

## BRIDGING HOME AND SCHOOL: THE IMPACT OF PARENTAL INVOLVEMENT ON PRIMARY STUDENTS

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### Abstract

*The research aims to examine the effect of parents' involvement on the education of their children at the primary level and to identify the factors influencing parental participation in children's educational activities. This research adopted a descriptive survey research design. Data were collected through structured questionnaires distributed among 100 parents and 50 teachers from selected primary schools of tehsil Jahanian, District Khanewal. A simple random sampling technique was used to select the participants. The collected data were analyzed using descriptive statistical methods including frequencies, percentages, and variance with the help of SPSS software. The findings of the study revealed that parental involvement has a significant impact on children's academic achievement, motivation, and classroom behavior. The results indicated that students whose parents actively participate in their education such as helping with homework, communicating with teachers, and attending school meetings tend to perform better academically and demonstrate higher levels of discipline and motivation. However, the study also identified several barriers to parental involvement, including low parental education levels, limited awareness about the importance of education, economic constraints, and weak communication between schools and families. The study concludes that strengthening collaboration between parents and schools can significantly enhance students' educational outcomes. It is recommended that schools organize regular parent-teacher meetings, awareness programs, and workshops to encourage greater parental participation in children's education.*

### Keywords:

*Parental Involvement, Primary Education, Academic Achievement, Primary School Students*

### Introduction

Parental involvement in education refers to parents' participation in activities that support their children's academic development, such as attending school meetings, communicating with teachers, participating in school events, and supporting learning at home. These activities strengthen the relationship between families and schools and contribute to improved educational outcomes for children (Goodall, 2023; Hill & Tyson, 2021). In recent years, parental engagement has become an important focus of educational policy and research worldwide. Governments, educators, and policymakers increasingly recognize that parental involvement plays a critical role in improving students' academic achievement, behavior, and motivation toward learning (Jeynes, 2022; Riaz et al., 2026). Parents play a fundamental role in shaping their children's educational development because the family is the primary environment where children learn attitudes, values, and behaviors related to education. Research shows that children whose parents show interest in their education are more likely to perform well academically and develop positive learning habits (Arshad, Mehmood & Ahmad, 2025; Riaz et al., 2025). However, in many developing countries, including Pakistan, parental

involvement in education is often limited due to factors such as low parental literacy, lack of awareness about the importance of education, financial difficulties, and limited communication between schools and families. Teachers frequently report that effective learning cannot be achieved through school efforts alone and that cooperation between parents and educators is essential for improving the quality of education (Riaz et al., 2024; Arshad, Ahmad & Zafar, 2025). Therefore, this study examined the level of parental involvement in children's education at the primary level and explored the factors influencing parents' engagement in their children's academic activities.

### **Parental Views and Engagement in Children's Education**

Families, schools, and communities collectively influence parents' perceptions regarding their involvement in their children's education. Parental engagement is shaped not only by personal beliefs but also by social expectations, school culture, and community support systems. When parents are less involved in their children's schooling—both at school and at home—students may experience negative academic and emotional consequences. Limited parental participation can affect communication with teachers, support for homework and school projects, and overall educational guidance at home. Research shows that parents' beliefs about the purpose of schooling and their perceived responsibilities significantly influence their level of engagement in their children's education (Riaz et al., 2018; Jeynes, 2022).

Students often develop educational goals and expectations that differ from those of their parents. In some cases, parents believe that their children's academic success depends primarily on the school system rather than family involvement. However, other parents recognize that both the school and the family share responsibility for children's educational outcomes. Studies have consistently shown that parents who view education as a shared responsibility between home and school are more likely to support their children's learning activities, communicate with teachers, and participate in school events (Ben-Tov & Romi, 2019; Ansari et al., 2025; Rashid et al., 2026).

Walker's model of parental role construction identifies three major orientations regarding parental responsibility in education. The first is **parent-focused roles**, in which parents believe they are primarily responsible for their children's education. The second is **school-focused roles**, where parents consider schools to be mainly responsible for children's learning. The third is **partnership-focused roles**, where parents believe that education should be a collaborative effort between families and schools. Contemporary research confirms that parents who adopt a partnership-focused perspective are more likely to engage actively in both school-based and home-based educational activities (VanValkenburgh et al., 2021; Goodall, 2023).

#### **1. Parental Involvement**

Parental involvement refers to the participation of parents in their children's educational activities both at home and at school. This includes helping with homework, attending parent-teacher meetings, monitoring academic progress, and communicating with teachers. Research shows that parental involvement plays a significant role in improving students' academic performance and motivation (Epstein, 2019; Goodall, 2023).

#### **2. Primary Education**

Primary education refers to the first stage of formal schooling, usually covering grades 1 to 5 and focusing on basic literacy, numeracy, and foundational learning skills. This stage is crucial for children's cognitive and social development and forms the foundation for further education (UNESCO, 2021).

