

Teachers' Classroom Management and Their Attitudes towards Parental Involvement

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Abstract— Classroom management is a fundamental responsibility of teachers as it shapes the learning environment and student behavior. This study aimed to determine the relationship between teachers' classroom management and their parental involvement practices as perceived by parents. A quantitative descriptive–correlational research design was employed. The respondents consisted of 156 public elementary school teachers and 156 parents from the Schools Division of Tangub City, selected through stratified random sampling and purposive sampling, respectively. A researcher-made questionnaire using a 4-point Likert scale was utilized to gather the data, which were analyzed using frequency, percentage, mean, standard deviation, Pearson's r , and the Kruskal–Wallis test. The findings revealed that teachers demonstrated a very high level of classroom management and parental involvement practices. A moderate positive and significant relationship was found between teachers' classroom management and their parental involvement practices. Furthermore, no significant differences were observed in both classroom management and parental involvement practices when grouped according to age, educational attainment, and length of service. The study concludes that classroom management is significantly associated with teachers' parental involvement practices, highlighting the importance of sustaining effective classroom management and teacher–parent engagement to support students' learning.

Keywords— classroom management, parental involvement, teacher–parent, relationship, elementary education, school practices.

INTRODUCTION

Background of the Study

Classroom management is an integral part of the teacher's job and affects how learning activities will be organized, students' behaviour in the classroom, and the classroom atmosphere. With efficient classroom management, teachers can set high expectations, minimize the distractions, and create a classroom environment that supports productive learning. At the same time, teachers' attitudes towards parent involvement reveal their awareness of how parents can influence the learning process and how willing are teachers to have parents help them learn. This attitude is what will dictate how much contact teachers will have with parents, how much parents will cooperate, and how much parents will have to deal with. The more teachers see parent involvement as a positive experience for them and not a choresharing one, the more opportunities they will have to create a positive partnership to support student development. Joint analysis of these two variables enables more of an idea

of how the teachers' classroom practices are related to their cooperation with parents.

Recent studies highlight the relationship between classroom management by teachers and their attitudes to parental involvement as two important elements of quality teaching. In the literature on classroom management, the ability to control behavior, organizing teaching and classroom management is known as one of the most important variables that teachers should know how they view their professional identity and how it is related to daily teaching activities (Özen and Yildirim, 2020; Shank and Santiago, 2021). The more teachers manage well in their classrooms, the less disruptive there will be and the more they will be able to control their instruction, which is why their teaching environment will be more favorable. In parallel, the research on parental involvement shows that teachers' attitudes and perceptions towards parental involvement determine the quality of the home-school partnership (Anastasiou and Papagianni, 2020). Teachers who do not

underestimate the importance of parents are more likely to communicate effectively, and build cooperative relationships with families. Moreover, the study shows that there is a close relationship between the competencies of classroom management and teacher attitudes towards parents, where teacher competence in classroom management positively influences parents' engagement with their children's learning (Chliara et al., 2024).

Although the current literature offers much information on classroom management and teachers' attitudes towards parental involvement, there is still a gap in the relationship between the two variables. Most of the studies are on classroom management skills (Özen and Yildirim, 2020; Shank and Santiago, 2021) or parental involvement and teacher perceptions (Anastasiou and Papagianni, 2020; Chliara et al., 2024) but not on the relationship between the effectiveness of classroom management and teacher beliefs about parental involvement. Initial strikes among co-teachers in local schools have revealed that even those teachers who have set up routines and who are effective with their own behaviors are not always effective in supporting active parental involvement. This gap shows the need for a study to explore the relationship between classroom management of teachers and their attitudes as regards their engagement with parents and the study will be important in informing the teachers development programmes and improve home-school coordination.

This study aims to find the relationship between teachers' classroom management and the way teachers involve parents (as perceived by parents). The present study, in particular, was aimed at describing the demographic profile of the respondents, assessing the teachers' classroom management in terms of their behavior management, instructional management and classroom organization and evaluating the teachers' parental involvement practices as perceived by parents in terms of the communication with parents, collaboration and partnership, encouragement of parental involvement and support for parental involvement. In addition, it aims to find out if there is a significant difference between the teachers' classroom management and parental involvement

practices by the demographic profile of the respondents, and to investigate the significant relationship between the two. With these goals, the study will be able to deliver meaningful results that can potentially be used in teacher professional development and support the school-parent partnership, leading to better teaching in local schools.

