

Exploring the Impact of Parents' Engagement on Student Educational Performance

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Abstract

The parental involvement is an important factor in the establishment of effective family-school interactions that promote the empowerment of parents, the increase of academic performance among students and encourage parents to be willing to participate on behalf of children in learning. Nonetheless, having uneven parental involvement in state-operated schools is a serious problem that influences the academic performance of students. The aim of the research was to uncover the perception of parent, teacher and students on the issue of parental contribution, and the perception of parents on their role of facilitating the academic development of their children. The findings showed that parents had differing views regarding the effectiveness of the practices of parental involvement implemented at schools, as well as Moll fund of the knowledge theory influenced them. The study covered four primary RQs to analyse the parental, teacher and student views regarding parental involvement in the three-dimensional way, and the role of the parent in ensuring their children succeed in their academic performance. The qualitative research methodology was adopted and data collection was done using semi structured interviews where 12 interviewees were chosen using stratified sample. The data were analysed using open and thematic-coding. The outcome meant that parental involvement has been inconsistent, and it has mostly been due to the lack of awareness on the behaviour of the school, time factor, and the parents' disagreement in schedules. These findings made it possible to recommend that the school should establish more explicit communication values and engage parents more both at home and in school. These observations can result in positive social change by providing support on initiatives that enhance parental involvement, making decisions on parent engagement, and foster a culture of collaboration among all the parties to aid the success of students.

Keywords: Effective family-school interactions, Parents' engagement, Student educational performance, Uneven parental involvement

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INTRODUCTION

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The parental involvement is the key to effective family and school collaboration. It has been shown that in the instances that parents passionately participate in the education of their child, it usually leads to an improvement in the educational performance, increased interest in school, and the increased chance of a successful education in adolescence (Castillo et al., 2020). This is where the importance of parental involvement lies in the determination of the academic success of a children. The study seeks to explore the role of parental involvement in the rural setting of Pakistan in three different perspectives, that of parents, teachers, and students. The research will assess the level to which the parental involvement determines the academic achievement of students and determine the efficacy of the parental involvement in these communities. Parents play a central role in the education of their child towards positive education outcomes (Tran et al., 2020). It is emphasized in research that the parental engagement in disadvantaged contexts should be investigated urgently. Parents should be involved in establishing a good family and school coordination, which authorizes parents, improves school performance among the students, and convince them to engage actively in the learning process (Doi et al., 2020; Wang and Sheikh-Khalil, 2014).

One of the established challenges in government schools is the lack of consistency in involving parents, a factor that negatively impacts on the performance of students. (Smythe-Leistico & Page, 2018) This paper was interested in the views of the parents with their respect to the role they play in education and how they understand that they can continue the academic development of their children. To do this, four RQs were formulated to interrogate the perception of the parents on their attachment and their roles towards the success of their children in school. Qualitative research design was chosen and semi structured interviews were used to compile data of 12 volunteer participants who were chosen using stratified sampling. The data was coded by the open and thematic techniques. The results revealed that parental engagement was haphazard because of the little knowledge of the school proceedings, time constraints, and inappropriate schedules. Based on these findings, an educational policy was proposed to the schools that should establish effective contact protocols and actively encourage more parental involvement at home and in school. Such findings can be used to help promote social change in a positive way when properly applied to enhance parental participation programs, direct parent engagement strategies, and encourage a collaborative atmosphere among the involved parties in order to influence students to achieve academic success.

