate and postgraduate students researchers school leaders policy makers and professional learning communities to refresh their knowledge and improve their understanding This book is a must read for anyone interested in evolving issues in teacher education in the Middle East region

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Research in Mathematics Education in Australasia 2016-2019 Jennifer Way,Catherine Attard,Judy

Anderson, Janette Bobis, Heather McMaster, Katherin Cartwright, 2020-04-20 The tenth edition of the four yearly review of mathematics education research in Australasia compiled by the Mathematics Education Research Group of Australasia MERGA critically reviews research in mathematics education in the four years from 2016 to 2019 Its goals are to provide a reference guide for researchers and to promote further quality research in Australasia **TEP Vol 29-N4** Teacher Education and Practice, 2016-10-11 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield **Critical Race Theory in Mathematics Education** Julius Davis, Christopher Jett, 2019-04-30 Critical Race Theory in Mathematics Education brings together scholarship that uses critical race theory CRT to provide a comprehensive understanding of race racism social justice and experiential knowledge of African Americans mathematics education CRT has gained traction within the educational research sphere and this book extends and applies this framework to chronicle the paths of mathematics educators who advance and use CRT This edited collection brings together scholarship that addresses the racial challenges thrust upon Black learners and the gatekeeping nature of the discipline of mathematics Across the ten chapters scholars expand the uses of CRT in mathematics education and share insights with stakeholders regarding the racialized experiences of mathematics students and educators Collectively the volume explains how researchers practitioners and policymakers can use CRT to examine issues of race racism and other forms of oppression in mathematics education for Black children and adults **Resources in Education**, 2000-10 The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The

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