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Parental Involvement and Academic Achievement among Children in Urban Pakistan: A Correlational Study

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Abstract

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This study aims to investigate how parental involvement is associated with the academic achievement of children residing in the cities of Pakistan. The group of participants that took part in the research consisted of 200 children between the age of 6 and 12 and their parents. The Parental Involvement Rating Scale (PIRS) and the Academic Performance Rating Scale (APRS) were used to collect the data. Using a quantitative correlational design, the study examined the association between parental involvement and academic performance, including academic and emotional support and the provision of learning materials, on performance among students. The findings indicated significant associations between selected dimensions of parental involvement and children's academic performance, with academic support showing a positive association and negative influences showing an adverse association in the regression model. The findings should be interpreted as associations rather than evidence of causal effects because the study employed a correlational design. Interestingly, the most salient factor associated with academic success included children's behavior and attention. Demographic variables such as gender and family income only had a limited direct influence. This evidence underlines the significance of positive parental interaction and advises that schools and policymakers ought to integrate policies working with the objective of helping parents to develop educational achievement within the home context.

Keywords: Parental Involvement; Academic Achievement; Family Engagement; Educational Outcomes; School Performance.

Introduction

Education is an important determinant of children's future development, and parental involvement is one factor associated with children's academic performance. Parents, as the first line of care for children, can be able to encourage and facilitate learning at home and in liaison with schools. The role of the family is even more essential in such aspects as developing countries, such as Pakistan, where the educational resources can be quite scarce, and the issues of the system can still remain an obstacle. This research paper investigates parental involvement and children's academic performance, with the view of establishing how various forms of parental involvement are associated with academic performance among children in the age of 6 to 12 years in an urban area.

Parental Involvement

Parental involvement refers to meaningful and regular interaction of parents in the learning process and general development of the child. This participation exceeds assisting the student with his or her schoolwork and attending school functions; it also involves offering emotional support and a positive and conducive learning environment at home. There is research that suggests that children whose parents are actively involved have increased cognitive development, emotional, and social competence.

Children's achievements at school

Academic achievement is used to demonstrate the success of a student in doing schoolwork, usually gauged by test scores, grades, and teacher assessment. In the course of early and middle childhood, it depends on such factors as cognitive growth, self-control, and external circumstances such as the quality of education and the home environment. Good performance in school is closely linked to success in life in terms of education and employment.

Role of Parental Involvement on the Academic Performance of Children

Studies have always proved that children achieve academic success when the parent is involved in their studies. Children have better

chances of succeeding in school when parents play an influential role by being supportive emotionally, offering them academic advice, and giving them access to sources of learning. This association does not change with the allowance of socioeconomic factors. In urban Pakistan, the educational differences between advantaged and disadvantaged populations remain wide and, in this regard, the parental involvement dimensions can provide educators and policymakers with more specific guidance on how to narrow this gap within the cultural context.

Significance of the study

So far as the urban educational environment of Pakistan is concerned, this study will be of specific relevance. Despite numerous reforms, many of which have been put in place, a wide disparity still exists in academic performance between various groups of people based on socioeconomic status. The origin of the performance disparities among students can be addressed through sensible parenting, and the knowledge of how to achieve that is crucial to crafting education policy.

Furthermore, there are emerging tendencies toward inclusive education, which stress the role of the participation of the stakeholders, such as families. Based on this study, administrators and policymakers will find it easier to determine how parent efforts and activities can be linked to objective academic gains and to provide them with a data-based method of community-school alliances.

Objectives

1. To examine the relationship between parental involvement and children's academic performance.
2. To determine which dimensions of parental involvement are associated with academic performance.
3. To examine whether gender and family income are associated with academic performance.
4. To identify significant predictors of academic performance using multiple regression.

Research Question

1. What relationship exists between Parental involvement and Children's academic achievement?
2. What factors of Parental involvement are significantly associated with Children's academic performance?
3. Do gender and family income significantly influence academic performance?
4. Which factors significantly predict the academic performance composite?

Theoretical Perspectives

The background to answer the question about the effect of parental involvement on academic achievement is based on some theoretical models. According to the Ecological Systems Theory developed by Bronfenbrenner (1979), the development of a child occurs in a complex system of relationships between many layers of the environment. Parental involvement falls in the microsystem and has a direct impact on the cognitive and socio-emotional growth of children.