Located in the context of socioeconomically inadequate rural Pakistan communities. This research was aimed at investigating the lived experience of the parents in terms of the attachment in the education of their children and obtain an understanding of the challenges the parent faces to support the learning. The paper hopes to examine the perception of parents on their role in the education of the child, and the thoughtful role they play towards ensuring the child succeeds in education. The research on parental involvement in the learning of children has largely been the focus of studies in the highly income generated nations, yet it is urgent to research the topic in rural community sections in developing countries. This has been raised as a major issue due to the increasing worry that the schools are not performing well and the fear that the students will be left behind by their counterparts in the other countries that are much industrialized in terms of education. The inconsistency of parental engagement is one of the greatest challenges in government-run schools (Buckley et al., 2020), which is essential in the continuation of the academic success of the students. De la Torre et al. (2015) In the parent example of the school studied, one of the members of the parent union stated that parent involvement in school activities, meetings, and volunteer activities are very low in government schools. To ensure student

performance, educational leaders should establish mechanisms that lead to positive interactions between parents, the community, teachers, and administrators (Durisic and Bunijevac, 2017, Rapp, Duncan, in 2012). Positive parental involvement requires the involvement of parents, teachers, school administrators, and society. Close association between families and schools are established when parents are more vocal to the teachers and school administrators in communication of the needs of the children and their strengths, which assists in creating a more supportive and empathetic knowledgeable climate at home and in school.

LITERATURE REVIEW

Researchers noted that the definition of parental engagement as crucial to the mechanism of knowing the role played by the parents in the children academic performance (Fernandez, Alonso et al-2017; Jeynes-2018). Jeynes-2018 pointed out that an effective way of involving parents is not only to have a clear meaning but also a deep thoughtful of the discernment of parents and their support which is important in formulating an effective parental involvement program. Nonetheless, there is a scant body of research investigating the acuity of parents in their involvement and their perception of the effect of their participation on student erudition (Fernandez, Alonso et al.2017). Although scholars conceptualized the involvement of parents in higher secondary education system as a multifaceted phenomenon, the majority of the researches failed to yield its effusive results, showing how different types of parents involvement could facilitate or undermine the education success of students (Duan et al.2018). On the same note, (Hamlin-2021) observed that a hole exists in the extensive studies on parental opinion on their participation in education process particularly at high school level in urban areas. As a result, the perception of parents regarding the attachment and the way they believe that it influences the academic success of their children should be analyzed.

Theories

The following are just some of the scholarly research statements that have already been published Parents' attachment in the child education can reflectively influence their success (Tran. et al.2020). Research shows that the students perform better in future academically, become most regular school attendees, and have better scores in a regular test in case the parents are also involved in their education(Castillo et al.2020). Parents can ensure the wisdom of their child in a plurality, by supporting their homework, attending the school events, participating in the school decision making, and ensuring that they keep unlimited contact with the teachers (Cusinato et al.2020). The involvement of parents in the education of a child has several positive implications, but the help with homework is more real(Romero et al.2020). The Parents assistance of homework is more appropriate to make sure that the offspring are perfectly mastering the conception and are well prepared to perform in the examinations (Emm Collison et al.2019). To its credit, parents who help in homework. The involvement of parents is a determinant in the academic performance of students (Henderson, Mapp-2022).

This paper rests on a conceptual framework that combines 6 types of parental involvement by Epstein (2019) with the theory of the funds of knowledge by Moll (2015). The parental choices concerning the way their child learns are entrenched in their experiences. An examination of the parental involvement in segregation, without looking at cultural background, values and individual ambitions that parents have in the education of their children would provide a partial picture.

School leaders can gain better access to the factors that parents consider in their interactions with the schooling of their children by understanding what parents deem the funds of the knowledge, which will enable them to recognize and appreciate the views held by parents (Navarro-Cruz & Luschei, 2020). Parental involvement can in this sense be regarded as a continuation of the funds of the knowledge parents have, which transforms into a more complicated one as children develop.

Thus, the hybridization of the idea of Moll about the funds of the knowledge and the Epstein typology of parental involvement has a strong potential to provide the insight into the perspectives of parents in terms of their role in promoting the success of the educational process. Epstein typology has been largely also implemented to strengthen parents and school partnerships in broadly global settings (Benner, Zeng, 2017; Ross, 2016). The study employs the framework of Epstein (2019) to identify the views of the parents on the involvement and whether the school parent partnership that fosters the achievements of educational attainment. According to Epstein, there are 6 key areas of engagement that include parenting, communicate, step forwarding, home learning, decision making and work in collaboration with the society. Specifically, the model of communication offered by Epstein was used to evaluate the character and efficiency of the two-way communications between the parents and the schools. This communicate plays a vital role in influencing the parents to identify the school activities and opportunity, which ultimately leads to the success of the child in education.