### 3. Academic Achievement

Academic achievement refers to the level of success a student attains in educational activities, typically measured through examination results, grades, and classroom performance. Higher parental involvement is often associated with improved academic achievement among students (Jeynes, 2022).

### 4. Parental Awareness

Parental awareness refers to parents' understanding of the importance of education and their knowledge about their children's academic progress and school activities. Parents who have higher awareness are more likely to actively participate in their children's educational development (Hill & Tyson, 2021).

### 5. Socio-Economic Status

Socio-economic status refers to the social and economic position of a family based on factors such as income, education level, and occupation. Families with higher socio-economic status often have greater access to educational resources and opportunities for their children (OECD, 2021).

### 6. Parent-School Communication

Parent-school communication refers to the interaction and exchange of information between parents and teachers regarding children's academic progress, behavior, and school activities. Effective communication strengthens the partnership between schools and families and supports students' educational success (Epstein, 2019).

### 7. Learning Motivation

Learning motivation refers to the internal drive or willingness of students to participate actively in learning activities and achieve educational goals. Parental encouragement and support significantly influence children's motivation to learn (Goodall, 2023).

## Statement of the Problem

Parental engagement in children's education generally consists of two major dimensions. The first involves **school-based involvement**, which includes communication with teachers and school administrators, participation in school meetings and activities, and involvement in parent associations. The second dimension is **home-based support**, which includes helping children with homework, monitoring assignments, discussing academic progress, and encouraging learning activities at home (Hill & Tyson, 2021).

Significant differences in parental engagement often emerge between **urban and rural environments**. These differences are influenced by variations in socio-economic conditions, access to educational resources, and parents' perceptions of schooling. Rural communities, particularly those connected to agricultural or indigenous lifestyles, often maintain unique relationships with local schools. Although research suggests that parental involvement exists in both rural and urban contexts, patterns of engagement may vary depending on social and cultural factors. For example, some studies report higher levels of maternal involvement in rural communities compared with urban areas (Wang & Khalil, 2022; Riaz et al., 2026).

In many rural areas, parents may provide limited academic assistance to their children because they feel they lack the educational knowledge or resources needed to support learning activities. As a result, children may receive less support in preparing for examinations, completing complex assignments, or accessing educational information. Communication between schools and parents may also be weaker when students themselves do not share school-related information with their families (Henderson et al., 2020; Goodall, 2023).

Research conducted in rural communities has shown that parents often attempt to compensate for limited academic support by providing emotional encouragement, discipline, and moral guidance. However, differences in educational attainment between rural and urban

populations remain significant. Urban parents generally have higher levels of education and greater access to learning resources, which allows them to support their children more effectively in academic activities (Polat & Bayındır, 2020; Bibi et al., 2025).

Cultural and linguistic differences can also create challenges for learning in rural areas. Variations in language, communication styles, and cultural expectations may create barriers between teachers and families. These challenges are particularly noticeable when teachers use languages or teaching styles that students are not familiar with. Consequently, developing strong communication channels between schools and families is essential to bridge this gap and foster a collaborative educational environment (Goodall, 2023).

Furthermore, rural schools often face issues related to limited access to educational resources, including technology, internet connectivity, and modern learning tools. Students living in rural areas typically have fewer opportunities to access such resources compared with students in urban environments. This disparity is often associated with parents' lower levels of education and limited socio-economic opportunities in developing countries (Bendixsen & Danielsen, 2020; Ucus et al., 2019; Wang et al., 2021).

Parental education levels—particularly mothers' education—and employment status are also critical factors influencing children's educational outcomes. Parents with higher levels of education are generally more aware of the importance of schooling and more capable of supporting their children's academic development (Ucus et al., 2019; Wang et al., 2021; Castro et al., 2022).

### Research Objectives

- To examine the factors responsible for parents' lack of involvement in their children's education at the primary level.
- To investigate how parents' attitudes and perceptions toward their children's education can be improved.
- To explore the reasons behind parents' low awareness regarding the importance of education for their children.

### Research Questions

1. What factors contribute to parents' lack of involvement in their children's education at the primary level?
2. How can parents' attitudes and perceptions toward their children's education be improved?
3. What are the main reasons for the low level of awareness among parents regarding the importance of their children's education?

### Significance of the Study

This study is significant because it highlights the importance of parental engagement in children's education at the primary level, especially in rural areas where educational challenges are often greater. Rural communities frequently face limitations such as lower parental literacy rates, limited access to educational resources, and weaker communication between schools and families. These factors can reduce parental participation in educational activities and negatively influence students' academic progress (Wang & Sheikh-Khalil, 2022; Castro et al., 2022).

