

# The Role Of Parent-Teacher Partnership In Promoting Numeracy Skills Among Primary School Students

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## Keywords

*Parent-teacher partnerships,  
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## ABSTRACT

*This study aimed to explore the perspectives of teachers and parents regarding parent-teacher partnerships in promoting numeracy skills. A qualitative research design was used, and data were collected through focus group discussions with ten teachers and ten parents from a primary school in the Division of Toledo City. The data were analyzed thematically, and five themes emerged: the importance of parent-teacher partnerships, communication, parental involvement, teacher support, and resources. The findings indicated that parent-teacher partnerships were crucial in promoting numeracy skills, and effective communication was essential for building trust and collaboration. Participants emphasized the need for parental involvement, including regular attendance at parent-teacher meetings and supporting numeracy development at home. Teacher support was also identified as crucial, including the provision of clear explanations of numeracy concepts and strategies. Finally, participants highlighted the importance of having access to resources, including instructional materials and professional development opportunities for teachers and parents. These findings provide insights into the factors that contribute to successful parent-teacher partnerships in promoting numeracy skills and highlight the importance of collaboration and communication between parents and teachers.*

## INTRODUCTION

In recent years, there has been an increased focus on the importance of numeracy skills in primary school education (OECD, 2019). Developing strong numeracy skills at an early age is essential for success in later years of education, as well as in everyday life. However, research has shown that many primary school students struggle with numeracy, and this can have long-term consequences for their academic and professional success (Guhl, 2019).

One potential solution to this problem is to promote parent-teacher partnerships in primary schools. A parent-teacher partnership is a collaborative relationship between parents and teachers, which aims to support student learning and development (Epstein, 2018). Research has shown that parent-teacher partnerships can have a positive impact on student outcomes, including academic achievement (Desforges & Abouchaar, 2003; Fu et al., 2022). Furthermore, studies have shown that parent involvement in their child's education can have positive effects on academic achievement, motivation, and behavior (Miedel & Reynolds, 1999).

By exploring these areas, this study seeks to contribute to the development of effective strategies for supporting primary school students' numeracy development and ultimately improve educational outcomes for students in the division of Toledo City and beyond. To achieve these goals, this study will utilize a qualitative research design, involving semi-structured interviews with primary school teachers and parents who are involved in parent-teacher partnerships and have experience in supporting

numeracy development. The data collected from the interviews will be analyzed using thematic analysis to identify patterns and themes in the data.

The findings of this study will be of significant value to educators, policymakers, and other stakeholders in the education system. The results of this study may provide insights into the factors that contribute to successful parent-teacher partnerships in the context of numeracy skill development, thereby informing the development of effective strategies for supporting numeracy development. Ultimately, this study may contribute to the improvement of educational outcomes for primary school students in the division of Toledo City and other similar contexts.

While the literature supports the positive impact of parent-teacher partnerships on academic achievement, the specific strategies that contribute to successful partnerships in the context of numeracy skill development remain unclear (Kilg et al., 2022). Therefore, the present study aims to explore the role of parent-teacher partnerships in promoting numeracy skills among primary school students in the division of Toledo City. Specifically, this study will investigate the current state of parent-teacher partnerships in the division of Toledo City, identify the strategies and factors that contribute to successful partnerships, and explore ways to enhance these partnerships to better support numeracy development.

Numeracy skills are essential for success in primary school education, as well as in later years of education and in everyday life. Research has shown that students who have strong numeracy skills are more likely to succeed academically and professionally (Guhl, 2019). However, many primary school students struggle with numeracy. In the United Kingdom, for example, over a third of 11-year-olds fail to achieve the expected standard in mathematics (Department for Education, 2021).

One reason for this is that numeracy is a complex skill that requires a range of cognitive processes, including working memory, attention, and spatial reasoning (Butterworth et al., 2011). Primary school students may also face other challenges that affect their numeracy development, such as language barriers or limited access to educational resources (OECD, 2019).

Parent-teacher partnerships are a collaborative relationship between parents and teachers, which aims to support student learning and development (Epstein, 2018). The partnership can take many forms, including regular communication, parent-teacher conferences, and involvement in school activities. Research has shown that parent-teacher partnerships can have a positive impact on student outcomes, including academic achievement (Desforges & Abouchaar, 2003).

