

Teacher Commitment and Parent Involvement on Learner Performance: A Crucial Concerted Attribute

Lloyd Daniel N. Tlale

*Department of Psychology of Education, College of Education,
University of South Africa (UNISA), PO Box 392 Pretoria-0003 South Africa
E-mail: tlaleldn@unisa.ac.za*

KEYWORDS Professionalism. Intervention. Relationship. Community Support. Communication

ABSTRACT The purpose of this paper was to explore the impact of teacher commitment and parent involvement on learner performance. Most teachers are traditionally restricted to their role of teaching. In recent years, the role of the teacher has undergone a significant overhaul. Teachers are now obliged to assume new roles and tasks to improve the quality of their teaching and learning. The results of this study suggests that the performance of a teacher is supposed to reflect their quality teaching and learning abilities, communication skills, dedication to their work, parental involvement, sacrifice, initiative, creativity, resourcefulness, willingness to take on responsibility and leadership qualities. This qualitative study was conducted through thematic content analysis. Data was gathered through observations and focus group interviews. The paper concludes with recommendations on how parents and teachers can work together as associates in order to achieve the all-inclusive potential of the learner.