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The Influence of Parental Engagement on Primary Education Outcome in Low-Income Countries

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ABSTRACT

This study investigates parental engagement and its effects on primary education outcomes in low-income countries through low-income countries. This study used qualitative research approach to explore the nuances related to parental involvement in children's development regarding formal educational outcomes. Parental involvement in the child in terms of educational activities is a salient determinant or feature of academic performance improvement. In-depth interviews are being held with parents, teachers, and school administrators, as focus group discussions with community members. Findings, most of these activities have been hampered by petty involvement of the parents, mostly because of socioeconomic constraints and non-availability of educational resources. However, when such parental participation happens through home or teacher-related support and school activity attendance, then motivation improves, attendance increases, and performance is bettered from time to time. It necessitates a policy framework that must eliminate prohibitive barriers to parental involvement as well as develop contextual strategies for increasing participation in that context.

Keywords: Academic outcomes, parental engagement, primary education, low-income countries, socioeconomic barriers.

INTRODUCTION

Importance of Primary Education in Shaping Long-Term Educational Outcomes

Essentially, elementary education constructs the ground for any individual who is later going to progress towards the establishment of the whole society (Hanif, Abdin & Mirza, 2019; Hanif, Naveed & Rehman, 2017). This base further in a personal and social context has ramifications for future learning achievements in that it states the level of probability to which a child is likely to experience successful outcomes in secondary and higher education, as well as offering prospects of good employment and better quality life with gains from education. For instance, the probability of such children ending up in higher education through graduation from high school is relatively higher than that of other children. However, the possibility of ending up behind bars within their lifetime or after developing chronic health problems is significantly low (Ilie et al., 2021). The cases of Ethiopia, Malawi, and Uganda illustrate the beneficial impacts that universal policies have on educational outcomes, as well as their role in enhancing socioeconomic conditions (Omoeva & Moussa, 2018). Consequently, investment in primary education is essential for fostering a more informed society.

Challenges faced by Low-Income Countries in Attaining Equitable Education

Low-income countries have many barriers that prevent them from attaining education equity. Most poor countries face financial constraints. As such, fewer resources have been set apart to provide quality education. This was influencing the teaching standards and learning materials (Moshoeshe, 2020). Moreover, the infrastructure is inadequate in many cases; for instance, school facilities are poorly maintained, and transport is a significant problem (Omoeva & Moussa, 2018). Another significant factor is the social barriers, cultural practices, and economic forces that usually cause gender discrimination in education, where girls face much more severe constraints than boys do (Moshoeshe, 2020). Furthermore, even though children are on school rolls, their educational learning suffers because of the crowds in the classrooms and poorly qualified teaching staff (Omoeva & Moussa, 2018). Such complex challenges require strategies that consider resource use, infrastructure building, and public involvement.

Parents Role in Improvement of Their Children's School Performance

Parental involvement is a vital dimension that helps improve children's educational results. Research shows that active parental involvement correlates with better academic performance; children tend to achieve better results due to increased motivation and support at home (Ilie et al., 2021). In addition, educated parents are more likely to make sure their children go to school and take an active role in all learning activities (Moshoeshe, 2020). Engaged parents positively influence behavioral outcomes, which may lead to the development of desirable social skills and behaviors that promote a learning-friendly environment both at home and in school (Omoeva & Moussa, 2018). Involving parents through workshops and community-based programs can, therefore, greatly improve the educational experiences and outcomes of children.

Research Problem

Limited Research on Parental Engagement in Low-Income Countries

Effects of parental involvement in primary outcomes remain relatively unexplored, specifically in developing countries. Most evidence regarding parental involvement is based in high-income contexts without much research on how these dynamics unfold in low-economy countries. For instance, in Tanzania, a study showed significant effects attributed to socioeconomic factors on parental involvement in their children's pre-primary education. Low levels of education were found to have a negative correlation with parental involvement in their children's learning (Shukia & Marobo, 2023). This suggests that knowledge of barriers to parental involvement will be important for improving educational outcomes in such contexts.