In the same way, the framework of six types of involvement proposed by Epstein (2001) defines parental involvement as parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community. These two types seem to have different roles in the formation of children's attitudes towards education and academic performance.

Empirical Perspective

There are many empirical papers that review the relationship between different types of parental involvement and students' academic results. In a meta-analysis, Fan and Chen (2001) established that parental expectation and supervision remained among the most reliable predictors of academic achievement among different people.

It is also evident from international evidence which states that local community-based learning, storytelling, and religious instruction are culturally contextualized forms of parental involvement, which influence student performance in low-income and middle-income countries. Being informal, these forms usually

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Gap of the study

Although the evidence regarding the advantages of parental involvement is significant, there is limited research in the South Asian context carrying out especially in Pakistan. Research is concentrated in cities and institutional participation, and it does not discuss much about rural settlements and informal parenting behavior. This creates a vacuum in comprehending the totality of parental influences on various educational and cultural horizons.

Furthermore, little research has been done into the subtle variations within different types of involvement and the outcomes of this differentiation across different academic areas (e.g., literacy, numeracy, and behavioral engagement). The role that digital communication between schools and parents plays in Pakistan is also scarcely studied. The need to fill these gaps is the basis for creating localized interventions and improving global rhetoric concerning parental inclusion.

In the framework of the education system in the country struggling with resource shortages, social inequality, and unequal quality of education, the influence of parents proves to be an even more important factor in Pakistan. The paper intends to discuss the extent to which the various parent involvement dimensions affect academic performance among children aged between 6 and 12 years in an urban context in Pakistan through a lens of proper practices and possible impediments.

Literature review

Parental engagement is known to be one of the most important aspects of contributing to the academic achievement of students. There is a large volume of research confirming the relevance of the notion that meaningful and active parental involvement has a positive impact on the results of students in multiple educational environments. A meta-analysis study by Hill and Tyson (2009) found that not all types of parental engagement were equally helpful but, in fact, some of them were superior

to others, including achieving positive effects in cases of the academic socialization of parents and effective parent-teacher communication. They continue by mentioning that the strategy of parental involvement needs to be adjusted according to the level of development of the children in the best interest of the educational process of the child.

A case study conducted by Asmatullah and [Kiazai \(2022\)](#) relating to parental supervision, communication, and educational aspirational level with regard to the impact on academic performance among children in a Pakistani context was examined. They found that children whose parents were very active in supporting homework habits and kept high expectations showed better academic results. This highlights the significance of the relevance of the culturally decent and context-sensitive parental actions.

Parental education and socioeconomic status are also some demographic factors that determine the nature and effectiveness of parental involvement. A thorough meta-analysis conducted by [Fan and Chen \(2001\)](#) showed that these variables are a significant influence on the quality and quantity of parental involvement. A research study by [Jeynes \(2007\)](#) came into agreement with these conclusions, demonstrating that high expectations of parents and regular communication between parents and their children are other important attributes of effective involvement, particularly in populations with diverse socioeconomic levels.

Parental involvement in schools has been well-known through the institutional role of schools. As illustrated by [Sheldon \(2002\)](#), the school-based programs that aim at facilitating orderly communication and empowering parents with academic support tools may result in the improved performance of students. In addition to this, Pomerantz, Moorman, and [Litwack \(2007\)](#) distinguished psychological concepts, namely self-efficacy, motivation, and emotional well-being, as the mediators connecting parental involvement to student achievement.

Still, obstacles to successful parental engagement are present. [Hornby and Lafaele](#)

[\(2011\)](#) described a multidimensional framework that accommodates the impact of parental beliefs, teacher attitude, and school climate in restricting or enabling engagement. They insisted that schools had to take the lead in ensuring they establish inclusiveness to eliminate these obstacles. Moreover, Thompson, Mazer, and [Flood-Grady \(2015\)](#) have highlighted technology and the fact that it is gaining more and more importance in the establishment of home-school communication. The study has revealed that online sources, such as emails, mobile applications, and school portals, not only increase the accessibility of information for parents but also allow them increased chances to participate.

At a more abstract level, such a model of parental involvement, stating three domains, i.e., behavioral (e.g., attending school events), cognitive/intellectual (e.g., providing educational materials), and personal (e.g., showing interest in a child's schoolwork), was presented by Grolnick and [Slowiaczek \(1994\)](#). All the dimensions were identified as distinctively contributing to the motivation and success of students. A more recent study by Goodall and [Montgomery \(2014\)](#) expressed the need to replace the concept of the parent being involved with something called engagement and believed that the model of parent as co-educator should be found. Their model encourages meaningful and mutually reciprocal family-school relationships in order to improve learning outcomes.

