

CONNECTING HOME AND SCHOOL: THE INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS' ENGAGEMENT IN PRIMARY EDUCATION

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Abstract

A synergic relationship between home and school is crucial when considering early childhood development, quality of instruction and students' behavior in primary education systems. This is an empirical study to find out the direct quantitative effect of parental participation on student engagement in public sector primary schools of District Pakpattan, Punjab, Pakistan. Based on two models, Overlapping Spheres of Influence Model (Epstein) and Participation-Identification Paradigm (Finn), the research explored how different parenting styles, parenting learning support, school communication and community volunteering relate to the students' behavioral, emotional and cognitive involvement. A positivist paradigm and descriptive-correlational survey research design were used to collect data from primary school stakeholders (educators and parent cohorts) from rural and urban settings, which resulted in a randomly selected stratified sample of 400 stakeholders of primary school. Two standardized and highly validated research instruments were used in data collection: Multi-Dimensional Parental Involvement Scale (MDPIS) and Student Engagement Evaluation Index (SEEI). The data was processed and analyzed using the Statistical Package for Social Sciences (SPSS v28.0) using descriptive analysis, Cronbach's alpha reliability indices, independent samples t-test, Pearson product-moment correlation coefficient and simple linear regression. The factor-wise internal consistency values showed good psychometric reliability ranging from 0.735 to 0.864 with alpha levels. The empirical findings showed that there was an extremely strong and positive relationship between engagement of the primary students with their parents and the results were statistically significant ($r = 0.642, p < 0.001$). In addition, simple linear regression analytics showed that parental involvement was a significant positive predictor of student engagement profiles, with explanatory variance of student behavioral connectivity is significant ($B = 0.638, t = 14.912, p < 0.001$). Interestingly, independent samples t-test results showed that there were no gender differences in the overall engagement scores for students in the active parental support group, which suggests that parents' involvement is equally beneficial to male and female pupils. The strengthening of parent-teacher association and the official communication between school and home, as well as the training of parents in the community, should be institutionalized in a purposeful manner by school administrators, policy-makers and primary education directorates to reduce institutional tension, increase national pedagogical delivery and increase retention among parents.

Keywords: Parental Involvement, Student Engagement, Primary Education, District Pakpattan, Quantitative Evaluation, Public Policy

1. Introduction

The current literature of the sociology of education, educational management and developmental psychology defines the primary education ecosystem in a very interactive way in which both the input of institutions and the internal socio-structural factors shape the trajectories of students' development. Primary schools are a critical period of life in shaping future learning and development, not just academically, but also socially, emotionally and in terms of civic values and attitudes (Wilkins et al., 2014). For many years, policy makers and school leaders in developing countries have concentrated their diagnostic and fiscal efforts almost entirely on formal, material school-level inputs like the extent of physical infrastructure, teacher qualifications, textbook availability and standardization of curricular content. Recently, however, empirical studies have shown that the school-centric models are inadequate to explain the variation in student achievement and retention without considering the student's domestic

micro-system (Yu, Shek, & Zhu, 2018). Thus, it is imperative to investigate the importance of the home-school connection and its impact on student engagement in the ECE matrix.

Parental involvement is understood as a multi-dimensional sociological construct that involves the active contribution by parents, or primary caregivers, regarding the learning and socio-emotional development of their children, in terms of resources, time, psychological capital and behavioral guidance. Epstein (2001) states that parental involvement goes beyond attendance at an annual parent-teacher conference and presents the fundamental paradigms. Rather, it is a complex configuration of behaviors that can be grouped into six different areas of operations: baseline parenting (establishing an environment that supports intellectual curiosity at home), communicating (building multi-directional, transparent informational loops between home and school about progress in school), volunteering (actively participating in school organized activities, safety watch structures, and community events), learning at home (direct guidance with homework, collaborative reading practices, and structured learning schedules), decision making (active involvement in decision making at school and in parent councils, school improvement committees), and collaborating with the community (involving neighborhood community and cultural resources to strengthen the school environment) (Wilder, 2014; Hill & Tyson, 2009). These interactive dimensions, when activated systematically, form a coherent socio-educational frame, which virtually eliminates structuring friction from the young learner.

At the same time, student engagement is a pivotal point in educational psychology and child development which serves as a psychological and behavioral link between educational opportunities and educational outcomes. Student engagement is a complex phenomenon that has three interrelated but distinct sub-components: behavioral engagement (e.g., careful adherence to school rules, active participation in lessons, homework completion, and constant attendance to lessons), emotional engagement (e.g., deep feeling of belonging, positive feelings toward peers and teachers, enjoyment of school-related values), and cognitive engagement (e.g., intrinsic motivation to put intellectual effort into the task, use of metacognitive strategies, and motivation to experience mastery beyond the core curriculum) (Fredricks, Blumenfeld, & Paris, 2004; Finn, 1989). High student engagement is a powerful structural barrier to avoiding academic failure, classroom alienation, early-stage absenteeism and institutional dropout and transforms potential student capacities into actual academic competencies (Yu & Deng, 2022).