Research from Bangladesh further highlights the gap by showing how parent-teacher meetings can bring about better student learning and parent involvement. However, the overall the research of the evidence remains thin, hence calling for more comprehensive research studies that look at the issues uniquely presented to parents in a low-income context (“The Impact of Parent-Teacher Meetings on Student Learning and Behavior in Bangladeshi Primary Schools,” 2022). The findings thus suggest that, although interventions could improve parental involvement, the basic socioeconomic situations must also be addressed to make these improvements sustainable.

Furthermore, the research shows that the educational levels of parents have a major effect on their participation in the education of their children. Parents in many poor communities suffer from low levels of education and economic difficulties that limit them even further from fully participating (Halis et al., 2024). These are exacerbated by cultural values that place more emphasis on economic survival than on attending school, especially in rural settings where logistical issues make it even harder to engage with schools (Halis et al., 2024).

In this research that parental engagement in education matters, one thus shows how crucial a task it is that targeted research addresses its influence mainly among low-income countries. First, this development would give way to a better understanding of these dynamics because such understanding contributes to developing practical policies and strategies for improving parent involvement in increasing educational outcomes for children in disadvantaged communities (Azhar, 2024; Azhar, et al., 2022).

Research objectives

1. To explore how parental engagement impacts student performance and engagement in primary education within low-income settings.
2. To understand the barriers and facilitators of parental involvement in these contexts.

Research Questions

1. How does parental involvement in the schooling experience affect primary-school pupils' performance and participation especially in under-resourced contexts?
2. What are the complexities and hurdles to effective parental engagement?

LITERATURE REVIEW

Theoretical Framework

Overview of Existing Theories on Parental Involvement

Parental involvement is one strong factor causing an influence on children at the end of schooling, surrounded by different theoretical frameworks in order to research its dynamism. The Epstein framework for parental involvement is the most prominent framework that categorizes involvement into six distinct types: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Under this framework, parental involvement is seen to encompass a myriad of activities at home, at school, and through interaction with the teachers and the community (Epstein, 2018).

Another prominent model is the Hoover-Dempsey and Sandler Model of Parental Involvement, which identifies reasons for parents to be involved and explicit invitations by the school that can elicit this involvement. The model indicates that parental involvement results from the perceived role of the parent, expectations of the school on the parent, and invitations by the teacher (Hoover-Dempsey & Sandler, 1997). This again illustrates the necessity for schools to encourage parents through an invitation for engagement (Khan, & Hassan, 2020; Khan, Sarfraz, & Tabassum, 2020; Khan, Sarfraz, & Tabassum, 2020; Khan, Sarfraz, & Afzal, 2019).

Bronfenbrenner's ecological systems theory allows for an understanding of even wider environmental systems such as family, school, and community that interact to affect child development and educational outcomes. This theory obviously stresses looking at the impact of various layers when judging parental involvement (Sadownik, 2023). These several theories seem to fit snugly within the contexts of the low-income countries, where, despite some challenges in terms of resources, infrastructures, and the like, happenings to some extent due to parental involvement could greatly influence educational outcomes. Haq, Bilal, and Qureshi (2020) this regard, Epstein's framework proved most useful by considering the limited resources from the standpoint of which other ways of introducing parents to their child's education could exist (Khan, & Hassan, 2020; Khan, Sarfraz, & Tabassum, 2020; Khan, Sarfraz, & Tabassum, 2020; Khan, Sarfraz, & Afzal, 2019). For example, informal communication among parents and teachers may increase understanding and support for the child's academic needs (Yamauchi et al., 2017). However, with applying these theories in a low-income context, adaptation should be put into place to suit local circumstances. This means that many times, socioeconomic factors hold parents back from fully participating due to other commitments at work or lack of transport facilities (Shukia & Marobo, 2023; Smith, 2006). Therefore, perhaps schools should

strive to be able to provide opportunities for involvement with more flexibility that caters for understandings of such constraints (Malik, et al., 2025; Shah & Saba, 2024).

