



Citation: Shaheen, M. N. U. K., & Naqeeb, H. (2026). Perceptions and Practices of Parental Involvement in Primary Education in District Kotli Azad Jammu and Kashmir. *Regional Lens*, 5(1), 242–252. <https://doi.org/10.55737/rl.v5i1.26190>

Pages: 242–252 ▶ DOI: 10.55737/rl.v5i1.26190 ▶ Volume 5 ▶ Issue 1 (2026) ▶ © The Author(s) 2026

Perceptions and Practices of Parental Involvement in Primary Education in District Kotli Azad Jammu and Kashmir

Muhammad Naqeeb UI Khalil Shaheen ^{1*} Hajira Naqeeb ²

Corresponding Author: Muhammad Naqeeb UI Khalil Shaheen (Email: naqeeb.shaheen@gmail.com)

Abstract: This study examined parental involvement in primary education in District Kotli, Azad Jammu and Kashmir, focusing on teachers' perceptions and current practices. Using a descriptive survey design, 150 female primary school teachers were randomly selected from 753 in Tehsil Kotli. A validated five-point Likert scale questionnaire was administered, and data were analyzed using percentages and mean scores. Teachers demonstrated strong positive perceptions of parental involvement (overall mean = 3.53), strongly endorsing immediate teacher contact for problems, scheduled parent-teacher meetings, and daily parent-child discussions about school learning (each M=3.67). Regarding practices, teachers actively facilitated involvement (overall mean = 3.55), with highest-rated practices including actively inviting parents to meetings, considering meetings effective, valuing parental responses to school reports, informing parents about absences, and suggesting home learning activities (each M=3.60). The study concludes that parental involvement is essential for primary-level academic performance. Effective involvement encompasses immediate problem communication, pleasant interactions, regular and scheduled meetings, valuing parental input, positive responses to school communications, friendly teacher-parent relationships, voluntary school assistance, cooperation in discipline, parental curriculum knowledge, and homework support. Teachers actively facilitate this through homework engagement, meeting invitations, progress discussions, and learning suggestions. While primary school teachers in Kotli hold positive perceptions and actively implement engagement practices, findings indicate opportunities to further strengthen family-school partnerships.

Key Words: Parental Involvement, Academic Learning, Primary Education, Parent-Teacher Partnership, Student Achievement, Pakistan

Introduction

Parents' participation in children's education has been acknowledged as one of the most important factors in students' success for a long time. Traditional ways of involving parents in education are through their presence in school activities, attending presentations and discussions with teachers, participating in various school events, and volunteering at the school (Bower & Griffin, 2011). Nevertheless, parental involvement is not limited to these traditional methods; it includes giving children love and support, teaching them cultural values, and having conversations that help the child understand better the learning process. Studies show that parental engagement is the most powerful tool to guarantee students' success that it even generates positive impacts beyond learning, such as higher motivation, self-esteem, and development of self-reliance (Bower & Griffin, 2011).

Children whose parents participate in their education tend to have more positive feelings about school and learning. As students move from elementary to higher levels, parent involvement remains a critical factor in their success. Parents who communicate with teachers frequently and show interest in educational issues can greatly improve their children's learning outcomes. Such parents show a high level of concern for their children and are able to provide them with useful resources that enhance reading and learning (Barnard, 2004).

¹ Assistant Professor, Department of Education, University of Kotli, AJ&K, Pakistan. Email: naqeeb.shaheen@gmail.com

² MS Scholar, Department of English, COMSATS, Wah Campus, Punjab, Pakistan. Email: hajirahonan@gmail.com

Academic achievement refers to the extent to which a student has met the educational aims and goals of a given instructional setting. Oftentimes, at the school level, academic achievement is equated with the attainment of cognitive objectives, which is a mistaken notion. On the contrary, academic achievement involves a range of components that cover different aspects of learning. To parents, providing children with opportunities, setting expectations, and supporting their educational endeavors are important factors that can lead to greater academic success. Parent-child communication and parents' expectations for their children's educational success positively influence academic achievement, however, overly strict rules and monitoring can lead to some negative outcomes.