METHODOLOGY

The research was conducted through qualitative research to justify the contribution of the presence of the parent in academic performance and achievements of the students. Interviews and observations were used as instrument of the study. The involved participants in the study are the families involved in the learning process of the students, the teachers, the school and student administration. The research study is a three dimensional research study, which exposes the effects of parental intervention in the academic success of students. Data collected have been analyzed through Thematic figured Approach. Some of the main terms that will be employed in this study and their definitions include:

Parental Engagement: The term parental engagement describes the active chipping in by parents in regular, joint consequential communicate with regards to the academic progress of students and other school related activities (Agronick. et al.2009, p.79.).

Parental task erection: This is the style that parents differentiate their role in schooling of the child that involves their expectations, the role they play specifically, and roles they are involved in. Their personal beliefs and experiences create these perceptions (Green et al.2007).

Sagacity of usefulness in parents: This is a term used to define the belief held by parents on their ability to have a positive impact on the education of their children. The motivation to take part is informed by the belief that the involvement of parents will result to positive outcomes of their child (Hoover Dempsey et al.2005).

Student realization: To measure performance of schools in regular tests, at some specific time. The school performance is somewhat similar to the nationalized average with the score at 50 percent

demonstrating the performance of the same grade as compared to the general standard (District,2016.).

Student development: This change is used in reference to the change in the consistent test scores of a student over a period. In this respect it is the variation in the eighth grade Aptitude Test (SAT) marks of a student and his 11th grade college marks. Growth is measured according to the projected score based on the performance of the student on the SAT (District.,2016.).

INTERVIEWS

The research was done on 3 Government High Schools in Moro where 4 students, 4 parents and a few Teachers of each school were interviewed. A total of 12 parents, 12 students and relative teachers were interviewed. The research was conducted by using in depth exploratory interview method and then analyzing the data with the help of Thematic figured method. The establishment of the inclusion criteria was critical in this qualitative investigation study since it guaranteed that the parents that were involved could give momentous and relevant information regarding their view on parental contribution and their role in academic performance of the children. (Snyder-2019). In this study, the qualified parents were obliged to have their children currently studying at the school, and maybe having a previous exposure to both basic and higher secondary education and willingly consented to reveal their practice in parental attachment both at home, at school and in the community. Among the three subgroups that were identified, it was planned to pick a sum total of 12 respondents, which would consist of four respondents in each subgroup, and they would represent the participants who are more involved in parental activities and those who make fewer parental engagement attempts in school.

The groups with the following criteria:

- Grade Level
- Matric Class
- Schools Type
- Higher Secondary Schools
- Location
- Surrounding schools in Moro

Parental Involvement Maximal parental engagement behaviour: Maximal parental engagement behaviour is an action of parental association undertaken monthly throughout the educational year, leadership role undertaking in the parents association committee, attendance of the minimum four seminars and donation of school properties. Medium parental engagement behaviour: Parents are engaged in parental engagement activities 4 times during the educational year as teacher aides in the classroom, voluntarily participated as parent association council support with at least three school events, attended at least 2 parent teacher individualized parent teacher meetings in the course of the year to plead the academic progress of the child. Minimal parental engagement behavior: The parents who participated in parental engagement activities were not more than six times throughout the educational year.

Discussion

Parent involvement is a crucial role in helping student succeed and the role played by the parents, teachers, and school employees might not be ignored. Maintaining open and constant communication with the families is the only way to have effective partnership between the schools and the family. The outcome of this research found that the parents tend to cling on conventional parental engagement perspectives most of which they have acquired either through their parents or peers. That is the strength of the project that is finding out that parental engagement is the indefatigable activity, the activity which is based on the collective responsibility of meeting the various wants of the students. The other major strength of this project is the implementation of standardized communication system that will be shown by parents, teachers, and school employees. This common ground promotes collaboration since it will help all parties identify their role, responsibilities, and potential to have a clear understanding of them to avoid the common confusion. TorrezGraham (2020) explains that the parental involvement is enhanced in the presence of the regular communicate patterns like face to face meetings, phone calls, open houses, teacher notes, and classroom visit, as well as continuous information sharing regarding school related issues.

