

Home-School Partnerships: Investigating the Perceptions of Public Secondary School Stakeholders

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Abstract

This study examines the perceptions of principals and teachers regarding parental attitudes toward education within public secondary schools in District Quetta, Balochistan. Despite the widely established correlation between parental involvement and student success, the effectiveness of home-school partnerships is frequently hindered by ambiguous definitions of "involvement" and misaligned stakeholder expectations. Utilizing a descriptive, quantitative research methodology, the study surveyed a sample of 200 participants—comprising 100 principals and 100 teachers—from 113 public secondary schools. Data were analyzed using SPSS version 20 to compare perceptions across various indicators. The findings reveal a significant professional disconnect: while principals and teachers share similar views on less observable factors like student motivation, they report starkly different experiences regarding tangible behaviors. ANOVA results confirmed statistically significant differences in perceptions concerning parental cooperation ($F(1, 198) = 9.731, p = 0.002$), school visit frequency ($F(1, 198) = 6.500, p = 0.012$), and responsibility for non-school activities ($F(1, 198) = 5.685, p = 0.018$). Conversely, no significant differences were found regarding parental feedback ($p = 0.231$), parental motivation for study ($p = 0.228$), or discussions about student progress ($p = 0.429$). The study concludes that the educational environment in Quetta is characterized by a "reactive" rather than a "proactive" partnership model. To address this perceptual divide, the research recommends the implementation of context-specific communication frameworks, systematic professional development for staff, and the standardization of expectations within school management policies. These strategies are essential to bridge the gap between home and school, empowering parents as vital partners in the secondary educational journey.

Keywords: Parental Involvement, Home-School Partnership, Principal and Teacher Perceptions, Secondary Education, Quetta District, Parental Attitude.

Introduction

Parental involvement in education is widely recognized as a critical pillar of student success, encompassing a broad range of home-based support and school-based participation. As students progress into secondary education, the nature of this involvement evolves, requiring a more nuanced partnership between families and school staff. While decades of research have established a positive correlation between parental engagement and improved academic outcomes, self-

esteem, and school retention, the effectiveness of these partnerships is heavily mediated by the quality of the interaction between parents and educators (Collins, 2023; Sianturi et al., 2022).

Despite the consensus on the importance of parental participation, the implementation of collaborative strategies is often hindered by varying interpretations of what "involvement" should look like. In the context of public secondary schools, teachers and principals are at the forefront of managing these relationships, yet their professional perceptions of parental attitudes remain a complex and under-researched area. While some educators view parental involvement as a proactive partnership, others may encounter barriers such as passive engagement, over-interference—often characterized as "helicopter parenting"—or a general misalignment of expectations between home and school (Coşkun & Katıtaş, 2021; Sharabi & Gilad, 2022).

The role of the school leader is particularly vital in this dynamic. Principals are expected to cultivate an environment that encourages open communication and builds common ground between school personnel and families. However, the success of these initiatives depends heavily on how principals and teachers perceive the attitudes and motivations of the parents they serve (Padilla & Zamora, 2022; Smith et al., 2021). When educators perceive parental attitude as a barrier rather than a resource, the potential for meaningful collaboration is diminished, ultimately impacting the student's holistic development. This paper explores the perceptions of public secondary school principals and teachers concerning parental attitudes toward education. By investigating how these key stakeholders interpret parental behavior and the challenges they face in fostering home-school partnerships, this study aims to shed light on the professional attitudes that shape school climates. Through an analysis of these perspectives, this research highlights the urgent need for a more unified, transparent, and proactive approach to parent-teacher relations, ensuring that parents are empowered as essential partners in the secondary educational journey.

