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Abstract: *The objectives of the study were to analyze the perspective of parents about their involvement in the academic learning of their children studying at the primary school level. A quantitative research design was used to conduct this study. A descriptive survey method was used to collect the data. The population of the study was parents of the students of government primary schools of tehsil Rajanpur. It included male and female primary schools in rural and urban areas in this tehsil. Disproportionate stratified random sampling technique was used to select 648 parents of primary school children. Self-developed research instrument, i.e., a five-point scale, was used for data collection. The data were analyzed through descriptive and inferential statistical techniques. The study found that parents were highly involved in parenting and home-based learning activities. However, their involvement in the community-related activities and decision-making was relatively low. It is suggested that parents participate in classroom, school, and co-curricular activities. Training sessions may be conducted for teachers and parents on various ways of collaboration in the educational settings in order to better understand and improve the student's learning progress.*

Key Words: Parental Involvement, Volunteering, Communicating, Decision-making, Learning at Home, Academic Learning, Parenting

Introduction

The involvement of parents, teachers, students, administrators, non-governmental organizations, and the media in an educational system is essential (Wilder, 2014). Numerous academics have questioned the importance of parental participation and how it affects the academic development of students in recent decades (McWayne et al., 2015). Many people get their initial education at home, with their parents acting as their primary educators in their early years (Topor et al., 2010; Taseer et al., 2023). It is a well-established belief that more parental participation improves a student's academic performance (Doctoroff & Arnold, 2017)

The degree of parental engagement, however, has been found to be influenced by a number of variables, including the student's gender, ethnicity, grade level, and kind of school (public vs. private), as well as the parent-teacher connection (Kocayörük, 2016). When it comes to children's academic accomplishment, the many elements that go into parental participation can have a range of effects (Rajput & Abdin Rind, 2024).

Parental involvement and support in their children's academic pursuits is essential since they serve as their children's primary educators, mentors, and socialization providers. According to Ampona et al. (2018), parents should also encourage and take part in their children's extracurricular activities. Children's academic performance is directly impacted by the level of parental involvement in their education. According to Webb et al. (2009) and Taseer et al. (2023), teenagers' desire for autonomy shouldn't stop

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them from engaging in educational activities. Academic performance and happiness are more common among students from homes when both parents participate in school-related activities (Lui et al., 2020).

Along with their physical development, children of active parents also benefit academically and in terms of behavior, motivation, and academic success (Sad, 2012). According to Chang et al. (2015), the first step in a child's education is parental participation. Environmental and economic variables can also affect a child's social, language, and cognitive development. According to Urhahne (2019), parental participation in their children's lives is seen to be crucial for their success in both school and the workforce.

Devoted parents assist their children in recognizing the importance of education, sending clear signals, and demonstrating enthusiasm in their activities. (Jeynes, 2022). Parents should encourage their children's participation in extracurricular activities as well. Parental participation throughout a child's education has been reported to promote academic progress in studies (Qasim et al., 2021). Pupils in elementary schools have been the subjects of the vast bulk of research in this area (Rafiq et al., 2013; Walama et al., 2013). Parental involvement and academic success in primary school children are not strongly correlated, according to the statistics that are currently available. Thus, this research will provide a comprehensive analysis of the relationship between parental participation and elementary school pupils' academic growth.

A child's social, linguistic, and cognitive development is impacted by parental involvement in education. Parental involvement boosts academic achievement, according to a study. research. Academic achievement may be improved by parental participation in education. Engaging in their children's education helps parents learn more. Studies by Epstein (2018) have shown that children who have interested parents perform better academically than those who do not. Few research studies have looked at the whole effect of parental involvement on student accomplishment despite the fact that the subject is covered in a large number of publications. It is often ignored how parental participation affects students' growth. Furthermore, the majority of research work conducted in this area has involved elementary school students (Wamala et al., 2013; Good et al., 2010; Rafiq et al., 2013). There is no evidence to date linking parental participation to primary academic learning. Therefore, this research study will investigate parental involvement in the learning of primary school students.

Literature Review

Parental involvement refers to the involvement of parents in their children's academic learning through a range of activities, including homework assistance, volunteering at school functions, communication between the home and school, and decision-making on their children's academic growth. Leadership in education at all levels acknowledges the benefits of parental involvement for kids' academic achievement (Graves & Wright, 2011). The No Child Left Behind Act emphasized and provided guidelines for parental involvement. Particular instructions were given to schools to involve parents in their children's education and to promote family involvement in regular, two-way communications about kids' academic achievement and a range of extracurricular activities (Wilder, 2014). It is defined as helping with homework at home, interacting with the school, participating in school activities, and being involved in administrative decision-making.

