



Education in Motherhood, The Mediating Role of Community Support in Family Dynamics: Parental Beliefs about Upbringing influencing Teachers support and Teaching Style for Students Learning

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Citation: Ji, M. (2024). Education in Motherhood, The Mediating Role of Community Support in Family Dynamics: Parental Beliefs about Upbringing influencing Teachers support and Teaching Style for Students Learning. *Educational Administration: Theory and Practice*, 30(2), 1-25. doi: 10.52152/kuey.v30i2.972

ARTICLE INFO

Received: 12 Jun 2023
Accepted: 4 Aug 2023

ABSTRACT

The values and principles by which parents raise their children are crucial. Chinese parents believe their children's academic success will ensure a pleasant life. They believe discipline, hard work, and determination shape a child's character and academic performance. The study seeks to provide light on the elements that influence educational experiences and help students achieve their goals by examining these interactions. With a sample size of 376 individuals, the study used a quantitative research approach. Data were gathered using approved metrics, and statistical methods, such as correlation and regression analysis carried out in SPSS, were used to examine the data. The results showed that parental views on rearing had a substantial and advantageous influence on teacher support, teaching approach, and student learning outcomes. Support from the community had a notable and advantageous impact on instructional methods and teacher support. Additionally, parental beliefs about upbringing and teaching style as well as parental ideas about upbringing and student learning results were mediated by community support. Additionally, it was discovered that parent-teacher contact moderated the association between community support and teaching methodology. By presenting actual data on the connections between parental attitudes, community support, teaching style, teacher support, and student learning results, this study adds to the body of existing work. The results emphasize how crucial parental attitudes and community support are in determining educational experiences and results. The investigation of the mediating effect of community support and the moderating role of parent-teacher communication is the study's theoretical contribution.

Keywords: Parental beliefs about upbringing, Teacher Support, Student Learning, Community Support, Parent-teacher Communication.

INTRODUCTION

The involvement of parents and support from the community are pivotal factors in influencing educational outcomes and the general learning atmosphere. Studies have demonstrated that parental attitudes toward child upbringing and their degree of engagement can substantially influence pedagogical methodologies, educator assistance, and students' academic achievements (Hoferichter et al., 2021). Likewise, scholarly research has indicated that community support, encompassing provisions, social connections, and community participation in education, yields favorable impacts on pedagogical methodologies and teacher assistance, as well as on the academic achievements of students (Yang et al., 2023). Prior research has investigated the distinct associations among parental beliefs, community support, teaching style, teacher support, and student learning. However, a dearth of literature delves into the interrelationships among these factors and the underlying mediating and moderating mechanisms. Comprehending intricate relationships and mechanisms is imperative in devising

efficacious approaches to foster favorable educational results (O'Rourke et al., 2021).

Chinese culture emphasizes academic success, parents are heavily involved in their children's education. Parents provide extra aid, tutoring, and other educational tools to help their children achieve academically. Parents interact with teachers, attend school events, and track their child's academic progress (Ong'ayi et al., 2020). In addition, parents give precedence to their offspring's extracurricular pursuits and overall growth by enlisting them in diverse enrichment initiatives. Chinese parents place significant emphasis on establishing a nurturing domestic milieu that cultivates a robust work ethic and reverence for academic pursuits. The academic accomplishments of Chinese students are attributed to their active participation, elevated standards, and assistance from their support system (Wooden, 2022). The persistent challenges of managing pressure and stress that come with such engagement require attention. In China, parental engagement in education is indicative of a profound dedication to their offspring's achievement and an acknowledgment of the significance of education within their society (Chung & Sung, 2020).

The Chinese education system has a long history of being competitive and academically driven, with an emphasis on standardized testing (Zwick, 2023). Current advances, however, may have caused changes to the system, and it is critical to examine more current sources for the most up-to-date information (J. Xu & Luo, 2022). Community education, on the other hand, extends beyond official classrooms to give learning opportunities and resources to people of all ages across a community (S. Xu & Lu, 2022). Its goals are to empower individuals, encourage lifelong learning, and solve specific educational needs in the community. Communities play an important role in family life education by providing supporting programs and resources that promote family bonding and improve overall well-being (To et al., 2022). Parents have an important role in their children's development, functioning as primary carers and educators during their early years (N. Pan et al., 2021). Parents encourage their children's emotional, social, and intellectual growth by giving love, guidance, and a safe environment. Active listening and setting proper boundaries, for example, help a child's self-esteem and overall well-being (Pongutta & Vithayarungruang Sri, 2023). The family plays an important role in a child's education throughout their development, providing a foundation for learning, academic assistance, and encouragement to pursue educational and career aspirations (Buenconsejo & Alfonso D. Datu, 2020). Teachers, as learning facilitators, create engaging and inclusive environments while changing their teaching approaches to accommodate various learning styles (Lauermann & Berger, 2021). While traditional Chinese education emphasized rote memorization and direct instruction, there has been a shift in recent years toward more student-centered and inquiry-based approaches that promote critical thinking and creativity (Huang & Ning, 2022).

Parental attitudes about child rearing can have a big impact on how they raise their children. According to research, parents who believe in strong discipline and authority are more likely to practice authoritarian parenting techniques that emphasize compliance and control (Kuo & Braungart-Rieker, 2022). Parents who value open communication and mutual respect, on the other hand, are more likely to adopt an authoritative parenting style that develops a balance of warmth and discipline (Yang et al., 2023). Community support is very important in child development. Children who grow up in communities with strong social networks and support systems are more likely to be happy (Krauss et al., 2020). Access to quality education, extracurricular activities, and safe neighborhood settings are all examples of community support. Positive community involvement has been linked to higher academic performance, social skills, and a lower likelihood of delinquent conduct (Ducker, 2022). Educators' teaching styles can have a substantial impact on a child's learning experience. According to research, teachers' teaching strategies and approaches improve student outcomes (Barfi et al., 2023). A teacher who promotes a student-centered and collaborative learning environment, for example, may increase student engagement and academic accomplishment (Qiu & Luo, 2022). A more traditional and teacher-centered approach, on the other hand, may inhibit students' creativity and critical thinking skills (Li, 2023).

The purpose of this research is to examine the correlations among parental beliefs regarding child-rearing, community assistance, pedagogical approach, educator support, and academic achievement of students. Comprehending the impact of parental beliefs and community support on pedagogical approaches and academic achievements is crucial for establishing a conducive educational setting (Chang et al., 2022). Community support and parent-teacher communication can also illuminate the dynamics at play. This research aims to improve educational methods and student accomplishment by providing educators, policymakers, and parents with concrete advice (Jimenez et al., 2019). This study endeavors to enhance our comprehension of the factors that influence educational experiences and outcomes by addressing the existing research gaps.

This study examines familial upbringing attitudes, community support, teaching style, teacher support, and student learning outcomes. The study also examines how community support and parent-teacher communication affect these relationships.

The present investigation has made noteworthy contributions to the respective academic domain through

various means. The study examined parental ideas about child-rearing, community support, pedagogical method, teacher support, and student academic accomplishment to increase theoretical knowledge. This study examined community support and parent-teacher communication to improve our understanding of the mechanisms. Practically, the findings affect educators, policymakers, and parents. The authors presented evidence-based suggestions for improving parental involvement and community support, with the aim of fostering favorable educational outcomes. The research underscored the pivotal function of parents in the realm of education and underscored the importance of community resources and involvement in bolstering pedagogical methodologies and academic achievement. A quantitative research approach with 376 participants contributed to the methodological dimension of academic inquiry in this study. SPSS correlation and regression analysis validated the study's conclusions. This study may inform future research, policy, and educational approaches to improve student learning.

LITERATURE REVIEW

Teacher Support

The provision of support from teachers is a pivotal component of the educational encounter that has been thoroughly examined in scholarly works. According to Birkeland and Li (2019), empirical evidence has demonstrated that teacher support is a crucial factor in fostering student engagement, motivation, and academic performance. The provision of ample support by teachers to their students is positively correlated with the latter's sense of being valued, understood, and motivated, ultimately resulting in favorable academic achievements. According to Ma et al. (2022), research has demonstrated that teacher support is comprised of multiple dimensions, such as emotional support, instructional support, and instrumental support. The provision of emotional support in educational settings entails the establishment of a nurturing and optimistic classroom atmosphere, fostering connections with pupils, and offering motivation and compassion. The provision of instructional support involves the utilization of efficacious pedagogical techniques, the provision of lucid elucidations, and the provision of aid to address the learning requirements of students (Lee et al., 2021). The provision of resources, feedback, and guidance to facilitate students' academic advancement is referred to as instrumental support. The need of developing teacher-student relationships to foster a supportive learning environment was also highlighted by López-Mulnix (2019). It has been demonstrated that building strong, trustworthy bonds between teachers and students increases the effectiveness of teaching strategies and fosters a sense of community and connection.