In addition, the Hoover-Dempsey and Sandler model indicates the need for schools to be open to parental involvement. Parent-friendly schools in low-income countries, where the educational system is poorly resourced, can fill gaps in engagement (impact of parent-teacher meetings on student learning and behavior in Bangladeshi primary schools, 2022). Finally, Bronfenbrenner's theory emphasizes that there are external factors—such as community support systems and even cultural norms in the locality— which are significant in influencing parental involvement in education. With this understanding, designing programs is easier in the sense that they can be organized to suit the socio-economic environments in which effective parental participation has to be encouraged (Janjua, et al., 2025; Faisal, Qureshi & Shah, 2025). In simple terms, parents believe that current theories on involvement can help families raise education benefits; however, such theories need to apply in a context-wise manner when used in low-income countries to make them understandable with regard to the different challenges these families will encounter because of their local environments (Kayani, et al., 2023; Khan, et al., 2021).

Parental Commitment and Educational Results

Evidence of Positive Relations Between Parental Association and Students' Academic Achievement

The scientific examinations uncover a positive and solid connection between parental contribution and understudy scholastic achievement. The research proposes that students show higher scholastic execution, expanded inspiration, and participation in school, assuming guardians are dynamic in their schooling. For instance, the American Psychological Association conducted an extensive review of 448 independent studies, and the outcomes concluded that parental involvement greatly influences improved academic performance across different academic levels (Does Parent Involvement Really Help Students? Here's What the Research Says, 2023). In simpler terms, kids whose parents help them with homework, go to school events often, and talk openly with their teachers tend to do better in school and have a more positive view of school overall (Utami, 2022). Research reveals that the involvement of parents contributes not only to their scores but also to their emotional and social skills. Parents who are involved help their children learn important life skills, which builds confidence and helps them get along better with others (Wilder, 2013).

For instance, studies have shown that students with involved parents are more likely to assume leadership positions and interact positively with their peers (Warren, 2021). Furthermore, based on a systematic review, it was noted that children whose parents or guardians are supportive and involved in their education reveal higher scores in every subject than those whose parents are less involved (Musengamana, 2023).

Cultural and Social Factors That Affect Parental Involvement in Poorer Countries

There are many things that either assist or hinder parental engagement in the

education of their children. For instance, cultural views on education often intervene in shaping the roles that parents see themselves playing in their children's education (Azhar, 2024; Azhar, et al., 2022). In some communities, people might think that schools are mainly responsible for education rather than seeing it as a shared effort between parents and teachers. This perspective may restrict the active involvement of parents in the learning process of their children (Shukia & Marobo, 2023; Smith, 2006).

Economic conditions also play an important role in determining how parents are involved. Most low-income families face economic constraints and have to spend much more time working than they do in school. Regarding that, parents do not have enough time to attend school events or assist their children with homework because they work long hours or do not have time due to working multiple jobs ("The Effect of Parent-Teacher Meetings on Students' Learning and Behavior in Bangladeshi Primary Schools," 2022). Other limitations include insufficient means of transportation or communication to facilitate interaction between parents and the school environment (Shoaib, et al., 2024; Zainab, et al., 2023).

Community-based social networks either promote or inhibit parental involvement. For instance, community ties might enhance collective involvement in educational activities if they are robust. Conversely, low community ties, where family-school trust is poor and where the community disapproves of family involvement, are likely to lower engagement (Yamauchi et al., 2017).

Barriers to Parental Engagement in Low-Income Countries

Economic Constraints, Educational Level of Parents, and Work Commitments

Economic constraints greatly influence the participation of parents in the education sector, mainly in developing nations. Many households have limited economic capabilities, such that work needs to be the priority rather than school activities. Parents are expected to work for most of the time or hold another job to support basic needs; therefore, there was no sufficient time or energy to engage in school activities, such as parent-teacher meetings, homework help, or attending school events ("The Impact of Parent-Teacher Meetings on Student Learning and Behavior in Bangladeshi Primary Schools," 2022).

The educational level of parents also determines their engagement. Research indicates that parents with higher levels of education are more inclined to comprehend the educational system and effectively champion their children's needs (Smith, 2023). Conversely, parents who have attained less education might lack confidence in their capability to aid their children's education, resulting in reduced participation (Feng, et al., 2023; Hafeez, et al., 2011). This absence of engagement causes a cycle by which children belonging to less-educated backgrounds miss opportunities for parental support, thereby maintaining the cycle of educational disparities.

