



Examining the Influence of the Perceived Parental Involvement on Teachers' Sense of Self-Efficacy, Work Commitment, and Job Satisfaction

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This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Developing strategies for more collaborative models of school-parent relationships is essential for supporting teachers and, ultimately, enhancing student learning outcomes worldwide. The relationship between parents and teachers is crucial in the educational process and can significantly

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influence teachers' professional identity. This study examined the impact of parental involvement on teachers' professional identity, focusing on self-efficacy, work commitment, and job satisfaction. A quantitative approach was employed using linear data collection and analysis methods. Data were collected through questionnaires from a representative sample of teachers from various schools. Descriptive statistics were used to outline the characteristics of the dataset. In addition, a correlational design measured the relationship between the variables and identified the variables of parental involvement that best predict teachers' self-efficacy, work commitment, and job satisfaction. The results revealed a small negative correlation between parental involvement and self-efficacy. In contrast, communication with parents positively influenced teachers' work commitment. These findings could inform educational policy by fostering collaboration between parents and teachers, thus enhancing the overall educational environment.

Keywords: Teacher-parent/guardian relationship; professional identity; parental involvement.

1. INTRODUCTION

The interaction between teachers and parents or guardians is essential for achieving the school's educational objectives. Parents' active participation, constructive cooperation, and effective communication strengthen the roles of educators in the educational ecosystem. The nature of the relationship between teachers and parents or guardians can significantly impact a teacher's self-efficacy process. Parents or guardians sometimes question the pedagogical decisions made by teachers, which can lead to a lack of collaboration within the educational community. This situation may demotivate educators and hinder their ability to fulfill their teaching responsibilities effectively.

At an international level, research has indicated that parental involvement can significantly impact not only student performance but also the teachers' professional experience [1-4]. As the primary mediators between students and the school system, teachers often navigate complex relationships with parents and guardians, which can either enhance or hinder their professional responsibilities. Moreover, insufficient school-parent collaboration can lead to role conflict and teacher burnout [5,6]. In Greece, parental involvement is typically limited to participation in events, rarely encompassing meaningful collaboration with teachers [7-11].

Therefore, some questions arise: How does parental involvement affect teachers' self-efficacy? Which aspects of parental involvement predict work commitment and job satisfaction?

The purpose of this study was to examine the impact of communication and collaboration between teachers and parents on teachers' professional identity. Specifically, the study

explored how parental involvement influences teachers' self-efficacy, job satisfaction, and commitment, which are dynamic elements of a teacher's professional identity. The study involved administering a self-report questionnaire to primary and secondary school teachers. This analysis goal was to contribute to the ongoing discussion about the teacher-parent relationship and its effects on the educational environment.

2. THEORETICAL BACKGROUND

2.1 Parental Involvement

The concept of "parental involvement" does not have a clear and universal definition in the literature. In some cases, it refers to parents actively participating in their children's education to gain information about their academic progress and involvement [12]. According to Jordan, Orozco & Averett [13], "family and community involvement often means helping to achieve the goals set by schools (administration and teachers) that only reflect school values and priorities". Barge and Loges [14] found that parental involvement includes (1) regularly supervising student work, (2) developing individual relationships with teachers, (3) utilizing after-school programs, and (4) improving supportive collaboration within the community. According to the same scholars, for students, parental involvement means (1) help with homework, (2) parental stimulation, and (3) parent-school communication, while for teachers, parental involvement takes the following forms: (1) contact, (2) participation, (3) parental monitoring, and (4) discipline. However, they argue that negative contact, lack of encouragement, and parental skills do not help [15].

The relationship between parents and schools is crucial because the family is the most important

and enduring resource in a child's life. Collaborations between families and schools have produced impressive results for children and teachers (Petr, 2003: 11). Additionally, parental involvement seems to significantly impact the overall school culture. Deal and Peterson [16] emphasized that the school should have open boundaries and connect with parents to create a positive school culture.

