

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

A Study Of Mathematics Novice Teacher Perceptions

Orly Buchbinder, Sebastian Kuntze



A Study Of Mathematics Novice Teacher Perceptions:

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 **Novice Mathematics Teachers' Professional Learning**

Xiaoli Lu,2022-05-04 This book investigates three novice high school mathematics teachers professional learning processes in the early stages of their careers at schools in Shanghai China Teacher professional learning is examined as a complex and dynamic system that connects both cognitive and situated perspectives on learning theory Inspiring mathematics teachers to adopt student focused pedagogies is challenging particularly in China where tensions in teacher centred content focused and examination oriented practices are predominant The three novice teachers who participated in this study brought different beliefs and knowledge derived from their different individual experiences to bear on their teaching practices However they were strongly influenced by the environments in which they taught and mainly adopted a professional learning approach to teacher centred practices despite reporting that they favoured student centred teaching practices The study also observed professional learning towards student centred pedagogical aspects in a single teacher case with mentorship support indicating that student centred pedagogies may be promoted within the constraints of the existing dominant teaching practice Psychological Studies in the Teaching, Learning and Assessment of Mathematics Yiming Cao,Zsolt Lavicza

,Shuhua An,Lianchun Dong,2024-05-31 There is no doubt that the onset of a new decade has brought high expectations of academic progress for scholars especially for researchers in mathematics education The International Group for the Psychology of Mathematics Education was born in 1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications *Second Handbook of Research on Mathematics Teaching and Learning* Frank K. Lester,2007-02-01 The

audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators

in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

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

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

Research in Mathematics Education in Australasia 2020-2023 Carmel Mesiti,Wee Tiong Seah,Berinderjeet Kaur,Cath Pearn,Anthony Jones,Scott Cameron,Emma Every,Kate Copping,2024-07-02 This book provides a critical review of research in mathematics education published in or about the Australasian region in the four years from 2020 to 2023 Research in Mathematics Education in Australasia 2020 2023 RiMEA 2020 2023 is the eleventh edition of the four yearly review of mathematics education research in Australasia It is compiled by the Mathematics Education Research Group of Australasia

MERGA It is primarily focused on research from Australia New Zealand and Singapore but also includes research from other Southeast Asian countries and the South Pacific Although each edition of RiMEA is shaped by the preceding volumes each new edition evolves in response to events coinciding with each new review period Following an introduction by the editors RiMEA 2020 2023 will contain a reflection chapter authored by the editors of the previous edition Research in Mathematics Education in Australasia 2016 2019 on how research in mathematics education in the Australasian region has progressed over the four years since This book provides a comprehensive critical review of research literature in the Australasian region on significant topics published within the review period It serves as a resource for researchers and promotes quality research in the Australasian region Furthermore it provides an introduction to mathematics education research in the Australasian region for Ph D candidates early career researchers and other researchers beginning a new field of research **Advancing**

Research on Teachers' Professional Vision: Implementing novel Technologies, Methods and Theories Christian Kosel, Tina Seidel, Christian Hartmann, Ann-Sophie Grub, 2024-07-25 A classroom full of students can be overwhelming for teachers It is critical that teachers are able to filter and meaningfully interpret the relevant information in this complex scenario Much of this filtering and interpretation occurs through selective visual perception Over the last decade a rapidly growing number of studies in empirical educational research used eye tracking to investigate teachers selective visual perceptual processes in the classroom Theoretically visual attention and perception are often conceptualized as knowledge based noticing coupled with knowledge based reasoning about what is visually perceived Recent eye tracking studies have shown that experienced teachers in particular show improved selective attention of classroom events through faster detection of relevant information and improved monitoring of learning relevant situations Researchers agree that a critical driver of selective attention processes is the professional knowledge declarative procedural and metacognitive of experienced teachers which controls selective perceptual processes in a top down process The findings are significant and provide important insights for research on teacher professionalization *New Challenges in the Research of Academic*

Achievement: Measures, Methods, and Results Juan Luis Castejon, José Carlos Núñez, Raquel Gilar-Corbi, Iván Manuel Jorrín Abellán, 2021-02-24

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