The collective work of these studies facilitates the confirmation of the idea that parental involvement is a multifaceted phenomenon that is exposed to the influence of personal, institutional, and cultural factors. Despite the good outcomes having been documented, it does not necessarily work, depending on its form and the context of implementing it. In countries or regions such as Pakistan, where there are structural and socio-economic challenges to education, effective, research-informed, contextually pragmatic approaches are highly needed that could enable

families and teachers to collaborate and work together to raise student achievement.

Recent research has strengthened the evidence that parental involvement is a multidimensional construct whose association with academic achievement depends on the form, timing, developmental stage, and context of involvement. [Kim \(2022\)](#), in a second-order meta-analysis synthesizing 23 meta-analyses and 1,177 primary studies, concluded that parental involvement is associated with achievement but that effects differ across forms of involvement and outcomes. Similarly, [Teuber et al. \(2023\)](#) emphasized the importance of considering longitudinal and reciprocal relationships between parental involvement and academic achievement from a self-determination perspective. These findings suggest that parental involvement should not be treated as uniformly beneficial or as a single, undifferentiated practice.

Recent studies also highlight the relevance of children's developmental and behavioral characteristics. [Condo et al. \(2022\)](#) examined parental involvement in relation to children's academic achievement and ADHD symptoms, while [Li \(2024\)](#) further demonstrated that parenting approaches and forms of parental involvement may be differently associated with academic achievement in elementary-school settings. Large-scale and meta-analytic evidence has likewise examined specific academic outcomes, including mathematics achievement ([Wang & Wei, 2024](#)) and achievement across different school stages ([Cui & Liu, 2025](#)). Together, this literature supports examining separate dimensions of both parental involvement and academic functioning.

Within Pakistan, recent work has also addressed parental involvement and educational outcomes in specific local contexts. [Kousar et al. \(2023\)](#) examined parental involvement and students' academic achievement at the secondary level in Gilgit-Baltistan, while [Romana et al. \(2024\)](#) considered parental investment choices in female education and their outcomes in Pakistan. These studies reinforce the need for context-sensitive research because family

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Methods

Research Design

This research adopted a quantitative correlational research design to test the relationship between parental involvement and children's academic achievement. The study was carried out in major cities of Pakistan; the target was 6-12-year-old children and their parents, respectively.

Participants

The sample consisted of 200 children and their 200 parents as a sample. The sampling technique that was used was stratified random sampling to ensure representation in different demographic segments. The eligibility criterion was that children should have been attending primary or middle school in the given age range.

Tools

Data were collected by use of two standardized instruments:

Parental involvement in children's education was measured by the Parental Involvement Rating Scale (PIRS) developed by C. Naseema and K. Abdul Gafoor, University of Calicut, 2001. The original scale contained 76 items concerned with academic support, emotional support, resource availability, health and well-being, negative influences, discipline and regulations, and parental engagement. Participants responded to each item on a three-point scale: "Always True," "Sometimes True," and "Never True." The scale measures different parental behaviors and attitudes toward their children's educational experiences. Reliability was determined using the test-retest method and internal consistency estimates. The present study used the questionnaire items based on PIRS to measure different dimensions of parental involvement of participating parents.

Children's academic performance and related academic behaviors were assessed using the Academic Performance Rating Scale (APRS; [DuPaul, Rapport, and Perriello, 1991](#)). The scale consists of 19 items to evaluate academic

functioning in elementary school children. It assesses areas such as subject-specific performance, consistency and learning ability, behavior and attention, quality of work, task completion, and independence. The APRS measures students' academic skills and classroom-related behaviors and has been found to have excellent reliability. The academic performance of the participating children was assessed in the present study by questionnaire items based on the APRS. Items were organized based on relevant dimensions of academic performance to generate a structured assessment of children's academic functioning.

Procedure

Data were collected from schools in an urban area. School administrators distributed questionnaires and consent forms to the parents. The parents were informed about the purpose of the study and the voluntary nature of participation, and informed consent was obtained before data collection. Parental involvement was assessed by means of questionnaire items completed by parents based on the Parental Involvement Rating Scale (PIRS), while the participating children's academic performance was assessed by teachers using questionnaire items based on the Academic Performance Rating Scale (APRS). Questions taken directly from PIRS and APRS were included in the survey, and similar questions that covered specific aspects of parental involvement and academic performance were grouped into appropriate dimensions. The questionnaires were collected after completion and analyzed. All responses were anonymous and confidential, and the data obtained were used only for the study.