The term "parental involvement" can be defined as either parent supporting their children's academic achievement or being involved in the overall functioning of the school [17]. These definitions are based on theories of child development, emphasizing the role of the family in children's cognitive, emotional, and social development, and its impact on academic success. Piaget believed that children learn best through interaction with their environment, particularly with their parents [18]. Similarly, Vygotsky highlighted the importance of children's interaction with family members and the community in their education and development [19]. Bronfenbrenner's Ecological Systems Theory also emphasizes the influence of the family, biological, economic, and sociocultural factors on children's development [20]. In the early 20th century, between 1920 and 1960, parents in the United States started getting involved in their children's education while they attended kindergarten. Non-working mothers took on the role of assisting teachers in the classroom. In Turkey, after the fall of the Ottoman Empire and the establishment of the secular state, parental involvement in schools was facilitated through the "School Family Association" (SFA). This involved annual planning and volunteer activities, event organization, cooperation with institutions, and other initiatives [21]. In 1923, a non-governmental organization called the "Mother-Child Education Foundation" (MCEF) was established in Turkey. It offered various parental involvement programs focusing on literacy, parenting, volunteering, and home-visiting activities, particularly for mothers. Similar programs were also implemented in other countries such as Belgium, the Netherlands, Germany, France, Switzerland, Saudi Arabia, Germany, Switzerland, and Bahrain [20].

2.2 Models of Parental Involvement

Based on the information provided, it seems that parents playing an active role in their children's education is crucial for their academic and

psychological development. Literature emphasizes the idea of parental involvement, which refers to the various behaviors and practices parents engage in to help their children learn. Below, I will provide a brief overview of the primary models of parental involvement, which will underscore the various approaches and interpretations found in the literature.

The different roles of parents in education have been well identified by Greenwood and Hickman [22]:

- 1) Parents as "audience": This refers to a passive form of parental participation in school activities.
- 2) Parents as "learners": This means that parents can gain knowledge and skills related to child rearing and development through workshops organized by the school with teachers or other professionals.
- 3) Parents as "teachers" refer to parents assisting with homework.
- 4) Parents as "volunteers" or "paraprofessionals" refer to parents being invited to participate in the school on a voluntary or paid basis.
- 5) Parents as "decision-makers" refer to parents participating in activities related to the school's operation.

At the same time, Gordon, Epstein, and Muller present a different perspective on the 'locus of parental involvement', which can be the home, the school, or the community. Based on this, Gordon [23] suggests three models: (1) the "Parent Impact Model", where schools engage with parents to involve them in their children's learning at home; (2) the "School Impact Model", where parents are involved in school voluntarily or through relevant clubs; and (3) the "Community Impact Model", where parents play various roles from home to the local community.

In 1989, Epstein identified four important types of parental involvement:

- Meeting basic requirements and providing positive conditions at home to ensure the child's health and learning.
- Parental participation in learning activities at home.
- School communication with parents to inform them about school programs and the child's progress.
- Active parental participation in school activities, such as field trips.

The first two types of Epstein's categories focus on helping "at home", where schools use various communication techniques to reach parents, while the latter two focus on parents' active involvement in the "school" setting [22].

Later, in 2001, Epstein introduced six types of parental involvement [24]

- Parenting, creating a supportive environment for the student and participating in parent education activities.
- Communication, through which parents obtain information about school practices and student programs.
- Volunteerism, including parent participation in activities initiated by school staff for school maintenance, safety, and operation.
- Home learning, through which information and ideas are provided to parents about school practices and programs.
- Decision-making, in which parents act as representatives of associations and educational networks.
- Community collaboration refers to activities and services related to learning skills collaboration with agencies and organizations operating in the community [17,20,25].

Additionally, Muller, based on Epstein's work, formulated ten forms of parental involvement in two main categories [20]. Berger also outlined six parental roles and Chavkin & Williams seven corresponding roles [26].

