

Perceptions of Parental Involvement by Teachers and Parents and their Role in Affecting the Academic Performance of Secondary Students: A Convergent Mixed Methods Study

Saba Naz*¹, Nasir Sulman²

¹PhD Scholar, Department of Teacher Education, University of Karachi, Sindh, Pakistan.

²Dean, Faculty of Education, University of Karachi, Sindh, Pakistan.

Corresponding author: sabashakeel2003@gmail.com

Keywords: Parental Involvement, Academic Performance, Teacher Perceptions, Secondary Education, Mixed Methods Research

DOI No:

<https://doi.org/10.56976/jsom.v4i1.435>

Parental participation has been identified as one of the important factors that contribute to the academic performance of the students, especially in the secondary level of education where students have the growing sense of autonomy and academic pressure. This paper discusses the perceptions of teachers and parents towards parental involvement and its effects on the academic achievement of students through a convergent mixed methods approach. Quantitative data was obtained using structured questionnaires to 200 teachers in secondary schools and 300 parents with the help of qualitative understanding obtained with the help of semi-structured interviews with a group of the participants. The results have shown that teachers and parents recognize the significance of parental involvement but the scope and practice of this process are different. Parents and teachers focus on emotional support and guidance and academic monitoring and communication with schools, respectively. Statistical results show that there is a strong positive association between parental engagement and academic performance of students, especially in homework monitoring, parent-teacher contacts, and expectations of students. Qualitative findings also indicate that the level and effectiveness of involvement depend on socio-economic factors, level of parental education, and school policies. It is important but other factors such as time constraints, lack of knowledge and proper school outreach discourage actual participation. The study concludes that school and family partnering plays a key role towards the best performance of students. The suggestions of the policy include the existence of structured parental engagement programs, training of teachers about family communication and institutional structures to encourage the application of inclusive strategies of involvement. The study adds to the recent literature on home-school alliances and has some implications in practice to enhance the outcomes of secondary school education.



1. Introduction

Education has in most instances been considered as a significant pillar in not only the personal development but also the social development. Parental involvement has always been a critical determinant among other aspects that affect the success of students in school. This is especially essential at the secondary school level because students are more likely to experience academic stress in addition to psychological developments and hence parents are even more important. Parental involvement on the other is a multidimensional variable, which involves the activities of assisting with homework to being involved in the school management; and is perceived differently by the stakeholders (Gohar et al. 2023).

The role of parents in education is no longer the traditional forms of parent-teacher conferences in modern day education discourse. Rather, it incorporates a broad range of activities like tracking academic achievements, creating learning conditions at home, keeping in touch with teachers, and nurturing emotional health of students. In spite of this increased knowledge, there is often a gap between the teacher and parent perception and practice of involvement. Parental involvement is usually interpreted by teachers in an academic context (with a focus on activities that can be directly related to learning outcomes). These involve homework completion, school meetings, and keeping in touch with educators. Conversely, parents might value emotional support, moral guidance, and provision of a conducive home environment, which does not necessarily meet the expectations of teachers. These divergent views may cause loopholes in the process of collaborating, which ultimately impacts the performance of students (Hyder & Anber, 2025).

The significance of parental involvement can be proven with the help of many theoretical approaches, among which there is Epstein model of school-family-community partnerships, which defines six forms of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This model emphasises the importance of a holistic approach to engagement, where schools and families are jointly responsible to the learning of students. Empirical studies have revealed that parental involvement and academic achievement have a positive relationship with each other. Students whose parents are actively involved have improved grades, motivation, enhanced behavior and social skills. However, the nature and effectiveness of participation depends on the context in terms of socio-economic status, education levels of parents, cultural practices and institutional facilitation (Munir et al. 2021).

In third world countries, like Pakistan, the issue of illiteracy of parents, economic aspects, and lack of outreach in schools are more likely to hinder good parental participation. Also, cultural attitudes toward the roles of teachers and parents can also complicate cooperation. Whereas teachers can request parents to be more actively involved, parents can regard education as the role of schools. This research will fill the gap between the perception of teachers and parents by studying how they perceive parental involvement and how this affects the academic performance of the students. Using convergent mixed methods approach, the research combines quantitative and qualitative data in order to give a holistic view of the phenomenon. This research is important in that it can be used to inform educational policies and practices. It can be beneficial to know the perception of the various stakeholders on parental involvement so that strategies can be devised to bring about an alignment of expectations and enhance effective collaboration. Additionally, the barriers to participation can be identified to inform interventions to increase participation, especially where resources are under-resourced (Peng et al. 2022).