Data Analysis

SPSS was used to analyze the data. The demographic and key variables were summarized with the help of descriptive statistics. The links between parental involvement and academic performance were considered with the help of Pearson correlation coefficients. Multiple regression was also used to find important predictors when including demographic factors like gender and family income.

Results

Table 4.1: Descriptive statistics for PIRS variables

Ser	Variables	M	SD	Min	Max
1	Academic_Support	2.4470	.30074	1.70	3.00
2	Emotional_Support	2.2925	.27178	1.50	3.00
3	Resource_Availability	2.0685	.26911	1.50	3.00
4	Parental_Engagement	2.2700	.25695	1.55	3.00
5	Discipline_and_Regulation	2.2575	.30481	1.25	3.00
6	Negative_Influences	1.7730	.38970	1.00	3.00
7	Health_and_WellBeing	2.3813	.35966	1.50	3.00

It shows the mean (M), the standard deviation (SD), and the range (minimum and maximum) of the seven dimensions of parental involvement as it was measured in the research itself (N = 200). The scale of measuring the variables is a 3-degrees Likert type scale (presumably 1 = low, 3 = high) that shows the extent of parental support or influence.

1. Academic Support (M = 2.45, SD = 0.30): This one appeared to be the most active, as a majority of parents monitor the academic activities of their children. The small SD indicates that most of the participants have given similar responses.
2. Emotional Support (M = 2.29, SD = 0.27): The measure of emotional support by parents is also relatively high, indicating that most parents offer affectionate support to their children, which is very important for motivation and confidence.
3. Health and Well-Being (M = 2.38, SD = 0.36): Parents were fairly involved in the sphere of health and well-being of their children, which might positively influence their academic concentration and school attendance.
4. Parental Engagement (M = 2.27, SD = 0.26): This term captures the extent of parental involvement in school and home settings, which is relatively high as well.

5. Discipline and Regulation (M = 2.26, SD = 0.30): The score reflects consistent parental interaction to uphold order and expectations of behavior in the house.
6. Resource Availability (M = 2.07, SD = 0.27): This means the score, although moderate, is lower than other dimensions, and thus some families might not be able to provide educational resources like books, devices, or internet.
7. Negative Influences (M = 1.77, SD = 0.39): The latter is the only variable in which a lower score is preferable. The values of the mean are relatively low, which means that the majority of the children are not overexposed to negative parental behaviors (e.g., criticism, conflict, or inconsistency), and the SD is relatively high, which means that there may be more variability in households.

Table 4.2: Descriptive statistics for APRS variables

Ser	Variables	M	SD	Min	Max
8	Subject_Performance	3.64 00	.8582 4	1.0 0	5.00
9	Consistency_and_Learn ingAbility	3.46 50	.5418 3	1.0 0	4.67
10	Behavior_and_Attention	3.47 12	.6410 3	1.0 0	4.75
11	Quality_of_Work	3.70 87	.5987 7	1.0 0	5.00
12	Task Completion_and_Indepe ndence	3.21 50	.6701 8	1.0 0	5.00

The table is a summary of student performance in five areas of academics, as tested using APRS. There is a scale of 1 (Very Poor) to 5 (Excellent):

1. Quality of Work (M = 3.71, SD = 0.60): The highest association with average scores was the dimension of quality of work (Quality of Work); the overall average score was higher than in other dimensions, and this means that the students have created academic work of good to excellent quality.
2. Subject Performance (M = 3.64, SD = 0.86): The students did well in their subjects, and at the same time, the standard deviation was a little higher, indicating that there was some level of randomness in the scores.

3. Behavior and Attention (M = 3.47, SD = 0.64) and Consistency and Learning Ability (M = 3.47, SD = 0.54): The values imply a high level of constructive behaviors in the classroom and the cognitive capacity to learn.
4. Task Completion and Independence (M = 3.22, SD = 0.67): The overall performance indicator presented the lowest mean, but at the same time, it was still classified as higher than average, which means that there is a chance that not all students demonstrate success in accomplishing tasks independently and promptly.