II. RESEARCH METHODOLOGY

Research Design

The study employed a quantitative descriptive-correlational research design. Descriptive-correlational studies provided an opportunity to analyze and describe the relationship between variables without assuming a cause-and-effect relationship (Miksza et al., 2023). This design enabled the researcher to determine the level and direction of the relationship between variables as they occurred in their natural setting. In this study, the design was used to investigate the relationship between teachers' classroom management and their parental involvement practices as perceived by parents. This approach was appropriate because the study aimed to describe the respondents' perceptions of these variables and determine whether a significant statistical relationship existed between them, without manipulating any conditions or influencing the respondents' responses.

Research Setting

The study was conducted in the Schools Division of Tangub City in Misamis Occidental, Philippines. The division included public elementary operating under the Department of Education (DepEd) and serving learners from both urban and rural communities. This setting was selected because teachers in the division were actively engaged in classroom management and in working with parents as part of the teaching-learning process. Conducting the study in this division provided an appropriate context for examining the relationship between teachers' classroom management and their parental involvement practices as perceived by parents within the Philippine basic education system.

Research Respondents

The respondents of this study were public elementary school teachers and parents from the Schools Division

of Tangub City under the Department of Education. Teachers were selected using stratified random sampling to ensure representation from different districts within the division, while parents were selected through purposive sampling based on their availability and relevance to the study. The sample size for teachers was determined using the Raosoft Sample Size Calculator, with a total population of 262, a 95% confidence level, a 5% margin of error, and a 50% response distribution, resulting in 156 teacher-respondents. Correspondingly, 156 parent-respondents were included and were matched to the selected teachers to ensure meaningful comparison of responses. The inclusion criteria for teachers were: (1) currently employed as public elementary school teachers in the division, (2) with at least one year of teaching experience, and (3) willing to participate in the study. For parents, the inclusion criteria were: (1) having a child enrolled in the class of the selected teacher, (2) available and accessible during the data collection period, and (3) willing to participate in the study. These criteria ensured that the respondents were appropriate and capable of providing relevant data for the study.

Research Instrument

The study used a researcher-made survey questionnaire to collect data on teachers' classroom management and their parental involvement practices as perceived by parents. The instrument consisted of three parts and employed a 4-point Likert scale with the following response options: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. Part A gathered the demographic profile of the respondents in terms of age, educational attainment, and length of service. Part B measured teachers' classroom management using indicators such as behavior management, instructional management, and classroom organization, which were answered by the teacher-respondents. Part C measured teachers' parental involvement practices as perceived by parents in terms of communication with parents, collaboration and partnership, encouragement of parental participation, and support for parental involvement, which were answered by the parent-respondents. The questionnaire was written in clear and simple language

to ensure that both teachers and parents were able to express their perceptions accurately and honestly.

Data Gathering Procedure

The researcher followed a systematic process in collecting the data to ensure accuracy and ethical compliance. A formal request letter was submitted to the Schools Division Office of Tangub City to obtain approval to conduct the study, after which coordination was made with school heads and district supervisors to facilitate the distribution of questionnaires. The researcher then scheduled school visits and administered the survey instruments to the identified teacher and parent respondents. Prior to data collection, a letter of consent was provided to the respondents to formally seek their participation, and each questionnaire was accompanied by an informed consent form explaining the purpose of the study, the voluntary nature of participation, and the assurance of confidentiality. Clear instructions were given, and sufficient time was allotted for the respondents to complete the questionnaire. After all responses were retrieved, the data were organized, encoded, and prepared for statistical analysis.

Ethical Considerations

The study strictly adhered to established ethical principles to ensure that the rights and welfare of the respondents were fully protected. Guided by the ethical framework of Bell and Bryman (2007), the researcher ensured that no respondent was exposed to any form of physical, emotional, or professional harm, and that their dignity, privacy, and autonomy were respected at all times. Prior to data collection, informed consent was obtained, and all participants were informed of the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. Confidentiality was maintained by treating all responses as anonymous and ensuring that no identifying information appeared in the final report. The researcher also ensured that no deception was involved and that transparency was upheld throughout the research process. Finally, the findings were reported honestly and accurately for academic purposes, with no conflict of interest.