Student Learning

Education's main goal is to help students learn, and many studies have examined the factors that affect learning. Effective educational practices consistently improve student academic performance (Cannella-Malone et al., 2021). Educators who utilize evidence-based pedagogical approaches, establish unambiguous learning objectives, and furnish constructive evaluations facilitate improved academic achievements among students. Furthermore, a study conducted by Al-Husban (2020) emphasized the significance of self-regulated learning in the academic success of students. Self-regulated learners are individuals who actively participate in their learning process, establish objectives, oversee their advancement, and utilize efficient techniques to achieve those objectives. Educators have the potential to significantly impact the development of self-regulated learning in their students through the provision of opportunities for autonomy, cultivation of a growth mindset, and instruction in metacognitive skills. Furthermore, Aziz et al. (2022) highlights the significance of personalized instruction and differentiation in catering to the varied learning requirements of students. Educators who modify their pedagogical approaches and offer tailored assistance grounded in the individual strengths, preferences, and cognitive modalities of their pupils foster enhanced academic achievements (J. Xu & Luo, 2022).

Teaching Style

Teaching style refers to the methods and strategies used by educators to promote knowledge acquisition in a learning environment. Johnson and Smith made a fascinating discovery regarding pedagogical practices that revolve around putting students at the center of learning (Kinney, 2022). They found that cooperative learning and inquiry-based learning have a remarkable impact on students' engagement, motivation, and academic achievements. These teaching approaches prioritize crucial aspects such as active student participation, the cultivation of critical thinking skills, tackling complex problems, and fostering collaborative efforts (Gardner, 2019). By focusing on these elements, students' learning experiences and retention are significantly enhanced. Furthermore, Choi et al. (2019) studies demonstrated that different teaching strategies produce distinct effects depending on students' ages, developmental stages, and learning objectives. The most successful educators are those who possess the ability to adapt their teaching methods to meet the unique needs of their students and the

specific circumstances of each lesson (Ibrahim & El Zataari, 2020).

Parental Beliefs about Upbringing and Teacher Support

The correlation between parental beliefs regarding child rearing and the level of support provided by teachers has been the subject of numerous research studies. Chung and Sung (2020) have reported that parents who possess optimistic beliefs regarding their child's capabilities and potential are more likely to establish robust collaborations with educators, proactively seeking their assistance and counsel. The parents hold the belief that teachers have a crucial function in their offspring's academic pursuits and are inclined to engage in joint efforts with them to guarantee their child's triumph. The study conducted by Luo and Song (2022) revealed that there exists a positive correlation between parental beliefs regarding upbringing, particularly with regards to the significance of parental involvement in education, and the perception of teacher support. Parents who perceive themselves as crucial participants in their child's academic progress are more probable to obtain aid and backing from educators. The establishment of a collaborative educational environment is facilitated by the mutual understanding and cooperation between parents and teachers (Binasis et al., 2022).

H1. Parental beliefs about upbringing have a significant and positive impact on teacher support.

Parental Beliefs about Upbringing and Teaching Style

Researchers have explored the correlation between parental beliefs regarding child-rearing and instructional methodology. According to the study conducted by Alshatti et al. (2020), parents who endorse a collaborative approach to education, characterized by a partnership between teachers and parents, exhibit a preference for teachers who implement a similar pedagogical approach. The parents prioritize educators who promote classroom engagement, analytical reasoning, and innovation (Yang et al., 2023). In contrast, the scholarly investigation conducted by illuminated that parental convictions that prioritize rigorous discipline and conventional pedagogical methods are linked to a predilection for authoritative instructional techniques. Parents who prioritize obedience and conformity in their child's upbringing may prefer educators who utilize instructional approaches that are more structured and focused on discipline (Mesa & Restrepo, 2019).

H2. Parental beliefs about upbringing have a significant and positive impact on teaching style.

Parental Beliefs about Upbringing and Student Learning

The literature has extensively examined the influence of parental beliefs regarding child-rearing practices on academic achievement of students. Research has consistently demonstrated that favorable parental attitudes towards their offspring's capabilities and academic potential are correlated with increased academic performance among students (Luo & Song, 2022). Parents who hold elevated aspirations for their child's academic achievement and offer assistance and motivation establish a stimulating milieu that fosters education. The study conducted Zhou and Rose (2021) revealed that the attitudes of parents towards education and learning significantly impact the level of motivation and engagement demonstrated by their children. The inculcation of a growth mindset by parents in their offspring, which accentuates the notion that skills can be honed through diligence and persistence, leads to improved academic achievements in students (Ginsburg et al., 2019).

H3. Parental beliefs about upbringing have a significant and positive impact on student learning.

Community Support and Teaching Style

Numerous studies have investigated the correlation between community support and teaching methodology. According to Yeldham and Gao (2021), educational communities that prioritize innovation, creativity, and active learning have a significant impact on teachers' adoption of student-centered and participatory teaching methodologies. Educational communities foster an environment that motivates and backs educators to incorporate pedagogical approaches that facilitate the development of critical thinking, problem-solving, and collaborative learning skills. Morelato et al. (2023) conducted a study which revealed that teachers who perceive a robust community support are inclined towards experimenting with innovative teaching approaches. The motivation of teachers to integrate novel pedagogical approaches and modify their instructional methodologies to cater to the diverse requirements of their students is enhanced when they perceive support from the community (LaForett & De Marco, 2020).

H4. Community support has a significant and positive impact on teaching style.

Community Support and Teacher Support

Research has shown that community support has a beneficial effect on the level of teacher support in the educational setting. According to Mesa and Restrepo (2019), communities that participate in school activities and offer support and resources to educators foster a conducive atmosphere that enhances teacher well-being and job satisfaction. The provision of assistance can be demonstrated by means of volunteer schemes, mentorship

programs, and collaborations with community-based organizations, thereby augmenting the morale and motivation of educators. Faulks et al. (2022) conducted a study which revealed that communities that place a high value on education and exhibit significant levels of engagement and support have a favorable impact on the perceived level of support that teachers receive. Educators who perceive themselves as appreciated and assisted by their surrounding society are prone to encountering elevated levels of professional contentment, cooperation, and proficient correspondence with guardians, thereby culminating in enhanced teacher support (Markland et al., 2023).

H5. Community support has a significant and positive impact on teacher support.

Community Support and Student Learning

On the impact of community support on students' academic success, extensive study has been done. The academic performance of pupils is positively impacted by communities that actively promote education, according to empirical research. According to (López-Mulnix, 2019), communities can have a positive influence on children's academic success by offering extracurricular programs, tutoring services, and access to educational technologies (Cheng, 2022). Additionally, Nuzzo et al. (2022) research demonstrated that robust communal backing promotes a feeling of affiliation and interconnectivity among pupils. The perception of community support for educational pursuits has been found to positively impact student motivation, engagement, and self-efficacy, ultimately resulting in enhanced academic performance and learning outcomes (Melzi et al., 2023).

H6. Community support has a significant and positive impact on student learning.

Community Support as a Mediator

Recent research has brought attention to the significance of community support as a mediator between parental beliefs about upbringing and student learning outcomes. According to (Luo & Song, 2022) research, community support plays a pivotal role as an intermediary factor that facilitates the translation of favorable parental beliefs into enhanced academic achievements among students. The presence of optimistic parental attitudes towards their child's capabilities, coupled with communal backing, fosters a favorable atmosphere for education, amplifying student drive, involvement, and scholarly performance (Binasis et al., 2022). Furthermore, Martinez et al. (2020) conducted a study which revealed that community support can furnish supplementary resources and prospects for students, thereby supplementing the endeavors of parents and educators. Communities that provide educational programs, mentorship initiatives, and extracurricular activities can serve as a means of reconciling differences in parental beliefs and student learning outcomes, thereby promoting comprehensive development and academic achievement (Yang et al., 2023).

H7. Community support mediates the relationship between Parental beliefs about upbringing and student learning.

According to Wolf and McCoy (2019) research, the pedagogical approaches employed by instructors can be impacted by the level of support they receive from the community. When parents possess particular convictions regarding the significance of specific pedagogical methods, the reinforcement and encouragement from the community can prompt teachers to conform their instructional strategies accordingly. Binasis et al. (2022) conducted research which revealed that community support can facilitate the professional growth of educators by offering them opportunities for development, thereby encouraging the implementation of novel pedagogical approaches. Communities that place a high value on education may provide opportunities such as workshops, training programs, and collaborative networks, which can allow educators to improve their pedagogical abilities and explore various teaching methods that are consistent with the educational objectives and parental values (Goodman & Dent, 2019).

H8. Community support mediates the relationship between Parental beliefs about upbringing and teaching style.