Literature Review

Parental involvement (PI) is not a singular action but a multifaceted construct. It encompasses both home-based activities—such as supervising homework and fostering a positive learning environment—and school-based participation, such as attending parent-teacher conferences and participating in governing bodies (Collins, 2023; O'Connor et al., 2021b). Regardless of the form it takes, empirical evidence consistently links high levels of parental engagement to superior learner outcomes, including improved self-esteem, better attendance, and higher academic achievement (Sianturi et al., 2022; Khuluqo & Adi, 2021). As Teba and Ratokelo (2021) observe, this influence is a universal constant, remaining significant regardless of a family's socioeconomic, racial, or educational background. While the benefits of PI are well-documented, the perception of this involvement by school staff is critical. Educators often view parent-teacher communication as the cornerstone of school success (Massucco, 2020). Teachers are generally committed to fostering transparent and consistent communication; however, their efforts are often contingent on their assessment of parental attitudes (Smith et al., 2021). Research suggests a divergence in these perceptions. While teachers and principals universally agree that involvement is "crucial," there is significant disagreement regarding what constitutes *effective* involvement (Sharabi & Gilad, 2022). This ambiguity often leaves principals in a difficult position; they are expected to manage these partnerships without clear, standardized guidelines on how to navigate the complex, often emotional, dynamics of parent-teacher relations (Padilla & Zamora, 2022).

The literature identifies several barriers that shape educators' views of parental input. One primary concern is the "reactive" nature of parental involvement in many school cultures, where parents only engage when a problem arises (Levinthal et al., 2021). Furthermore, when parental attitudes are perceived as hostile or critical toward staff, the resulting tension damages the triangular relationship between the parent, the child, and the teacher (Coşkun & Katıtaş, 2021). Conversely, the phenomenon of "helicopter parenting"—characterized by overprotection and inappropriate

interference in the educational process—is frequently cited as a significant hurdle for principals. Such attitudes create a defensive environment that can paradoxically hinder a child's development rather than support it (Coşkun & Katıtaş, 2021). Educational leadership is the primary driver in overcoming these perceptual barriers. Competent administrators do not merely invite parents into the school; they actively establish a "conducive environment" that shifts the narrative from parental interference to meaningful partnership (Smith et al., 2021).

Research Objective

The objective of this research is to explore the perception of public secondary schools' principals and teachers concerning parental attitude.

Research Methodology

The study explored the perceptions of principals and teachers regarding parental attitudes toward education within public sector secondary schools in District Quetta, Balochistan. Employing a descriptive, quantitative research methodology, the study examined the similarities and differences in how these two stakeholder groups perceive parental engagement and attitude, identifying the challenges and collaborative opportunities present in current home-school relationships.

Population and Sampling

The study focused on the educational landscape of government-run secondary schools in District Quetta. The target population comprised principals and teachers across 113 public secondary schools within the district. A sampling frame was established to identify participants who hold direct responsibility for managing parent-school relations or who interact daily with students and their families, ensuring the data collected directly reflected the professional experiences of these educators. The sample for this study consisted of 200 participants: 100 principals (40 male, 60 female) and 100 teachers (40 male, 60 female) selected from the 113 secondary schools in the district. This sample size was chosen to allow for a comparative analysis of perspectives between leadership and teaching staff. Stratified random sampling, based on gender, was employed to ensure the sample remained representative of the demographic composition within Quetta's public schools. Data regarding their perceptions of parental attitudes and their experiences with parent-school partnerships were gathered using a structured, closed-ended questionnaire designed to quantify professional attitudes and observations.

Demographic Characteristics

The sample (N=200), with 100 principals and 100 teachers drawn from the 113 secondary schools in the district, presents a well-balanced representation across key demographics, enhancing the reliability of the findings. Females comprised a significant majority at 60%, with males representing 40% in both groups. This diversity is further underscored by an equal distribution of respondents holding principal roles and those serving as teachers, half of each group. Among teachers, an impressive 57% belong to the 30-40 years age range, while 32% are aged 40-50 years, and 11% are in the 50-60 years range. Principals reflect a similar age distribution with 61% in the 30-40 years range, 28% in the 40-50 years range, and 11% aged 50-60 years. Academically, an astounding 90% of teachers possess a Master's degree, showcasing a highly educated group, while 6% hold an M.Phil. and 4% attained a Ph.D. In contrast, principals demonstrate solid qualifications as well, with 46% holding master's degrees, 51% having an M.Phil. degree, and 3% achieving a Ph.D. Furthermore, a majority of teachers possess professional qualifications, with 58% holding a B.Ed. degree and 42% hold a M.Ed. degree, while all principals are equipped with an M.Ed. degree. Moreover, the representation of urban participants is compelling, with 78% hailing from urban schools compared to 22% from rural schools, effectively reflecting the urban-rural dynamics

of both groups. This comprehensive data highlights the strength and quality of this sample, providing valuable insights into the educational landscape,