Problem Statement

Teachers care about the academic success of all students. Ensuring that every student has a chance to succeed in a supportive environment is crucial. This research looks at how parents get involved in their children's homework at the primary level and how that relates to academic success. One of the difficulties that schools face is figuring out exactly what helps to foster positive parental involvement. It might not be as straightforward as just adding up the time that parents spend helping their kids either at home or at school. There is a significant involvement of both teachers and parents in the education of primary students. Concerning the AJK region at the primary level, parents' contributions to students' learning are quite minimal. For the sake of helping students achieve better results academically, this research examines the means by which parents engage with their children's education at the primary level in District Kotli, Azad Jammu and Kashmir.

Objectives of the Study

The study pursued the following objectives:

1. To explore teachers' perception of parental involvement in academics of students at the primary level in District Kotli AJK
2. To find out the practice of parental involvement in the academics of students at the primary level in District Kotli AJK

Significance of the Study

This study is beneficial for parents and students to understand the weak areas of their children's performance. It is significant for parents to focus on their children for better education. The study benefits school administration in facilitating high involvement of parents in an effective way. The study is significant for future research and provides guidelines to working teachers to be careful in participating in student activities due to parental involvement. The study creates a sense of responsibility in working teachers and parents to improve student academic performance.

Review of the Related Literature

The Importance of Parental Involvement

Parents have been identified as the main agents in children learning processes (Epstein, 2001). The education of a child does not start with the formal schooling, so parents naturally represent the child's first educators. In fact, Lightfoot (1978) pointed out the need for a good connecting thread and network between home and school. She expressed that working relationships between family and school will be most fruitful if parents and teachers acknowledge the vital role of each other's participation in a child's life.

When schools collaborate with families and communities and make the shared responsibility for children's education as a goal, they tend to produce better programs to serve the students (Henderson et al., 2007). Such partnerships produce caring communities around the students. Students tend to value school, their hard work and helping others, and are more inclined to stay in school in order to pursue their education after high school (Epstein et al., 2009) through frequent and meaningful family-school-community interactions.

Parental presence in various forms has been shown to yield positive results such as more frequent student attendances, stronger feelings of safety and lesser anxiety among the students, enhanced views of the school, and in

some cases, the highest levels of academic achievement (Sheldon, 2009). It is well established through the literature that parent attitudes and behaviors are affected to a great extent by school involvement. Parents with positive attitudes will definitely pass on the message to their children and resulting in children's improved school performance. Some programs encourage parents to tutor their children at home; other programs may have these parents continue in a support role or as audience rather than as direct instructors. Nevertheless, it is evident that a better informed and active parental figure will be a great winning formula for the school students and the parents themselves (Berger, 2008).

Barriers to Parental Involvement

Even though people recognize the importance of parental involvement, big obstacles remain. Now parents are worried not only with the problems and work of daily life. As a result of low income, being a single parent, not having flexible work hours and language barriers, some parents are not able to go to school activities or participate in their children's schooling regularly (Feurstein, 2000). There are many parents who not only suffer from low self-esteem but also did not do well in school and so do not know and do not confidently helping their children. Parents might view school negatively if they did not experience success in school and at the same time be very intimidated by language, curriculum and staff, so that they avoid communication with the school (Flynn, 2007).

Students can be the source of obstacles for partnerships if they do not inform parents about school programs, activities, and events. Teachers working in the program with strong involvement inform students about their responsibility and the importance of taking an active part in the family, school, and community partnership (Wherry, 2009).

Theoretical Framework: Epstein's Model of Parental Involvement

Epstein et al. (2009) established a detailed six-type framework for parental involvement, which has deeply impacted research and the working of this field:

Type 1: Parenting

To a great extent means being responsible for children's health and safety, parenting, discipline, and guidance at various development stages, child-rearing, supervision, and, most importantly, providing a positive home environment that supports learning and good behavior.

Type 2: Communicating

Communicating means communication to and from the school about academic progress through letters, notices, report cards, conferences, and other forms. Two-way communication is not only good for cooperation between home and school but also, via their interaction, sends a message to students that the school and home are working together to ensure their success.

Type 3: Volunteering

Volunteering is about parents' involvement in the school environment, e.g., events, workshops, or programs. Volunteering is supporting the school's objectives and the learning process in any way, at any place, and at any time, not simply being present at school during the day.