Mesa and Restrepo (2019) posit that the provision of community support can augment teacher support through the cultivation of a collaborative and supportive educational milieu. When parents maintain affirmative attitudes regarding the significance of teacher support and participate actively in the community, it reinforces the concept that teachers hold a crucial responsibility in their child's education, thereby resulting in heightened teacher support (N. Pan et al., 2021). Furthermore, Bringle and Clayton (2023) conducted a study which revealed that community support can furnish teachers with resources and opportunities, thereby facilitating their ability to effectively promote the academic and socioemotional growth of their students. The provision of mentoring programs, professional networks, and collaborative initiatives within communities can serve to empower teachers and enhance their capacity to provide comprehensive support to students (Haese & Costandius, 2021). This approach is consistent with parental beliefs and can also strengthen the teacher-parent partnership.

H9. Community support mediates the relationship between Parental beliefs about upbringing and teacher support.

Parent-Teacher Communication as a Moderator

According to Catala et al. (2022) study, proficient communication between parents and teachers has the potential to regulate the impact of community backing on pedagogical approach. The establishment of consistent and transparent communication channels between parents and teachers fosters an opportunity for the exchange of viewpoints, concepts, and anticipations concerning pedagogical methodologies. Effective communication can facilitate the alignment of teaching styles among educators with community support and parental beliefs, leading to a more cooperative and learner-focused pedagogical approach (Weisberger et al., 2021). Moreover, Martinez and Thompson's (2020) research demonstrated that effective communication between parents and teachers promotes a shared comprehension of communal values and preferences. By means of communication, educators can acquire valuable perspectives on the expectations of the community and subsequently adapt their pedagogical approaches. The moderating influence of parent-teacher communication serves to ensure congruity between community support and pedagogical approach, thereby fostering a unified educational experience for students (Melzi et al., 2023).

H10. Parent-teacher communication moderates the relationship between community support and teaching style.

The study conducted by Edwards et al. (2020) revealed that proficient communication between educators and parents can enhance the influence of community assistance on teacher backing. Regular and constructive communication between parents and teachers fosters a strengthened relationship and cultivates a shared understanding of the significance of teacher support. Consequently, this fosters a culture where educators are motivated to offer heightened assistance to learners, thereby conforming to the norms and convictions of society and guardians. A study by Morales-Alexander (2021) also emphasized the importance of parent-teacher contact in allowing the exchange of information and feedback. Teachers are consequently more equipped to identify and address the unique requirements of each of their students. Support from the community and effective communication can make instructors feel valued and supported, which will ultimately boost teacher support for children (Hébert et al., 2022).

H11. Parent-teacher communication mediates the relationship between Community support and teacher support.

According to Spencer and Pierce (2022) study, the communication between parents and teachers has the potential to moderate the influence of community support on the academic achievement of students. Effective and consistent communication between parents and teachers fosters a mutual comprehension of the community's support and expectations, ultimately impacting student academic achievements. Brown and Martinez (2021) conducted a study that revealed that proficient communication between parents and teachers can provide teachers with valuable insights into the learning styles, strengths, and weaknesses of their students. The amalgamation of this data, in conjunction with community backing, can provide valuable insights into pedagogical approaches that are tailored to the unique requirements of each student, thereby resulting in enhanced academic achievements (Hébert et al., 2022).

H12. Parent-teacher communication mediates the relationship between Community support and student learning.

Thus, on the basis of above literature, we developed the following conceptual framework which is shown in [Figure 1](#).

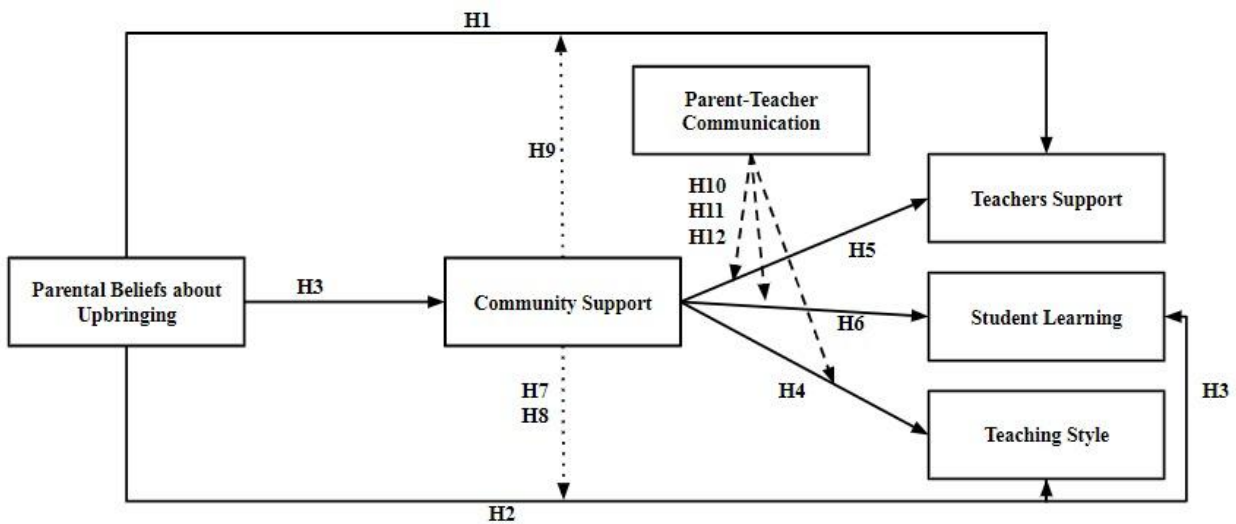


Figure 1. Conceptual framework

METHODOLOGY

This study employed a cross-sectional research design with a quantitative methodology to examine the intricate correlations among parental beliefs about raising children, community support, pedagogical style, teacher support, and academic performance. The primary objective was to investigate the multifaceted impacts of these variables while also evaluating the mediating influence of community support and the moderating role of parent-teacher communication. The research methodology encompassed meticulous data collection, followed by extensive statistical analysis and treatment using the powerful SPSS software (Statistical Package for the Social Sciences).

Sample Size and Sampling Technique

The research encompassed a cohort of 376 individuals. The study employed a convenience sampling method to select participants, whereby individuals who expressed their willingness to participate were recruited. It is imperative to acknowledge that the potential for generalizing the results may be restricted owing to the particular sampling methodology employed and the attributes of the sample.

Data Collection

Data collection involved the utilization of self-report questionnaires, which incorporated established scales to assess parental beliefs about upbringing, community support, teaching style, teacher support, and student learning. The questionnaires were administered to participants either in person or through online surveys, based on their individual preferences and availability.

Data Analysis

The data that was gathered underwent analysis through the utilization of the Statistical Package for the Social Sciences (SPSS). The study employed descriptive statistics to present a summary of the sample characteristics and the distributions of variables. The study employed correlation analyses to investigate the interrelationships among parental beliefs, community support, teaching style, teacher support, and student learning. The study utilized regression analyses to evaluate the influence of parental beliefs on teacher support, teaching style, and student learning, while accounting for other pertinent factors. The researcher employed various statistical techniques such as correlation and regression analysis to analyze the quantitative data. A significance level of $p < 0.05$ was established to ascertain the statistical significance of the observed relationships and associations in the data.

RESULTS

Descriptive Statistic

Table 1 and Figure 2 displays the descriptive statistics of variables, namely parents believe about upbringing, community support, parent teacher communication, teaching style, student learning and teacher support. The statistical analysis presents the minimum, maximum, mean, and standard deviation for each variable, derived from a sample size of 375 individuals.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Parents Believe about Upbringing	375	1	5	4.04	0.666
Community Support	375	1	5	4.30	0.619
Parent Teacher Communication	375	1	5	3.98	0.720
Teaching Style	375	1	5	4.06	0.784
Student Learning	375	1	5	4.00	0.724
Teacher Support	375	1	5	3.78	0.954

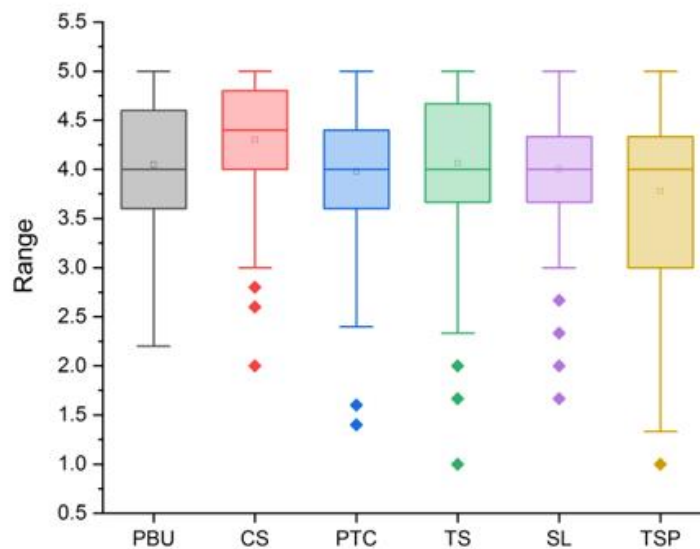


Figure 2. Descriptive Statistics

Normality Assessment

The normality assessment results for four variables are presented in Table 2 and Figure 3. The statistical measures of skewness and kurtosis are utilized to determine the shape of the distribution for each variable. The results of the normality assessment indicate that "Parents Believe about Upbringing," "Student Learning," and "Teacher Support," exhibit distributions that are approximately normal, albeit with a slight rightward skew. However, it is observed that certain variables such as "Community Support," "Parent Teacher Communication," and "Teaching Style" exhibit a departure from a normal distribution, displaying a right-skewed pattern and kurtosis values that suggest more pronounced tails and sharper peaks.