Importance of Parental Involvement

Parental participation in their children's education has emerged as a significant concern in educational research and policy, according to Piliyesi et al. (2020). It appears that parents taking an active role in their children's education is a really good concept, as neither the school nor the family can address every issue that children encounter in the classroom. Parental engagement is not a luxury nor a fast cure but rather a necessary component of a robust public education system. In fact, studies have indicated that raising the level of parental participation, both in terms of quantity and quality, is the fastest way to improve a student's academic performance (Epstein, 2018). Parental participation has a big impact on high school students' goals and achievement.

An atmosphere that is favorable to educating children at home and in school is fostered by parental participation in educational matters (Aziz et al., 2011). According to Epstein et al. (2018), students who had parents who actively participated in their education reported better attitudes toward learning, significantly



higher achievement, particularly in reading, higher quality, more level-appropriate work, completing more homework in less time, and a stronger sense of family-school bond. Confidence in the school, the teachers, and the parents themselves all rises when parents are actively involved in their kids' education. Furthermore, parents today have greater expectations for their children. (Lui et al., [2020](#)).

Parental Involvement and Students' Academic Learning

Students' inclination to pick new knowledge and abilities is what Mangore and Adsul ([2015](#)) define as classroom success. Due to its importance as a point of reference for children's learning objectives, parental engagement is crucial. According to Lui et al. ([2020](#)), one way to demonstrate knowledge and competence is through exams or assessments. Academic achievement, also called academic performance, is related to students' attainment of their educational goals, whether they are short-term or long-term in nature, according to Jeynes ([2010](#)). Research indicates that when parents are actively involved in their children's education, academic achievement increases. A favorable correlation has been shown between parental education and parental participation in their children's schooling, according to Vellymalay ([2013](#)).

Parental Involvement

According to Karbach et al. ([2013](#)), parental engagement may be divided into three categories: involvement in extracurricular activities, involvement in the home, and involvement in the classroom. "School-based parental involvement" is defined by Hill et al. ([2004](#)) as parents taking part in school-related events such as PTA (parent-teacher association) meetings, family dinners, and conferences. Parents show their children that they value education and involvement in school-related activities by taking part in school-sponsored events. When parents include their children in learning activities outside of the classroom, it is known as at-home parental engagement. This type of participation can take the shape of reading or engaging in other academic activities with kids as well as more general intellectual activities like attending educational events or seeing nearby monuments (Anthony & Ogg, [2019](#)).

By being encouraged to take ownership of their learning, students are laying the foundation for the day when they will be able to accept accountability for their actions. Furthermore, it has been found that parents' high expectations for their kids' achievement may have an impact on their overindulgent participation with them. Children feel less successful in the classroom if the more controlling and invasive their parents are with their homework, according to Gonida and Cortina ([2014](#)).

Active Parental Involvement

While more direct parental engagement can negatively impact practical performance of children, more inadvertent kinds of parental participation like help and remarks on school-related matters, have a higher correlation with academic achievement (Doctoroff & Arnold, [2017](#)). Furthermore, research indicates that parents are less inclined to intervene or exert control over their children when they have confidence in their academic ability.

Theories of Parental Involvement

Theoretical views in the social sciences inspire researchers to study this topic and lay the groundwork for further investigations. It also includes studies in which parents are involved. Three main ideas of parental participation are introduced in this section: Piaget's theory of cognitive development, Vygotsky's theory of sociocultural development, and Bronfenbrenner's theory of ecological systems. Jean Piaget presented a theory of children's cognitive development that placed a strong emphasis on the beneficial effects of interaction with caregivers and peers. Consequently, parental involvement is crucial to children's development and success in accordance with Piaget's theory of cognitive development (Topor et al., [2010](#)).

The dynamic interaction between people, as well as the culture and society around them, was at the heart of Lev Vygotsky's sociocultural theory. He contends that social and cultural impacts on growth and education are pervasive (Vygotsky, [1978](#)). Human growth is significantly impacted by family life and the surrounding culture. Vygotsky developed the idea of the zone of proximal development (ZPD) to support his theory that children have differing levels of problem-solving ability.