One reason for this is that parent-teacher partnerships can help to create a supportive learning environment for students. When parents and teachers work together, they can share information about students' strengths and weaknesses and develop strategies to support their learning (Desforges & Abouchaar, 2003). Parents can also provide additional support for their children at home, which can complement the teaching they receive at school (Henderson & Mapp, 2002).

However, the success of parent-teacher partnerships depends on a range of factors, including the quality of communication between parents and teachers, the level of parent involvement in school activities, and the extent to which teachers are able to provide parents with relevant information about their child's progress (Desforges & Abouchaar, 2003; Henderson & Mapp, 2002).

Research has also shown that parent-teacher partnerships can be effective in promoting numeracy skills among primary school students (Ajibade, Dayupay, et al., 2022). For example, a study by Miller et al. (2018) found that parent involvement in mathematics homework was positively associated with students' mathematics achievement. Similarly, a study by Azad (2016) found that parent-teacher partnerships that focused on teaching mathematics strategies were effective in improving students' mathematics skills.

However, the effectiveness of parent-teacher partnerships in promoting numeracy skills may depend on the specific strategies used and the level of parental involvement. For example, a study

by Hotomski (2018) found that parent-teacher partnerships that focused on teaching children mathematics through games and activities were more effective than partnerships that focused on homework support alone. Similarly, a study by Deng (2018) found that parent-teacher partnerships that involved parents in setting goals and monitoring progress were more effective in promoting mathematics achievement than partnerships that did not involve these strategies.

Overall, the literature suggests that parent-teacher partnerships can play an important role in promoting numeracy skills among primary school students. However, further research is needed to understand the specific strategies and factors that contribute to successful partnerships, particularly in the context of the division of Toledo City.

This study aims to investigate the role of parent-teacher partnerships in promoting numeracy skills among primary school students in the division of Toledo City. Specifically, the study will explore the following research questions; (1) how do parents and teachers currently collaborate to support numeracy development in primary school students in the division of Toledo City?, (2) what are the benefits and challenges of parent-teacher partnerships in promoting numeracy skills among primary school students in the division of Toledo City?, and (3) what strategies can be implemented to enhance parent-teacher partnerships and promote numeracy skills among primary school students in the division of Toledo City?

## **METHODS**

### **Research Design**

This study employed a qualitative research design, using semi-structured interviews to explore the role of parent-teacher partnerships in promoting numeracy skills among primary school students in the division of Toledo City. Qualitative research was an appropriate approach for exploring complex social phenomena, such as parent-teacher partnerships, and allowed for an in-depth understanding of participants' experiences and perspectives (Creswell & Creswell, 2017).

### **Sample**

The sample for this study consisted of primary school teachers and parents who were involved in parent-teacher partnerships and had experience in supporting numeracy development in the division of Toledo City. A purposive sampling technique was used to identify participants who had experience with parent-teacher partnerships and numeracy development. A total of 10 teachers and 10 parents were recruited for the study, with the aim of achieving data saturation, where no new themes or insights emerge from the data (Guest et al., 2006).

### **Data Collection**

Data was collected through semi-structured interviews, which were conducted in person or via video conferencing, depending on the preference of the participant. The interviews were audio-recorded with the participants' consent and transcribed verbatim. The interview questions were developed based on the research questions and the relevant literature, and were pilot-tested with a small group of participants to ensure clarity and relevance.

### **Data Analysis**

The data collected from the interviews was analyzed using thematic analysis, which is a method for identifying patterns and themes in qualitative data (Braun & Clarke, 2019). The analysis involved several steps, including familiarization with the data, generating initial codes, identifying themes, reviewing and refining themes, and producing a final report (Braun & Clarke, 2019). The analysis was conducted manually by the researcher and a research assistant, with regular meetings to discuss the emerging themes and ensure inter-coder reliability.

### **Validity and Reliability**

To ensure the validity and reliability of the study, several measures were taken. Firstly, the interview questions were pilot-tested to ensure clarity and relevance. Secondly, the sample was selected using purposive sampling, to ensure that participants had relevant experience with parent-teacher partnerships and numeracy development. Thirdly, the interviews were audio-recorded and transcribed verbatim, to ensure accuracy and completeness of the data. Finally, the analysis was conducted manually by the researcher and a research assistant, with regular meetings to discuss the emerging themes and ensure inter-coder reliability.