Type 4: Learning at Home

It refers to parents' help in initiation, supervision, checking homework, and study activities of their child. It also individualizes providing families with ways they can help their children in curriculum-related activities, decision-making, and planning.

Type 5: Decision Making

Decision making means parents being part of the decision-making by joining committees responsible for school improvement monitoring, advisory councils, or other committees or groups at school. This type of involvement gives parents the opportunity to offer ideas on school plans and policies.

Type 6: Collaborating with the Community

It means working together with the community to pool resources and services for families, students, and the school in support of learning. Community actions bring additional resources, programs, and services into school programs to provide learning support (Epstein et al., 2009).

Methodology

This study was designed to explore parental involvement in the academic learning of students at the primary level. The study was descriptive in nature and employed a cross-sectional survey method to collect data. The population of the study consisted of all female primary school teachers in Tehsil Kotli, Azad Jammu and Kashmir. According to the District Education Office (Female) Kotli records, there were 753 primary teachers in government girls' primary schools in Tehsil Kotli AJ&K. Using simple random sampling technique, the sample size consisted of 150 primary teachers from Tehsil Kotli. All participants were female primary school teachers serving in government girls' schools. Informed consent was obtained orally from all participants before data collection, in accordance with institutional ethical guidelines.

A five-point Likert scale questionnaire was used as the research instrument to collect data from primary teachers. The questionnaire consisted of two parts: Part I consisted of 15 statements about perception of parental involvement in academics of students, and Part II consisted of 13 statements about practice of parental involvement. Both sections used a five-point Likert scale including: Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D), and Strongly Disagree (SDA). The research instrument was validated by two educational experts from the Department of Education, University of Kotli AJ&K. The educational experts suggested changes in the instrument to improve its effectiveness and validity. After study supervisor approval, the questionnaire was launched for data collection. The researchers conducted pilot testing to check the accuracy and language of the instrument. Using a pilot study, the researcher distributed questionnaires to 10 primary teachers who were not included in the final sample. The researchers incorporated all points raised by pilot testing participants. The reliability of the instrument was checked using Cronbach's alpha statistical technique, yielding a reliability coefficient that exceeded the acceptable threshold. Data were collected personally by the researchers after testing reliability and validity from the sample of the study. The researchers distributed 150 questionnaires to primary female teachers. Teachers were asked to read and fill the questionnaires carefully. The researcher ensured that all participants understood the instructions and items clearly. Statistical Package for the Social Sciences (SPSS) was used for data analysis. The researchers employed percentage and mean scores for data analysis.

Results

Teachers' Perceptions of Parental Involvement

Table I

Teachers' Perceptions of Parental Involvement in Academic Learning (N= 150)

Statement	SA %	A %	UN %	D %	SDA %	Mean
Parents should immediately contact with the teachers in case of any problem with the child	33%	27%	20%	13%	7%	3.67
Parents should contact the teachers in a pleasant manner	40%	20%	13%	13%	13%	3.60
Parent should ask to teachers any question they have in their mind	27%	33%	20%	13%	7%	3.60
There should be proper schedule of parent's teachers meetings	33%	27%	20%	13%	7%	3.67
Parents should always attend parent teacher meetings	33%	27%	7%	20%	13%	3.47
School should value the opinion of parents	40%	20%	7%	13%	20%	3.47
Parents should respond positively whenever they are called by the principal	27%	33%	13%	20%	7%	3.26
There should be friendly relationship between the parents and the teachers concerned	33%	27%	13%	20%	7%	3.60
Parents should agree that their children are being well prepared by the school for future challenges	40%	20%	7%	13%	20%	3.47
Parents should cooperate with teachers in maintaining school discipline	40%	20%	7%	13%	20%	3.47



Statement	SA %	A %	UN %	D %	SDA %	Mean
Parents should help out voluntarily any school activity	33%	27%	7%	20%	13%	3.55
Parents should know about their children curricular syllabi	33%	27%	7%	20%	13%	3.47
Parents should be informed by the school/teachers through children about the daily academic activities	27%	33%	7%	20%	13%	3.40
Parents should help their children in completing their home assignments	27%	33%	13%	20%	7%	3.60
Parents should talk at home with children about what they learn at school, almost on daily basis	33%	27%	20%	13%	7%	3.67
Overall, Teachers' Perceptions Mean						3.53

The data presented in Table 1 indicates that primary school teachers hold consistently positive perceptions regarding parental involvement in children's academic learning. Given an overall mean of 3.53 for 15 items, this represents a positive level of agreement with various aspects of parental engagement.