Parents Social and Cultural Attitudes Toward Education

Social and cultural attitudes toward education play a very significant role in the involvement of parents in low-income settings. In most communities, education

might be viewed mainly as the job of schools rather than collectively shared between parents and teachers. Cultural values influence how parents view themselves in regard to their children's education. For example, in other societies, a view could be held that formal schooling is secondary to the short-term economic benefits provided by children to their family unit (Yamauchi et al., 2017). Moreover, traditional gender roles impact parental involvement. Where fathers are perceived to be women's primary caregivers, they become less involved with their children in their education, a characteristic associated with the division of labor between two parents, where traditionally, women seem to ensure the support of their children at home (Wilder, 2013). These cultural dynamics are important in the development of strategies that ensure greater parental involvement.

Lack of Resources and Support Structures for Parents Participation

Many parents are unable to get meaningfully involved in education because of limited resources and lack of support structures. Barriers faced by low-income families include a lack of transportation, communication tools such as smartphones or internet access, and inadequate information concerning school activities or expectations (Smith, 2023). All these factors hinder parents from being active in their child's education.

Other low-income community schools may lack the resources to implement effective parental involvement. For instance, schools lack the staff needed to reach out to parents or even programs that actively engage parents. Without these supporting structures, parents may be isolated from the education process and be unclear on what they can do to assist ("The Impact of Parent-Teacher Meetings on Student Learning and Behavior in Bangladeshi Primary Schools," 2022).

Overall, economic restrictions, social and cultural attitudes toward education, and unavailability of resources form the core reason for low-income countries to develop parental engagement. Overcoming such challenges calls for specific interventions to address the uniqueness of families facing such conditions. By creating positive environments and ensuring that adequate facilities are in place, stakeholders may promote parental participation and subsequently bring about better outcomes in terms of education for the children.

Facilitators of Parental Engagement

Community-Based Initiatives, School Support Structures, and Government Policies

Community-based approaches contribute significantly to achieving parental involvement in schools. Family school, and community connections combine to bring parents into these safe spaces with encouragement for participation in school. It has enlightened the parents about the resources available to them and what they can do to enhance their children's learning experience in school through organizing activities such as community functions and workshops ("Empowering Parental Engagement: 10 Strategies to Build Stronger School-Home Partnerships," 2023). The very significance of these programs lies in the fact that they help build a community and equip the parent with the necessary skills and confidence to take an active part in the learning processes of their children (Shah, et al., 2025; Imran, et al., 2023).

According to the Azhar, Iqbal and Imran (2025) school support structures also play a major role in influencing parental engagement. Schools that are keen on open communication and create an inviting environment have higher levels of parental involvement. Some effective strategies include parent-teacher meetings, newsletters with information, and workshops to keep parents abreast of school policies and academic expectations (Progressing Parental Engagement Project, 2023). Schools can also have online platforms where parents can track their children's progress and communicate easily with teachers, further enhancing engagement (Parental Engagement: Strategies for Schools, 2024).

Government policies may also promote involvement by the parent through the enactment of policies to encourage family-school partnerships. Educational policies that direct schools to cooperate with families and communities may be a very effective way for schools to expand their practices into more inclusive participation (Imran, Sultana, & Ahmed, 2023). For example, providing funding to support family engagement programs or forcing schools to provide opportunities for parent participation in making decisions may foster greater collaboration in schooling ("Parental Involvement in Education & Schools: Benefits and Strategies," 2023). Thus, the government could facilitate an ecosystem in which community resources are aligned with education goals to encourage the engagement of parents.

The Importance of NGOs and Community Efforts in Fostering Parental Involvement

The research approach, according to family needs and requirements, ensures that parent involvement and support also come from non-governmental organizations and other local initiatives (Imran, Zaidi, & Rehan, 2024). NGOs usually center their programs mainly on the areas of the underprivileged communities, which provide education through these programs concerning the importance that parents have over their children. For instance, organizations can organize workshops that educate parents on how to support learning at home or provide resources for navigating the educational system (4 Types of Parental Involvement in Early Childhood Education, 2021).