Table 2. Normality Assessment

	Skewness	Kurtosis
Parental Believe about Upbringing	0.471	0.302
Community Support	1.102	1.076
Parent Teacher Communication	0.925	1.671
Teaching Style	1.099	1.758
Student Learning	0.791	0.929
Teacher Support	0.911	0.359

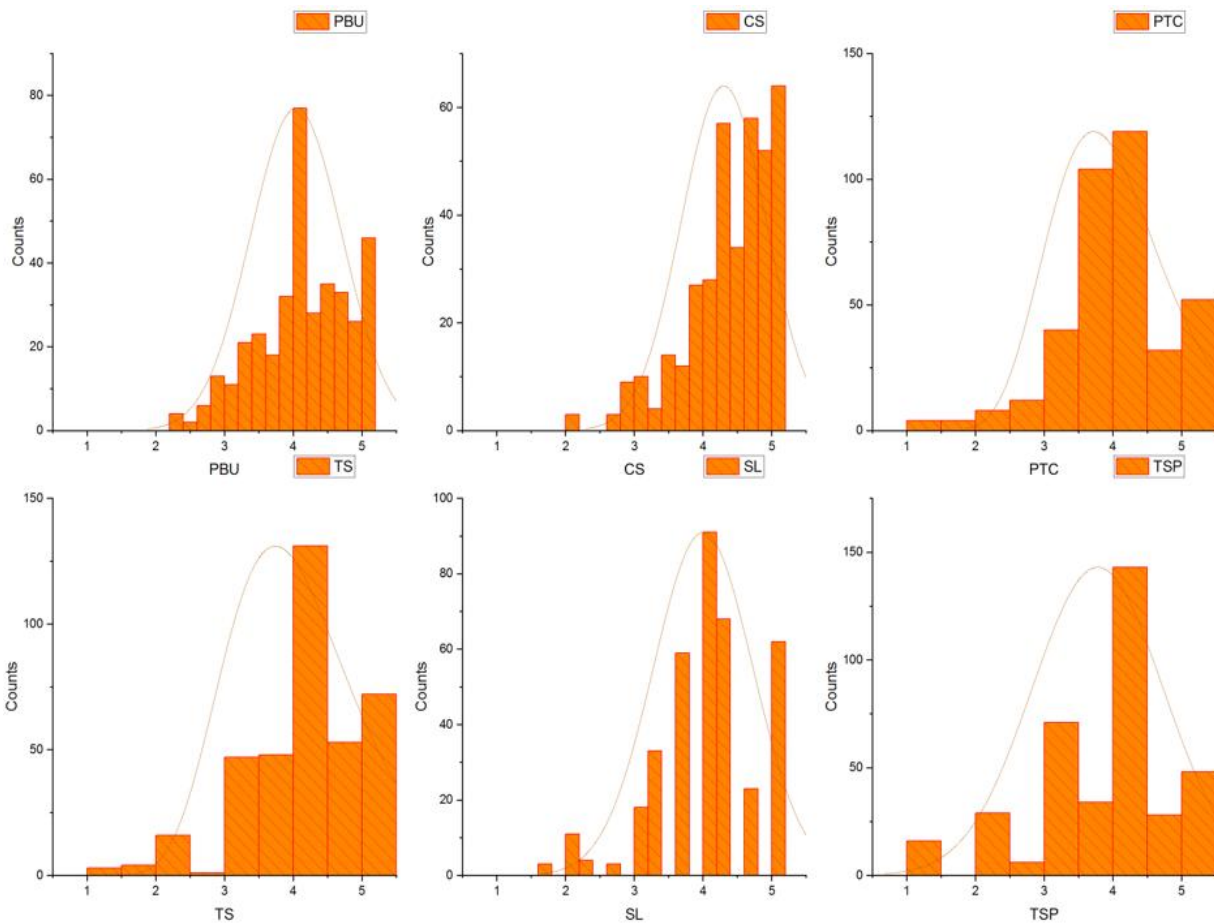


Figure 3. Normality Distribution

KMO and Bartlett’s Test

The KMO measure is utilized to assess the appropriateness of the data for conducting factor analysis. A numerical score ranging from 0 to 1 is derived, with a greater score indicating a higher degree of suitability (Vignola & Tucci, 2014). The KMO measure in this instance has been determined to be 0.888, which suggests that the data is appropriate for factor analysis. The Bartlett's Test of Sphericity evaluates whether there exists a statistically significant difference between the correlation matrix and the identity matrix, thereby suggesting the presence of latent associations among variables (Lunde et al., 2022). The examination yields an estimated chi-square statistic, degrees of freedom (df), and a level of significance (Sig.). The present analysis yields an estimated chi-square value of 6285.54, based on 276 degrees of freedom. The reported significance level of 0.000 indicates that there is a significant difference between the correlation matrix and the identity matrix. Table 3 shows the result of KMO and Bartlett’s test.

Table 3. KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.899	
Bartlett's Test of Sphericity	Approx. Chi-Square	6285.54
	df	276
	Sig.	0.0001

Confirmatory Factor Analysis

The findings of the confirmatory factor analysis (CFA) are displayed in Table 5. The factor loadings, denoting the degree of association between each item and its corresponding factor, typically satisfy the widely recognized criterion of 0.4 or greater. This observation implies a robust correlation between the items and their corresponding factors. All variables in Table 4 exhibit Cronbach's alpha coefficients that surpass the acceptable threshold of 0.7, indicating high levels of internal consistency. This observation suggests a high level of internal consistency among the items that comprise each variable.

Table 4. Confirmatory Factor Analysis

Variables	Items	Factors Loading	Cronbach Alpha
Parental Believe about Upbringing	PBU1	0.748	0.895
	PBU2	0.551	
	PBU3	0.822	
	PBU4	0.809	
	PBU5	0.742	
Community Support	CS1	0.752	0.734
	CS2	0.807	
	CS3	0.78	
	CS4	0.814	
Variables	Items	Factors Loading	Cronbach Alpha
Parent Teacher Communication	CS5	0.547	0.813
	PTC1	0.853	
	PTC2	0.619	
	PTC3	0.606	
	PTC4	0.745	
Teaching Style	PTC5	0.717	0.750
	TS1	0.765	
	TS2	0.699	
Student Learning	TS3	0.613	0.776
	SL1	0.635	
	SL2	0.629	
Teacher Support	SL3	0.609	0.825
	TSP1	0.708	
	TSP2	0.725	
	TSP3	0.615	

Correlation Analysis

Figure 4 and Table 5 displays the correlation matrix, which illustrates the interrelationships among the variables PBU, SC, TS, SL, TSP. The study revealed statistically significant positive correlations between all pairs of variables with a p-value less than 0.01. The findings indicate robust correlations among the variables, implying their interconnectedness.