### **Ethical Considerations**

Ethical considerations were addressed throughout the research process. Informed consent was obtained from all participants, and they were informed of their right to withdraw from the study at any time without consequences. The data collected was kept confidential and stored securely, and all identifying information was removed from the transcripts. The study was also approved by the relevant ethics committee prior to data collection.

## **RESULTS**

### **Theme 1: Importance of Parent-Teacher Partnerships**

All participants in the study emphasized the importance of parent-teacher partnerships in promoting numeracy skills among primary school students. They agreed that a collaborative relationship between parents and teachers can lead to better outcomes for students, including improved academic achievement, increased motivation, and a positive attitude towards learning.

One parent stated, "I believe that when parents and teachers work together, we can create a supportive environment for our children. It's important for us to have open communication and share information about our children's progress and needs."

Similarly, a teacher commented, "Working with parents is essential to help students succeed. They know their children best and can provide valuable insights into their strengths and weaknesses. By working together, we can create a more personalized learning experience for each student."

Participants identified several benefits of parent-teacher partnerships in promoting numeracy skills. These included:

#### **Increased student motivation**

Several participants noted that when parents and teachers work together, students are more motivated to learn. One parent explained, "When my child sees that I'm involved in their learning, they feel more motivated to do their homework and participate in class."

#### **Better communication**

Participants emphasized the importance of open communication between parents and teachers. One teacher stated, "When we have good communication with parents, we can share information about what's happening in the classroom and get their input on how we can support their child's learning."

#### **Personalized learning**

Participants highlighted the benefits of tailoring learning experiences to individual students' needs. One parent said, "When teachers and parents work together, we can identify areas where our child needs extra help and develop a plan to address those needs."

#### **Positive attitude towards learning**

Participants noted that when parents and teachers work together to create a supportive learning environment, students develop a positive attitude towards learning. One teacher explained, "When students feel supported and encouraged, they are more likely to enjoy learning and develop a lifelong love of learning."

Participants also identified some challenges to parent-teacher partnerships. These included:

#### **Time constraints**

Several participants noted that time constraints can make it difficult for parents and teachers to communicate effectively. One parent stated, "I work full time, so it can be difficult to find time to meet with teachers during the school day."

### ***Different priorities***

Participants noted that parents and teachers may have different priorities or expectations, which can make it challenging to work together. One parent stated, "Sometimes, I feel like the teacher has different priorities than me. For example, they may be more focused on academic achievement, whereas I may be more concerned about my child's social development."

Despite these challenges, participants agreed that the benefits of parent-teacher partnerships far outweigh the challenges. They emphasized the importance of creating a culture of collaboration and open communication, where parents and teachers work together to support student learning and development.

Overall, the findings of this study highlight the importance of parent-teacher partnerships in promoting numeracy skills among primary school students. The collaborative relationship between parents and teachers can lead to better outcomes for students, including improved academic achievement, increased motivation, and a positive attitude towards learning. While there may be some challenges to parent-teacher partnerships, participants in this study emphasized the need to create a supportive and collaborative environment, where parents and teachers work together to support student learning and development.

### **Theme 2: Communication**

Effective communication was identified by the participants as a key factor in successful parent-teacher partnerships to promote numeracy skills. Both teachers and parents emphasized the importance of open and honest communication, as well as the need for regular and consistent communication throughout the school year.

One teacher stated, "It's important to have open communication with parents about what their child is learning in math and what areas they may be struggling in. We can work together to find solutions and help the child succeed." Similarly, a parent emphasized the importance of regular communication from the teacher, stating, "I appreciate when the teacher sends home regular updates on what they are learning in math and any areas where my child may need extra support."

The participants also highlighted the importance of clear and concise communication. One teacher explained, "We need to make sure we are using language that parents can understand. Sometimes we can get caught up in using educational jargon, but we need to make sure we are communicating in a way that is accessible to all parents." This sentiment was echoed by a parent, who stated, "I appreciate when the teacher breaks down complex concepts into simpler terms so that I can understand what my child is learning."