The findings of this study will be beneficial for several stakeholders. First, it will help **parents** understand the importance of their involvement in their children's academic activities, including supporting homework, communicating with teachers, and encouraging positive learning attitudes at home. Research indicates that students whose parents show interest in their education tend to develop stronger academic skills and greater confidence in their learning abilities (Hill & Tyson, 2021).

Second, this study will provide valuable insights for **teachers and school administrators** by emphasizing the need to strengthen communication and collaboration

between schools and families. Effective school–family partnerships have been shown to improve students’ academic engagement and create a supportive learning environment for children (Epstein, 2019; Goodall, 2023).

Third, the study will be useful for **educational policymakers and planners**, as it may assist them in designing policies and programs that promote parental awareness and participation in education. Policies that encourage parental engagement can contribute to improving educational quality and reducing disparities between urban and rural schools (OECD, 2021).

### **Literature Review**

“Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study” (Ahmad et al., 2023). It “may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic” (Ahmad et al., 2024). Parental involvement in children's education has been widely recognized as a key factor influencing students’ academic achievement, motivation, and social development. Educational researchers have consistently emphasized that cooperation between parents and schools creates a supportive learning environment that enhances children's educational outcomes. When parents participate in school activities, communicate with teachers, and support learning at home, students demonstrate higher academic performance and improved behavior (Jeynes, 2022; Goodall, 2023).

In primary education, parental involvement becomes particularly important because early childhood and primary schooling years play a critical role in shaping children's attitudes toward learning. During this stage, children rely heavily on parental guidance, encouragement, and supervision to develop positive study habits and learning motivation (Hill & Tyson, 2021).

### **Concept of Parental Involvement in Education**

Parental involvement refers to the participation of parents in their children’s educational activities both at home and at school. It includes activities such as helping children with homework, attending parent-teacher meetings, monitoring academic progress, and communicating regularly with teachers.

Epstein’s theory of parental involvement identifies six major types of parental engagement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community (Epstein, 2019). These forms of involvement strengthen the relationship between families and schools and contribute to improved student performance. Research indicates that students whose parents actively participate in their education tend to achieve higher grades, demonstrate better attendance, and develop stronger social skills compared with students whose parents are less involved (Castro et al., 2022).

### **Importance of Parental Involvement in Primary Education**

Primary education forms the foundation for children’s cognitive and social development. During this stage, parental guidance plays a vital role in shaping children's learning behaviors and attitudes toward education.

Studies show that parental involvement positively influences children’s academic performance, self-confidence, and motivation to learn. When parents provide academic support at home and communicate regularly with teachers, children are more likely to succeed academically (Hill & Tyson, 2021; Goodall, 2023).

Furthermore, parents who actively engage in their children’s education create a supportive home environment that encourages reading habits, problem-solving skills, and curiosity about learning. Such involvement helps children develop strong educational foundations that benefit them throughout their academic careers (Jeynes, 2022).

### **Factors Influencing Parental Involvement**

Several factors influence the level of parental involvement in children's education. These factors include parents' educational background, socio-economic status, awareness about education, cultural beliefs, and availability of educational resources. Parents with higher levels of education are generally more aware of the importance of education and are more likely to participate in school activities and assist their children with academic tasks. In contrast, parents with limited education may feel less confident in supporting their children's learning (Wang & Sheikh-Khalil, 2022).

Socio-economic conditions also play an important role. Families with limited financial resources often face difficulties in providing learning materials, access to technology, or private tutoring. These limitations may reduce their ability to support their children academically (OECD, 2021). Additionally, cultural beliefs and parental attitudes toward education can influence parental participation. In some communities, parents believe that education is solely the responsibility of schools, which may reduce their involvement in their children's academic activities (Goodall, 2023).

### **Parental Involvement in Rural and Urban Areas**

Research shows that parental involvement may vary between rural and urban areas due to differences in educational resources, socio-economic conditions, and parental literacy levels.

Parents living in urban areas generally have greater access to educational resources, including libraries, technology, and well-established schools. They are also more likely to have higher levels of education, which allows them to assist their children more effectively with academic tasks (Castro et al., 2022). In contrast, rural communities often face challenges such as limited access to educational facilities, lower parental literacy rates, and economic constraints. These factors can reduce parental participation in children's education (Wang & Sheikh-Khalil, 2022).

Despite these challenges, some studies indicate that rural parents demonstrate strong emotional support and encouragement for their children's education, even if they are unable to provide direct academic assistance (Hill & Tyson, 2021).

### **Role of Parents in Supporting Children's Learning**

Parents play a critical role in supporting children's academic success through various activities. These include monitoring homework, providing a quiet study environment, encouraging regular reading habits, and discussing school-related topics with children.