Table 5. Correlation matrix

	PBU	CS	PTC	TS	SL	TSP
PBU	Pearson Correlation	1	.463**	.542**	.552**	.561**
	Sig. (2-tailed)		.0001	.0001	.0001	.0001
	N	375	375	375	375	375
CS	Pearson Correlation	.463**	1	.640**	.605**	.570**
	Sig. (2-tailed)	.0001		.0001	.0001	.0001
	N	375	375	375	375	375
PTC	Pearson Correlation	.542**	.640**	1	.828**	.692**
	Sig. (2-tailed)	.0001	.0001		.0001	.0001
	N	375	375	375	375	375
TS	Pearson Correlation	.552**	.605**	.828**	1	.840**
	Sig. (2-tailed)	.000	.0001	.000		.000
	N	375	375	375	375	375
SL	Pearson Correlation	.561**	.570**	.692**	.840**	1
	Sig. (2-tailed)	.0001	.0001	.0001	.0001	
	N	375	375	375	375	375
TSP	Pearson Correlation	.515**	.464**	.616**	.678**	.725**
	Sig. (2-tailed)	.0001	.0001	.0001	.0001	.0001
	N	375	375	375	375	375

** . Correlation is significant at the 0.01 level (2-tailed).



Figure 4. Correlation Graph

Regression Analysis

The findings of the regression analysis are displayed in Table 5, which investigates the associations between variables and evaluates predetermined hypotheses. The tabular representation comprises the hypothesis, the type of association, the beta coefficient, the F-statistic and the p-value. Hypothesis H1 stated that the parental beliefs about upbringing have a significant and positive impact on teacher support. The statistical analysis reveals that there exists a significant relationship between the variables under consideration, as supported by the beta value of 0.351, F-value of 5.161, and p-value of 0.001. This finding is consistent with the hypothesis. According to Hypothesis H2, the parental beliefs about upbringing have a significant and positive impact on teaching style. The obtained statistical results, namely the beta coefficient of 0.153, F-statistic of 3.818, and p-value of 0.001, indicate a statistically significant association, thereby providing support for the research hypothesis. According to Hypothesis H3, parental beliefs about upbringing have a significant and positive impact on student learning. The statistical analysis reveals that the hypothesis is supported, as evidenced by the significant relationship indicated by the beta value of 0.256, F-value of 5.565, and p-value of 0.001. According to Hypothesis H4, community support has a significant and positive impact on teaching style. The statistical analysis reveals that the hypothesis is supported, as evidenced by the significant relationship indicated by the beta value of 0.107, F-value of 0.017, and p-value of 0.001. According to Hypothesis H5, community support has a significant and positive impact on teacher support. The statistical analysis reveals that the hypothesis is supported, as evidenced by the significant relationship indicated by the beta value of 0.129, F-value of 2.739, and p-value of 0.006. According to Hypothesis H6, community support has a significant and positive impact on student learning. The statistical analysis reveals that the hypothesis is supported, as evidenced by the significant relationship indicated by the beta value of 0.457, F-value of 9.309, and p-value of 0.001. Table 6, Figure 5, Figure 6 and Figure 7 shows the result of regression analysis.

Table 6. Regression analysis

Hypothesis	Relation	Beta Value	F	P-value	Hypothesis Supported
H1	PBU-> TSP	0.351	5.161	0.001	Yes
H2	PBU -> TS	0.153	3.818	0.001	Yes
H3	PBU-> SL	0.256	5.565	0.001	Yes
H4	CS -> TSP	0.107	8.017	0.001	Yes
H5	CS-> TS	0.129	2.739	0.006	Yes
H6	SC -> SL	0.457	9.309	0.001	Yes

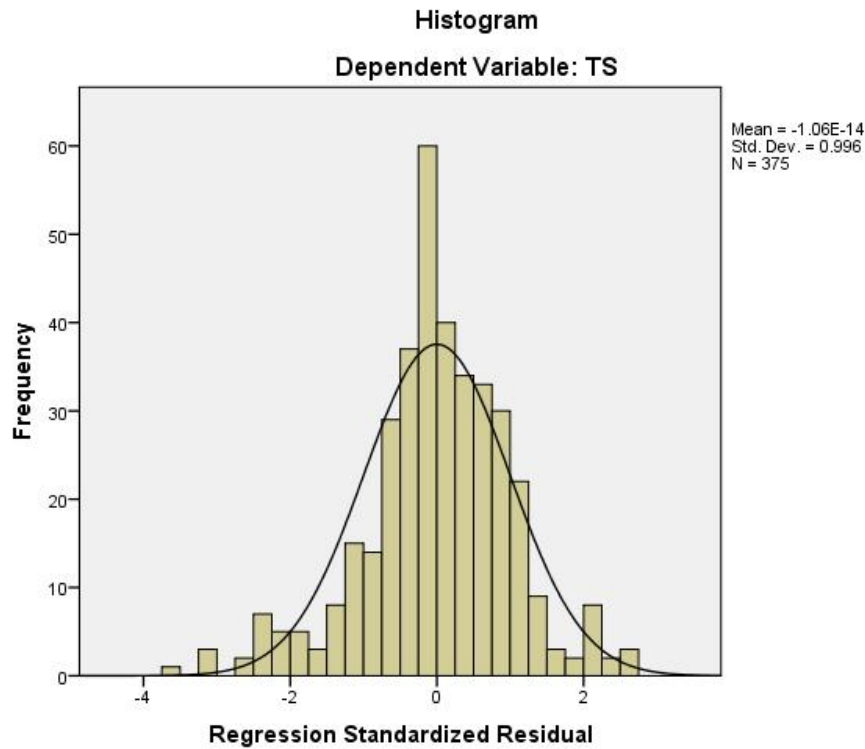


Figure 5. Regression Analysis between PBU, CS and TS

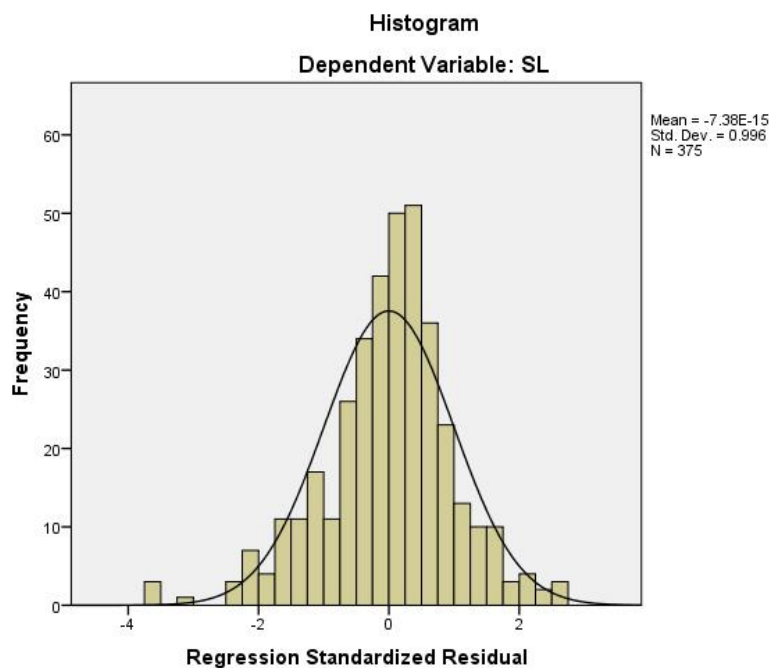


Figure 6. Regression Analysis between PBU, CS and SL

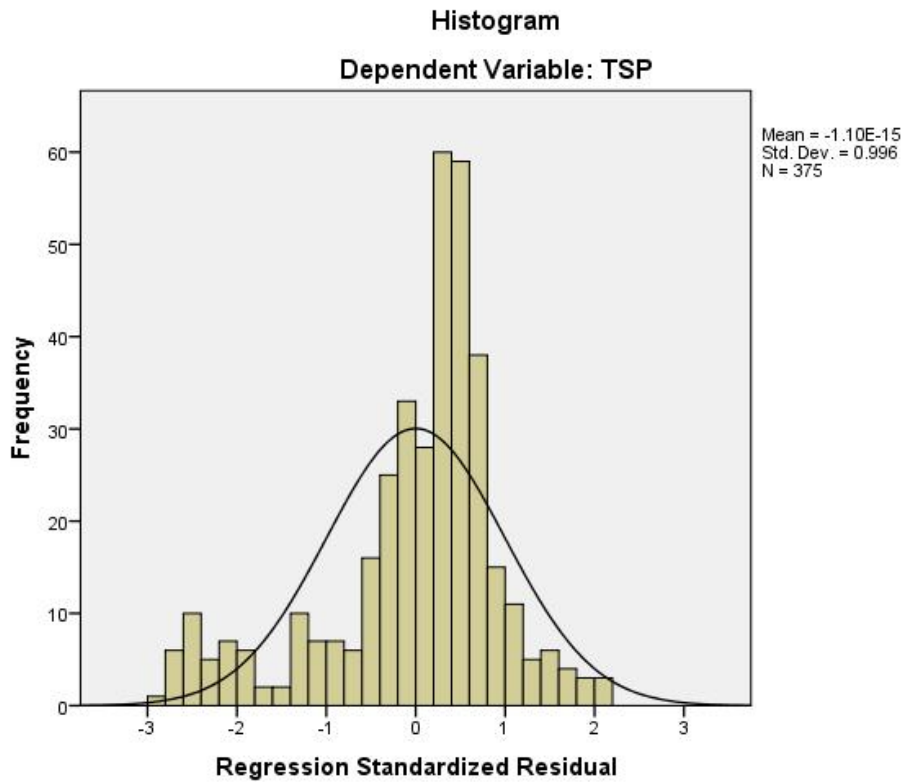


Figure 7. Regression Analysis between PBU, CS and TSP

Mediation Analysis

SPSS PROCESS macro is used to test the mediation hypotheses of H7, H8 and H9. The prediction for H7 is that community support mediates the relationship between Parental beliefs about upbringing and student learning. The result provides support for the hypothesis ($t=14.774, p= 0.001$). Similarly H8 stated that community support mediates the relationship between Parental beliefs about upbringing and teaching style. The result provides support for the hypothesis ($t=17.716, p= 0.001$). H9 stated that community support mediates the relationship between Parental beliefs about upbringing and teacher support. The result provides support for the hypothesis ($t=8.991, p= 0.001$). Table 7 shows the result of mediation analysis.