International Studies

George (2010) discovered that parental involvement decreased student success when parents did not follow directions or instructors' approaches and when some parents did not have the background in education required to support their children with their school work. The focus of Good et al. (2010) was on how educators and parents perceive the barriers to student success. If they want to understand more about this subject, educators and other interested parties should go past the issues that Aziz et al. (2011) pointed out in their exploratory research. They recommended that information on the obstacles parents face should be made available to anybody who is interested in assisting parents in order to be more active in the school of their children. According to Sad and Gurbazturk's (2013) research, children's academic performance increased when their parents supported their education financially.

Wamala et al. (2013) performed a quantitative analysis to examine the association between parents' educational levels and the academic achievement of Grade 6 pupils from chosen schools. They used pre-developed questionnaires, test results from the students, and results monitoring forms to gather data. According to their research study, children of educated parents outperformed children of less educated parents in the classroom. Wei et al. (2016) did a quantitative study with two groups of children, those who were the only child in the family and those who had siblings, to compare the association between parental participation and academic achievement. The findings showed that parents were more interested in their children's education and that children who were the only children performed much better on academic achievement tasks than children who had siblings.

In order to highlight the importance of empirical evidence, Wilder (2014) concentrated on nine meta-analyses that examined how parental participation affected teens' academic performance. With a focus on qualitative research methods, Wilder examined the relationship between parental participation and the academic achievement of their children. However, parents being solely involved in the process of helping with schoolwork was viewed as a show of weakness. Aziz et al. (2011) discovered comparable outcomes from a meta-analysis of 69 trials, including 196,473 individuals. Students' academic performance was found to benefit from an overall high level of student participation (behavioral, emotional, and cognitive).

Theoretical Framework

The major goal of this research was to investigate whether or not there is a link between parental engagement in their children's academic activities and their children's academic accomplishments. The idea was that children would do better in school if their parents were more involved. This presumption is in line with Epstein's (1987) theory.

Epstein's Six-Factor Model of Parental Participation

Families that volunteer often say that their children's school and teachers make them feel more at ease. Parental participation improves learning experiences and inspires pupils to follow their learning preferences, especially in the older grades. It might be challenging for educational institutions to define "volunteer" in a way that includes parents with a range of interests and schedules. Volunteers will make it possible for teachers to spend more time with each student. They are more likely to respect their parents' knowledge and be open to more parental participation if they do this (Madrid, 2011). According to Mutodi and Ngirande (2014), schools need to do a better job of educating parents about the subjects and skills that their children will be acquiring.

In order to allow parents to participate in decisions that are best for their children, schools are mandated to notify parents about their student monitoring systems and other processes. Additionally, according to Ren and Caudle (2020), children are more likely to see themselves as students and their parents as educators. Improving communication between home and school can be accomplished in part by offering parents a say in campaigning and policymaking (Beckingham, 2021). It is due to the fact that studies have shown a relationship between parents' involvement in decision-making and their kids' academic achievement. Research has demonstrated that school responsibility is increased when families and the community participate (Cabus & Aris, 2016). In reality, the community provides representation



and resources for the remaining five forms of involvement (community service, communicating with families, supporting learning, and serving on school committees) (Radzi, 2010).

Research Objectives

The objectives of the study were to:

1. Examine the perspective of parents about their involvement in the learning of their children studying at the primary school level.
2. Analyze the difference in the parental involvement of high and low achievers at the primary school level.

Research Hypotheses

- H₀ 1:** Parental involvement has no statistically significant effect on the academic learning of primary school students.
- H₀ 2:** There is statistically no significant difference in the involvement of parents from rural and urban areas in the academic learning of primary school students.
- H₀ 3:** There is statistically no significant difference between the involvement of parents, mothers, and guardians in the academic learning of primary school students.
- H₀ 4:** There is statistically no significant difference in the parental involvement of the high and low achievers at the primary school level.

Research Design

The research study used a quantitative research design. It was descriptive in nature, and a survey method was adopted to collect the data. The population of the study was parents of government primary school students in Tehsil Rajanpur. It included both male and female students in the rural and urban areas of this tehsil. The researcher obtained the data from the District Education Office (DEO), the District Education Office (Male), and the secondary wing. The disproportionate stratified random sampling technique was used to select 648 parents. From each school, an equal number of high and low-achiever students were selected. Their parents were approached through their in-person visits to the school or online mode. The purpose of selecting an equal number of students was to compare the parental involvement in the learning of both groups of students.