The third strength of this project is project integration to improve parental engagement. According to Bordalba & Bochaca(2019.), educators are gradually using digital information tools such as Fb, X-Twitter, Instagram, Zoom and written letters to enhance communication between the parent and the teacher. Nevertheless, Kraft (2017) listed a number of barriers to successful parent-teacher communication, such as contact barriers (outdated or difficult-to-find contact information), school-wide communicate policy, and absence of non-instructional time in teachers. Also, parental involvement can be suppressed by the lack of time, time schedule, poor access to mobile device or the internet, and personal lack of interest in involvement. The family involvement may also be viewed as an extra burden by teachers, which would make the process even more difficult. In order to dispense these barriers, both school and parent association creative solutions might be required to motivate more participation in the project.

Some of the key words that I used in my research include parental engagement, parental support, family-school communication, civilizing school and family association and hi-tech tools in enhancing family school communicate, among others. These keywords helped me in the selection of journal articles, where the articles discussed the perceptions of parents towards involvement. Although it was observed that a good number of articles were broad in their research focusing on the overall concept of parental involvement, few of them explored the actual perceptions parents have on their roles and contributions. I have used the following phrases to identify the relevant studies namely; obstruction to parental engagement, nurturing parental engagement, school announcement and parent team work, parent teacher associations, and parental commitment and educational achievement, and the themes regarding technology role in enhancing school-parent engagement.

In the course of this, I discovered a significant gap in the available literature especially a deficiency in detailed research on the discernment of parents of higher secondary school students on their involvement and its effect on student achievement. This gap indicated that there was a need to understand further how the parents analyze their role in supporting them to succeed academically. Parental involvement is a complex activity that is gathered of various activities that are meant to facilitate the development of children, and parents are the facilitators of such actions. My study ambition was to examine the way parents differentiate their role in activities like this and the way

they are able to identify their role in influencing the school outcome of their children. As a methodology, I decided to use a qualitative research design, which is quite useful in describing in-depth information of raw and unstipulated data (Creswell.2014). Qualitative study is best suited in the event of identifying how individuals differentiate and practice the world they inhabit and the strategies they relate to the experiences (Merriam-2004). For this design, the one on one interview technique is more appropriate than the observation technique because a detailed examination of the individual perceptions can be carried out (Bogdan & Biklen, 2007). A qualitative research is also a study that is interested in the understanding the phenomenon in its real-life context, as Merriam (2004) proposed, which makes it an ideal match to my study of parental participation in academic performance of students.

In my assessment, I contrast the five key methods of the qualitative traditions based on narrative research, ethnography, phenomenology, grounded theory and case study. The narrative research involves the written or spoken narratives of individuals (Merriam, 2004) and records the experiences of the participants. In ethnographic studies, the researcher spends long durations in the world of the participants where in phenomenology, one focuses on finding the meaning of the experiences of the lived world. Grounded theory is concerned with making theories based on data and case study is concerned with the analysis of a specific case or a group. In my study, the qualitative method gave me the leeway to research on the perceptions of parents based on their actual experiences in life. The research adds to the concept of parental involvement by providing insight into the views of parents and how they impact academic accomplishments which is pivotal and underrepresented in the literature. It also accentuates the significance of the fact that the various forms of parent involvement into the education of their children must be considered, and these interactions may help students to succeed in their studies.