Hoover-Dempsey and Sandler [27] argue that the factors driving parental involvement practices are psychological. They proposed a four-level model, which can be summarized as follows:

- The first level outlines four reasons for parental involvement: parental role construction, parental efficacy, parental perception of invitations to involvement from the school, and parental perception of invitations to involvement from the child.
- The second level includes three factors that influence parental participation choices: their perceptions of skills, interests and abilities, their time and energy, and invitations to participate from teachers.
- The third level describes the mechanisms of parental involvement that impact

students, such as modeling appropriate skills, providing rewards, and mentoring.

- The fourth level develops appropriate supervision and mediation strategies through parent-developed activities in line with the school's expectations of parental involvement.

This model encompasses various parental involvement practices in school life, including parent-child communication about schoolwork, homework supervision, parental expectations for their child's education, school attendance, provision of school supplies, volunteer work, and participation in conducting homework planned or suggested by teachers to supplement classroom instruction [20].

2.3 The Impact of Parental Involvement on Teachers' Self-Efficacy, Work Commitment, and Job Satisfaction

The above literature review emphasizes the importance of parental involvement in education for the overall development and academic success of students. Apart from benefiting students, active and constructive parental involvement can also have an impact on teachers in several ways. Specifically, it can influence teachers' sense of achievement and self-confidence (self-efficacy), shape their beliefs about their professional role (professional identity), and contribute to their job satisfaction.

Some researchers, such as Darmody and Smyth [28] (2010), have suggested that a positive teacher-parent relationship can significantly enhance teachers' self-esteem and satisfaction. Isaiah [29] highlighted the potential for parents to collaborate effectively with teachers to encourage positive student behavior and ensure the completion of schoolwork at home and in school. However, Isaiah cautioned against any involvement that makes the teachers' role more challenging or is used to criticize teachers.

When defining "self-efficacy," some researchers focus solely on teachers' expectations of the outcomes of their work. They also consider the work environment, including the classroom and the broader school context, as important relational aspects that influence teachers' work [30] (Canrinus et al., 2021: 118). Schepers et al. (2005) describe professional efficacy as the primary motivation for teachers, stating that teachers' self-efficacy positively influences their level of motivation [30]. Rots et al. [31]

emphasised that professional commitment may have a positive and direct relationship with teacher effectiveness. Additionally, Chan et al. found a positive relationship between teachers' self-efficacy and professional commitment in a study of primary (2130) and secondary (1587) schoolteachers in Singapore [30].

The factors affecting a teacher's job satisfaction, as mentioned by Sharma and Jyoti (2006), include internal, external, and demographic factors, along with individual characteristics and school conditions [32]. El-Hilali and Al-Rashidi's study on female primary school teachers in Kuwait found that job satisfaction is influenced by parental involvement, teacher personality traits (such as extroversion), and organisational support (specifically workload) [33]. Furthermore, Li and Hung (2012) noted that extroverted teachers experience higher job satisfaction when their work involves high levels of parental involvement and personal interactions [33].

"Professional identity" is frequently used in literature without a precise definition. Various terms such as "professionalism", "professional self-perception", and "professional socialization" are used to convey the correct conceptual content. Still, they define the process rather than the concept itself [34]. Recently, the idea of "professional identity" has garnered interest in fields like medicine and law. However, most research has been carried out in teaching or teacher training. Hamman et al. [35] researched teachers' perceptions of the factors that influence their professional identity. Some studies also link teacher identity to a critical stance towards working conditions. For instance, Moore and Hofman [36] found that a teacher professional identity is related to working conditions, while Nias [37] and Day [38] argue that it is influenced by educational reforms.

Day and his colleagues discovered that a teacher's professional identity is shaped by three key dimensions: (a) the personal dimension, which includes their life outside of school; (b) the professional dimension, referring to the social and political expectations associated with being a good teacher; and (c) the situational dimension, which concerns their immediate work environment. The study revealed that balancing these dimensions contributes to teacher effectiveness, as measured by student progress and achievement. Puurula and Löffström [39] reached a similar conclusion in their study. Kelchtermans [40] refers to this process as "self-

understanding," which comprises five components: teachers' self-image, self-esteem, work motivation, perception of duties, and future perspective [30]. Lastly, professional identity is a crucial cognitive mechanism that influences employees' attitudes, feelings, and behavior in the workplace [41].