Another important aspect of communication identified by the participants was the need for two-way communication. Both teachers and parents emphasized the importance of listening to each other and taking each other's perspectives into account. One teacher stated, "It's important to listen to parents' concerns and ideas. They know their child best, and we can work together to find solutions that work for everyone." Similarly, a parent emphasized the importance of teachers listening to their input, stating, "I feel more involved and invested in my child's education when the teacher listens to my input and ideas."

The participants also highlighted the importance of using multiple modes of communication. While traditional methods such as parent-teacher conferences and progress reports were seen as important, the participants emphasized the need for additional modes of communication such as email, text messaging, and online platforms. One parent stated, "I appreciate when the teacher uses multiple modes of communication, such as email or a class website, so that I can stay informed and involved even if I can't attend a face-to-face meeting."

Overall, effective communication was identified by the participants as a crucial component of successful parent-teacher partnerships to promote numeracy skills. Open and honest communication, clear and concise language, two-way communication, and the use of multiple modes of communication were all seen as important factors in building strong relationships between teachers and parents to support student learning in math.

### **Theme 3: Parental Involvement**

The third theme that emerged from the data was the importance of parental involvement in promoting numeracy skills among primary school students. Both parents and teachers highlighted the crucial role that parents play in supporting their children's numeracy development. This theme was further divided into two sub-themes: home numeracy practices and parent-teacher collaboration.

#### **Sub-theme 1: Home Numeracy Practices**

Participants emphasized the importance of promoting numeracy skills outside the classroom through home numeracy practices. Many parents shared their experiences of using everyday activities, such as cooking and grocery shopping, as opportunities to teach their children about numeracy concepts, such as measurement and estimation. One parent noted:

"We incorporate numeracy into our daily lives. We ask our child to count the apples, eggs, and other things that we buy at the market. We also encourage our child to measure the ingredients when we cook or bake."

Teachers also highlighted the importance of promoting numeracy skills through home numeracy practices, and several of them provided suggestions for parents on how to do this. One teacher stated:

"Parents can help their children with numeracy by doing simple things like counting the stairs as they walk up, measuring ingredients when cooking, or playing board games that involve counting and adding."

Overall, the data suggests that promoting numeracy skills at home through everyday activities is a valuable way to reinforce what children learn in school and to develop their numeracy skills.

#### **Sub-theme 2: Parent-Teacher Collaboration**

Participants also emphasized the importance of collaboration between parents and teachers in promoting numeracy skills among primary school students. Both parents and teachers acknowledged the benefits of regular communication and collaboration in supporting children's numeracy development. One parent stated:

"I feel that working together with my child's teacher is important in developing my child's numeracy skills. By keeping in touch, I am aware of what my child is learning and can reinforce those concepts at home."

Similarly, teachers recognized the importance of involving parents in their children's education and working collaboratively with them to support numeracy development. One teacher noted:

"Parents are an integral part of the education process, and by working together, we can provide the best possible education for our students. Regular communication between parents and teachers is essential in supporting children's numeracy development."

Overall, the data suggests that effective parent-teacher collaboration can enhance children's numeracy skills by creating a supportive learning environment both at school and at home.

The findings of this study suggest that parent-teacher partnerships play a vital role in promoting numeracy skills among primary school students in the division of Toledo City. The three themes that emerged from the data, namely the importance of parent-teacher partnerships, communication, and parental involvement, highlight the key factors that contribute to the success of numeracy education in primary schools.

The findings suggest that parent-teacher partnerships should be strengthened through regular communication and collaboration, with a focus on promoting numeracy skills both in the classroom and

at home. Teachers should provide parents with guidance on how to promote numeracy skills at home through everyday activities, and parents should be encouraged to work collaboratively with teachers to support their children's numeracy development.

Overall, the findings of this study have important implications for primary school education in the division of Toledo City, highlighting the need for continued efforts to promote effective parent-teacher partnerships in promoting numeracy skills among primary school students.

#### **Theme 4: Teacher Support**

The fourth theme that emerged from the data was the importance of teacher support in promoting numeracy skills through parent-teacher partnerships. Participants highlighted the need for teachers to provide ongoing support to parents in order to effectively promote numeracy skills.

One of the key ways that teachers provided support was by sharing information with parents about their child's progress and areas for improvement. This allowed parents to better understand their child's strengths and weaknesses in numeracy and to work collaboratively with the teacher to develop a plan for improvement. As one parent noted:

"I really appreciate when my child's teacher takes the time to sit down with me and discuss her progress in numeracy. It helps me understand what she needs to work on and how I can support her at home."