CONCLUSION

The research shows that the parents in the government-based schools do not have the same impact they are supposed to have in the academic development of the students. Rather than the parental involvement in such schools is often politically or socially driven to foster academic excellence. Parental involvement is a long-term obligation in which the parents are decisive role players in ensuring that children have the requisite possessions and knowledge on how to become successful. This participation is dynamic and changes with the maturing of the child. The success of parental engagement occurs when parents, school employees, teachers, and the community collectively come together in a well-organized movement to contribute to the success of the students in academics. The partnership between schools and parents may be disturbed in case any of the sides does not fulfil the expectations of the other (Hourani, Stringer, & Baker, 2012). Without powerful and cooperative relationships with parents, schools are unable to help students.

The communication is the key to the relationship between school staff, teachers, and parents as it is crucial to establish a productive relationship. Technology can be deployed to create a communication channel to deal with time issues, schedule conflicts, and increase an awareness of parents about the role they have in the education of a child. Technology-based communication tools, in combination with clear standards regarding use, can help minimize confusion, and ensure enhanced efficiency and even may be evaluated and modified more easily than traditional communication processes. Research experts have highlighted that a uniform method of communication allows the parents and teachers to have a deeper insight of the overall needs of the

child hence understand their potential in academic achievement. In turn, school leaders should come up with integrated programs that foster and sustained effective communication between schools and families.

To have more and significant parental participation in the school activities, there is a need to ensure that parents and teachers exchange information that is child related. Time constraints, educational differences, and financial incapacities tend to become the obstacles which do not allow parents to participate in the education of the children completely. As a way of addressing these challenges, there is need to conduct research in order to understand how parents can be assisted to be more engaged. Such solutions should involve plans to make it more flexible, like giving the chance to send, receive and read the communication at their own time, asking and evaluating the situations when it is necessary. Through electronic communication tools, parents and teachers can increase the opportunities of communicating with each other. Finally, more educational activities both on the home and school level will lead to better parental involvement, and the information available to parents on their children is what will determine the quality of support they can offer.

Limitations

The barriers which may still be acting against the participation in the project include limited parental time, conflicting schedules, and the lack of adequate information. These difficulties might have to be overcome through the creative work of the school and the parent association to make them more active. There are also parents, who may have no access to the Internet or mobile phones, and this may also constrain their involvement further. Moreover, not all parents will be keen to participate in the parental engagement activities due to some personal reason. Conversely, teachers might feel that having a family participation is an increment to their already heavy loads and would therefore not be keen to assume any responsibilities associated with the project. Consequently, one may not be engaged in more challenging activities, including data gathering or informing parents about the usefulness of the project to them and children.

Recommendations

The information of this paper demonstrates the need to pay attention to educational achievement in schools, homes, and communities. To make parental involvement effective, the schools are recommended to adopt partnership programs, which are constantly developed, assessed, and enhanced to promote the involvement of the family and community. In accordance with the findings, it is possible to provide the following recommendations that should be taken into account in the future practices by educational stakeholders:

The research has found that Hispanic parents had the most positive perceptions about the level of execution of the model of parental engagement Epstein proposed. Studies have however proved that schools can unintentionally discriminate against parents of different cultural affiliations by providing chances that affirm distinct practices or simply dispatching significant correspondence in English only, which rules out non-English speaking parents. In a bid to solve this, schools are supposed to work on equity and access wherein parents of different cultural backgrounds should be handled equally. This involves supplying of translated materials and developing inclusive measures that involve parents who are not fluent in English.

It was also found that parents who are better educated and who had more children were more likely to conceive a lesser perception of the effectiveness of Epstein model of parental involvement. To enhance the quality of visibility and influence of such an approach on this group of parents, the schools ought to conduct monthly curriculum meetings during which the staff members will be presenting what is being offered by the school, (b) discussion the existing data, and (c) present a general overview of the school situation. Also, the schools are recommended to provide flexibility in engaging parents whose children are more than one by arranging meetings with them at various times of the day and also building community resource rooms accessible to the community. Both parents and students could also be encouraged and engaged by organizing bi-weekly community service projects that would make them feel they are bound by a sense of responsibility.

Competing Interests

The authors declared no known competing interests.

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