The other important feature of this study is that it considers secondary education in which most research on parental involvement has been neglected. Although the parental involvement in the primary level is well-researched, there is a lack of exploration on its role in secondary education, even though it is crucial in determining the academic and career paths of students in the future.

Also, the study recognizes that parental involvement is not a universal concept. Various families have different capacities and resources and schools should implement inclusive strategies that can cater to different needs. This necessitates the abandonment of the traditional models that focus on schools but employ more flexible family-centered models. This research aims to contribute to the further insights on home-school partnerships by studying the perceptions of teachers and parents and determining how they can influence the academic performance. It is believed that the findings will be of great help to the educators, policymakers and researchers who seek to improve educational outcomes by working together (Shakeel, 2024).

1.1 Research Objectives

1. To find out how teachers perceive parental involvement in secondary education.
2. To examine the perceptions of parents on their role in the success of their children in school.
3. To determine the relationship between parental involvement and students' academic performance.
4. To determine obstacles to successful parental involvement.
5. To compare the views of teachers and parents on the practices of involvement.

1.2 Research Questions

1. What is the attitude of teachers to parental involvement in secondary education?
2. What is the perception of parents with regards to their role in the education of their children?
3. How does parental involvement relate with academic performance of students?
4. What are the barriers to effective parental involvement?
5. What is the difference in the perceptions of teachers and parents?

2. Literature Review

The role of parental involvement has been widely researched in educational settings, and a consistent body of evidence has demonstrated the beneficial effect of parental involvement on student achievement. Preliminary studies defined parental involvement as their involvement in school-based activities, including attendance at meetings and volunteering. Contemporary views however understand it as a wide construct which includes home based and school based engagement (Sharma, 2024).

Among the most powerful frames is the theory of overlapping spheres of influence developed by Epstein, according to which learning of students is influenced by the interactions between the family, school and community. Epstein says that successful partnerships are based on active cooperation and joint responsibility. This model has been extensively used in research on parental involvement and its consequences. Studies have shown that parental engagement has a positive impact on academic achievement in various ways. Firstly, it enhances students'



motivation and self-efficacy. Parents who are interested in the education of their children will more likely encourage students to value learning and have higher academic goals. Secondly, parental involvement offers academic assistance, including assistance with homework and tracking progress. Thirdly, it promotes positive school attitude, lowering the number of behavioral problems and enhancing engagement (Topor, 2010).

There are a number of researches works that have put emphasis on parental expectations. It is closely linked with high expectations which lead to better academic results and influence the aspirations and hard work of students. Also, parent-teacher communication is important in harmonizing the support measures and responding to the needs of the students. But parental involvement depends on the socio-economic factors to be effective. Higher income and education levels mean that families are more inclined towards school-related activities and offering academic support. On the contrary, poor families might encounter obstacles in the form of time, resources, and decreased confidence when dealing with schools (Wang & Sheikh, 2014).

The importance of cultural factors also plays a great role. Parents in other cultures may regard the role of the teacher to be the sole one in education; the reason why they may not be so active. Conversely, group responsibility is more emphasized in other cultures, a trait that encourages involvement. It is these cultural subtleties that need to be understood to create inclusive engagement approaches. Recent studies have been based on the importance of home-based involvement particularly at the high school level. Other activities like liaising on school work, routine setting, and emotional support have been noted to be more effective compared to academic support. The reason is that, adolescents need freedom of their own and might oppose direct parental authority (Wilder, 2014).

Parental involvement, as much as it has got its advantages, is not without its difficulties. Time, particularly in busy parents who are working, is a limiting factor in school activities. Also, its effect could be diminished by a lack of awareness regarding effective involvement strategies. Schools also have difficulties in getting parents involved, especially in low literacy communities.

Technology has come out as a possible instrument to increase parental involvement. Digital systems allow schools to communicate with parents, maintain updates on the progress of students and communicate. Nevertheless, technology and digital literacy continue to be an issue in most settings. The attitude of teachers is also an issue brought out in the literature. Educators that embrace the importance of parental involvement will be more successful in motivating parents and establishing positive relationships. On the other hand, negative perceptions may be a hindrance and the parents may be discouraged to participate (Zhang & Wu, 2025).