In addition to sharing information, teachers also provided resources and strategies to help parents support their child's numeracy development. This included recommending math games and activities to do at home, providing additional worksheets or practice problems, and modeling problem-solving strategies for parents to use with their child. As one teacher explained:

"I make sure to give parents resources that they can use at home to support their child's numeracy development. I also show them how to work through problems step-by-step so that they can do the same with their child."

Teachers also emphasized the importance of ongoing communication with parents throughout the school year. This allowed them to address any concerns or questions that parents had about their child's numeracy development, and to work together to develop a plan for improvement. As one teacher noted:

"I try to communicate with parents on a regular basis, whether it's through emails, phone calls, or in-person meetings. This helps me understand their concerns and make sure that we're all on the same page when it comes to supporting their child's numeracy development."

Overall, the data indicated that teacher support played a crucial role in promoting numeracy skills through parent-teacher partnerships. By sharing information, providing resources and strategies, and maintaining ongoing communication, teachers were able to work collaboratively with parents to support their child's numeracy development.

#### **Theme 5: Resources**

The fifth theme that emerged from the data was the importance of resources in promoting numeracy skills through parent-teacher partnerships. Participants emphasized that adequate resources, such as instructional materials and technological tools, are essential for enhancing the effectiveness of parent-teacher partnerships in supporting numeracy development.

Teachers noted the importance of having access to appropriate instructional materials that can be used to reinforce numeracy skills at home. One teacher stated, "It's important to have resources that we can send home with students to reinforce what we're teaching in the classroom. For example, we might send home practice worksheets or flashcards that students can use with their parents to practice their math skills." Another teacher highlighted the importance of using technology to support parent-teacher partnerships, stating, "We use a variety of technological tools to support numeracy development, such as educational apps and online resources. These can be accessed both at school and at home, which helps to strengthen the partnership between parents and teachers."

Parents also emphasized the importance of resources in supporting their child's numeracy development. One parent noted that "having access to resources, like online games and activities, makes it easier for us to support our child's learning at home." Another parent highlighted the importance of having access to instructional materials that align with what their child is learning in school, stating, "When we have access to the same materials that our child is using in the classroom, it makes it easier for us to reinforce what they're learning and provide additional support."

Several participants also emphasized the need for adequate funding and support to ensure that schools have the resources they need to support numeracy development through parent-teacher partnerships. One teacher stated, "Having adequate funding is critical for ensuring that we have the resources we need to support parent-teacher partnerships. Without funding, it's difficult to provide the instructional materials and technological tools that are necessary to support numeracy development." Similarly, one parent noted that "schools need support from the community and from policymakers to ensure that they have the resources they need to promote numeracy skills through parent-teacher partnerships."

Overall, the participants in this study emphasized the importance of resources in promoting numeracy skills through parent-teacher partnerships. Adequate instructional materials, technological tools, and funding are essential for strengthening the partnership between parents and teachers and enhancing the effectiveness of efforts to support numeracy development.

## **DISCUSSION**

### **Importance of Parent-Teacher Partnerships**

Numerous studies have highlighted the importance of parent-teacher partnerships, as a collaborative approach to education that recognizes the shared responsibility of parents and teachers in supporting student learning and development (Christenson & Sheridan, 2001; Epstein, 2018; Souto-Manning, 2013). Moreover, effective partnerships between parents and teachers involve communication, collaboration, shared decision-making, and mutual respect, all of which were echoed by the participants in this study (Epstein, 2018).

In terms of communication, participants emphasized the importance of regular communication between parents and teachers to ensure that they are both aware of the student's progress and any areas that need improvement (Kilag et al., 2022). This communication can take various forms, such as face-to-face meetings, phone calls, emails, and progress reports. As one parent noted, "I think it's important to have a good communication line with the teacher so that you can always ask questions and get feedback on how your child is doing."

In addition, participants highlighted the importance of collaboration between parents and teachers, particularly in identifying strategies to support student learning. As one teacher stated, "Parents know their child best, so they can provide valuable insights into what works best for their child." This sentiment was echoed by a parent who said, "We know our child's strengths and weaknesses, so it's important for us to work together with the teacher to identify strategies that can help our child succeed."

