Original Article

The Role of Parents in Influencing Student's Satisfaction: A Perspective of Teachers from Public and Private Sector Colleges of Pakistan

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ABSTRACT

The role of teachers in facilitating the development of improved circumstances has been identified as the main factor determining feasibility. The primary categorization in this regard pertains to their perception of parental involvement in order to improve student satisfaction. **Objective:** To assess the perceptions of teachers in public and private sector colleges in Pakistan on the role of parents and their involvement in impacting student satisfaction. **Method:** The study design chosen for this research is qualitative research and the data collection technique is interview. A total of 10 participants were included in this research and the participants were teachers who have been working in public and private sector colleges in Pakistan. The data analysis approach taken for this study is thematic analysis. **Results:** A total of 5 themes are included and it is found that factors that impact student satisfaction and performance include; student independence, promoting a learning environment at home, time management, offering positive reinforcement, emotional support, parental communication, active listening, and encouraging curiosity. It is also found that perceptions of parents on public and private colleges are linked to income, resources support, socioeconomic factors, education level of parents, and quality of education, and the challenges faced by teachers in building teacher-parent positive relationships comprise of lack of awareness, unrealistic expectations, language barriers, and cultural factors. **Conclusions:** It is addressed that the role of parents in impacting student satisfaction is significant according to teacher's perception in private and public colleges in Pakistan.

INTRODUCTION

The student satisfaction is very important to consider in relation to the development of better educational outcomes and enhanced student framework for enhancing the quality of education and development within the innovative higher education aspect. The parent support in that respect has been observed to play a critical role in promoting the enhancement of satisfaction [1]. This is more evident from the context of online learning adaption among the students in educational sectors of Pakistan. The research highlighted that increased satisfaction enhanced the adaption possibilities and in that respect the

leadership influences were carried out among the teachers and parents to collaborate on making the student satisfaction more feasible and implacable for the students [2]. It supported the idea that, student satisfaction is related with the possibility of enhancing the student capability, focus and interest towards developed facilities within the education. The student satisfaction is based on multiple factors and at the same time, it has been observed as critical for beneficial educational development among students. In the educational institutes of Pakistan, it has been observed that the recent transformation for the

technological online structure is based on multiple aspects. In that possibility towards betterment of implementing the educational development, online teaching and enhanced transition for the education after pandemic the student satisfaction has become the primary consideration in this aspect [3]. The perception of teachers and their contribution towards the development of enhanced situation has been observed as the primary source of feasibility [4]. The main classification in this respect is related to the student perception for the inclusivity of parents towards enhancing the student satisfaction. The identification of teacher perception in relation to parent support for student satisfaction in the public and private sector educational structure has been included within the following research. Using the detailed perception analysis of teachers for the parent role the current research has highlighted some crucial aspects in relation to the student satisfaction and development. There are multiple factors which have been identified as the crucial elements in relation to the student satisfaction within the education sector. The research study carried out on the factors related to the student`s satisfaction has highlighted that several elements seem to be more important than others, such as the presence of educators in online environments, interactions between students, teachers, and content, and the creation of links between activities on campus and off, as well as between online and offline [5]. In another attempt to evaluate the student satisfaction within the Learning Management System has highlighted that the quality of information, the quality of service, and the perceived simplicity of use all have a noteworthy impact on the happiness of students. The happiness of students with the learning management system is mostly influenced by the level of service provided [6]. The study carried out by Lau et al., has highlighted that on the main consideration the parent role towards student satisfaction can be different based on their own perception of satisfaction from the studies [7]. The increased number of course activities and long lecture hours has been observed to influence their satisfaction, but students have had the inclusivity of engagement as a source of satisfaction. But in the consideration of more supportive environment the parent contribution has the possibility to influence the learning orientations within the students and specifically the adolescents [8]. A study has identified four crucial aspects of parenting that significantly impact academic accomplishment and self-regulated learning: autonomy support, academic aid, structure facilitation, and relatedness. These parenting qualities have been identified as influential factors in shaping children' attitude towards self-regulated learning in home settings, which can lead to enhanced learning and improved academic performance at school. Furthermore, these pupils demonstrate higher levels of self-regulation and excel in their academic pursuits [9]. The parent involvement and collaboration could have the consideration of lacking the awareness and general understating towards supporting their children for better learning. A research carried out for the parent collaboration for student learning within Konya Turkey, has highlighted that sometimes parents did not quite understand the importance of their collaboration towards student satisfaction and learning enhancement [10]. Moreover in another, study it has been highlighted that the consideration of specified development has been increased with the inclusivity of collaborative teaching, as per the perception of teachers within the private educational institutes respectively [11].

Hence, the purpose of this research is to assess the perceptions of teachers in public and private sector colleges in Pakistan on the role of parents and their involvement in impacting student satisfaction.

METHODS

The research methodology is considered as the crucial step for data gathering and data analysis which assist in answering research objectives and research questions. The research design chosen for this study is a primary qualitative research design since the research aims to assess the perceptions of teachers in public and private colleges in Pakistan in terms of the role of parents in influencing student satisfaction [12]. For the data collection, since the primary qualitative research design was selected, the data was gathered using interviews [13]. A total of 7 interview questions were included for interviews. The interview data collection duration was 10 days. The sampling technique chosen was convenience sampling in which participants who were readily available for participation were chosen and a total of 10 teachers were involved in the research study. For data analysis, thematic analysis was considered as the suitable one to ensure that responses are comprehensively analysed considering the useful and meaningful codes through transcripts [14]. Thematic analysis was chosen for this study due to its nature and significance in analysing qualitative findings or non-statistical data through real experiences and perceptions of teachers on the role of parents and their involvement which impacts student satisfaction.