To conclude, the phenomenon of parental involvement is ambiguous and situational. Although its beneficial effect on academic achievement is effectively proven, its efficiency is determined by several factors, such as socio-economic status, cultural norms, and institutional support. This paper expands upon the current literature by discussing the perceptions of the teachers and parents and how they relate to the academic performance of students. Recent research has gone on to further elaborate the knowledge of parental involvement by separating parental involvement into school-based involvement and home based involvement with increasing evidence indicating that the latter has a longer lasting effect on the academic performance of secondary students. Home-based participation involves the establishment of academic expectations, observing study habits, encouraging future aspirations and positive attitude towards learning. Researchers suggest that at the secondary level, where students are

more independent, indirect types of intervention tend to be more successful than direct academic intervention (Altchul, 2011).

The other significant dimension that has been highlighted in the literature is the parental self-efficacy that is defined as the beliefs of parents that they can impact positively on the education of their children. Research suggests that parents who are more self-effective tend to engage in meaningful learning behavior, communicate with teachers, and offer consistent academic support. On the other hand, parents who have low self-confidence, especially those with low educational backgrounds, might be threatened by the school environments and as such lower their degree of engagement. School climate has also been known to play a very important role as a factor that affects parental involvement. An open and accepting school atmosphere will motivate parents to be more involved in the education of their children. Parental participation in schools is more likely to increase in schools that promote open communication and respect, cultural diversity, and flexibility in their engagement. On the other hand, the strict institutional framework and negative attitudes to the teachers can demoralize the parents, especially those who are representatives of minority groups (Bower & Griffin, 2011).

Another area of concern in the literature is the effectiveness of parent-teacher collaboration on student achievement. An effective teamwork is characterized by respect, common goals and frequent communication. Teachers will also engage parents in decision making and provide them with feedback regularly which will make them feel better appreciated and encourage them to take part in the decision making process. This teamwork strategy is not only effective in boosting academic results, but also helps students in social and emotional growth.

Other new studies delve into the effects of digital communication tools on parental involvement. Real-time communication between teachers and parents can be facilitated with the help of school management systems, messaging applications, and online portals, among others. Such tools were proven to raise the level of parental awareness on academic progress and prompt interventions. However, it is dependent on access to technology and digital literacy, which are not distributed even across the socio-economic groups. Lastly, longitudinal researches indicate that parental involvement over the years is cumulative in terms of its academic impact. Consecutive enrolment at the second level is associated with more graduates, higher academic stability and post-secondary success. This shows the need to come up with long-term strategies as opposed to interventions that are short term. All in all, the contemporary literature emphasizes that parental involvement is not just the act of participation but the nature, frequency and context of participation. These are very nuanced factors that need to be known to develop effective policies and practices that will enhance student learning outcomes (Gohar & Islam, 2023).

3. Methodology

3.1 Research Design

This study employed a **convergent mixed methods design**, integrating quantitative and qualitative data collected simultaneously.

3.2 Population and Sample

- Teachers: 200 secondary school teachers
- Parents: 300 parents of secondary students
- Sampling Technique: Stratified random sampling
-

3.3 Data Collection Tools

3.3.1 Questionnaires (Quantitative)

- Likert-scale items
- Sections: academic support, communication, home environment

3.3.2 Semi-Structured Interviews (Qualitative)

- 20 teachers
- 30 parents

3.4 Validity and Reliability

- Cronbach's Alpha: 0.85 (acceptable reliability)
- Content validity ensured through expert review

3.5 Data Analysis

- Quantitative: SPSS (Descriptive statistics, correlation, regression)
- Qualitative: Thematic analysis

4. Results and Interpretation

Table No 1: Teachers' Perceptions of Parental Involvement

Variable	Mean	SD
Homework Monitoring	4.2	0.6
School Communication	4.0	0.7
Attendance in Meetings	3.8	0.8

Teachers strongly value academic-related involvement, particularly homework monitoring.

Table No 2: Parents' Perceptions

Variable	Mean	SD
Emotional Support	4.5	0.5
Academic Assistance	3.9	0.7
Communication with School	3.6	0.9

Parents prioritize emotional support over direct academic involvement.

Table No 3: Correlation Between Parental Involvement and Academic Performance

Variable	R	p-value
Parental Involvement	0.68	0.000

Strong positive correlation indicates that higher involvement leads to better academic performance.

4.1 Qualitative Findings

Theme 1: Differing Expectations

Teachers expect structured academic support; parents emphasize emotional care.



Theme 2: Barriers

- Time constraints
- Lack of awareness
- Limited school outreach

Theme 3: Need for Collaboration

Both groups agree on the importance of better communication.