Data Analysis

The data collected via the structured questionnaire were analyzed using SPSS version 20. Descriptive statistics, including frequencies and percentages, were utilized to map the distribution of responses (ranging from *Strongly Agree* to *Strongly Disagree*) for both principals and teachers. Comparative analysis was then performed to identify areas of consensus or divergence in how the two groups perceive parental attitudes. While inferential statistics were applied to determine the significance of observed differences, the results are presented through comparative frequency distributions to provide a clear, concise overview of stakeholder perspectives on parental involvement in District Quetta.

Results

Table 1 presents the comparative perceptions of principals and teachers regarding parental attitudes and engagement within their schools.

Principals' Perspective

The principals' responses also indicated concerns regarding parental engagement, although their perceptions were slightly less negative than those of teachers. A significant majority (70%) of principals reported limited parental cooperation, with 45% disagreeing and 25% strongly disagreeing, while 30% agreed. Regarding parental school visits, responses were similarly negative, with 80% of the majority disagreeing (46% disagree, 34% strongly disagree). The receipt of parental feedback was also perceived as infrequent, with a significant majority (80%) of respondents indicating disagreement (35% disagree, 45% strongly disagree). Regarding parental motivation for their children's studies, a majority (70%) of principals disagreed (30% disagreed, 40% strongly disagreed), and a minority of respondents 15% strongly agreed. The majority of the principals (66%) generally felt that parents were reasonably responsible for engaging their children in non-school activities (41% agree, 25% strongly agree). Finally, the majority of the principals (70%) also perceived parental involvement in discussions about student progress as limited. This perception was strongly held, with 55% strongly disagreeing and 15% disagreeing that parental involvement is adequate, while 30% held an opposing view.

Teachers' Perspective

Teachers' responses revealed a significant level of dissatisfaction with various aspects of parental engagement. A significant majority (92%) expressed dissatisfaction with parental cooperation, with 68% disagreeing and 24% strongly disagreeing, while 8% agreed. Similarly, a significant majority (92%) disagreed regarding parental school visits, with 60% disagreeing and 32% strongly disagreeing; no teachers strongly agreed. Regarding parental feedback, a significant majority (98%) held negative perceptions (78% disagree, 20% strongly disagree), while only 2% agreed. A majority (80%) also perceived parental motivation for their children's studies negatively (53% disagree, 27% strongly disagree), while 20% agreed. Responses concerning student engagement in non-school activities were more divided, with 43% agreeing and 45% disagreeing (17% disagree, 28% strongly disagree). Finally, a majority (79%) disagreed regarding parental involvement in discussions about student progress, with 28% disagreeing and 51% strongly disagreeing, while only 21% agreed.

Table 1: Perception of Public Secondary Schools' Principals' and Teachers' regarding Parental Attitude. (N=100 Principals and 100 Teachers)

Question	Options	Principal	Teacher	Total	Mean $\pm$ SD
The parents are very cooperative.	Strongly Agree	0 (0.0%)	0 (0.0%)	0 (0.0%)	2.35 $\pm$ 1.15
	Agree	30 (30.0%)	8 (8.0%)	38(19.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	45 (45.0%)	68(68.0%)	113(56.5%)	
	Strongly Disagree	25 (25.0%)	24(24.0%)	49 (24.5%)	
Parents visit the school regularly.	Strongly Agree	20 (20.0%)	0 (0.0%)	20 (10.0%)	2.26 $\pm$ 1.44
	Agree	0 (0.0%)	8 (8.0%)	8 (4.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	46 (46.0%)	60(60.0%)	106(53.0%)	
	Strongly Disagree	34 (34.0%)	32(32.0%)	66 (33.0%)	
Feedback is mostly given by parents.	Strongly Agree	5 (5.0%)	0 (0.0%)	5 (2.5%)	2.00 $\pm$ 1.22
	Agree	15 (15.0%)	2 (2.0%)	17 (8.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	35 (35.0%)	78(78.0%)	113(56.5%)	
	Strongly Disagree	45 (45.0%)	20(20.0%)	65 (32.5%)	
Parents motivate their children to study.	Strongly Agree	15 (15.0%)	0 (0.0%)	15 (7.5%)	2.35 $\pm$ 1.49
	Agree	15 (15.0%)	20(20.0%)	35 (17.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	30 (30.0%)	53(53.0%)	83 (41.5%)	
	Strongly Disagree	40 (40.0%)	27(27.0%)	67 (33.5%)	
Parents are responsible for engaging their child in non-school activities	Strongly Agree	25 (25.0%)	12(12.0%)	37 (18.5%)	3.43 $\pm$ 1.41
	Agree	41 (41.0%)	43(43.0%)	84 (42.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	20 (20.0%)	17(17.0%)	37 (18.5%)	
	Strongly Disagree	14 (14.0%)	28(28.0%)	42 (21.0%)	
Parents help discuss their child's progress.	Agree	30 (30.0%)	21(21.0%)	51 (25.5%)	2.05 $\pm$ 1.32
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	15 (15.0%)	28(28.0%)	43 (21.5%)	
	Strongly Disagree	55 (55.0%)	51(51.0%)	106(53.0%)	
	Disagree				