Teachers showed their top level of agreement on three statements, each obtaining a mean score of 3.67. The first is about parents contacting teachers right away when their child has a problem. The second is about the importance of proper scheduling of parent-teacher meetings. The third is about parents having daily conversations with children about what they have learned at school. These top perceptions are a manifestation of teachers' point of view that timely communication, well-planned interaction opportunities, and continuous home reinforcement are the important elements of effective parental involvement.

Teachers were in favor of statements about having nice communication with parents (M=3.60), parents feeling free to ask teachers questions (M=3.60), friendly parent-teacher relationships (M=3.60), and parents helping children complete homework assignments (M=3.60). These perceptions highlight the significance of getting along with each other well and that with homework assistance at home.

Statements about always attending parents' meeting (M=3.47), schools valuing parents' opinions (M=3.47), school discipline cooperation (M=3.47), and voluntary helping with school activities (M=3.55) received somewhat positive rating. Parents positivity response when principal calls, received the lowest mean score of 3.26, but still indicate overall agreement level.

The percentage of teachers who strongly agreed or agreed combined was around 53% to 60% for most of the items, the undecided responses were 7-20%, and the disagreement was 20-33%. According to this model, despite a good number of teachers who have positive perceptions, the minority either have negative views or are undecided.

Table 2

Teachers' Practices of Parental Involvement (N=150)

Statement	SA %	A %	UN %	D %	SDA %	Mean
I involve parents in their children homework	33%	27%	7%	20%	13%	3.47
I recommend to parents must contact teacher if they have any issue regarding children	33%	27%	7%	20%	13%	3.47
I prefer parents teacher meeting is an effective way to involve parents	33%	20%	27%	13%	7%	3.60
I prefer parents' response on reports / results sent from school as a very important aspect	27%	33%	13%	20%	7%	3.60
I invite parents to attend parents teacher meeting in a very active way	33%	27%	20%	13%	7%	3.67
I discuss all social and behavioral issues of child with parents	33%	27%	13%	20%	7%	3.53
I involve parents as a volunteer to visit classroom	33%	27%	13%	13%	7%	3.53
I guide parents to contact with teachers on regular basis	33%	27%	13%	13%	13%	3.53

Statement	SA %	A %	UN %	D %	SDA %	Mean
I involve parents to discuss about the progress of child	33%	27%	13%	20%	7%	3.53
I involve parents to inform school about the absence or leave of child	27%	33%	20%	13%	7%	3.60
I send home notes to parents about important events and activities	33%	27%	13%	13%	13%	3.53
I give information to parents about their child's health and educational history	33%	27%	13%	20%	7%	3.53
I suggest parents about activities to encourage learning of child at home	27%	33%	20%	13%	7%	3.60
Overall, Teachers' Practices Mean						3.55

Table 2 reveals that the teachers self-reported ways to help parents get involved. A global average of 3.55 shows that indeed teachers are doing a great deal to invite parents to their children's education. The overall practice means (3.55) being slightly higher than perception mean (3.53) implies that teacher's deeds not only match but slightly surpass their stated beliefs.

The practice teachers most frequently reported was "actively inviting parents to attend parent-teacher meetings" with a mean score of 3.67, reflecting the fact that teachers use deliberate, well thought out ways to get parents involved. Four practices reached mean scores of 3.60, for example the teachers themselves see parent-teacher meetings as effective for getting parents involved, they value parents' responses to school reports, involve parents in informing the school about children's absences, and suggest home learning activities.

As many as 7 of the practices fell within the medium range with a mean of 3.53. These include conversations parents about social and behavioral issues, parents as classroom volunteers, guidance regular parent-teacher contact, conversation children progress, sending home events notes, sharing health and educational history. The two practices involving parents in homework and recommending parent-teacher contact regarding issues got a mean score of 3.47.

Analysis of the responses shows that for the larger part of the items; the combined agreement level (SA+A) was between 53% and 60%. The undecided group was significantly larger in some practice items, especially "prefer parents teacher meeting is an effective way" (27% undecided). Disagreement percentages were between 20% and 33% for different items, which means that there is a minority of teachers who either do not or disagree with the implementation of the practices.