Data Analysis

After the retrieval of all completed survey questionnaires, the collected data were organized, encoded, tabulated, and analyzed using both descriptive and inferential statistical tools. Frequency and percentage were used to describe the demographic profile of the respondents in terms of age, educational attainment, and length of service. Mean and standard deviation were employed to determine the level and variability of teachers' classroom management and teachers' parental involvement practices as perceived by parents, with the mean interpreted using the following scale: 3.26–4.00 (Strongly Agree, Very High), 2.51–3.25 (Agree, High), 1.76–2.50 (Disagree,

Low), and 1.00–1.75 (Strongly Disagree, Very Low). Pearson's r correlation coefficient was utilized to determine the strength and direction of the relationship between teachers' classroom management and their parental involvement practices as perceived by parents. Furthermore, the Kruskal–Wallis test was applied to determine whether significant differences existed in teachers' classroom management and parental involvement practices when respondents were grouped according to age, educational attainment, and length of service. The Kruskal–Wallis test was considered appropriate because the responses were obtained using a four-point Likert scale, which generates ordinal data.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1. Demographic Profile of the Respondents

Profile	Teachers	
	f	%
Age		
21–30 years old	40	25.64
31–40 years old	58	37.18
41–50 years old	36	23.08
51 years old & above	22	14.10
Total	156	100.00
Educational Attainment		
Bachelor's Degree	48	30.77
With Master's Units	64	41.03
Master's Degree Holder	28	17.95
With Doctoral Units	10	6.41
Doctoral Degree Holder	6	3.85
Total	156	100.00
Length of Service		
1–5 years	36	23.08
6–10 years	50	32.05
11–15 years	42	26.92
16 years & above	28	17.95
Total	156	100.00

Table 1 shows that most respondents were in the 31–40 years age group, indicating that the teaching workforce was largely composed of individuals in the early to middle stages of their careers. In terms of educational attainment, the majority had master's units, followed by bachelor's degree holders, while a

smaller proportion had completed master's or doctoral degrees.

These findings suggest that most teachers are actively engaged in graduate studies to enhance their professional knowledge and qualifications, reflecting a commitment to continuous professional

development and improved teaching competence, which has been recognized as an important factor in

promoting instructional effectiveness (Okolie et al., 2020).

Table 2.1 *Level of Teachers' Classroom Management in terms of Behavior Management*

Indicators	SD	Mean
I clearly communicate classroom rules and expectations to my students.	0.66	3.40
I apply classroom rules consistently among students.	0.64	3.32
I correct misbehavior in a calm and respectful manner.	0.69	3.26
I encourage students to demonstrate self-discipline.	0.66	3.35
I use positive reinforcement to promote good behavior.	0.66	3.37
Grand Mean	3.34 Very High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.1 reveals that teachers demonstrated a very high level of classroom management in terms of behavior management, with a grand mean of 3.34. The highest-rated indicator was the clear communication of classroom rules and expectations, suggesting that teachers consistently establish behavioral standards to

promote an orderly learning environment. This finding supports previous research indicating that clearly communicated expectations are fundamental to effective classroom behavior management and contribute to maintaining positive classroom discipline (Moore et al., 2022).

Table 2.2 *Level of Teachers' Classroom Management in terms of Instructional Management*

Indicators	SD	Mean
I prepare my lessons in advance to ensure smooth instruction.	0.62	3.43
I provide clear directions before starting learning activities.	0.64	3.37
I use different strategies to keep students engaged in learning.	0.68	3.29
I monitor students' progress during classroom activities.	0.64	3.32
I adjust my teaching strategies when students experience difficulty.	0.67	3.24
Grand Mean	3.33 Very High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.3 indicates that teachers exhibited a very high level of classroom management in terms of instructional management, with a grand mean of 3.33. The highest-rated indicator was preparing lessons in advance, reflecting teachers' strong commitment to organized

planning and instructional readiness. This finding suggests that systematic lesson preparation is a key classroom management practice that supports effective teaching and enhances student engagement, consistent with the findings of Öngören (2025).