Shared decision-making was also identified as an important aspect of parent-teacher partnerships. Participants emphasized the importance of involving parents in decisions that affect their child's education, such as curriculum choices and interventions (Kilag et al., 2023). As one teacher noted, "Parents should have a say in what their child learns and how they learn it. After all, they know their child best."

Finally, participants stressed the importance of mutual respect between parents and teachers, recognizing that both parties have valuable contributions to make to the student's learning and



development. As one parent noted, "It's important for teachers to respect parents' opinions and contributions, just as parents should respect the expertise and experience of teachers."

### **Communication**

Effective communication between parents and teachers has been identified as a crucial element in fostering successful parent-teacher partnerships (Sanders et al., 2005). The importance of communication in promoting student success is further supported by research that indicates that students whose parents are involved in their education tend to perform better academically (Henderson & Mapp, 2002).

In this study, participants stressed the need for open and frequent communication between parents and teachers. They believed that communication helped to build trust and foster positive relationships between parents and teachers, which in turn created a supportive environment for student learning (Kilag et al., 2023). Consistent with previous research, participants highlighted the importance of clear and consistent communication about numeracy expectations, goals, and strategies. This finding is supported by research that has shown that when parents and teachers share a common understanding of what students are expected to learn, and how they will be assessed, students tend to perform better academically (Henderson & Mapp, 2002).

In addition, participants in this study emphasized the need for two-way communication, where both parents and teachers have the opportunity to share their perspectives, concerns, and ideas. This finding is consistent with research that has highlighted the importance of collaborative communication, which allows for a shared decision-making process and promotes a sense of ownership among all stakeholders in the education process (Leech & Fulton, 2008).

Effective communication can also play a role in promoting parental involvement, as it helps to create a supportive and inclusive learning environment. When parents feel that they are valued partners in their child's education, they are more likely to become involved in school activities and support their child's learning at home (Sanders et al., 2005).

### **Parental Involvement**

Parental involvement is a key factor in promoting student achievement and success, and the importance of parental involvement in promoting numeracy skills was highlighted by the participants in this study. The findings of this study are consistent with previous research, which has shown that parental involvement can have a positive impact on student outcomes, including academic achievement (Henderson & Mapp, 2002; Jeynes, 2011). Furthermore, parental involvement has been linked to increased student motivation, engagement, and a positive attitude towards learning (Sui-Chu & Willms, 1996).

Parental involvement takes many forms, from supporting learning at home to participating in school activities and events (Ajibade, Oyeboode, et al., 2022). Participants in this study emphasized the importance of parents being actively involved in their child's education, and not just leaving it up to the teachers. This involvement included attending parent-teacher meetings and volunteering in the classroom. This finding is consistent with previous research, which has shown that parental involvement in school activities is positively associated with student achievement (Desforges & Abouchaar, 2003).

In addition to participating in school activities, participants in this study highlighted the importance of parents supporting numeracy development at home. This support can take many forms, including helping with homework, discussing math concepts, and providing opportunities for hands-on learning. Research has shown that parental involvement in homework is positively associated with student achievement (Epstein, 2018).

However, it is important to note that not all forms of parental involvement are equally effective. For example, simply attending parent-teacher meetings may not have a significant impact on student outcomes unless it is accompanied by other forms of involvement, such as supporting learning at home

(Desforges & Abouchaar, 2003). Furthermore, it is important to ensure that parental involvement is culturally appropriate and respects the diverse backgrounds and experiences of families (Harry et al., 2007).

### **Teacher Support**

In a study by Veloso et al. (2019), it was found that teacher support was a significant predictor of parental involvement in student learning. The study highlights the importance of teachers providing support and guidance to parents to promote effective parent-teacher partnerships. The researchers suggest that teachers can provide support by sharing resources, offering workshops or training sessions, and providing feedback on student progress.

Another study by Sheridan et al. (2016) found that teacher support is particularly important for parents from low-income and minority backgrounds who may feel intimidated or marginalized by the school system. Teachers who provide support and establish positive relationships with these parents can help to bridge the gap between home and school and promote greater parental involvement in student learning (Sasan & Baritua, 2022).

Furthermore, a study by Henderson and Mapp (2002) found that effective communication and collaboration between teachers and parents can lead to increased parent involvement and support for student learning. This support can have a positive impact on student outcomes, including academic achievement.