5. Conclusion

This research attests the fact that parental involvement plays a major role in the academic performance of secondary students. However, effective collaboration is not complete because of the differences in perception between the parents and teachers. Whereas the teachers are oriented towards academic contacts, parents are oriented towards emotional and moral support. They are both useful and complementary viewpoints, and coordination is required to ensure the best results among the students. The results also indicate the importance of socio-economic and institutional factors on the determination of involvement practices. Challenges like time limitation and being unaware should be overcome in order to increase participation. In general, the research highlights the importance of a holistic and inclusive parental involvement strategy in which schools actively involve families and offer them advice on the effective practice.

5.1 Policy Recommendations

1. Parental Engagement Programs

To inform parents about good approaches to involvement, schools ought to conduct workshops.

2. Teacher Training

Educational methods of communication and family involvement should be taught to teachers.

3. Flexible Communication Channels

Utilize electronic mediums to promote communication between parents and schools.

4. Inclusive Policies

Create measures that support different levels of socio-economic status.

5. Regular Monitoring

Parental involvement and its influence on student performance should be monitored at schools.

6. Community Collaboration

Promote collaboration among schools, families and communities.

6. References

- Adaro, J. M. L. (2025, January). Parental involvement, strategies and students' academic performance. *Educational Research Journal*, , 12(2), 117–132.
- Altschul, I. (2011). Parental involvement and academic achievement among Mexican American youth. *Journal of Research on Adolescence*, 21(2), 417–437.
- Bower, H. A., & Griffin, D. (2011). Can the Epstein model be applied to all populations? *The School Community Journal*, 21(2), 77–95.



- Castro, M., et al. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33–46.
- Castro, M., et al. (2015). Parental involvement and academic achievement: A review. *Educational Research Review*.
- Desforges, C., & Abouchaar, A. (2003). *The impact of parental involvement on pupil achievement*. Department for Education and Skills.
- Epstein, J. L. (2001). *School, family, and community partnerships*. Westview Press.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22.
- Gohar, A., Reba, A., & Islam, T. (2023). Parental involvement and students' academic performance at the secondary level. *Lighthouse Journal of Social Sciences*.
- González-DeHass, A. R., Willems, P. P., & Doan Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17(2), 99–123.
- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement. *Educational Review*, 66(4), 399–410.
- Hill, N. E., & Craft, S. A. (2003). Parent–school involvement and school performance. *Psychology in the Schools*, 40(3), 315–328.
- Hill, N. E., & Torres, K. (2010). Negotiating the American dream. *Journal of Educational Psychology*, 102(1), 1–14.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment. *Developmental Psychology*, 45(3), 740–763.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement. *Educational Review*, 63(1), 37–52.
- Hoover-Dempsey, K. V., & Sandler, H. M. (2005). Final performance report for OERI grant: The social context of parental involvement. *Vanderbilt University*.
- Hyder, H., & Anbar, N. G. (2025, February). The impact of parental involvement on their children's academic success. *American Journal of Education and Technology*, 4(1), 62–80.
- Jeynes, W. (2012). A meta-analysis on the effects of parental involvement. *Urban Education*, 47(4), 706–742.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education*, 42(1), 82–110.
- Kim, Y. (2009). Minority parental involvement and school barriers. *School Psychology Review*, 38(4), 504–519.
- Munir, N., Wattoo, R. M., & Latif, M. (2021). Teachers' perceptions of parental involvement and students' academic performance. *Bulletin of Business and Economics*.
- Peng, Y., Alias, B. S., Wan, X., & Mansor, A. N. (2022). The impact of parental involvement on sustainable school improvement. *Discover Sustainability*.
- Shakel, F. (2024). Parental involvement and students' academic performance at higher secondary level. *Journal of Educational Dynamics*.
- Sharma, R. (2024). The effects of parental involvement on student academic success. *Global International Research Thoughts*, 12(1), 43–48.
- Sheridan, S. M., et al. (2012). Family–school partnerships and student outcomes. *School Psychology Quarterly*, 27(3), 155–167.



- Topor, D. R., et al. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197.
- Ullah, H., Kiazai, A. N., & Zakir, M. (2023). The effects of parental involvement on academic performance of secondary students. *Pakistan Journal of Educational Research*, 7(2).
- Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter? *Child Development*, 85(2), 610–625.
- Wilder, S. (2014). Effects of parental involvement on academic achievement. *Educational Review*, 66(3), 377–397.
- Zhang, S., & Wu, H. (2025, June). School leadership, parental involvement, and student achievement. *Education Sciences*, 15(6), 767.