Table 7. Mediation Analysis

Hypothesis	Relation	beta	T value	P value	Hypothesis Supported
H7	PBU-> CS -> SL	0.457	14.774	0.001	Yes
H8	PBU-> CS -> TS	0.753	17.617	0.001	Yes
H9	PBU-> CS -> TSP	0.460	8.991	0.001	Yes

Moderation Analysis

The hypothesis H10 of the study states that parent-teacher communication moderates the relationship between community support and teaching style. The result provides support for the hypothesis ($t=12.187, p= 0.000$). Similarly, H11 hypothesis of the study states Parent-teacher communication moderates the relationship between community support and teacher support. The result provides support for the hypothesis ($t=3.414, p= 0.007$). Similarly, H12 hypothesis of the study states parent-teacher communication moderates the relationship between community support and student learning. The result provides support for the hypothesis ($t=3.662, p= 0.003$). Table 8, Figure 8, Figure 9, and Figure 10 shows the result to moderation analysis.

Table 8. Moderation Analysis

Hypothesis	Relation	beta	T value	P value	Hypothesis Supported
H10	CS x PTC -> TS	0.231	12.187	0.001	Yes
H11	CS x PTC -> TSP	0.165	3.414	0.007	Yes
H12	CS x PTC -> SL	0.194	3.662	0.003	Yes

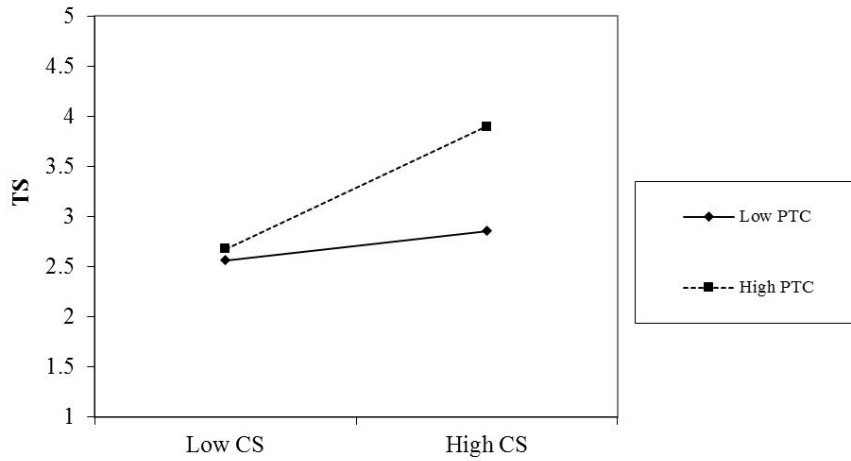


Figure 8. PTC as Moderator between CS and TS

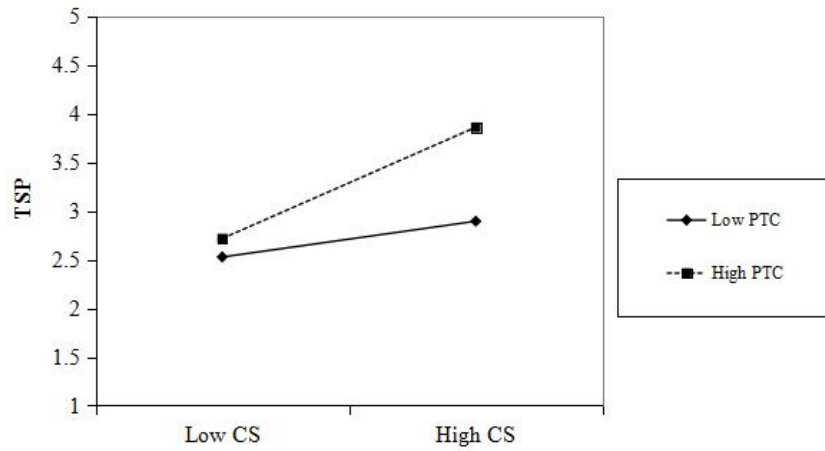


Figure 9. PTC as Moderator between CS and TSP

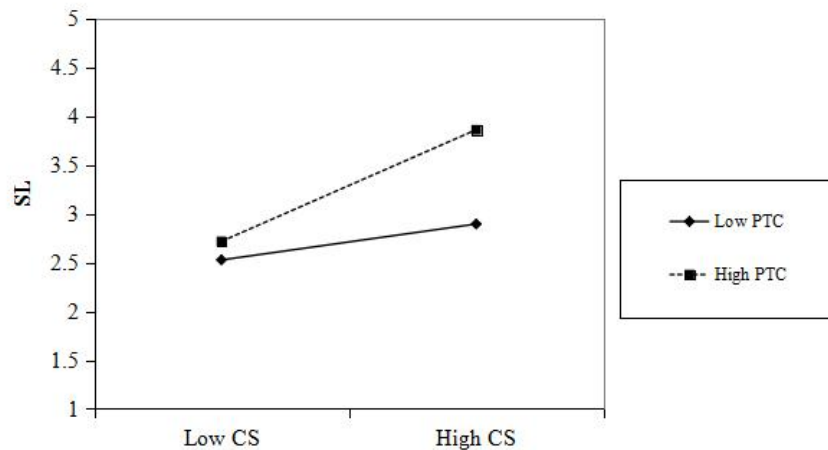


Figure 10. PTC as Moderator between CS and SL

DISCUSSION

Hypothesis 1 states that parental beliefs about upbringing have a significant and positive impact on teacher support. The hypothesis gains credibility from a body of prior research that consistently supports its validity and implications. Parents who possess a strong belief in their child's capabilities and acknowledge the significance of teachers in their child's academic journey are inclined to foster favorable associations with educators and participate actively in promoting their child's education (Chung & Sung, 2020). The adoption of a positive belief system by parents can impact their perceptions of teacher support, resulting in a heightened sense of collaboration and support between teachers and parents. Moreover, existing literature indicates that parental beliefs regarding child-rearing can influence their anticipations for teacher assistance. According to Mesa and Restrepo (2019), parental perception of teachers as pivotal agents in their child's academic and socio-emotional growth positively correlates with the likelihood of parents actively seeking and appreciating the assistance extended by teachers. This is consistent with the notion that parental beliefs serve as a framework by which they construe and assess the assistance provided by educators (Boonk et al., 2021). Thus, it can be deduced that parental attitudes towards child-rearing exert a substantial impact on teacher endorsement. Hence H1 is supported.

Hypothesis 2 states that Parental beliefs about upbringing have a significant and positive impact on teaching style. The findings from previous research support this hypothesis. In instances where parents articulate particular convictions regarding optimal pedagogical methods, educators may experience pressure to conform their instructional approaches to these beliefs in order to foster favorable parent-teacher rapport and fulfill parental anticipations (İştan et al., 2018). Moreover, the impact of parental beliefs on the pedagogical approach can be ascribed to the significance of fostering parent-teacher cooperation. According to Thompson and Brown (2019), educators place a high level of importance on parental participation and contribution in their child's academic journey. In order to accommodate the beliefs and preferences of parents, teachers may modify their instructional approaches. Parents' viewpoints are more likely to be included by educators when developing their pedagogical tactics if they recognize the value of parental participation and see parents as valuable participants in the educational process (Goodman & Dent, 2019). This data supports the notion that disparities in pedagogical techniques might result from differences in parental views toward childrearing, which can affect the instructional decisions made by teachers. Hence H2 is supported.

Hypothesis 3 states that Parental beliefs about upbringing has a significant and positive impact on student learning. The findings from previous research support this hypothesis. The cultivation of affirmative parental attitudes towards their child's competencies, the significance of education, and the worth of exertion engenders a constructive milieu for learning and impacts student dispositions towards education (Luo & Song, 2022). Numerous studies have demonstrated that the involvement and support of parents are crucial elements in enhancing the academic achievements of students (Desforges & Abouchaar, 2021). Research suggests that parental involvement and high expectations for academic achievement can significantly impact a child's motivation, effort, and academic success. The beliefs held by parents play a crucial role in establishing a conducive domestic atmosphere that places a high premium on education. This has a favorable effect on the academic progress of students (Itczak, 2022). The parental convictions regarding child-rearing have the potential to impact

the formation of students' self-perceptions and self-confidence. LaForett and De Marco (2020) posits that when parents exhibit faith in their child's capabilities and offer assistance and motivation, learners cultivate a perception of proficiency and conviction in their own aptitude to excel in their academic pursuits. Self-confidence boosts drive, resilience, and educational engagement (Shahin et al., 2022). Thus, it improves academic performance. Hence H3 is supported.