Annexure (A)

Parents' Involvement Dimensions:

Several significant relationships were found between dimensions of parental involvement and the academic performance of the children. Academic Support correlated significantly positively with Subject Performance ($r = .187$, $p < .01$). Negative Influences had a significant negative correlation with both Subject Performance ($r = -.385$, $p < .01$) and Behavior and Attention ($r = -.193$, $p < .01$). In addition, Resource Availability had a significant negative correlation with both Subject Performance ($r = -.265$, $p < .01$) and Behavior and Attention ($r = -.277$, $p < .01$).

At the same time, Emotional Support correlated positively with Quality of Work ($r = .117$). This correlation, however, was not statistically significant. There were no statistically significant relationships between Parental Engagement and the APRS dimensions. Health and Well-Being did not have any statistically significant relationships with the academic performance dimensions as well.

The data obtained indicate that while some dimensions of parental involvement correlate significantly with certain aspects of children's academic performance, other dimensions have very weak or even no correlation with academic performance. This addresses the first two research questions concerning the relationship between parental involvement and academic performance and particular dimensions

involved.

Table 4.4: Multiple Linear Regression Model Predicting Academic Performance

Model	R	R Square	Adjusted R Square	F Change	Sig. F Change
1	0.586 ^a	0.344	0.323	16.832	0.000

Note. Dependent Variable: Academic Performance Composite Score

The regression model showed statistical significance, $F = 16.832$, $p < .001$, which meant that the group of predictors helped to explain the variation in the academic performance of the children. The model gave an R^2 of .344, which means that 34.4% of the variance in the academic performance of the children was explained by the predictors in the model. Adjusted R^2 was .323, which means that 32.3% of the variance was still explained despite adjustment for the predictors used in the model.

Table 4.5: Coefficients of the Multiple Linear Regression Model

Se r	Variable	β	t	Sig	Lower Bound	Upper Bound	VIF
1	Academic Support	0.167	2.723	0.007	0.131	0.820	1.102
6	Negative Influences	-0.259	-4.211	0.000	-0.838	-0.303	1.114
9	Consistency and Learning Ability	0.113	1.858	0.065	-0.011	0.367	1.078
10	Behavior and Attention	0.394	6.386	0.000	0.365	0.691	1.120
13	Gender	0.084	1.427	0.155	-0.343	0.055	1.008
14	Family Income	0.020	0.337	0.736	0.000	0.000	1.015

From the regression coefficients reported in Table 4.5, it can be seen that the individual contribution of each variable used in the original regression model to the Academic Performance Composite was:

The strongest positive standardized association was observed between behavior and attention and the Academic Performance Composite ($\beta = .394$, $p < .001$). Academic Support

International "Journal of Academic Research for Humanities (JARH) 6(3)" had a significant positive relationship with academic performance ($\beta = .167$, $p = .007$), while Negative Influences had a significant negative standardized association ($\beta = -.259$, $p < .001$).

Consistency and Learning Ability were not statistically significant at the 0.05 significance level ($\beta = .113$, $p = .065$). Likewise, Gender ($\beta = -.084$, $p = .155$) and Family Income ($\beta = .020$, $p = .736$) were not significantly associated with the Academic Performance Composite.

The dimensions of APRS were added to the multiple regression models to explore their associations with the overall Academic Performance Composite Score. Since Behavior and Attention and Consistency and Learning Ability are components of the composite measure, those coefficients indicate associations between these academic-functioning domains and the overall composite score; thus, they have to be interpreted with caution and should not be considered to demonstrate independent causal influence on academic performance.

Discussion

This paper discusses the role of parental involvement in the academic lives of their children and its relationship with academic performance. Out of the multiple regression model variables, Behavior and Attention had the strongest positive standardized association with the Academic Performance Composite ($\beta = .394$, $p < .001$). This result suggests that this particular domain of academic functioning has a strong link with academic performance. However, since Behavior and Attention is a part of the APRS, contributing to the formation of the Academic Performance Composite, this result should not be used as a sign of a possible independent effect of this variable on academic performance.

However, Negative Influences showed a significant negative association with students' academic performance ($\beta = -.259$, $p < .001$). Like the impacts of Positive Influences, Negative Influences, which comprise inconsistent discipline, insufficient supervision, and stress,

generally hurt student performance. This study's findings are in line with the results reported by previous studies (e.g., Fan & Chen, 2001; Jeynes, 2007). This is because parental involvement and parenting practices play an important role in children's educational performance. The results of the study are also in line with the overlapping sphere of influence theory proposed by Epstein (2011).