The results of the hypothesis testing are shown in Table 2.

Hypothesis: There is a significant difference between the public secondary schools' principals' and teachers' perceptions concerning Parental Attitude.

Null Hypothesis: There is no significant difference among the public secondary schools' principals' and teachers' perceptions concerning Parental Attitude.

The following ANOVA results address the hypothesis, comparing principals' and teachers' perceptions of Parental Attitudes.

Table 2: ANOVA Results: Comparing Principals' and Teachers' Perceptions of Parental Attitude (N=100 Principals and 100 Teachers)

Statement	Source	Sum of Squares	Df	Mean Square	F	Sig.
Parents are very cooperative	Between Groups	9.245	1	9.245	9.731	0.002
	Within Groups	188.110	198	0.950		
	Total	197.355	199			
Parents visit the school regularly	Between Groups	8.820	1	8.820	6.500	0.012
	Within Groups	268.680	198	1.357		
	Total	277.500	199			
Feedback is mostly given by parents	Between Groups	1.280	1	1.280	1.445	0.231
	Within Groups	175.440	198	0.886		
	Total	176.720	199			
Parents motivate their children to study	Between Groups	2.420	1	2.420	1.461	0.228
	Within Groups	328.060	198	1.657		
	Total	330.480	199			
Parents are responsible for engaging their child in some other activities unrelated to school	Between Groups	12.005	1	12.005	5.685	0.018
	Within Groups	418.150	198	2.112		
	Total	430.155	199			
Parents help you regarding their children's weaknesses and try to discuss their children's progress	Between Groups	0.980	1	0.980	0.628	0.429
	Within Groups	308.940	198	1.560		
	Total	309.920	199			

Table 2 presents the results of the ANOVA analysis, highlighting significant differences in perceptions between school principals and teachers regarding various statements related to parental attitudes and involvement. A significance value (Sig.) less than 0.05 indicates a statistically significant difference in perceptions, leading to the rejection of the null hypothesis for that specific statement. Conversely, a Sig. A value greater than 0.05 suggests no statistically significant difference, supporting the null hypothesis. The results reveal statistically significant differences in perceptions for three statements: "Parents are very cooperative" (Sig. = 0.002), "Parents visit school regularly" (Sig. = 0.012), and "Parents are responsible for engaging their child in some other activities unrelated to school" (Sig. = 0.018). Therefore, for these three statements, the null hypothesis is rejected, indicating that school principals and teachers hold significantly different perceptions. However, no statistically significant differences were found for the statements: "Feedback is mostly given by parents" (Sig. = 0.231), "Parents motivate their children to study" (Sig. = 0.228), and "Parents help you regarding their children's weaknesses and try to discuss their child's progress" (Sig. = 0.429). For these three statements, the null hypothesis is supported, suggesting that school principals and teachers share similar perceptions. In conclusion, the findings suggest that while school principals and teachers differ in their perceptions of some aspects of parental involvement (specifically cooperation, school visits, and responsibility for non-school activities), they share similar views on other aspects, such as the provision of feedback, parental

motivation for studies, and parental involvement in discussing student progress. This suggests a potential disconnect in perceptions regarding certain observable parental behaviors (cooperation and visits) but alignment on less directly observable aspects like feedback and motivation.