Other ways that local initiatives provide opportunities for parents to communicate with each other and share their experiences include organizing community-based parent councils or support groups. Such encouragement enables parents to articulate issues in reaching school and engage in joint discussions on possible solutions to the challenges. Grassroots strategies have the dual effect of increasing social networking among parents while promoting collective endeavors to improve outcomes in children's education (Eden et al., 2024).

In addition, synergies between schools and NGOs could also improve parental strategies for involvement. Shared programming aimed specifically at overcoming barriers to involvement such as foreign languages or insidious transportation issues allows the school to adequately respond to the culturally inclusive diversity of needs of all families (Yu et al., 2024). Any model of engagement that fosters better parent-school collaboration would ensure that the environment welcomes all families to feel treasured and actuarially empowered (Ansari, Akhtar & Hafeez, 2024; Akhtar, et al., 2021).

In conclusion, community initiatives, school support systems, government policies, NGOs, and local initiatives are stalwarts for parental engagement in education. In synergy and in collaborative efforts with all these bodies, an environment can be nurtured that favors active parental engagement, thus improving children's educational outcomes.

METHODOLOGY

Methods of qualitative research have been used in this study to unlock the complexities of parental involvement in primary education in low-income contexts. Qualitative methods are especially to this study, as they allow a more detailed picture about things like motivations, barriers, and experiences of parents, teachers, and school administrators that are lost by quantitative means. The data collection methods were: in-depth interviews, focus group discussions, and observations. Individual face-to-face interviews were conducted with 10 parents, 4 teachers, and 2 school administrators to get their personal perceptions regarding practices of parental involvement and challenges being faced. Eight community members were involved in two focus group discussions for collective dialogue about common cultural and social factors influencing parental engagement.

The goal of this research was to recognize the deep-set concerns of parental participation in primary education in economically-disadvantaged populations; it adopted qualitative method to that end. Qualitative methods suited this study very well because they allowed understanding in fine things like motivations, barriers, and experiences of parents, teachers, and school administrators, which quantitative methods might miss. Data were collected using the following methods: in-depth interviews, focus group discussions, and observations. Individual interviews were conducted with ten parents, four teachers, and two school administrators on ways of looking at practices of parental involvement and problems experienced. Focus group discussions of two groups composed of eight community members were also done for collective dialogue about community shared cultural and social factors that might influence parental engagement. Real-time contextual data through observations of parent-teacher interactions and school events allows researchers to investigate the dynamics of engagement in practice. These methods, when combined, provided a holistic and rich dataset for examining parental involvement and its influence on students' educational outcomes.

A purposive sampling strategy was employed to recruit participants from schools and communities in low-income areas, ensuring that the insights gathered were relevant to the study's objectives. Participants were selected based on their direct involvement in the educational ecosystem, for instance, parents with enrolled children, frequently interacting with parents as part of their professional roles, and the school administrators with the responsibility over policies and practices. Data was analyzed by using Thematic Analysis to identify recurring patterns and key themes, with Grounded Theory applied to develop a deeper theoretical understanding of the factors driving parental engagement. These complementary analytic approaches lend strong support to the framework developed to identify the barriers and facilitators of

parental involvement. This study's findings will go a long way in informing policies and strategies needed to actually improve educational outcomes for children in resource-constrained settings.

FINDING AND DISCUSSION

Engagement of Parents Observed

Guardians are associated in different ways; these incorporate taking part in school exercises, assisting students with finishing tasks, and drawing in them in extracurricular exercises. A parent is cited saying, "I assist with schoolwork consistently and attempt to go to all the parent-educator gatherings. "I also volunteer at the school during events like sports days and field trips." This involvement is often more prominent among parents who are able to attend school functions and maintain regular communication with teachers. Teachers noted that some parents are very engaged, attending every meeting and helping with homework, while others, due to work or personal constraints, stay involved through emails or brief check-ins. For instance, "Some parents are very involved, attending every meeting and helping with homework. Others, due to work or personal reasons, can't be as involved, but they still try to communicate through emails or brief check-ins" (Does Parent Involvement Really Help Students? Here's What the Research Says, 2023).