Furthermore, there was a strong, significant relationship between Academic Support and academic performance, despite the relatively lower magnitude of the standardized association ($\beta = .167$, $p = .007$). It is noteworthy that parental activities in terms of homework support, communication, and goal setting can play a key role. There were no significant relationships between gender and family income and the Academic Performance Composite, which means that these two demographic factors were not significant predictors in the given regression analysis. Nevertheless, the latter conclusion does not mean that socioeconomic status cannot affect children's academic results.

Such results suggest the need for programs that boost positive parental involvement while addressing negative parenting approaches. In order to ensure better cooperation between parents and schools, schools can develop effective plans for parental involvement along with other means like parent education and workshops.

Conclusion

The study indicates that selected dimensions of parental involvement are associated with children's academic performance in the sampled urban Pakistani context. Good forms of interaction, especially those of emotional support, regulation of behavior, and academic advising, were closely associated with improved performance, but poor resources and negative influences had an adverse effect on performance.

The effects of gender and family income did not have a significant influence; however, the variables represented meaningful background information when creating inclusive interventions.

Recommendation

These results imply that schools and policymakers should include vocabulary in programs that empower parents regarding skills and training, partnerships, and digital tools to close home-school communication gaps. Further research should entail long-term trends and incorporate rural populations so that it can be more generalized.

Innovation/Cutting- Edge Research

The innovative aspect of this study is that it looks at parental involvement in a more detailed and realistic way within the context of urban Pakistan. Instead of considering parental involvement as simply "parents helping their children with schoolwork," the study looks at several different forms of involvement, such as academic and emotional support, parental engagement, discipline and regulation, availability of learning resources, health and well-being, and negative parental influences. This broader approach helps provide a clearer picture of how different parenting practices can either support or negatively affect children's academic development.

Another important feature of the study is that it does not look at academic achievement as a single outcome. It examines different aspects of children's performance, including subject performance, learning ability and consistency, behavior and attention, quality of work, and the ability to complete tasks independently. By examining these areas separately, the study provides a deeper understanding of how parental involvement is connected to different aspects of children's academic and classroom functioning, rather than simply showing whether parental involvement is related to better grades.

Research Location

This study provides evidence from the Pakistani context, where relatively limited research has examined the different ways parents influence their children's academic development. Much of the existing research has focused on broader international settings, making it important to understand whether similar patterns can be

observed among children and families in Pakistan. This study helps address that gap by examining parental involvement and academic achievement specifically within the Pakistani educational environment.

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Annexure (A)

Table 4.3: Correlation between the variables of PIRS and APRS to determine the association between academic success and parental involvement.

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1	1	0.507**	0.037	0.578**	0.397**	-0.299**	0.376**	0.187**	0.099	-0.118	0.138	-0.176*
2	0.507**	1	0.222**	0.501**	0.489**	0.166*	0.382**	0.058	0.077	0.064	0.117	0.014
3	0.037	0.222**	1	0.163*	0.353**	0.658**	0.056	-0.265**	-0.172*	-0.277**	-0.096	0.013
4	0.578**	0.501**	0.163*	1	0.361**	0.052	0.373**	0.010	0.024	-0.119	0.088	-0.173
5	0.397**	0.489**	0.353**	0.361**	1	0.186**	0.237**	0.003	-0.074	-0.099	0.068	-0.063
6	-0.299**	0.166*	0.658**	0.052	0.186**	1	0.088	-0.385**	-0.096	-0.193**	0.187**	0.103
7	0.376**	0.382**	0.056	0.373**	0.237**	0.088	1	-0.014	0.068	-0.023	0.091	-0.079
8	0.187**	0.058	-0.265**	0.01	0.003	-0.385**	-0.014	1	0.231**	0.452**	0.338**	0.191**
9	0.099	0.077	-0.172*	0.024	-0.074	-0.096	0.068	0.231**	1	0.201**	0.332**	0.193**
10	-0.118	0.064	-0.277**	-0.119	-0.099	-0.193**	-0.023	0.452**	0.201**	1	0.228**	0.491**
11	0.138	0.117	-0.096	0.088	0.068	0.187**	0.091	0.338**	0.332**	0.228**	1	0.120
12	-0.176*	0.014	0.013	-0.173	-0.063	0.103	-0.079	0.191**	0.193**	0.491**	0.120	1