Research suggests that when parents actively supervise homework and show interest in their children's academic progress, students develop stronger motivation and self-discipline (Koutsampalas et al., 2021). In addition, parents who maintain regular communication with teachers are better able to understand their children's strengths and weaknesses, allowing them to provide appropriate academic support at home (Epstein, 2019).

### **Challenges to Parental Involvement in Developing Countries**

In developing countries, several barriers limit parental involvement in education. These include poverty, low literacy rates, lack of awareness about education, and cultural beliefs regarding schooling.

In Pakistan, many parents face financial and social challenges that restrict their ability to participate in school activities or support their children academically. Parents working long hours may have limited time to supervise homework or attend school meetings (Ashraf, 2019). Furthermore, lack of communication between schools and parents can reduce parental engagement. When schools fail to create welcoming environments for parents, families may feel disconnected from the educational process (Goodall, 2023).

The literature clearly demonstrates that parental involvement plays a crucial role in improving children's academic performance, motivation, and social development. Active

collaboration between parents and schools creates supportive learning environments that enhance students' educational outcomes. However, several factors such as socio-economic conditions, parental education levels, cultural beliefs, and rural–urban disparities influence the degree of parental involvement in education. Addressing these challenges requires stronger partnerships between families and schools, as well as increased awareness among parents about the importance of their participation in their children's education.

Many studies have emphasized that parental involvement, cooperation, and effective communication between home and school play a crucial role in children's academic success. When parents actively participate in school activities and maintain communication with teachers, children tend to show better academic performance, stronger motivation, and improved behavioral outcomes. Such collaboration benefits not only students but also families and educational institutions. Research has shown that strong home–school partnerships improve children's learning outcomes, increase parental awareness of educational processes, and support teachers in creating more effective learning environments (Puccioni, 2018; Xia et al., 2020; Goodall, 2023).

In many developing countries, including Pakistan, children's limited academic attention and poor learning outcomes are often associated with poverty, low parental literacy levels, and lack of awareness about the importance of education. Parents with limited education may feel less confident in supporting their children's academic activities, while others may face time constraints due to demanding work schedules. In some cases, parents hesitate to communicate with teachers because they feel unfamiliar with school expectations or classroom activities (Ashraf, 2019; Krane & Klevan, 2019; Jeynes, 2022).

Economic challenges also play a significant role in limiting parental involvement. Although education provides long-term benefits for children, it may require short-term financial investments that many low-income families cannot afford. These costs may include school supplies, transportation, or access to learning technologies. Families with greater financial and educational resources are generally more capable of supporting their children academically by providing learning materials, tutoring, and educational guidance (Castro et al., 2022).

Pakistan faces several socio-economic challenges that affect parental engagement in education. Many parents are unable to dedicate sufficient time and resources to their children's education due to financial limitations and demanding work conditions. In addition, a lack of educational awareness among parents can reduce their participation in school-related activities. Studies have shown that teachers play a critical role in either encouraging or discouraging parental involvement by shaping the communication environment between schools and families (Ashraf, 2019; Wang & Sheikh-Khalil, 2022).

Parents can contribute to their children's academic success in various ways. Active parental involvement includes attending school meetings, participating in school activities, monitoring homework, and maintaining regular communication with teachers. When parents show interest in their children's educational progress, students are more likely to develop positive learning attitudes and stronger academic motivation (Alperin et al., 2021).

Furthermore, parental support at home plays an essential role in improving students' academic performance. This support may include encouraging children to study regularly, providing a quiet and structured learning environment, modeling positive learning behaviors, and guiding children through academic tasks. Research suggests that children whose parents supervise homework and actively support learning activities demonstrate higher levels of academic achievement and self-discipline (Koutsampalas et al., 2021; Hill & Tyson, 2021). Effective parental collaboration is also essential for the successful implementation of educational programs. Schools that aim to increase parental engagement must develop clear

strategies to involve parents in the educational process. These strategies may include organizing parent–teacher meetings, providing guidance about how parents can support learning at home, and creating welcoming environments that encourage family participation (Epstein, 2019; Goodall, 2023).

Early parental involvement is particularly important during the **primary education stage**, as this period forms the foundation of children’s learning habits and attitudes toward education. Researchers emphasize that parents should be encouraged to support learning from the earliest stages of schooling, including preschool education. Activities such as reading aloud to children, discussing school experiences, and modeling positive reading habits can significantly increase children’s interest in learning and improve their literacy development (Krane & Klevan, 2019; OECD, 2021).

Overall, existing literature strongly indicates that parental involvement is a key factor influencing students’ academic development, motivation, and long-term educational success. Strengthening collaboration between parents and schools can therefore contribute significantly to improving educational outcomes, particularly in developing countries and rural communities where educational challenges are more prominent.