Hypothesis 4 proposes that community support has a significant and positive impact on teaching style. The findings from previous literature support this hypothesis. The provision of support from the community to teachers is positively associated with the adoption of innovative teaching strategies, integration of community-relevant content, and customization of instruction to cater to the diverse needs of students (Yeldham & Gao, 2021). Moreover, the provision of community support has the potential to mold the educational atmosphere and ethos of a school, thereby impacting pedagogical approaches. According to McLaughlin (2019), the establishment of an educational community that places a high value on education, allocates resources towards educational programs, and engages in active collaboration with schools fosters an atmosphere that supports excellent teaching and motivates educators to employ efficacious instructional techniques (Grindheim & Grindheim, 2021). Educators who perceive robust community backing are more inclined to experience a sense of empowerment and motivation to investigate novel pedagogical techniques, test diverse methodologies, and participate in ongoing professional development (Habibi et al., 2019). Hence H4 is supported.

Hypothesis 5 suggests that community support has a significant and positive impact on teacher support. The findings from previous literature support this hypothesis. Diverse manifestations of community support include initiatives aimed at involving parents, partnerships with the community, and decision-making processes that involve collaboration (Y. Pan, 2021). The perception of support from the community has been found to be positively associated with increased levels of teacher support, encompassing emotional support, instructional guidance, and access to resources. The involvement of the community is of paramount importance in fostering a collective commitment towards the achievement of academic excellence among students (Simons et al., 2022). The collaboration and cooperation among parents, teachers, and community members foster a comprehensive educational approach that guarantees students receive unwavering support and motivation within and beyond the school setting (Khamsuk & Whanchit, 2021). Educators who perceive robust community backing are inclined to experience a greater sense of worth and recognition, leading to an improvement in their drive, contentment with their occupation, and dedication to facilitating the academic growth of their pupils (Morales-Alexander, 2021). Hence H5 is supported.

Hypothesis 6 suggests that community support has a significant and positive impact on student learning. The findings from previous literature support this hypothesis. Communities support schools and students through monetary donations, volunteerism, after-school activities, creative community-driven initiatives, and formal collaborations between educational institutions and community organizations. Kanaya and Santiago (2022) found that community support encourages youngsters to use academic resources like after-school programs, summer camps, and online tutorials. This enhances learning. The provision of supplementary resources and opportunities can serve as a complement to traditional classroom instruction, thereby consolidating learning concepts and fostering meaningful student engagement. Additionally, the provision of community support is instrumental in fostering a conducive and encouraging atmosphere for learning (Fernández-Gutiérrez et al., 2020). The cultivation of a culture that prioritizes academic achievement and learning is fostered by communities that place a high value on education and make deliberate efforts to provide support to students. The conducive atmosphere significantly affects the motivation, engagement, and general welfare of students, which are crucial determinants of academic achievement (Beneke & Cheatham, 2020). The perception of robust community support among students is positively correlated with their sense of belonging, perceived value, and motivation to pursue academic excellence (Eaton & Pasquini, 2020). Hence H6 is supported.

Hypothesis 7 states that community support mediates the relationship between parental beliefs about upbringing and student learning. The findings from previous literature support this hypothesis. Parents who possess favorable attitudes regarding the significance of community engagement and resources are inclined to proactively pursue and make use of community assistance for their child's academic advancement (Luo & Song, 2022). In addition, the provision of community support functions as a means of connecting the beliefs held by parents with the academic achievements of students. The provision of community support to parents who hold favorable beliefs about child-rearing has been found to augment their capacity to create a nurturing domestic milieu that promotes academic achievement among students. According to Melzi et al. (2023), the provision of supplementary educational resources, extracurricular activities, and academic programs by the community can serve as a means of complementing classroom instruction and enhancing student learning. Community support serves as an intermediary by enabling the conversion of parental beliefs into concrete resources and opportunities that have a beneficial effect on student learning (Snow et al., 2020). Hence H7 is supported.

Hypothesis 8 states that community support mediates the relationship between parental beliefs about upbringing and teaching style. The findings from previous literature support this hypothesis. According to Yang et al. (2023), the community's preference for specific teaching practices can be influenced by the parental perceptions of effective teaching and learning. In instances where community members articulate a predilection for certain pedagogical approaches or endorse particular instructional methods, educators may be inclined to integrate those practices into their teaching methodologies in order to align with community expectations (Snow et al., 2020). In addition, the provision of community support offers educators with chances for professional growth, availability of educational materials, and cooperative networks that have an impact on their pedagogical approach (Epstein, 2018; Moir, 2019). The provision of support from the community to teachers has the potential to augment their pedagogical knowledge, acquaint them with novel teaching techniques, and furnish them with constructive feedback and guidance. Consequently, their pedagogical methodology is impacted as they integrate practices that are pertinent to the community and modify their instructional techniques to fulfill the community's requirements and anticipations (Binasis et al., 2022). Hence H8 is supported.

Hypothesis 9 states that community support mediates the relationship between parental beliefs about upbringing and teacher support. The findings from previous literature support this hypothesis. According to (Goodman & Dent, 2019), the presence of favorable parental attitudes towards child-rearing, coupled with the availability of communal assistance, serves to enhance the partnership between parents and educators, resulting in increased levels of teacher endorsement. The provision of community support can serve to facilitate effective communication channels, afford opportunities for collaborative efforts between parents and teachers, and establish a supportive network that bolsters teacher support (Collier-Stewart, 2018). Moreover, the backing of the community can have an effect on the comprehensive atmosphere and ethos of the school, which subsequently affects the support provided by teachers. According to N. Pan et al. (2021), an educational community that places a high value on learning and provides active support to its schools fosters an atmosphere in which educators feel a sense of appreciation, worth, and encouragement. Greater levels of community support are positively associated with increased emotional support, instructional guidance, and resource accessibility for teachers, thereby enhancing their overall sense of support (López-Mulnix, 2019). Hence H9 is supported.

Hypothesis 10 states that parent-teacher communication moderates the relationship between community support and teaching style. The findings from previous literature support this hypothesis. The hypothesis is substantiated by the literature, which underscores the significance of proficient communication between parents and teachers in influencing pedagogical approaches (Catala et al., 2022). Effective communication between parents and teachers fosters a cooperative and encouraging atmosphere, enabling teachers to gain a deeper comprehension of the community's requirements, anticipations, and inclinations (Bordalba & Bochaca, 2019). This form of communication enables educators to synchronize their pedagogical approach with the expectations of the community, by integrating community-specific practices and modifying their instructional strategies accordingly. In addition, proficient communication between parents and teachers has the potential to improve the transmission of knowledge, evaluation, and concepts, thereby impacting pedagogical approaches employed by educators (Melzi et al., 2023). By means of transparent and regular communication, educators can acquire a deeper understanding of community viewpoints, obtain evaluations of their pedagogical approaches, and jointly investigate novel teaching techniques. The interactive nature of this exchange enables an instructional approach that is better suited to the needs and desires of the community, promoting greater flexibility and adaptability (Noguerón-Liu, 2020). Hence H10 is supported.

Hypothesis 11 states that parent-teacher communication mediates the relationship between community support and teacher support. The findings from previous literature support this hypothesis. The hypothesis is supported by the existing literature, which highlights the significance of effective communication between parents and teachers in promoting favorable associations and augmenting teacher assistance (Hossain, 2021). According to Aouad and Bento (2020), the establishment of effective communication between parents and teachers fosters a sense of collaboration, trust, and shared responsibility towards the achievement of student success. Consequently, this phenomenon leads to elevated levels of teacher assistance, encompassing affective assistance, pedagogical direction, and availability of educational materials (Yizengaw, 2021). Efficient communication between parents and teachers facilitates a more profound comprehension of the community's backing and anticipations, which can influence the teachers' outlook regarding community support. The perception of support from the community among teachers is enhanced when there is open and transparent communication between parents and teachers (Noguerón-Liu, 2020). The perceived support received by teachers is positively associated with increased levels of teacher support, as it fosters a sense of worth, comprehension, and gratitude among teachers. Hence H11 is supported.