However, the level of participation depends on numerous characteristics, including economic status, education level of parents, and family type. Parents from a higher socioeconomic status and more educated are more likely to be constantly involved in these activities (Oranga et al., 2023).

Variations in Engagement Across Different Communities or Regions

Parental involvement may vary greatly depending on the region. Urban regions have a greater level of parental involvement because there is easy access to resources, such as transportation and flexible work schedules. This kind of engagement is more difficult in rural and economically disadvantaged areas given the lack of resources, transportation trouble, and demanding schedules. As it was stated by one parent in a focus group, "Many of us work long hours and can't take time off for school-related activities. ". Even if the school offers evening meetings, it's hard to attend if you're working late shifts." Furthermore, cultural differences can influence engagement types, with some communities prioritizing respect for teachers' authority over direct academic involvement, which may result in greater support in other areas, like community service or discipline (4 Types of Parental Involvement in Early Childhood Education, 2021) (Yang et al., 2023).

Influence on Student Outcomes

Academic Achievement

Parental involvement in education significantly improves the outcomes of students, especially in academic performance. Studies have been consistent in revealing that if parents are involved with their children's schooling through homework assistance, school events, and communication with teachers, students perform better academically, have improved attendance rates, and exhibit greater

motivation (Utami, 2022). One parent mentioned, "I think it makes a difference.". Indeed, "my children remain more engaged and excited in school when I do homework with them or attend class meetings." Other teachers will tell you that parents who regularize their meetings with teachers and participate in school functions go a step further in understanding what their child actually needs, which adds a value to student performance on the Emotional and Social Development front. Besides the above aspects, another applicable aspect as regards emotional and social development would be parental engagement in learning activities with the child.

Teachers have indicated that active parental involvement leads to greater emotional stability and a sense of belonging among students, hence greater confidence among the students (Oranga et al., 2022). Students whose parents are actively involved in their education develop more strength in social abilities and have more psychological resilience. Allowing the parent's intervention to notice early signs of problems such as bullying or social isolation (Baker, Wise, Kelley, & Russell J., 2016). Above all else, emotional support from parents enhances the healthy social behavior of children, thus improving well-being (Wildmon et al., 2024). Therefore, the evidence clearly explains that parents must be involved in the academic affairs of their children for not only achieving academic success but also emotional and social growth. Parents' participation thus provides a conducive learning environment that has far-reaching effects on the children's long-term educational and life achievements (Harris & Goodall, 2008).

Challenges Faced by Parents

Limited Time Due to Economic Pressures

Time is among the many obstacles encountered by parents today. Perhaps the most harrowing of all, especially in the case of stressed financially parents. The struggle is with most parents; for instance, those of low socioeconomic status juggle between multiple jobs, with not so much time left to be pulled deep within the confines of school buildings. "I have two jobs," a parent explains. "Sorry. It's really hard to attend school events." I miss so many such parent-teacher meetings for the same reason - my work keeps me away. Financial strains could be the main reason behind the inability of so many family members to find even a little space in their minds or physically to surround themselves with their children at school. This issue becomes more severe when families focus on essential survival needs like obtaining food or settling bills (Baker et al., 2016).

Insufficient Education or Knowledge on How to Facilitate Learning at Home

Certain parents, particularly those with less education, are unsure about how to assist their children with their assignments. Haq (2012) teachers have noted that often, new curricula or teaching methods presented in classrooms are unknown to these parents, who face challenges with numerous students and tasks. As one teacher expressed: "Numerous parents are unaware of how to assist their children with the updated curriculum, particularly in math and reading techniques." For example, hosting workshops or providing printed materials can be extremely beneficial. This lack of awareness fosters a feeling of alienation within the entire education system,

making parents appear ineffective or disheartened during challenging moments when assisting their children with learning (Wildmon et al., 2024).