### **Theoretical Framework**

The theoretical framework provides the theoretical foundation for understanding how parental involvement influences children's educational outcomes. Several educational and psychological theories explain the relationship between family engagement and student academic development. This study is mainly supported by Epstein’s Theory of Parental Involvement, Hoover-Dempsey and Sandler’s Model of Parental Involvement, and Bronfenbrenner’s

### **Ecological Systems Theory**

These theories highlight the importance of collaboration between families and schools in promoting children’s academic success.

#### **1. Epstein’s Theory of Parental Involvement**

Epstein’s theory of parental involvement is one of the most widely used frameworks in educational research. Epstein (2019) proposed that effective partnerships between families, schools, and communities improve students’ academic performance and social development. According to Epstein, parental involvement can be categorized into **six major types**:

1. Parenting – helping families establish home environments that support learning.
2. Communication – maintaining effective communication between schools and parents.
3. Volunteering – encouraging parents to participate in school activities.
4. Learning at Home – assisting children with homework and academic activities.
5. Decision Making – involving parents in school decisions and policies.
6. Collaboration with Community – connecting families with community resources.

This theory emphasizes that when parents and schools work together, students develop stronger academic skills and positive attitudes toward education. Many recent studies continue to support Epstein’s framework as an effective approach for strengthening home–school partnerships (Goodall, 2023).

#### **Hoover-Dempsey and Sandler Model of Parental Involvement**

The Hoover-Dempsey and Sandler model explains **why parents become involved in their children’s education** and how this involvement influences students’ learning outcomes. According to this model, parental involvement is influenced by three main factors:

1. Parents’ beliefs about their role in their children’s education
2. Parents’ sense of self-efficacy in helping their children succeed
3. Invitations or encouragement from schools and teachers

When parents believe that their involvement is important and feel capable of supporting their children academically, they are more likely to participate in educational activities. Their involvement can positively affect students' academic achievement, motivation, and attitudes toward learning (Hoover-Dempsey et al., 2019; Walker et al., 2021).

This model is particularly relevant for this study because it explains how parents' attitudes and beliefs influence their participation in their children's education.

### **Bronfenbrenner's Ecological Systems Theory**

Bronfenbrenner's Ecological Systems Theory explains how different environmental systems influence children's development. According to this theory, children grow and learn through interactions with various social environments, including family, school, and community.

The theory identifies several environmental systems that affect children's development:

1. **Microsystem** – immediate environment such as family and school.
2. **Mesosystem** – interaction between family and school.
3. **Exosystem** – external environments that indirectly influence children, such as parents' workplaces.
4. **Macrosystem** – cultural values and societal beliefs.
5. **Chronosystem** – changes over time that influence development.

Parental involvement is mainly situated within the **microsystem and mesosystem**, where strong interaction between parents and schools contributes to children's educational development. Research shows that supportive family environments significantly enhance students' academic success and social development (Bronfenbrenner & Morris, 2020; Wang & Sheikh-Khalil, 2022).

### **Application of Theories to the Current Study**

These theories collectively explain the importance of parental involvement in children's education.

1. **Epstein's theory** explains the different ways parents can participate in school and home learning activities.
2. **Hoover-Dempsey and Sandler's model** explains the psychological factors that motivate parents to become involved in their children's education.
3. **Bronfenbrenner's ecological theory** explains how family and school environments interact to influence children's development.

Together, these theoretical perspectives support the idea that strong parental engagement contributes significantly to children's academic achievement, learning motivation, and educational success at the primary level.

### **Relationship Among the Theories**

The present study examines the effect of parental involvement on children's education at the primary level. To explain this relationship, three major theories are integrated: **Bronfenbrenner's Ecological Systems Theory, Hoover-Dempsey and Sandler's Model of Parental Involvement, and Epstein's Theory of School-Family Partnerships**. These theories complement each other and together provide a comprehensive explanation of how parental involvement influences children's academic outcomes.

Bronfenbrenner's Ecological Systems Theory provides the **broader environmental perspective** of child development. According to this theory, children's learning is influenced by multiple environmental systems, particularly the **microsystem**, which includes family and school. The interaction between parents and teachers within the **mesosystem** plays a critical role in shaping children's academic development. This theory explains why parental involvement is essential in supporting children's educational growth because the family

environment directly influences children's learning behavior and attitudes (Bronfenbrenner & Morris, 2020).

Building upon this environmental perspective, the **Hoover-Dempsey and Sandler Model** explains the psychological factors that motivate parents to become involved in their children's education. This model suggests that parental involvement depends on parents' beliefs about their roles in education, their confidence in helping their children succeed, and the encouragement they receive from schools and teachers. Therefore, this model helps explain why some parents actively participate in their children's education while others remain less involved (Walker et al., 2021).

While the Hoover-Dempsey model explains why parents become involved, Epstein's Theory of Parental Involvement **explains** how parents can be involved in the educational **process**. Epstein identified six types of parental involvement, including parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. These types of involvement demonstrate practical ways through which parents and schools can work together to support students' academic success (Epstein, 2019).