Table 2.3 *Level of Teachers' Classroom Management in terms of Classroom Organization*

Indicators	SD	Mean
I ensure that the classroom environment is orderly and conducive to learning.	0.67	3.35
I organize learning materials so students can access them easily.	0.64	3.24
I arrange classroom seating to support learning activities.	0.66	3.21
I make sure the classroom atmosphere is calm and respectful.	0.65	3.27
I manage time effectively to complete planned activities.	0.67	3.16
Grand Mean	3.25 High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 6.3 shows that teachers demonstrated a high level of classroom management in terms of classroom organization, with a grand mean of 3.25. The highest-rated indicator was maintaining an orderly and conducive classroom environment, indicating that teachers consistently prioritize creating a learning

environment that supports student engagement and effective instruction. This finding is consistent with previous research emphasizing that well-organized classrooms and structured routines contribute significantly to effective classroom management and positive learning outcomes (Wolff et al., 2020).

Table 2.5 Summary of the Prevailing Personality Traits of Students

Components	Mean	Interpretation
Behavior Management	3.34	Very High
Instructional Management	3.32	Very High
Classroom Organization	3.25	High
Grand Mean	3.30 Very High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

The findings reveal that teachers demonstrated a very high overall level of classroom management, with behavior management and instructional management receiving very high ratings, while classroom organization was rated high, indicating that teachers consistently employ effective strategies to maintain an organized and conducive learning environment. Likewise, teachers exhibited a very high level of parental involvement practices in terms of

communication with parents, with regular updates on students' academic progress emerging as the most consistently practiced strategy.

These results suggest that teachers not only manage their classrooms effectively but also recognize the importance of maintaining strong communication with parents to support student learning and development, consistent with the findings of Öngören (2025).

Table 3.1 Level of Teachers' Parental Involvement Practices in terms of Communication with Parents

Indicators	SD	Mean
The teacher regularly communicates with me about my child's progress.	0.64	3.34
The teacher informs me about my child's behavior and performance.	0.72	3.28
The teacher uses appropriate means to communicate with me.	0.67	3.26
The teacher responds promptly when I have concerns.	0.73	3.19
The teacher communicates in a respectful and professional manner.	0.69	3.33
Grand Mean	3.234 Average	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.1 shows that teachers demonstrated a very high level of parental involvement practices in terms of communication with parents, with a grand mean of 3.28. The highest-rated indicator was regular communication about students' academic progress, indicating that teachers consistently keep parents

informed and engaged in their children's learning. This finding highlights the importance of maintaining open and consistent communication to strengthen parent-teacher relationships and promote active parental participation in education, consistent with the findings of Stepanova et al. (2023).

Table 3.2 Level of Teachers' Parental Involvement Practices in terms of Collaboration and Partnership

Indicators	SD	Mean
The teacher works together with me to support my child's learning.	0.59	3.37
The teacher encourages me to participate in school-related activities.	0.69	3.33
The teacher considers my suggestions regarding my child's learning.	0.69	3.28

The teacher involves me in decisions related to my child's education.	0.66	3.29
The teacher treats me as a partner in my child's education.	0.75	3.31
Grand Mean	3.32 Average	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.2 reveals that teachers exhibited a very high level of parental involvement practices in terms of collaboration and partnership, with a grand mean of 3.32. The highest-rated indicator showed that teachers work closely with parents to support their children's learning, reflecting a strong commitment to shared

responsibility for students' academic development. These findings suggest that teachers consistently foster collaborative relationships with parents, which strengthen parental involvement and contribute to improved student learning outcomes, in line with the findings of Stepanova et al. (2023).