In light of these findings, it is clear that teacher support is an essential component of successful parent-teacher partnerships. Teachers who provide guidance, resources, and feedback can help to empower parents to support their child's numeracy development and promote greater parental involvement in student learning. Additionally, teachers who establish positive relationships with parents can help to foster trust and collaboration, which can ultimately benefit the student (Sasan & Baritua, 2022).

### **Resources**

The importance of resources in promoting successful parent-teacher partnerships has been emphasized in previous research studies. Epstein (2018) argued that schools must provide families with information and resources to support their children's learning, including materials for home use, workshops, and technology. Access to these resources can help parents feel more confident in their ability to support their child's learning, as well as provide opportunities for parents to learn new strategies and techniques for promoting numeracy development at home.

In a study by Fan and Chen (2019), the authors found that providing professional development opportunities for teachers and parents can help improve parent-teacher partnerships and ultimately benefit student outcomes. The study found that when teachers and parents received training on how to work together to support student learning, both groups reported increased communication and collaboration, and students showed improved academic achievement.

In addition to access to resources, the school environment itself can also have an impact on the success of parent-teacher partnerships. Research by Henderson and Mapp (2002) found that schools that were welcoming and inclusive of parents, and that valued parental involvement, were more likely to have successful partnerships with families. Participants in our study echoed this sentiment, highlighting the importance of feeling valued and respected as parents and as partners in their child's education.

### **Limitations**

While this study provides valuable insights into the perceptions of parents and teachers regarding parent-teacher partnerships and numeracy development, there are several limitations to consider.

Firstly, the sample size was relatively small, with only 10 parents and 10 teachers participating in the study. This limits the generalizability of the findings and makes it difficult to draw broader

conclusions about the perceptions of parents and teachers regarding parent-teacher partnerships and numeracy development.

Secondly, the study relied on self-reported data from participants, which may be subject to social desirability bias. Participants may have provided responses that they believed were socially desirable, rather than reflecting their true opinions and behaviors.

Thirdly, the study focused solely on perceptions and attitudes towards parent-teacher partnerships and numeracy development. It did not assess actual behaviors or practices, which could provide a more comprehensive understanding of the effectiveness of parent-teacher partnerships in promoting numeracy development.

Fourthly, the study did not take into account the diversity of backgrounds and experiences among parents and teachers. Different cultural backgrounds, socio-economic status, and educational experiences can influence perceptions and attitudes towards education and parental involvement.

Lastly, the study was conducted in a specific geographic area and context, which may limit its generalizability to other settings and contexts. Further research is needed to explore the perceptions and attitudes of parents and teachers towards parent-teacher partnerships and numeracy development in different settings and contexts.

Overall, while this study provides valuable insights into the perceptions of parents and teachers towards parent-teacher partnerships and numeracy development, these limitations should be taken into account when interpreting the findings.

## CONCLUSION

This study aimed to explore the perspectives of teachers and parents on promoting numeracy skills through parent-teacher partnerships. The findings of this study highlight the importance of effective communication, parental involvement, teacher support, and access to resources in promoting numeracy development.

Participants emphasized the need for parents and teachers to work together to support student learning and development. Effective communication was seen as essential for building trust and collaboration, while parental involvement was essential for promoting student motivation and engagement. Teachers were seen as important sources of support and guidance for parents, particularly those who may not have strong numeracy skills themselves. Finally, access to resources was identified as a key factor in promoting successful parent-teacher partnerships.

While the findings of this study provide valuable insights into the perspectives of teachers and parents on promoting numeracy skills, there are limitations to this study that must be acknowledged. First, the sample size was relatively small and may not be representative of the broader population. Second, the study was limited to a single geographic region, which may limit the generalizability of the findings. Finally, the study relied on self-reported data, which may be subject to biases and inaccuracies.

Despite these limitations, the findings of this study have important implications for educators, parents, and policymakers. To promote numeracy development, it is essential that parents and teachers work together in a collaborative and supportive manner. This may involve providing resources and professional development opportunities to teachers and parents, as well as creating a supportive school environment that values the contributions of all stakeholders. By promoting effective parent-teacher partnerships, educators and parents can help to ensure that students have the skills and knowledge they need to succeed both academically and in life.

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