Additionally, professional teaching commitment is a key measure of school effectiveness. Lezotte (1991) identified seven characteristics associated with academic excellence, one of which is positive school-family relationships [42]. Teacher professional commitment refers to the dedication, responsibility, and emotional connection a teacher feels towards their profession and role. It encompasses the inner motivation that compels teachers to work diligently, seek improvement, and maintain an optimistic and resilient attitude to challenges.[43]. Other related terms found in the English literature are "work engagement" and "commitment" [44]. Teacher professional commitment is considered fundamental to effective teaching, the success of student progress, and, overall, to a better educational environment.

Considering the importance of parents' active and constructive involvement in their children's education, the current study investigated the influence of parental involvement on three essential factors for teachers: their sense of self-efficacy, work commitment, and job satisfaction.

2.4 Research on Parental Involvement

The English-language literature includes several studies that explore parental involvement concerning various factors in school life. Some of these studies include Lawson [45], Barge & Loges [46], and Urhahne [47], which examined the perceptions of parents and teachers on parental involvement. Additionally, Addi-Raccah & Ainhoren [48] focused on teachers' views regarding parental involvement in school decision-making, while Epstein and Van Voorhis [49] looked at parent-teacher collaboration in assigning homework. The research literature of Goodall & Montgomery [50] examined the issue of parental involvement in schoolwork, and Hoover-Dempsey et al. [51] discussed teacher-based parent education programs.

Parental involvement in the educational process has been a research interest in Greece since 2000. Makris [7] conducted a similar study on the relationship between parental involvement and

academic performance. Siatira [8] and Eleftheriadou [9] investigated parental involvement in school decision-making in Special Education. Nastou [10] focused on parental involvement in kindergartens, while Koulourmani [11] focused on parental involvement in music schools. Nakou [52] conducted research from the teachers' perspective, indicating that teachers attach great importance to parental involvement but seem to want it limited only to homework. Finally, Kontogianni and Oikonomidis [53] investigated kindergarten teachers' views on immigrant parents' involvement.

While the existing literature in Greece and internationally offers rich information on parental involvement in various educational aspects, this research focuses on the aspect of the impact of parental involvement on teacher identity, with the main aim of a broader understanding of the dynamics of the school-family relationship and the promotion of more effective strategies for cooperation between teachers and parents. The methodology of the study is detailed in the following section.

3. EMPIRICAL PART

3.1 Methodology

The study investigated how parental involvement is related to teachers' professional identity, including their self-efficacy, job satisfaction, and work commitment. The research aimed at addressing the following questions:

- a. Are there differences in the participants' views on parental involvement based on gender and the type of school they work in?
- b. Are there differences in the participants' views on parental involvement based on years of service and age of the participants?
- c. How is parental involvement in school related to:
 - Teachers' self-efficacy
 - Work commitment
 - Job satisfaction
- d. To what extent does parental involvement predict teachers' self-efficacy, work engagement, and job satisfaction?
- e. Which factor influences teachers' self-efficacy, work commitment, and job satisfaction?

The study used a quantitative approach and employed linear data collection and analysis

methods to test the research questions and find the correlations between the variables [54] (Cresswell, 2015). It employed a correlational design, using a questionnaire as the primary data collection tool. The correlation between parental involvement and the teacher's professional identity, focusing on self-efficacy, job satisfaction, and work commitment, was measured with the interpretive correlation method. This method investigates the nature, degree, magnitude, and strength of relationships between quantifiable variables [54]. The goal was to comprehend the independent variable "parental involvement" and its theoretical relationship to the dependent variables "self-efficacy," "job satisfaction," and "work commitment." To identify the variables of parental involvement that best predict teachers' self-efficacy, work commitment, and job satisfaction, a predictive correlational design was used to maximize prediction accuracy.