A close-ended research instrument, i.e., a five-point rating scale, was used as a data collection tool. It consisted of five factors: parenting (12 items), communicating (13 items), volunteering (6 items), learning at home (8 items), decision-making (3 items), and collaborating and community (2 items). The total number of statements included in the research instrument is 44. Expert opinion was sought for the content validity of the research instrument. The reliability of the research instrument was ensured through pilot testing. According to Connelly (2008), a pilot study sample can be 10% of the actual sample. Cronbach Alpha's Coefficient reliability was calculated to determine the internal consistency of the scale, as given in Table 01.

Table 1

Cronbach alpha's reliability of parental involvement scale and subscale for parents

Scales	Cronbach Alpha
Parenting	.918
Communication	.912
Volunteering	.858
Learning at home	.897
Decision making	.798
Collaborating with community	.631
Parental Involvement (complete scale)	.916

Data were collected through personal visits and telephonic contact. Both descriptive and inferential statistics were used for data analysis. The parental involvement with respect to various demographic variables was analyzed by using mean, standard deviation, frequencies, percentages, Spearman correlation, Kruskal-Wallis test and Mann-Whitney U test.

Findings

Table 2

Analysis of demographic distribution of parents (n=648)

Variables	Frequency	Percentage (%)
Student Marks		
40% to 50%	324	50%
Above 70%	324	50%
Parents		
Mother	568	87.7%
Father	75	11.6%
Guardian	5	7%
Area		
Urban	324	50%
Rural	324	50%

The total number of parents who participated in the survey was 648. Table 2 shows the percentages of demographic variables of parents; 50% of parents belonged to the urban area, whereas 50% of parents were from the rural area of district Rajanpur. Parents were selected in such a way that half of the children obtained marks between 40-50%, whereas the other half of the parents had their children with marks above 70% in the previous examination. The sample of parents included mothers, fathers, and guardians, with mothers comprising a major part of the sample, i.e., 87.7%. The sample consisted of 11.6% of fathers and 7% of guardians.

Table 3

Descriptive analysis of parents' responses on the factors of parental involvement

S. No	Factor	N	Mean	Percentage of mean score	SD
1	Parenting	648	41.2	68.67%	10.59
2	Communicating	648	45.4	69.85%	12.74
3	Volunteering	648	20.9	69.67%	6.38
4	Learning at Home	648	28.5	71.25%	8.15
5	Decision Making	648	10.3	68.67%	3.38
6	Collaborating and community	648	6.95	69.5%	2.22
7	Parental Involvement (complete scale)	648	154.20	70.09%	41.67

Table 3 depicts the descriptive analysis of the study variables. Mean and standard deviation shows the variable average responses and variability of the data. The highest mean score was observed for learning at home, with communication being the second-highest-rated factor by parents. It shows that the parents communicate with teachers to improve the students learning. The average mean score of 28.5 for the category of learning at home shows that parents consider the home environment as conducive to students learning. Parents were involved in volunteering activities to support their children's learning. The mean score of decision-making is 10.3, which shows parents' decision-making skills are also useful for the learning of the students.

**Table 4**

Correlation between student academic learning and factors of parental involvement

	SAL	P	C	V	LH	DM	CC
SAL	1	-	-	-	-	-	-
P	.511** (.000)	1	-	-	-	-	-
C	.528** (.000)	.930** (.000)	1	-	-	-	-
V	.514** (.000)	.872** (.000)	.914** (.000)	1	-	-	-
LH	.532** (.000)	.884** (.000)	.919** (.000)	.899** (.000)	1	-	-
DM	.503** (.000)	.821** (.000)	.873** (.000)	.875** (.000)	.861** (.000)	1	-
CC	.536** (.000)	.823** (.000)	.857** (.000)	.838** (.000)	.837** (.000)	.824** (.000)	1

SAL=Student Academic Learning; P= Parenting; C=Communication; V =Volunteering; LH= Learning at home; DM =Decision making; CC =Collaborating with community

Table 4 shows the correlation matrix of student achievement with the factors of parental involvement in the learning of their children. All the study variables have significant correlations with each other. There was a statistically significant but a weak positive relationship between parenting and student academic achievement ($r=.511$; p -value .000). There was a significant moderate positive relationship between communication and student academic achievement ($r=.528$; p -value .000). There was a significant moderate positive relationship between volunteering and student academic achievement ($r=.514$; p -value .000). There was a significant moderate positive relationship between learning at home and student academic achievement ($r=.532$; p -value .000). There was a significant positive relationship exists between decision-making and student academic achievement ($r=.503$; p -value .000). There was a significant moderate positive relationship exist between collaborating with the community and student academic achievement ($r=.536$; p -value .000). Therefore, H_{01} was rejected.