When these theories are combined, they provide a comprehensive understanding of parental involvement in education. Bronfenbrenner's theory explains the environmental context of child development, Hoover-Dempsey and Sandler's model explains the motivational factors influencing parental participation, and Epstein's framework explains the practical forms of parental involvement in education. Together, these theories support the idea that effective collaboration between parents and schools can significantly improve children's academic performance, motivation, and overall educational development. Thus, the integration of these theoretical perspectives provides a strong foundation for understanding how parental involvement influences students' educational outcomes at the primary level.

### **Research Methodology**

Research methodology is the systematic, theoretical analysis of the methods applied to a field of study. It functions as a strategic roadmap, providing the logic behind why specific techniques are used to collect and analyze data to ensure results are valid and reliable (Ahmad et al., 2025; Ahmad et al., 2026; Yousaf et al., 2026). This part describes the research methods used to conduct the study. It explains the research design, population, sampling techniques, research instruments, reliability and validity of the instruments, data collection procedures, and methods used for data analysis. "Design of the research comprises of the whole procedure which is conducted research" (Ahmad, et al., 2022, p524). This study adopted a **descriptive survey research design**. Descriptive research is used to describe existing conditions, attitudes, opinions, and behaviors of a population. The population of this study consisted of parents and teachers of primary schools located in Tehsil Jahanian, District Khanewal. These participants were selected because they are directly involved in children's educational development and can provide relevant information regarding parental involvement in education.

For this study, a **simple random sampling technique** was used to select schools and participants. Ten primary schools in Tehsil Jahanian, District Khanewal were randomly selected, including five boys' schools and five girls' schools. The sample for the study consisted of **100 parents** of primary school students and **50 teachers** from selected primary schools. Thus, the total sample size for this study was **150 respondents**.

As a research instrument **structured questionnaire** was used as the primary instrument for data collection. The questionnaire consisted of three main parts:

#### **Part I: Demographic Information**

This section collected basic information about respondents, including gender, educational background, and occupation.

## Part II: Closed-Ended Questions

This section included statements related to parental involvement in children's education. Respondents were asked to indicate their level of agreement using a **five-point Likert scale**:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

## Part III: Open-Ended Questions

This section included open-ended questions to gather respondents' opinions regarding parents' concerns and challenges related to their children's education.

### Reliability of the Instrument

Reliability refers to the consistency and stability of a research instrument in measuring what it intends to measure (Taber, 2018).

To determine the reliability of the questionnaire, **Cronbach's Alpha coefficient** was calculated using SPSS software. A Cronbach's Alpha value of **0.70 or higher** is generally considered acceptable for research instruments.

The reliability analysis showed that the Cronbach's Alpha value for the questionnaire was **above 0.70**, indicating that the instrument was reliable and suitable for data collection.

### Validity of the Instrument

Validity refers to the degree to which an instrument accurately measures what it is intended to measure (Creswell & Creswell, 2023). To ensure **content validity and face validity**, the questionnaire was reviewed by **20 educational experts and university instructors**. Based on their suggestions and feedback, several modifications were made to improve the clarity and relevance of the questionnaire items.

### Data Collection Procedure

Data were collected from selected schools in **Tehsil Khanpur, District Rahim Yar Khan**. The researcher personally visited the schools and distributed questionnaires to teachers and parents.

A total of:

1. 50 questionnaires were distributed to teachers
2. 100 questionnaires were distributed to parents

Respondents were given clear instructions on how to complete the questionnaire. Most questionnaires were collected through face-to-face distribution, while some were collected through online communication where necessary.

The response rate for the study was approximately **80%**, which is considered acceptable for survey-based research.

### 3.9 Data Analysis

The collected data were entered into **SPSS (Statistical Package for Social Sciences)** for analysis.

Both descriptive and inferential statistical techniques were used to analyze the data. The following statistical methods were applied:

1. Frequencies
2. Percentages
3. Mean values
4. Standard deviation

These statistical techniques helped summarize and interpret the responses collected from the participants. The analyzed data were presented in **tables and charts in Chapter 4**, followed by interpretation and discussion of the results.

### DATA ANALYSIS

This chapter presents the analysis and interpretation of the data collected for the study.