Table 2.3 Level of Teachers' Parental Involvement Practices in terms of Encouragement of Parental Participation

Indicators	SD	Mean
The teacher encourages me to attend school activities.	0.75	3.30
The teacher invites me to be involved in my child's learning.	0.56	3.38
The teacher motivates parents to participate in school programs.	0.59	3.49
The teacher appreciates parents' participation.	0.65	3.35
The teacher creates opportunities for parents to be involved.	0.70	3.29
Grand Mean	3.36 Very High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.3 shows that students' Bullying or Aggression had an overall average mean of 3.312, interpreted as Average, indicating moderate engagement in aggressive behaviors. Although not highly frequent, the mean approaching the High category signals a need for school interventions. Among individual indicators, the highest mean was for "I have excluded certain classmates from group activities intentionally" (3.800), highlighting social exclusion as the most common form of bullying, followed by "I have threatened or intimidated other students to get my

way" (3.600), reflecting significant coercive behavior. Physical aggression (pushing or hitting, 3.080) and verbal teasing (3.120) occurred moderately, while spreading rumors (2.960) was least common. These findings align with research showing that school bullying—particularly relational forms like exclusion and intimidation—is significantly associated with peer dynamics and emotional stress among students, underscoring the importance of proactive anti-bullying policies and inclusive practices in educational settings (Liu & Guo, 2024).

Table 3.4 Level of Teachers' Parental Involvement Practices in terms of Support for Parental Involvement

Indicators	SD	Mean
The teacher provides guidance to support my child's learning at home.	0.69	3.30
The teacher encourages a positive school-home relationship.	0.75	3.24
The teacher makes parents feel welcome in the school.	0.81	3.17
The teacher supports parents in addressing learning needs.	0.76	3.10
The teacher values the role of parents in education.	0.73	3.19
Grand Mean	3.20 High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.4 shows that teachers demonstrated a high level of parental involvement practices in terms of support for parental involvement, with a grand mean

of 3.20. The highest-rated indicator was providing guidance to parents to support their children's learning at home, indicating that teachers recognize the

importance of extending learning beyond the classroom through active parental support. These findings suggest that teachers generally provide meaningful assistance that encourages parents to

become more engaged in their children's education, consistent with the findings of Goodall and Montgomery (2023).

Table 3.5 Summary of the Level of Teachers' Parental Involvement Practices as Perceived by Parents

Components	Mean	Interpretation
Communication with Parents	3.28	Very High
Collaboration and Partnership	3.32	Very High
Encouragement of Participation	3.36	Very High
Support for Parental Involvement	3.20	High
Grand Mean	3.226 Average	

Scale: 3.26 - 4.00 = Very High; 2.51 - 3.25 = High; 1.76 - 2.50 = Low; 1.00 - 1.75 = Very Low

Table 3.5 reveals that teachers demonstrated a very high overall level of parental involvement practices, with a grand mean of 3.29, indicating that they consistently foster meaningful partnerships with parents through communication, collaboration, encouragement, and support. Among the dimensions, encouragement of parental participation received the highest rating, followed by collaboration and

partnership and communication with parents, while support for parental involvement was rated high, suggesting an opportunity to further strengthen assistance provided to parents. These findings indicate that teachers effectively promote parental engagement, contributing to stronger school-home relationships and supporting students' academic development, consistent with the findings of McWayne et al. (2022).

Table 3. Test of Significant Relationship Between Personality Traits and Delinquent Behavior of Students

Test Variables	Correlation Coefficient	P value	Decision
Teachers' Classroom Management and Parental Involvement Practices	0.463	0.000	Reject the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 8 indicates a moderate positive and statistically significant relationship between teachers' classroom management and their parental involvement practices, with a correlation coefficient of 0.463 and a p-value of 0.000, leading to the rejection of the null hypothesis. This finding suggests that teachers who effectively

manage their classrooms are also more likely to establish stronger partnerships and engagement with parents. The results highlight the interconnected nature of effective classroom management and parental involvement in supporting students' academic success, consistent with the findings of Owino (2023).

Table 4. Test of Significant Difference in Teachers' Classroom Management when Grouped According to Demographic Profile

Test Variables	P value	Decision
Classroom Management vs. Age	0.083	Retain the Ho
Classroom Management vs. Educational Attainment	0.317	Retain the Ho
Classroom Management vs. Length of Service	0.194	Retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 9 shows that there were no significant differences in teachers' classroom management when

respondents were grouped according to age ($p = 0.083$), educational attainment ($p = 0.317$), and length

of service ($p = 0.194$), as all p -values were greater than the 0.05 level of significance. These findings indicate that teachers demonstrate comparable classroom management practices regardless of their demographic characteristics, suggesting that effective classroom

management is influenced more by professional competence and instructional skills than by age, academic qualifications, or teaching experience, consistent with the findings of Ganji and Musaie Sejjehie (2022).