RESULTS

Various parental factors have been indicated by the teachers based on their experiences working in private and public schools in Pakistan which influence the satisfaction of students towards learning, education, and academic performance. One of the interviewees responded;

"There are different factors I have observed that influence and contribute to improved student satisfaction for instance; parental communication, offering positive reinforcement, and student independence offered to students are the most useful ones in promoting a positive learning environment"

Another participant answered; *"Factors like assisting with time management, active listening, emotional support, open communication, promoting learning environment at home, encouraging curiosity, and keeping track of the support services and resources offered to their child contribute to improved student satisfaction"*

Parental involvement and perception of parents in public college or private colleges have a significant impact on the satisfaction and performance of their children. A mixed response from different participants has been collected in which one of the participants indicated; *"Yes, parents' perception of public and private colleges greatly impacts the student's satisfaction in terms of learning and educational environment. For instance; parents who have high income consider enrolling their children in private schools because of better resources support and infrastructures"*

Other respondents said; *"I think the perception of parents on public and private colleges is linked to socio-economic factors, level of education, quality of education, resources, and facilities offered at school, medium/language used, and infrastructure of the colleges"*

Another interviewee responded; *"Yes, I believe that parental involvement is more seen in public colleges because of lack of resources available at home, therefore, they tend to focus on children's studies more in comparison with students of private colleges"*

Regarding the role of teachers in promoting parental engagement for improved student satisfaction with school and learning, one of the respondents said; *"Yes, I think teachers who tend to promote open communication and collaboration with parents may get to improve student's motivation, interest, and efforts towards learning within the school and at home"*

Other respondents said; *"Of course, teachers play a significant role in promoting parental engagement with their children by effectively communicating with them about their child's progress. I do it through phone calls, sharing online grade scores, and monthly parents-teacher meetings"*

Multiple participants have reported their concern about promoting positive teacher-parent meetings, one of them indicated; *"Cultural differences, language barriers, and scheduling conflicts make it challenging for us to improve our communication and collaboration with parents for better student satisfaction and learning"*

Another participant responded; *"Lack of understanding, low education, lack of awareness on teaching curriculum, and unrealistic expectations of parents are challenging factors I have experienced in public college"*

Regarding key resources required for parent-teacher relationship building for improved student satisfaction, one of the interviewees said; *"I believe that communication tools and online platforms could assist in overcoming language barriers and scheduling conflicts which improves parental engagement"*

Other respondents replied; *"I think administrative support in offering workshops and resources for parental engagement on improved learning strategies they try at home for students, flexibility in meeting times, and effective communication can help retain better teacher-parent relationship"*

DISCUSSION

The research findings indicated that parental factors that affect student satisfaction include; parental communication, offering positive reinforcement, student independence, time management, active listening, emotional support, promoting a learning environment at home, and encouraging curiosity. In line with these, previous research studies also found that emotional support and parental communication have a significant impact on the satisfaction of students and their academic performance [15, 16]. In addition to this, it is found that parental involvement and perception of parents on public college or private college plays a significant role in impacting student satisfaction for instance; parents consider better resources support, education level of parents, and income as crucial factors when deciding enrollment of their child. This is in line with research [17]. Moreover, parental involvement is also linked to socioeconomic factors and level of education, the impact on their perceptions regarding public and private colleges. This is consistent with the studies [18, 19]. Quality of education is also considered as one of the key factors in the perception of parents with respect to private and public education that impact academic performance and student satisfaction with learning. This research findings can be found significant in other previous research which indicated that parents consider sending their children to private schools due to the quality of education in comparison with public schools [20]. The study findings also indicated that challenges faced by teachers in promoting teacher-parent relationships include; cultural differences, language barriers, scheduling conflicts, and unrealistic expectations. This research findings are consistent with previous studies which also found unrealistic expectations and language barriers are the key challenges faced [21].

CONCLUSIONS

In conclusion, the role of parents in influencing student satisfaction according to teacher's perception in private and public colleges in Pakistan is found significant. The research study employed a qualitative research design and data collection was done using an interview approach. 10 teachers were involved in this interview who have been working in private and public colleges in Pakistan. For data collection, a total of 7 questions were included for interview responses of each teacher, and thematic analysis was then applied by considering reoccurring codes and patterns to form themes. The research findings indicated that factors linked to impact on student satisfaction and performance comprise time management, emotional support, parental communication, offering positive reinforcement, student independence, promoting a learning environment at home, active listening, and encouraging curiosity. The perceptions of parents on public and private colleges are related to socio-economic factors, income, resources support, education level of parents, and quality of education. In addition, challenges faced by teachers in building teacher-parent positive relationships include; unrealistic expectations, language barriers, lack of awareness, and cultural factors.

Authors Contribution

Conceptualization: MH
Methodology: MH, MJK
Formal analysis: SH, MSK, FD
Writing-review and editing: SH, AFK, MJK

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflict of interest.

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