Hypothesis 12 states that parent-teacher communication mediates the relationship between community support and student learning. The findings from previous literature support this hypothesis. The hypothesis is

substantiated by the existing literature, which emphasizes the crucial significance of proficient communication between parents and teachers in fostering positive academic results for students (Chung & Sung, 2020). According to Ginsburg et al. (2019), consistent and meaningful communication between parents and teachers fosters a cooperative alliance aimed at promoting student learning and achievement. This mode of communication facilitates the exchange of information between parents and teachers regarding the academic aptitudes, difficulties, and advancements of students, thereby enabling the implementation of focused assistance and remedial measures (Yizengaw, 2021). Furthermore, proficient communication between parents and teachers facilitates uniformity and cohesion between the domestic and academic settings, establishing a seamless network of assistance for pupils. According to Desforges and Abouchaar (2021), the collaboration between parents and teachers results in an improvement in the consistency of instructional strategies, expectations, and reinforcement of learning objectives. The collaboration between parents and teachers, enabled by effective communication, enhances the integration and inclusivity of efforts aimed at promoting student academic achievement (Melzi et al., 2023). Hence H12 is supported.

CONCLUSION

The present investigation explored the interconnections among parental beliefs regarding child-rearing practices, communal assistance, pedagogical approach, educator support, and academic achievement of students. The results yielded noteworthy revelations regarding the impact of said variables on academic achievements. The research findings corroborated the conjectures that parental convictions regarding child-rearing exert a beneficial influence on educator endorsement, pedagogical approach, and pupil acquisition of knowledge. Furthermore, it was discovered that the provision of communal assistance had a favorable impact on pedagogical methodology and instructor assistance, while also serving as an intermediary in the associations between parental attitudes regarding child-rearing and pedagogical methodology, instructor assistance, and student academic achievement. Moreover, the communication between parents and teachers was recognized as a moderator in the relationship between community support and instructional approach. The aforementioned discoveries possess both pragmatic and conceptual ramifications. The study underscores the significance of parental beliefs and community support in influencing teaching practices and student outcomes, from a pragmatic perspective. This data can be utilized by educators and policymakers to devise interventions and initiatives that augment parental engagement and community backing, resulting in better pedagogical approaches, heightened teacher assistance, and improved student acquisition. The study's theoretical implications pertain to comprehending the intricate dynamics present within the educational ecosystem. This study examines how community support and parent-teacher interactions affect parental beliefs and academic performance. This study emphasizes the need of taking into account all the elements and interrelationships that affect student progress. This approach places significant emphasis on engaging parents, cultivating community backing, and facilitating efficient communication between parents and educators.

IMPLICATIONS

Practical Implications

For those working in the field of education, such as teachers, administrators, and legislators, the implications of the study's findings have major practical importance. The research emphasizes how crucial parental involvement in the educational process is. The significance of parental beliefs regarding child-rearing on teacher support, pedagogical approach, and academic achievement underscores the necessity for interventions that actively engage parents. Educational institutions have the capacity to introduce measures such as periodic parent-teacher meetings, educational sessions, and materials that facilitate parental comprehension of efficacious pedagogical approaches and techniques to bolster their child's academic progress. Facilitating a congenial and all-embracing educational milieu that promotes parental engagement may result in enhanced pedagogical backing, instructional methodologies, and ultimately augment academic achievement among students.

The study underscores the pivotal significance of community support in shaping pedagogical approaches, fostering teacher assistance, and enhancing student academic achievement. It is recommended that educational institutions proactively pursue the establishment and enhancement of collaborative relationships with community entities, nearby commercial enterprises, and guardians. The aforementioned collaborations have the potential to offer supplementary resources, mentorship initiatives, and activities aimed at enhancing the educational experience of students. Engaging in community collaboration has the potential to foster a more inclusive and

nurturing educational environment, leading to enhanced pedagogical methodologies, bolstered teacher assistance, and improved academic achievements for students. The study highlights effective parent-teacher communication as a crucial element. It is recommended that practitioners prioritize and facilitate consistent and substantial modes of communication between parents and teachers. Possible academic rewrite: Various communication channels can be employed to facilitate parent-teacher interactions, such as face-to-face meetings, printed or electronic newsletters, web-based platforms, and professional development sessions. The promotion of efficient communication within schools can augment the level of collaboration, comprehension, and assistance between educators and parents. Consequently, such an outcome can have a beneficial impact on pedagogical methodologies, instructional assistance, and the academic achievements of learners.

Theoretical Implications

The theoretical ramifications of this study advance our knowledge of community support, parental views, and how these affect educational success. First, by emphasizing how parental attitudes about upbringing affect teacher support, instructional methods, and student learning, the study deepens our understanding of parental beliefs about upbringing. The study offers useful insights into the complicated interactions between parents, teachers, and students within the educational system by evaluating the correlations between these variables. The study also emphasizes the community's mediating function. The study emphasizes the significance of taking into account the larger social context in which education occurs by showing how community support mediates the relationship between parental opinions about raising and teaching style, teacher support, and student learning. It acknowledges the important role that community support plays in helping parents' attitudes shape different educational results. Furthermore, the study demonstrates how parent-teacher contact might moderate the relationship between teaching style and community support. Our understanding of the elements that affect teaching practices is deepened by this research, which also implies that good communication between parents and teachers can help close the gap between community expectations and instructional methods. It emphasizes the significance of developing effective communication channels to guarantee alignment between community support and instructional strategies.

LIMITATIONS

The present investigation exhibits certain constraints that warrant careful consideration. The study's findings may be subject to limited generalizability owing to the particular context and sample utilized. The potential for regional or demographic limitations in the study may impede the ability to generalize the findings to alternative populations or contexts. To improve the external validity of the results, it would be beneficial to conduct the study in various settings with larger and more heterogeneous participant samples. Subsequently, the utilization of self-report instruments for evaluating constructs such as parental attitudes, teacher assistance, pedagogical approach, and student acquisition may present certain constraints. Self-report measures are prone to several biases, such as social desirability bias. This bias occurs when participants provide responses that are socially desirable rather than accurately reflecting their genuine beliefs or experiences. In addition, it is worth noting that self-report measures may not comprehensively encompass the intricacy of these constructs and are contingent upon the subjective perceptions of the participants. Subsequent investigations may consider integrating various data collection techniques, including objective observations and qualitative interviews, to acquire a more all-encompassing comprehension of the variables being studied. A further constraint pertains to the cross-sectional nature of the investigation, which solely acquires data at a singular moment in time. The design in question imposes limitations on the capacity to establish causal connections or ascertain the directionality of the impacts. Conducting longitudinal studies that track participants over an extended period of time would yield more robust evidence for causal relationships. This approach would also enable the investigation of how parental beliefs, community support, teaching style, and teacher support may evolve over time and influence student learning outcomes. Finally, it is important to recognize the characteristics of the study sample as a potential limitation. The composition of the sample may have included volunteers or individuals exhibiting a greater degree of motivation or engagement in their child's education, potentially resulting in selection bias. Exercising caution is imperative when attempting to generalize findings to wider populations or making sweeping assertions solely based on the attributes of the study sample. Notwithstanding these constraints, the present investigation provides valuable perspectives on the interconnections among parental convictions, communal backing, pedagogical approach, instructor assistance, and pupil acquisition. Acknowledging these constraints, forthcoming studies can tackle these issues and promote our comprehension of the intricate mechanisms implicated in parental engagement and its influence on diverse academic achievements.

FUTURE DIRECTIONS

Multiple potential avenues exist for future research that can effectively overcome the limitations and enhance our comprehension of the subject matter. One potential avenue for research is the implementation of longitudinal studies to investigate the enduring consequences and interplay of parental beliefs, community support, and their influence on the pedagogical approach, teacher support, and academic achievement. Longitudinal studies have the potential to offer valuable insights into the temporal stability and variability of these factors, as well as to document the developmental pathways of educational achievements. Secondly, the integration of a mixed-methods approach would provide a more all-encompassing comprehension. The integration of quantitative measures with qualitative techniques, such as interviews or focus groups, enables researchers to capture intricate perspectives, experiences, and contextual factors that may not be comprehensively captured through the use of quantitative measures in isolation. The utilization of a mixed-methods approach would yield a more comprehensive comprehension of the intricate interplay among parental beliefs, community support, teaching style, teacher support, and student learning. Thirdly, it is possible to conduct intervention studies to investigate the efficacy of tactics designed to encourage parental involvement, augment community assistance, and enhance communication between parents and teachers. Intervention studies could offer valuable insights into the causal relationships between the aforementioned variables and educational outcomes. Such studies could provide practical strategies for enhancing teaching practices, teacher support, and student learning. Additionally, it would be of great significance to investigate the impact of cultural variables on the associations among parental beliefs, community support, and academic achievements. Diverse cultural settings may exhibit discrete convictions, customs, and standards concerning parental roles, communal engagement, and interaction with educators. The examination of cultural factors can enhance our comprehension of the mechanisms that underlie these connections and provide insight into educational practices that are culturally sensitive. Finally, it is recommended that forthcoming research endeavors broaden their scope by incorporating the viewpoints and encounters of various stakeholders, including students and school administrators. Incorporating diverse viewpoints can comprehensively comprehend the interplay among parental ideologies, communal backing, pedagogical approach, educator assistance, and pupil acquisition.

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