Table 5

Analysis of parents' response about their involvement in the academic learning of their children concerning area of residence

Categories of Parental Involvement	Urban			Rural			Urban	Rural	Mann-Whitney U	Sig value
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	Mean rank	Mean rank		
Parenting	324	41.8	10.9	324	43.2	10.2	471.26	505.48	108477.0	.059
Communicating	324	45.1	12.7	324	45.4	11.6	480.10	494.47	113242.5	.427
Volunteering	324	20.8	6.2	324	21.1	5.9	476.17	499.36	111123.0	.200
Learning at home	324	28.0	7.7	324	27.9	7.3	486.79	486.14	116537.0	.971
Decision making	324	10.25	3.3	324	10.3	3.0	478.68	496.24	112478.0	.330
Collaborating with community	324	6.8	2.2	324	7.02	2.04	477.76	497.39	111980.0	.274

Table 5 shows the area-wise difference in parental involvement in the academic learning of primary school students. There was statistically no significant difference between parents from rural and urban areas regarding their involvement in the academic learning of their children in primary schools. Therefore, we failed to reject the null hypothesis H_0 2.

Table 6

Descriptive analysis of the involvement of mothers, fathers, and guardians in the learning of their children

Categories of parental involvement	Mother			Father			Guardian		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Parenting	568	42.5	10.2	75	39.3	12.6	5	40.0	8.6
Communicating	568	45.9	12.4	75	41.4	14.0	5	42.4	13.7
Volunteering	568	21.3	6.1	75	17.5	6.9	5	20.8	5.6
Learning at home	568	28.8	7.9	75	25.6	8.8	5	26.6	10.2
Decision making	568	10.4	3.2	75	8.7	3.8	5	9.6	3.7
Collaborating with Community	568	7.1	2.1	75	5.9	2.2	5	6.2	2.1

Table 6 shows mean responses of mothers, fathers and guardian regarding their involvement in the academic learning of their children at primary school level. The mean response on all the six factors of parental involvement was higher than that of fathers and guardians. It indicated that mothers were more actively involved in the academic learning of their children as compared to fathers and guardians with respect to six factors of the study.

Table 7

Analysis of the involvement of mothers, fathers, and guardians in the academic learning of their children

	Mother	Father	Guardian	Chi-Square	df	Sig value
	Mean Rank	Mean Rank	Mean Rank			
Parenting	329.34	288.12	239	4.06	2	0.131
Communicating	331.65	272.55	202.63	8.329	2	0.016
Volunteering	336.01	236.22	263.88	19.361	2	0.00
Learning at home	332.32	266.1	225.5	9.457	2	0.009
Decision making	334.34	248.49	271.88	14.413	2	0.001
Collaborating with community	335.48	240.15	265.5	17.973	2	0.00

Table 7 displayed the output of the Kruskal- Wallis test for the analysis of the involvement of mothers, fathers, and guardians in the academic learning of their children. There was a statistically significant difference among mothers, fathers, and guardians regarding their involvement in the academic learning of their children on 'communicating,' 'volunteering,' 'learning at home,' 'decision-making,' and 'collaborating with the community.' There was no statistically significant among the three groups in their responses on 'parenting.' So, H_03 was rejected.

Table 8

Mann-Whitney U test statistics for parents of high and low achievers regarding their involvement in their child's learning

Categories of parental involvement	Participants							
	Low achievers (40%-50%)			High achievers (Above 70%)			Mann-Whitney U	Sig Value
	Mean	SD	Mean rank	Mean	SD	Mean rank		
Parenting	34.37	7.42	186.16	45.91	9.82	390.36	16962.000	.000
Communicating	35.79	7.94	181.47	49.96	12.05	392.59	15982.000	.000
Volunteering	16.22	4.11	185.38	23.13	6.06	390.73	16799.000	.000
Learning at home	22.48	5.02	180.38	31.37	7.79	393.12	15753.500	.000
Decision making	7.91	2.29	188.73	11.36	3.24	389.14	17500.000	.000
Collaborating with community	5.29	1.43	180.61	7.74	2.10	393.00	15802.500	.000
Parental Involvement	122.09	24.18	180.25	169.49	39.50	393.17	15727.500	.000