3.2 Data Collection

A three-part questionnaire was used to collect research data. The questionnaire consisted of three sections: (1) questions on parental involvement, (2) scales measuring self-efficacy, engagement, and satisfaction, and (3) demographic information. The first part focused on teachers' opinions on parental involvement and consisted of eight (8) items. Participating teachers indicated their level of agreement using a six-point Likert scale: 1. Always, 2. Very often, 3. Often, 4. Rarely, 5. Very rarely, 6. Never. The second part included 28 items and inquired about teachers' opinions on their self-efficacy, job satisfaction, and work commitment. Participating teachers indicated their level of agreement using a five-point Likert scale: 1. Very negative, 2. A little negative, 3. Neither negative nor positive, 4. A little positive, 5. Very positive. The third part of the questionnaire included questions about the demographics of the participating teachers, such as the type of school they served, years of service, gender, and age. The sample consisted of 96 teachers from six primary and secondary schools and was selected using convenience sampling. Data were collected in June 2024 through anonymous electronic questionnaires. All participants signed written consent forms and were informed about the purpose of the study, confirming their anonymity throughout the process.

3.3 Data Analysis

The study utilized non-parametric statistical analysis techniques to evaluate differences

Table 1. Cronbach's alpha reliability indices

Parameters	Cronbach's α
Parental involvement	.83
Self-efficacy	.92
Work commitment	.93
Job satisfaction	.89

between variables, as the survey data did not meet the assumptions for parametric analyses. Data analysis was performed using IBM SPSS 26. Initially, demographic data was analyzed descriptively to determine frequencies and percentages of participants based on school type, gender, age, and years of service, along with Cronbach alpha reliability indices (Table 1). The non-parametric Mann-Whitney test was used to explore differences in teachers' perceptions of parental participation based on school type and gender. The non-parametric Kruskal-Wallis test was employed to investigate differences in teachers' perceptions concerning parental involvement based on years of service and age. Finally, Spearman's rank correlation coefficient was used to examine the relationship between parental involvement and dependent variables. The study used the absolute values of the correlation coefficients to interpret the strength of the relationships. Additionally, stepwise multiple regression was used to determine if factors of parental involvement could significantly predict teachers' self-efficacy, work commitment, and job satisfaction.

3.4 Selection of the Sample

The study involved 96 teachers from three primary and three secondary schools in the urban and suburban regions. Fifty-three primary

and forty-three secondary school teachers participated in the survey.

3.5 Limitations and Delimitation of the Research

The available sample technique used to select participants limits the generalization of the results. The study included only teachers and did not involve any other members of the school community, such as parents and students. Furthermore, the research focused on specific regions, so the findings may not apply to all schools in the country. A final limitation of the study is the use of self-reported data, which may introduce biases due to subjectivity.

4. RESULTS

4.1 Demographics

Ninety-six teachers participated in the survey, with 43 from high schools and 53 from primary schools. The statistical analysis of participant demographics revealed that most participants were female (69.79%) compared to 26.04% male. The largest percentage of participants were between 51 and 60 (40.63%), while 30.33% of teachers stated that they had been serving in education for 11 to 20 years (Table 2).

Table 2. Demographics

		Frequency	%
School	Secondary	43	44.79
	Primary	53	55.21
Gender	Female	67	69.79
	Male	25	26.04
Age	Till 30	6	6.25
	31 to 40	17	17.71
	41 to 50	27	28.12
	51 to 60	39	40.63
	over 60	7	7.29
Years of Service	Less than 10	24	25.00
	11 to 20	32	30.33
	21 to 30	24	25.00
	More than 30	16	16.67

4.2 Differences in Gender and Type of School

The data analysis using the non-parametric Mann-Whitney U-test revealed no statistically significant differences in parental involvement based on gender and type of school (Table 3).