Table 3

Comparison of Teachers' Perceptions and Practices

Dimension	Number of Items	Mean Score	Rank
Teachers' Perceptions	15	3.53	2
Teachers' Practices	13	3.55	1
Overall	28	3.54	

According to Table 3, the teachers indicate that their actual work with parents (Mean=3.55) is almost at the same level with the extent to which they think that parents should be involved (Mean=3.53). The difference, which is only 0.02, is so small that it seems that the teachers' actions are in line with their beliefs on the significance of parental involvement.

Discussion

Interpretation of Findings

The results of this research indicate that the primary school teachers in the District Kotli have highly positive perceptions and practices about parental involvement. With an overall average rating of 3.53 for perceptions and 3.55 for practices,

it can be said that the teachers not only realize the role of parents' involvement but are also practicing ways to engage them.

Conformity to Epstein's Framework: In fact, the perceptions and practices that came up through this research can be related to the six-type parental involvement model of Epstein et al. (2009). The focus of teachers on friendly communication, inviting questioning, and frequent meetings is in line with Type 2 (Communicating). Their agreement to offer voluntary help with school activities and participation in school as parents align to Type 3 (Volunteering). The strong advocacy for homework support, school talks during each day, and home learning activities are the main features of Type 4 (Learning at Home). Teachers' sentiments that the school should give importance to bringing in parental input correspond to Type 5 (Decision Making). This extensive coverage implies that the teacher community of Kotli has a well-rounded concept of parental involvement that goes beyond the basic, school-centered notion.

Emphasis on Communication: All the top perception items were related to communication: notifying parents right away in case of trouble ($M=3.67$), appropriate scheduling of meetings ($M=3.67$), parents and children having daily conversations about school ($M=3.67$), cordial communication ($M=3.60$), and open questioning ($M=3.60$). On the other hand, the top-rated practice was encouraging parents to meetings in an active way ($M=3.67$) which is also basically a communication method. Focusing on communication is in line with Epstein's (2001) idea that good two-way communication will result in higher cooperation between the home and school and will also show students that their success is being kept track of through the contact between the home and school. The evidence indicates that the teachers perceive communication as the base on which the rest of the types of involvement are structured.

Home-School Consistency: Strong support for homework assistance by parents ($M=3.60$) and daily discussions on school topics ($M=3.67$) indicates that teachers realise that students' learning is strengthened if it is backed up in different situations. This concurs with Barnard's (2004) observation that parents who stay in close touch with the school and actively engage in educational discussions can make a big difference in their child's learning. Teachers, it seems, acknowledge that the learning done in school gets a big push when parents do a related set of activities at home.

Relationship Quality Matters: Double emphasis on pleasant communication ($M=3.60$) and the existence of friendly relationships ($M=3.60$) shows that teachers consider the emotional aspect of parent-teacher relations as very important. This ties back to Henderson and Mapp's (2002) finding that one of the keys to linking with parents and getting them to come on board is their feeling of being welcomed, valued, and respected. Teachers seem to get that the door will be opened wider if parents sense that they are partners who are being appreciated rather than merely clients or adversaries.

Active Teacher Facilitation: Teachers not only call parents to meetings ($M=3.67$) but also assume the role of providing help in staying in touch regularly ($M=3.53$) and offering ideas for home learning initiatives ($M=3.60$). Such teacher behavior shows their willingness to get parents involved rather than to wait for their engagement passively. Hoover-Dempsey et al. (2005) found that invitations are strong drivers of parent involvement and that they send the message to parents that they matter and are appreciated. Teachers in Kotli may have the insight that parental involvement is not by chance but happens through an ongoing, purposeful raising of teacher parental efforts.

Areas for Development: Mostly optimistic outcomes, yet several issues deserve focus. Possibly, the low mean for parents giving a positive response when the principal calls ($M=3.26$) may suggest difficulties in the top (administrative) communication level. Being informed by children about the day's activities ($M=3.40$) seems to be the least dependable way of communication through the child, thus signalling the necessity of inviting parents directly in teacher-parent communication methods. The 20-33% of disagreement or uncertainty here may be evidence of these teachers' lack of confidence in implementing parent involvement practices, and such a minority could be helped by more support in this area.