Table 08 results indicate significant differences in parental involvement between high achievers (above 70%) and low achievers (40%–50%) across all categories of parental involvement. The mean ranks for high achievers are consistently higher than those for low achievers in all categories, such as parenting (390.36 vs. 186.16), communicating (392.59 vs. 181.47), volunteering (390.73 vs. 185.38), learning at home (393.12 vs. 180.38), decision making (389.14 vs. 188.73), and collaborating with the community (393.00 vs. 180.61). The p-values (Sig. values) for all categories are .000, indicating that these differences are statistically significant. It suggested the effect of higher parental involvement on better academic performance of their children at the primary school level. Therefore, H₀₄ was rejected.

Discussion

The relationship between parental participation and academic success in students has been called into doubt by several investigations in the past 20 years (McWayne et al., 2015). Parental involvement raises students' academic achievement (Doctoroff & Arnold, 2017). Based on the study findings, parental involvement positively and significantly affects primary school students' academic performance. The results of this study were consistent with those of Wilder's (2014) investigation. He focused on nine meta-analyses examining how parental engagement affected adolescents' academic performance. With a qualitative approach, Wilder found a substantial correlation between children's academic success and parental participation; however, parental involvement is not just about helping with homework alone.

Fernández-Alonso et al. (2017) examined the relationship between academic achievement and parental engagement style at home in related research. Students who experienced a high degree of communication from their parents did better academically than those whose parents employed a dominating approach. Similar findings were made by Rajput and Abdin Rind (2024), who identified a relationship between parental involvement and academic achievement in terms of the following variables:

- a) Reading aloud to children at home
- b) Parents who have high expectations for their kids' academic success and education
- c) Parent-child communication regarding school, and
- d) Parental support and encouragement for learning.

The inquiry has similar similarities to the research study by (Rafiq et al., 2013). He intended to investigate how parental participation affects the intellectual development of their children.

Keeping in view the current investigation, Cabus and Ariës (2016) validated the results of a case study examining Pakistani parents' participation in the education of their children in a Southern England Foundation Stage environment. The background included the challenges that certain ethnic minority children and families faced in the English educational system, together with the increasing awareness of the need for parental involvement. The results of this survey indicated that there was a significant level of miscommunication and misunderstanding between parents and schools. The present investigation bears similarities to the research study carried out by Beckingham (2021). It was found that parental traits influenced the attitude of children about learning in a self-regulated environment at home, empowering their learning at school and raising their academic standing. There was no significant difference in the involvement of rural and urban parents in the learning of their children. A study conducted in rural districts experiencing low levels of parental involvement reported that frequent communication was important to visualize student outcomes (Cheairs, 2015).

Conclusion

The purpose of the study was to analyze the involvement of parents in the academic learning of their children at the primary school level. It was concluded that parents showed a greater emphasis on communication and support for academic learning while actively engaging with students at home and recognizing the importance of their involvement in the academic learning of their children. The highest level of involvement was observed in the "Learning at Home" factor, indicating that parents actively engage at home in various learning activities for the learning of their children. "Learning at Home" reflected a notable factor, demonstrating that parents contributed significantly to their children's learning outside of school. "Parenting" plays a strong role in creating a supportive home environment for learning.

However, involvement in "Volunteering," "Decision Making," and "Collaborating with the Community" shows relatively lower engagement. Parents were highly engaged in communication and parenting; there was less involvement in volunteering, decision-making, and community collaboration.

Higher parental involvement in learning activities, communication, and decision-making positively contributed to the better academic learning of their children. A statistically significant difference in parental involvement was found between high achievers and struggling students, with high achievers benefiting more from active and consistent parental engagement in all areas of involvement, including communication, volunteering, learning at home, and decision-making. Parents expressed a keen interest in participating in the decision-making process concerning their child's education, highlighting their desire for a more participatory role in shaping their child's learning experience. Recognizing the existence of communication challenges, parents acknowledge the need to address these issues to enhance parental involvement in students' academic learning.

Parents may take an active role in their child's education. Setting high goals, evaluating progress, and supporting their child's education are some of the ways parents may adopt for this purpose. Communicating with instructors, attending parent-teacher conferences, and assisting with homework are some of the opportunities to involve in the learning of the children. Parents may be contacted to participate in classrooms, co-curricular activities, or school events. It may improve partnerships with teachers and other stakeholders, making learning more supportive. Teachers and parents may share information and skills to improve student learning.

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