4.3 Difference by Years of Service and Age

Job satisfaction was significantly influenced by teachers' years of service, $H(3) = 14.35, p = .002$. Pairwise comparisons showed no significant differences in job satisfaction between teachers with less than ten years of service compared to teachers with 11 to 20 years of service ($p = .06$) and more than 30 years of service ($p = .63$). There were also no significant differences in job satisfaction between those with 11 to 20 years and 21 to 30 years of service ($p = .06$) and those with more than 30 years ($p = .25$). However, significant differences in job satisfaction were found between teachers with less than ten years and 21 to 30 years of service ($p < .001, r = .514$) and those with 21 to 30 years and more than 30 years of service ($p = .007, r = .427$). Teachers' age did not affect job satisfaction, $H(4) = 3.44, p = .49$ (Table 4).

Self-efficacy was not significantly affected by years of service $H(3) = 7.38, p = .061$ or teacher age, $H(4) = 2.52, p = .64$. However, pairwise comparisons showed significant differences in self-efficacy between teachers with less than 10 and 21 to 30 years of service ($p = .026, r = .322$) and more than 30 years of service ($p = .034, r = .336$). Furthermore, work commitment was not significantly affected by years of service $H(3) = 3.98, p = .26$ or teachers' age, $H(4) = 2.52, p = .94$ (Table 4).

The level of parental involvement was not significantly influenced by years of service ($H(3)$

$= 6.89, p = .07$) or teacher age ($H(4) = 1.85, p = .76$). However, the pairwise comparisons indicated significant differences in views on parental involvement between teachers with less than ten years of service and those with: a) 11 to 20 years of service ($p = .042, r = .272$) and b) more than 30 years of service ($p = .016, r = .352$) (Table 4).

4.4 Correlation Between Parental Involvement and Dependent Variables

In the data analysis, a small negative correlation was found between two variables - parental involvement and self-efficacy. The correlation coefficient (r_s) was $-.27$, with a 95% confidence interval of $(-.45, -.07)$ and a p-value of $.01$ (Table 5). This suggests that higher levels of parental involvement are associated with lower levels of teacher self-efficacy. The coefficient of determination indicated that parental involvement explains almost 8% of the variation in teachers' self-efficacy. Furthermore, no significant correlation was observed between parental involvement and the dependent variables "work commitment" and "job satisfaction" of teachers (Table 5).

4.5 Testing the Effect of Parental Involvement

In this study, stepwise multiple regression was conducted to investigate whether parental involvement could predict teachers' self-efficacy, work commitment, and job satisfaction. The analysis included the three dependent variables, and the eight statements included in the independent variable 'parental involvement'.

The results indicated that parental involvement significantly predicted teacher self-efficacy, explaining 6% of its variation ($R^2 = .06, F(1, 94) = 5.48, p = .02$) (Table 6).

Table 3. Mann-Whitney U-test showing possible differences by gender and type of school

Gender		U	p
Gender	Parental involvement	873.50	.75
	Self-Efficacy	766.50	.53
	Work commitment	681.50	.17
	Job satisfaction	774.50	.58
School	Parental involvement	1307.50	.22
	Self-efficacy	1295.50	.25
	Work commitment	1347.00	.13
	Job satisfaction	1176.50	.79

The variable 'parent as learner' (A2) was found to have a stronger contribution to teachers' self-efficacy ($\beta = -.24$, $t(94) = -2.39$, $p = .02$) (Table 7).

When examining the influence of parental involvement on teacher job satisfaction, no significant correlation was found between the predictor variables and the dependent variable ($R^2 = .05$, $F(1, 94) = .86$, $p = .36$) (Table 8).

However, it was noted that the variable 'parent as learner' (A2) contributed 5% to the

explanation of teachers' job satisfaction ($\beta = -.22$, $t(94) = -2.21$, $p = .03$) (Table 9).

In the analysis of the impact parental involvement on teachers' work commitment, it was found that the predictor variables did not significantly correlate with the dependent variable ($R^2 = .08$, $F(1, 94) = 7.70$, $p = .23$) (Table 10).

However, it was noted that the variable 'communication' (A6) contributed 8% to the explanation of teachers' work commitment ($\beta = -.28$, $t(94) = -2.77$, $p = .007$) (Table 11).