Comparison with Previous Research

In fact, these study results align well with and further the work of parental involvement researchers of the past. The high level of agreement among teachers about the significance of parental involvement (total perception $M=3.53$) goes along with Bower and Griffin's (2011) finding that teachers give high priority to parental involvement as the main factor that leads to students' good performance.

Epstein et al.'s (2009) Type 2 involvement concept emphasizes communication, which is supported by Henderson and Mapp's finding that parents who are invited and welcomed are more likely to join actively in school-related activities. Teachers' habit of inviting parents to meetings ($M=3.67$) is a clear indication of this principle at work.

By focusing on homework help and having daily chats about school learning, teachers indirectly back up Barnard's (2004) research showing that such involvement can yield better academic results for children. The averages of 3.60 for both homework help and home learning suggestions reveal that teachers in Kotli are not only acknowledging but also working based on this proof.

Teachers talking about social and behavioral issues with parents ($M=3.53$) is a finding that goes beyond academic topics only and matches with studies that parental involvement brings a positive influence on different aspects of a child's development. This wide-ranging view is in line with Berger's (2008) statement that a knowledgeable and involved parent leads to benefits for the school, the students, and the parents themselves in many ways.

The fact that some teachers experience disagreement and uncertainty (on different items, 20-33%) mirror the reality, as per Flynn's (2007) report, that some teachers may not know ways to involve parents or may even not understand clearly the importance of parental involvement. This discovery highlights that professional development in this area needs to be ongoing.

Conclusions

This study investigated parental involvement in academic learning of students at the primary level in District Kotli Azad Jammu and Kashmir. The findings demonstrate that teachers strongly recognize the importance of parental involvement and actively facilitate it through multiple practices.

It is concluded that parental involvement is essential for children's academic performance at the primary level. Teachers perceive that effective involvement encompasses immediate teacher contact when problems arise, pleasant communication, open questioning, regular parent-teacher meetings with proper scheduling, school valuation of parental opinions, positive parental response to school communications, friendly parent-teacher relationships, voluntary help with school activities, cooperation in maintaining discipline, parental knowledge of curricular syllabi, being informed about daily academic activities, assistance with homework completion, and daily conversations about school learning.

It is concluded that teachers actively facilitate this involvement through comprehensive practices including involving parents in homework, recommending parent-teacher contact regarding issues, considering parent-teacher meetings effective, valuing parents' responses to school reports, actively inviting parents to meetings, discussing social and behavioral issues, involving parents as classroom volunteers, guiding regular parent-teacher contact, discussing children's progress, involving parents in absence notification, sending home notes about events, sharing health and educational history, and suggesting home learning activities.

The results of this research show that primary school teachers in Kotli generally have favorable attitudes toward parental involvement (overall $M=3.53$) and also are involved in the practices which engage parents (overall $M=3.55$). The agreement between perceptions and practices illustrates that teachers' may allow their beliefs about parental involvement to influence their actions. However, the fact that 20-33% of teachers either disagree, or are not sure about many of the items means that roughly one-quarter to one-third of the teachers may need to be given more support, resources, or professional development to enhance their involvement practices.

The results strongly align with Epstein's theoretical framework, as both teachers' perceptions and practices are consistent with all six types of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Communication is demonstrated to be the core of well-functioning involvement, as the consistently highest-rated items are related to different forms of parent-teacher and parent-child communication.

Implications for Practice

The outcomes of this study present noteworthy effects to schools, teachers, parents, and teacher education programs.

For Schools and Educational Administrators: Schools should set up and keep up clearly, regularly schedules of parent-teacher meetings that are flexible to accommodate different times of availability of parents. Schools must work towards developing welcoming environments that can be of help to nurture positive relationships, investing in putting up atmospheres where parents will not only feel comfortable but also be respected and valued. Schools

should arrange for teachers to be systematically professionally developed in identifying and implementing effective strategies for communication and involvement of parents.

Schools should develop different communication channels capable of reaching all families, besides child-mediated communication, direct methods such as written notes, phone calls, emails, text messages, and if possible, home visits should be considered. Schools should also be able to identify and recognize voluntary parental contributions, having systems in place to acknowledge, coordinate, and support volunteer efforts.