Cultural Barriers and Humiliation

Cultural and social obstacles may likewise restrict parental involvement. Certain parents might face language obstacles or feel uninformed about the school system, leading to hesitancy in getting involved. As noted by a school staff member, "Certain parents deal with language obstacles or cultural variations that cause them to be reluctant in contacting the school." Humiliation, especially regarding financial status, may hinder parents from participating, as they might worry about being criticized or feel they lack the social capital needed to maneuver through the system. These difficulties are especially noticeable in immigrant families or individuals for whom English is not their first language (Humphrey-Taylor, 2015).

Facilitators of Effective Engagement

Programs that support and empower parents can greatly improve engagement. A parent remarked, "The parenting workshops were extremely beneficial. They provided us with suggestions on how to assist with homework and remain engaged without becoming overloaded. These initiatives frequently offer parents the resources and tools necessary to assist their children's education, even if those parents have limited formal education themselves (Fischer et al., 2017). Educational institutions that arrange these workshops can help close the divide between parents and the school system, promoting improved communication and involvement (Zhang et al., 2024).

Teachers and school leaders have highlighted the significance of ensuring that school events are available to every parent. Providing adaptable meeting schedules and resources in various languages can help reduce certain obstacles that hinder parental involvement. An administrator added, "We offer scalable meeting schedules and document translations in various languages". This has simplified engagement for parents, particularly those working full-time or speaking different languages, with us" (Fischer et al., 2017).

Implementation of initiatives by communities and government interventions is key in enhancing parents' involvement. Sending parents to dot education easily gives money after school tutoring, mentorship initiatives, or parents' support groups. Such provides opportunities for parents to get involved with their child's learning in a much less formal setting. As a school administrator explained, "Local organizations have facilitated parent support groups and workshops to assist families in understanding the school system." This kind of initiatives has significantly facilitated parents to feel a little more included and connected. Government initiatives that provide financial support or resources for childcare and transportation can help ease the challenges that hinder parents from engaging in school activities (Ngadni & Singh, 2024).

However, school policies significantly contribute to fostering parental involvement. Schools with inclusive policies like offering translators for families who do not speak English or scheduling meetings at various times foster an atmosphere where parental engagement is both promoted and supported (Mir, Rana, & Waqas,

2021). An administrator noted, “We’ve aimed to foster a more inviting atmosphere by providing translation services and organizing culturally aware events.” These initiatives promote a collaborative culture and can enhance long-term involvement, which is crucial for guaranteeing student achievement (Phulpoto et al., 2024).

CONCLUSION

Summary of Key Findings

Parental involvement has a considerable, beneficial effect on the results of primary education. Studies consistently show that when parents take an active role in their children's education, students display greater academic success, heightened school involvement, and improved motivation. A thorough assessment was carried out by Epstein and Sheldon (2002). The researcher examined 448 separate studies and discovered that parental engagement is linked to enhanced academic achievement in different subjects, such as math and reading (Goodall, 2018). For example, research conducted by Johns Hopkins University showed that school initiatives promoting family involvement in math learning at home led to improved proficiency rates on standardized assessments (Utami, 2022). Moreover, parental participation has a beneficial effect on social-emotional results; children with involved parents tend to have increased self-esteem and emotional investment in their education, contributing to a more fulfilling school experience (Hill & Tyson, 2009).

Even with the advantages of parental involvement, numerous obstacles prevent complete participation. Typical obstacles consist of limited time caused by job responsibilities, language difficulties for families that do not speak English, and insufficient knowledge about how to effectively assist children's learning (Epstein & Sheldon, 2002). Nonetheless, there are efficient strategies available to tackle these challenges. Resource, workshop, and flexible scheduling initiatives have been found to improve the relationship between parents and schools (Kuo et al., 2023). For example, if schools offer multilingual resources with translation help, that could greatly enhance access for every parent.

Implications for Policy and Practice

Specific recommendations must be implemented in order to improve parental involvement at the school, community, and policy levels. A learning-conducive home environment includes holding high but obtainable expectations for success and staying involved with children's schooling (Epstein & Sheldon, 2002). Evidence indicates that these actions are strong predictors of student achievement irrespective of the socioeconomic background (Hill & Tyson, 2009).