Table 4. Kruskal-Wallis Test revealing differences by years of service and age

	Factor	Statistic	df	p
Self-efficacy	Years of service	7.38	3	.06
	Age	2.52	4	.64
Work commitment	Years of service	3.98	3	.26
	Age	.75	4	.94
Job satisfaction	Years of service	14.35	3	.01
	Age	3.44	4	.49
Parental involvement	Years of service	6.89	3	.07
	Age	1.85	4	.76

Table 5. Spearman's Correlations depicting correlation between parental involvement and dependent variables

Spearman's rho			
Parental involvement	Self-efficacy	Work commitment	Job satisfaction
	-.27**	-.14	-.09

** $p < 0.01$

Table 6. Model Summary – Efficiency

Model	R	R ²	Adjusted R ²	RMSE	R ² Change	F Change	df1	df2	p
1	.00	.00	.00	6.43	.00		0	95	
2	.23	.06	.05	6.29	.06	5.48	1	94	.02

Table 7. Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
1	(Intercept)	39.89	.66		60.75	< .001
2	(Intercept)	45.09	2.27		19.88	< .001
	A2	-1.47	.62	-.24	-2.39	.02

Note. The following covariates were considered but not included: A1, A3, A4, A5, A6, A7, A8.

Table 8. Model Summary – Job satisfaction

Model	R	R ²	Adjusted R ²	RMSE	R ² Change	F Change	df1	df2	p
1	.00	.00	.00	6.51	.00		0	95	
2	.22	.05	.04	6.38	.05	.86	1	94	.36

Table 9. Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
1	(Intercept)	37.72	.66		56.79	< .001
2	(Intercept)	42.60	2.30		18.49	< .001
	A2	-1.38	.63	-.22	-2.21	.03

Note. The following covariates were considered but not included: A1, A3, A4, A5, A6, A7, A8.

Table 10. Model Summary – Work commitment

Model	R	R ²	Adjusted R ²	RMSE	R ² Change	F Change	df1	df2	p
1	.00	.00	.00	5.52	.00		0	95	
2	.28	.08	.07	5.33	.08	7.70	1	94	.23

Table 11. Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
1	(Intercept)	30.24	.56		53.72	< .001
2	(Intercept)	34.19	1.52		22.42	< .001
	A6	-1.32	.47	-.28	-2.77	.007

Note. The following covariates were considered but not included: A1, A2, A3, A4, A5, A7, A8.

5. DISCUSSION

Based on the results of this study, there is no statistically significant difference in teachers' views on parental involvement when considering gender or the type of school in which they work. However, a small, non-significant difference was observed regarding work commitment, with women showing slightly higher levels of commitment. The number of years of service may influence perceptions of parental involvement, as more experienced teachers tend to encourage greater parental engagement. Additionally, teachers with more years of service generally demonstrate higher self-efficacy and a more positive perspective on parental involvement. However, this finding requires further investigation due to its marginal statistical significance. In contrast, age does not appear to impact teachers' views on parental involvement.

The study revealed a moderately negative correlation between parental involvement and teacher self-efficacy. High levels of parental involvement were associated with low levels of teacher self-efficacy. In other words, the more involved parents were, the less confident teachers felt in their abilities. Additionally, no clear relationship was found between parental involvement, work commitment or job satisfaction. However, it is important to note that parents' active participation in educational activities at school to enhance their role as parents or guardians impacts teachers' self-efficacy and job satisfaction, although not to a significantly high degree. In addition, parents'

communication with teachers increases teachers' work commitment at a low but statistically significant rate.

6. CONCLUSION

The current study only provides a limited examination of the link between parental involvement and teachers' self-efficacy, work commitment, and job satisfaction. Among the three factors of a teacher's professional identity — self-efficacy, work commitment, and job satisfaction — only self-efficacy appears to be negatively affected, albeit to a small extent, by parental involvement in the school.

To make the results more applicable to a wider population, it is recommended that the study be expanded to include members of the educational community from all regions of the country. Additionally, conducting qualitative research methods such as interviews and observations would provide a deeper understanding of the factors that can influence this relationship positively or negatively.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Authors hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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