For Teachers: Teachers should keep on being positive and inviting parents to be involved. Teachers should increase their means of communication so as to cover not only academic matters but also social and behavioral aspects of child development. Teachers should give parents clear, detailed guidance on home learning activities that are in line with classroom instruction.

Teachers should observe maintain a friendly communication even when problem or concern is being discussed. Teachers should welcome parental questions and concerns as well as respond promptly to them.

For Parents: Parents should admit that their input is very important and that teachers value their engagement. Parents should not only continue the communication with teachers but even more when problems are discussed. Parents need to regularly participate in parent-teacher meetings and get involved actively. Also, parents should not only assist children in homework but also hold discussions about school learning on a daily basis. Parents are expected to react to the school communications in a constructive and supportive manner, offering help when possible, and cooperating in the upholding of discipline.

For Teacher Education Programs: Teacher education courses should encompass lessons on the ways of parental involvement and family-school partnerships. Programs should provide practical experiences in conducting parent-teacher conferences and communicating with families. Programs should train prospective teachers in cross-cultural communication and working with diverse families. Programs should emphasize the importance of treating parents as partners in education rather than as clients or adversaries.

Limitations and Future Research

This study has several limitations. Firstly, the sample was limited to female teachers in government girls' schools in one tehsil, limiting generalizability to male teachers, coeducational settings, private schools, or other geographic areas. Secondly, the study relied on self-report data, which may be subject to social desirability bias. Thirdly, the study did not include parent or student perspectives, which would provide valuable complementary data. Fourthly, the cross-sectional design captures perceptions and practices at one point in time but cannot track changes or identify causal relationships.

Fifthly, the study did not examine relationships between specific involvement practices and actual student achievement outcomes.

Future research should address these limitations by:

- (1) including male teachers and expanding to multiple tehsils and districts to enhance generalizability.
- (2) employing mixed-methods research incorporating parent and student interviews, focus groups, or surveys.
- (3) using observational studies to complement self-report data.
- (4) employing longitudinal research designs to track how perceptions and practices evolve over time.
- (5) examining relationships between specific involvement practices and measurable student outcomes including achievement, attendance, and behavior.
- (6) conducting intervention research to develop and evaluate programs to enhance parental involvement; and
- (7) undertaking comparative research examining how parental involvement varies across different school types, levels, and communities.

References

- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review*, 26(1), 39-62. <https://doi.org/10.1016/j.childyouth.2003.11.002>
- Berger, E. H. (2008). *Parents as partners in education: Families and schools working together* (7th ed.). Pearson.
- Bower, H. A., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a high-minority, high-poverty elementary school? A case study. *Professional School Counseling*, 15(2), 77-87. <https://doi.org/10.1177/2156759X1101500201>
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C. S., Thomas, B. G., Greenfield, M. D., Hutchins, D. J., & Williams, K. J. (2009). *School, family, and community partnerships: Your handbook for action* (3rd ed.). Corwin Press.
- Feurstein, A. (2000). School characteristics and parent involvement: Influences on participation in children's schools. *Journal of Educational Research*, 94(1), 29-40. <https://doi.org/10.1080/00220670009598740>
- Flynn, G. (2007). Increasing parental involvement in our schools: The need to overcome obstacles, promote critical behaviors, and provide teacher training. *Journal of College Teaching and Learning*, 4(2), 23-30. <https://doi.org/10.19030/tlc.v4i2.1624>
- Georgiou, S. N., & Tourva, A. (2007). Parental attributions and parental involvement. *Social Psychology of Education*, 10(4), 473-482. <https://doi.org/10.1007/s11218-007-9029-8>
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. National Center for Family and Community Connections with Schools.
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. The New Press.
- Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *Elementary School Journal*, 106(2), 105-130. <https://doi.org/10.1086/499194>
- Lightfoot, S. L. (1978). *Worlds apart: Relationships between families and schools*. Basic Books.
- Sheldon, S. B. (2009). Improving student attendance with school, family, and community partnerships. In J. L. Epstein et al. (Eds.), *School, family, and community partnerships: Your handbook for action* (3rd ed., pp. 345-362). Corwin Press.
- Wherry, J. H. (2009). The silent partner: Parent involvement. *Principal*, 88(3), 6-7.