Table 5. *Test of Significant Difference in Teachers' Parental Involvement Practices as perceived by the Parents when Grouped According to Demographic Profile*

Test Variables	P value	Decision
Parental Involvement Practices vs. Age	0.129	Retain the Ho
Parental Involvement Practices vs. Educational Attainment	0.274	Retain the Ho
Parental Involvement Practices vs. Length of Service	0.392	Retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

The results indicate that there were no significant differences in teachers' parental involvement practices as perceived by parents when respondents were grouped according to age ($p = 0.129$), educational attainment ($p = 0.274$), and length of service ($p = 0.392$), since all p -values exceeded the 0.05 level of significance. These findings suggest that teachers consistently demonstrate similar levels of parental involvement practices regardless of their demographic characteristics, indicating that effective parent-teacher engagement is more closely associated with established communication and collaboration practices than with age, educational background, or teaching experience, consistent with the findings of Cosso et al. (2022).

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

The findings revealed that most of the teacher-respondents were 31–40 years old (37.18%), followed by those aged 21–30 years old (25.64%), 41–50 years old (23.08%), and 51 years old and above (14.10%). In terms of educational attainment, the majority had master's units (41.03%), followed by those with a bachelor's degree (30.77%), master's degree holders (17.95%), with doctoral units (6.41%), and doctoral degree holders (3.85%). With regard to length of service, most respondents had 6–10 years of teaching experience (32.05%), followed by 11–15 years (26.92%), 1–5 years (23.08%), and 16 years and above (17.95%).

The findings revealed that teachers demonstrated a very high level of classroom management, with a grand mean of 3.30. In terms of the indicators, behavior management (3.34) and instructional management (3.32) were both rated very high, while classroom organization (3.25) was rated high.

Overall, the findings revealed a very high level of teachers' parental involvement practices, with a grand mean of 3.29. In terms of the indicators, communication with parents (3.28), collaboration and partnership (3.32), and encouragement of participation (3.36) were all rated very high, while support for parental involvement (3.20) was rated high.

Overall, the findings revealed a moderate positive and significant relationship between teachers' classroom management and their parental involvement practices as perceived by parents, with a correlation coefficient of 0.463 and a p -value of 0.000, leading to the rejection of the null hypothesis.

Overall, the findings revealed that there was no significant difference in teachers' classroom management when grouped according to age ($p = 0.083$), educational attainment ($p = 0.317$), and length of service ($p = 0.194$), leading to the retention of the null hypothesis.

Overall, the findings revealed that there was no significant difference in teachers' parental involvement practices as perceived by parents when grouped according to age ($p = 0.129$), educational

attainment ($p = 0.274$), and length of service ($p = 0.392$), leading to the retention of the null hypothesis.

Conclusions

The study concludes that teachers' classroom management is significantly associated with their parental involvement practices as perceived by parents. This indicates that teachers who demonstrate effective classroom management are more likely to exhibit strong parental involvement practices. Overall, classroom management is linked to teachers' engagement with parents in supporting students' learning.

Recommendations

Teachers. Teachers are encouraged to sustain and further enhance their classroom management practices while strengthening their engagement with parents. They may adopt consistent communication strategies, collaborative activities, and inclusive approaches that encourage active parental participation in supporting students' learning.

Parents. Parents are encouraged to actively participate in school-related activities and maintain open communication with teachers. Strengthening cooperation and collaboration with teachers may help support students' academic progress and overall development.

School Heads and Administrators. School heads and administrators may strengthen and sustain existing programs and initiatives that promote effective classroom management and parental involvement. They may also enhance monitoring and support mechanisms to ensure that teachers are consistently applying these practices, and provide continuous professional development opportunities that reinforce strong teacher–parent engagement.

Future Researchers. Future researchers may conduct similar studies using different variables, research designs, or respondent groups to further examine the relationship between classroom management and parental involvement. They may also explore other factors that could be associated with these variables to contribute to a broader understanding of teacher–parent collaboration.

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