Moreover, schools should be organizing various workshops and training events on a regular basis for the purpose of developing parenting skills that essentially transform the parents into active, willing participants in their children's education. Flexible timing of school events accommodates the working parent public. Communicating in the languages spoken by parents guarantees that every parent somehow gains the necessary information concerning his or her child's education.

The other side of the coin is to recognize the unique hurdles facing low-income families. Customized assistance such as travel stipends or childcare for parents

attending school functions will alleviate those barriers and foster greater parental involvement. Thus, by obliquely concentrating on these specific strategies, the involved parties can create a more encompassing educational environment that will stimulate collaboration among the schools and the families.

Apart from that, all stakeholders should achieve a shared understanding: parents, teachers and policy-makers involved, about what constitutes proper parental involvement. The research reveals that genuine involvement usually accrues from home activities as opposed to school-led activities alone (Henderson & Mapp, 2002). This understanding can direct proper funding and action to improve parental involvement and student outcomes.

Essentially, it is required to develop a common understanding of the characterization of active parental involvement among all stakeholders, including parents, teachers, and policy-makers. Research reveals that genuine involvement usually accrues from home activities as opposed to school-led activities alone (Henderson & Mapp, 2002). Such understanding can help really direct funds and action towards improving parental involvement and facilitating student success.

In summary, for educational institutions to improve student outcomes across demographic lines, a facilitator of cooperative education is needed in which schools view parents as partners in the educational process for their children. In this light, education agencies should implement federal and state supportive policies and strategies that address barriers to participation.

Limitation of study

This research identifies several limitations that should be considered when interpreting the findings. One such limitation should be considered as many involved in the study vary across cultures when it comes to parental involvement practices. Hence, the results are difficult to generalize beyond the studied settings. Besides, local context conditions include community norms, rural or urban settings, and national education policies that influence parental engagement, which makes findings hardly generalizable to other locations. Some of the other constraints include long working hours of parents or having two or more jobs, which limit their involvement in school activities, and also financial costs such as high costs of uniforms, school materials, and extra-curricular activities that limit their participation. The schools in poor settings are also without basic facilities like textbooks, without technology, and without good teachers, thus not allowing parents to contribute meaningfully to the school. One of the communication barriers is limited phone and internet access, which hinders the coordination between the schools and the parents. Also, another limitation has been creating and analyzing data. A wide range of influences on parental involvement, and its consequences, vary from school quality and teacher training to regional infrastructure; therefore, a uniform assessment of outcomes becomes unfeasible. Reliance on self-reported data from parents in interviews and surveys may lead to social desirability bias, as respondents may over- or underreport their involvement. Thus far, short-term results, such as attendance and test scores, are generally overstudied, while rarely the long-term benefits such as cognitive, social-emotional development, and lifelong learning are documented. Besides entry barriers like

language, geographic access, and limited school hours prevent parental involvement. The remaining factor is that many parents from low-income countries are also somewhat poorly educated, giving rise to their inability to provide academic support themselves or understand what is expected of them as active participants. In summary, such limitations emphasize the complexity concerning parental involvement and call for extrapolation of findings across contexts to be treated with utmost caution.

Suggestion for future

1. It is to be noted that the impact of parental involvement upon academic achievement and, more generally, upon developmental outcomes will have to be investigated over time, considering parameters such as social and emotional skills as well as behavior patterns of students.
2. Identify and understand the specific barriers preventing marginalized parents-purposefully considering factors like low literacy, single-parent households, or language use-from exercising such engagement in their children's interests, and design targeted interventions.
3. Investigate what role technology and mobile innovations have to play in bridging this gap for parents in under-resourced road environments, thereby enhancing parental involvement with schools and assistance for their children's education.
4. Research will analyze how teacher preparation programs build the capacity of teachers to promote parental involvement and how schools can foster a more welcoming and supportive atmosphere for such involvement.
5. The study should to examine how governmental policies and community programs influence parental participation and offer suggestions for policymakers to promote and improve parental involvement in education.

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