Discussion

Parental involvement in public secondary schools of Quetta District reveals a complex landscape regarding school-home partnerships, highlighting both current initiatives and significant challenges. A notable finding reveals a significant disconnect between the efforts made by schools to foster parental involvement and the actual levels of cooperation exhibited by parents. A majority of respondents expressed disagreement with the notion that parents are notably cooperative, indicating that mere encouragement of involvement is insufficient. Schools must address the underlying factors contributing to this perceived lack of cooperation (Ben Hamed, 2022). Existing research consistently emphasizes the importance of robust parent-school relationships (Sheldon & Van Voorhis, 2021), with the establishment of trust being identified as a foundational element for effective partnerships (Ishimaru et al., 2022). Moreover, the findings of the study highlight the infrequent nature of parental visits to schools. A minority of respondents affirmed that parents visit schools regularly, even though such visits provide valuable opportunities for interaction between parents and educators. Research indicates that institutions characterized by strong family-school partnerships typically have dedicated staff or programs aimed at facilitating parental involvement (Mayger & Provenzano, 2022). Additionally, the implementation of effective communication strategies has been shown to enhance parental engagement (Hill & Taylor, 2022). The data further suggests a limitation in the feedback provided by parents to schools, indicating that educational institutions may not be effectively soliciting input from parents. Research advocates that schools can improve parental feedback mechanisms through various communication strategies (Kraft et al., 2022). Recent studies have also explored the utilization of technology to augment communication between parents and schools (Lee & Barton, 2023). Despite the challenges identified, the findings suggest that parents are generally viewed as fulfilling their responsibilities related to non-school activities that are important for their children's education, with a significant majority supporting this view. Emphasizing shared goals and providing opportunities for parents to utilize their skills could be effective strategies for enhancing engagement (Rudden, 2023). Furthermore, the findings highlight the urgent need to increase parental involvement in public secondary schools in Quetta District. The widespread disagreement concerning parental cooperation stresses the necessity of addressing this issue. Schools must develop strategies to improve communication, build trust, and create more inclusive environments (Eden et al., 2024).

Conclusion

This study reveals a significant perceptual divide between principals and teachers regarding parental attitudes in District Quetta's public secondary schools, with teachers consistently reporting lower levels of parental engagement and cooperation than principals. While both stakeholder groups demonstrate a degree of alignment concerning less directly observable factors—such as parental motivation for student study and the provision of feedback—the analysis highlights statistically significant disagreements regarding tangible behaviors, specifically school visits, active cooperation, and parental responsibility for non-school activities. These findings suggest that the current educational environment in the district suffers from a disconnect where the efforts made by schools to foster partnerships are not met with the expected level of reciprocation from families. Ultimately, this research underscores the urgent need for educational leaders to move beyond generalized strategies and implement context-specific, culturally sensitive communication frameworks that build mutual trust. By prioritizing transparency and creating more inclusive environments, principals can help bridge this perceptual gap, effectively transforming

passive parental attitudes into active, collaborative partnerships that are essential for long-term student development and academic success.

Recommendations

To improve parental engagement in District Quetta, school leadership must prioritize a multifaceted approach that addresses the identified disconnect between schools and families. First, it is essential to implement targeted professional development for principals and teachers, providing them with the communication and conflict-resolution skills necessary to manage diverse parental attitudes and foster transparent, proactive dialogue. Second, schools should transition from reactive to structured communication frameworks, utilizing both traditional and technology-aided platforms to solicit consistent parental feedback and progress discussions. Third, principals must cultivate a more inclusive school climate that positions parents as active partners rather than passive observers, helping to bridge the perceptual gap between school staff and families. Finally, outreach efforts must be context-specific and culturally sensitive, tailored to the unique socio-cultural dynamics of the local community to build the trust required for long-term collaboration. By standardizing expectations and clearly defining shared goals through parent-teacher associations, schools can effectively dismantle current barriers and transform passive parental attitudes into meaningful partnerships that enhance student success.

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