**Table. 1: Factor Matrix (Structure) of the Responses (Teachers)**

Statement	A	S	A	D	SD	Fact	Varia
					or	nance	
Parents guide their children in learning activities at home.	.8	31.5	36.6	17.1	14.	.736	1.041
Parents participate in their children's school assignments and projects.	.4	19.8	47.3	21.5	11.	.712	0.748
Parents show concern regarding their children's academic progress.	.6	13.2	40.8	26.4	19.	.661	0.893
Children are able to concentrate on academic tasks while studying at home.	.1	16.7	34.6	24.6	24.	.674	1.018
Parents assist their children with homework to reduce academic pressure.	.7	18.5	42.1	29	9.7	.807	0.694
Parents remain informed about their children's academic and extracurricular achievements.	.5	10.9	37.6	31.0	20.	.798	0.731
Parents encourage their children to follow rules and maintain discipline.	.7	22.6	45.2	18.5	13.	.829	0.952
Parents pay attention to the discipline and	.4	17.1	50.9	18.6	13.	.861	0.812

Statement	S	A	D	SD	Fact	Varia
	A	A	A	or	nance	nce
behavior of their children.						
Parents take strict action when children perform poorly in examinations.	14.8	35.6	33.9	15.7	.759	0.742
Communication between parents and children about academic performance is limited.	19.3	33.8	23.4	23.5	.846	1.011
Some parents have limited educational backgrounds which affect their involvement.	15.2	39.6	21.1	24.1	.784	0.927

The table presents the responses of participants regarding **parental involvement in children's education at the primary level**. The responses were measured using a Likert scale including Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SDA). The results indicate that a majority of respondents believe that parents guide their children in learning activities at home and assist them with homework. A significant proportion of respondents also agreed that parents participate in school assignments and show concern regarding their children's academic progress. Furthermore, the findings suggest that many parents encourage their children to maintain discipline and follow rules, which contributes positively to their educational development. However, some respondents indicated that communication between parents and children regarding academic performance is limited. Additionally, the results show that certain parents may have lower educational backgrounds, which may affect their ability to actively support their children's learning activities. Overall, the data highlight the important role of parental involvement in improving children's academic performance and learning motivation.

#### Analysis of Open-Ended Questions (Teachers)

Teachers were asked open-ended questions to identify the factors that influence **parental engagement in children's educational experiences**. The responses revealed several important issues affecting parental involvement. According to the teachers' responses, **lack of communication between parents and schools** was considered the most significant factor affecting parental engagement. Approximately **32% of teachers** reported that weak communication between parents and teachers limits parents' awareness of their children's academic progress and school activities.

Another major concern identified by teachers was **family-related problems at home**, which accounted for about **27% of responses**. Teachers reported that children who experience family stress, neglect, or lack of parental attention often show lower academic motivation and classroom participation.

Around **21% of teachers** indicated that **low parental education and lack of awareness about the importance of education** reduce parents' ability to support their children academically. Such parents may feel less confident in assisting with homework or communicating with teachers. In addition, about **12% of teachers** believed that **economic pressures and busy work schedules** prevent parents from actively participating in their children's educational activities. A smaller proportion of respondents (**8%**) stated that **disciplinary problems among students** may also reflect weak parental supervision and limited parental involvement at home. Overall, the responses suggest that **communication gaps, family issues, parental education levels, and economic conditions** are major factors influencing parental engagement in children's education.

#### **Teachers' Suggestions for Increasing Parental Engagement**

Teachers were also asked to provide suggestions for improving parental involvement in education. Several practical recommendations were identified. Approximately **26% of teachers** suggested that schools should establish **regular communication with parents**, such as parent-teacher meetings and progress reports, to strengthen the connection between families and schools.

About **18% of teachers** emphasized the importance of **maintaining consistent classroom discipline policies**, which can help create a stable learning environment and encourage parental support. Around **22% of respondents** recommended that teachers should **recognize and appreciate positive student behavior**, as encouragement motivates both students and parents to participate more actively in educational activities. Another **14% of teachers** suggested that teachers should treat students fairly and create a respectful classroom atmosphere to strengthen cooperation between teachers, students, and parents. The remaining **20% of teachers** recommended increasing **parental awareness programs and workshops** to inform parents about the importance of their involvement in their children's education.

#### **Analysis of Open-Ended Questions (Students)**

Students were also asked to identify factors that affect parental engagement in their education. According to the responses, about **30% of students** believed that **favoritism or unequal treatment in school** discourages parental participation and reduces students' motivation. Approximately **18% of students** reported that **lack of communication between parents and teachers** prevents parents from being fully aware of their children's academic progress. Around **16% of students** mentioned that **absence of clear rules and discipline at home** can affect parental involvement in education.

About **14% of students** believed that **low motivation among students** themselves may also reduce parental engagement. Another **12% of respondents** pointed out that **negative student behavior and lack of academic interest** can discourage parents from participating in school activities. The remaining **10% of students** indicated that **weak teacher-student relationships** may also influence parental involvement.

#### **Students' Suggestions for Improving Parental Engagement**

Students suggested several strategies to improve parental involvement in their education. Approximately **17% of students** suggested that teachers should maintain a **friendly but professional relationship with students** to create a supportive learning environment. About **19%** recommended **establishing clear and reasonable classroom rules** so that students understand expectations and parents can support them at home. Around **21% of students** suggested that teachers should **maintain classroom control and communicate clearly with students and parents**. Another **11%** suggested that teachers should **avoid publicly criticizing students**, as this may negatively affect students' confidence.

About **12%** recommended **setting clear academic boundaries and deadlines** to help students stay focused on their studies. The remaining **20%** emphasized **maintaining student**

**interest and active participation in classroom activities** to strengthen cooperation between students, teachers, and parents.

### **Principals' Responses and Recommendations**

Interviews were also conducted with school principals to obtain their perspectives on parental engagement in education. According to the principals, **lack of parental supervision and limited counseling support** were identified as the most significant challenges affecting parental involvement. Approximately **45% of principals** considered insufficient parental guidance as the main factor influencing students' behavior and academic performance.

Around **25% of principals** highlighted **peer pressure and weak enforcement of school rules** as additional challenges affecting students' engagement in learning. Another 20% emphasized the importance of effective communication between schools and parents, while 10% believed that school management should involve parents in decision-making processes to increase their participation.

### **Role of Media in Student Behavior**

School principals also discussed the influence of media on student behavior and parental engagement. Many principals believed that media can have both **positive and negative effects** on children. Approximately **60% of principals** stated that exposure to inappropriate media content may influence children's behavior and attitudes negatively. However, **40% believed that educational media programs can support students' learning and moral development** when used appropriately.

### **Recommendations from School Principals**

Principals suggested several strategies to improve parental engagement and student participation:

About **28% recommended implementing clear disciplinary policies** to maintain a productive learning environment. Around **22% suggested providing professional training for teachers** on classroom management and parental communication. Nearly **50% emphasized the importance of raising awareness among parents** about their role in supporting children's education and encouraging regular school participation.

### **Discussion**

The findings of this study support the concept of **school learning communities**, where teachers, parents, students, and community members collaborate to improve students' educational experiences. Epstein's framework of school-family partnerships emphasizes that cooperation between families and schools enhances students' learning opportunities and overall development (Epstein, 2019). Parents generally recognize the importance of education and make efforts to enroll their children in school once they reach school age. In many communities, schools and local leaders also encourage parents to ensure that their children receive formal education. Research indicates that educational institutions and governments worldwide are actively promoting parental engagement as a key strategy for improving educational outcomes (Jeynes, 2022). Parental involvement can take many forms, including assisting children with homework, attending parent-teacher meetings, providing learning resources, and supporting school activities. Studies show that children whose parents actively participate in their education demonstrate higher academic achievement, stronger motivation, and better social behavior (Hill & Tyson, 2021). In addition, the home environment plays a significant role in children's educational development. Parents influence their children through guidance, supervision, and role modeling. Children often imitate their parents' behaviors and attitudes toward learning, which highlights the importance of parental involvement in shaping students' educational success. However, despite the recognized benefits of parental involvement, many parents still believe that education is primarily the responsibility of teachers

and schools. This misconception reduces parental participation in school-related activities and limits collaboration between families and schools.

### Findings of the Study

The findings of the study indicate that parental involvement has a significant impact on children's educational development at the primary level. The results show that when parents actively participate in their children's education such as attending school meetings, monitoring homework, and communicating with teachers students demonstrate better academic performance and improved classroom behavior. The study also revealed that many parents consider their responsibility mainly as providing financial support for their children's education, such as paying school fees and purchasing educational materials. However, effective parental involvement requires more than financial support; it also includes emotional encouragement, academic guidance, and active communication with schools.

Furthermore, the findings suggest that children whose parents regularly interact with teachers and participate in school activities tend to be more motivated and disciplined in their studies. These students are also more likely to achieve higher academic performance and continue their education successfully.

Research indicates that children spend a large portion of their time outside school under the supervision of their parents. Therefore, parents have a substantial influence on their children's learning experiences and educational development (OECD, 2021). Overall, the study confirms that parental engagement is a critical factor in improving children's academic success and personal development.

### Recommendations and Future Research

Based on the findings of this study, several recommendations can be made to improve parental involvement in children's education.

1. First, schools should organize regular **parent-teacher meetings** to strengthen communication between parents and teachers. Effective communication can help parents understand their children's academic progress and encourage them to participate more actively in educational activities.
2. Second, schools should conduct **awareness programs and workshops for parents** to highlight the importance of parental involvement in education. These programs can help parents understand how they can support their children's learning at home.
3. Third, teachers should create a **supportive and welcoming school environment** that encourages parents to participate in school activities and decision-making processes.
4. Fourth, policymakers should develop educational policies that promote **family-school partnerships**, particularly in rural areas where parental involvement is often limited.

Future research should focus on examining parental involvement in different educational contexts, such as rural and urban schools, and explore strategies for improving collaboration between parents and educational institutions.

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