The connection between the home and the school educational infrastructure in the context of the public primary education infrastructure in underserved areas of the district, with a very large population of farmers, in Punjab, Pakistan is seriously challenged by the structure. The public primary schools in these districts are faced with severe socioeconomic challenges, including extremely unfavorable teacher-pupil ratios, overcrowding, lack of pedagogical resources and rigidly structured bureaucratic school administration (Khan, Khan & Saleem, 2015). The time burden on frontline educators is so great that they lack the capacity to build individual connections with students or to launch focused outreach efforts in order to reach parent cohorts. At the same time, many of the parents in these rural and semi-urban areas have low levels of formal education, tight work schedules (agricultural or manual) and financial insecurity. The sociostructurally realities often create a long-lasting sense of separation within the home and school setting. Parents might see formal schooling as a distant, bureaucratic arena that is dominated by the state; teachers might think that parents' absences are a lack of interest or investment in the educational results. This disconnect can lead to a sense of disconnection for students, which can impact their engagement in the classroom, their attendance, and their overall performance in their early years of primary school.

1.1 Workplace Dynamics, Leadership, and Parental Alignment:

It is useful to consider the wider institutional environment of primary education when analyzing the nature of parental alignment, as the nature of internal dynamics and leadership within schools can affect parental alignment. Previous empirical studies have shown that an organization's ethical climate and leadership styles are vital factors to study when evaluating the health of an institution and employee performance (Newman et al., 2017). For example, it has been observed that there is a positive correlation between the ethical leadership behavior of the school principal and the job satisfaction of teachers in the school (Kurt & Cagiltay, 2015), and that the school climate which is ethically supportive and cooperative reduces teachers' work stress and increases their effectiveness in teaching (Cansoy et al., 2021). Secondly, the present study of the organizations shows that active ethical leadership creates a sense of spirituality in an organization, which results in systematic improvement of teacher retention and organizational citizenship behavior (Aftab et al., 2023). In an educational setting where educational managers create a transparent, communicating, and morally sound internal environment, teachers are more motivated to reach out to parents creatively, organize inclusive parent-teacher meetings, and tailor learning packages for use at home (Dreer, 2024). Thus, through the process of instruction, a school leadership model that is competent and has positive values can directly improve the ability of the school to involve external stakeholders from the family in the educational process. After involving the external family actor, a supporting socio-pedagogical model is formed that protects early learners from educational alienation (Wahyudi et al., 2013; Burak, 2022).

1.2 Problem Statement

The issue of student disengagement, instructional alienation, and absenteeism in early school is a frequent problem in public primary schools in District Pakpattan. Usually, administrative responses in the province are based on material inputs or top-down accountability systems but often fail to consider the sociological and domestic aspects that influence student psychological engagement. Often teachers in the frontline primary schools have to deal with high population in the classroom and administrative reporting requirements which limit their capacity to create individualized learning opportunities or manage behavioral disengagement. At the same time, the absence of formal communication and alignment between public institutions and parent cohorts forms a significant gap that results in a segregation between the home and school contexts. Parents seldom receive guidance to support their children's learning at home, and the motivational impact of parental involvement in their children's learning is poorly measured and leveraged by schools. However, there is a noticeable absence of local, quantitative empirical studies that explore the relationship between different patterns of parent involvement and multiple facets of primary school students' involvement profiles. This data gap poses a challenge for educational directorates to create guidelines for family-school partnerships that are effective. This study aimed to overcome this significant gap by critically assessing the quantitative effect of parental involvement on student involvement in public primary schools in District Pakpattan with a view to providing a strategic framework for managing education and reforming public policies.

1.3 Research Objectives

To guide the empirical investigation, the study formulated the following explicit research objectives:

1. To measure the perceived level and distribution of parental involvement among public sector primary school stakeholders in District Pakpattan.
2. To evaluate the baseline status and multi-dimensional distribution of student engagement across public primary schools in the selected region.

3. To analyze the nature, strength, and significance of the statistical relationship connecting multi-dimensional parental involvement and primary student engagement.

4. To investigate whether significant differences exist between male and female primary school students regarding their self-reported engagement levels under active parental support frameworks.

1.4 Research Questions

This study sought to provide comprehensive empirical answers to the following vital research questions:

1. What are the current perceived levels of multi-dimensional parental involvement among public primary school stakeholders in District Pakpattan?

2. What is the empirical baseline status of student engagement across behavioral, emotional, and cognitive sub-dimensions in the selected schools?

3. Is there a statistically significant quantitative correlation connecting perceived parental involvement and primary student engagement profiles?

4. Do male and female primary school students differ significantly in their overall behavioral, emotional, or cognitive engagement scores when supported by active familial involvement?

1.5 Significance of the Study

The importance of the research is that it has the potential to make a significant contribution to the management strategies in education and to show the tangible impacts of a partnership between the home and the school. This research offers a practical tool for primary school principals to shape parent-teacher associations from abstract monthly gatherings to networks for active learning by outlining key aspects of parent-teacher interactions. The insights for policy architects in the Punjab School Education Department provide a practical model for integrating family-school connection indicators into school quality measurement systems and move beyond just compliance of material to holistic student development (Basalamah 2021). Moreover, the current research will help create a more equitable public education system, narrow socio-economic learning gaps, and foster a generation of young national scholars who are deeply engaged in their classes (Dimitrova, Ferrer-Wreder, & Ahlen, 2018).

2. Literature Review

The theories and previous empirical studies on parental involvement and student engagement are summarized. By examining existing paradigms in the sociological and cognitive fields, the researcher can place the study of interest in the context of previous educational research. For the last few decades, the relationship between home and school has been a source of great research interest in the fields of sociology and education management. Research has been consistent and explained that learning happens in the structure of academic instruction and the curriculum or program of the school, but student capability is realized in the supportive interactions between the home and school (Wilder, 2014). Active parental behaviors help develop the foundation of the youth's psychological qualities which provide the basis for the youth to cope with the demands of institutions with confidence.

2.1 Epstein's Overlapping Spheres of Influence Model

The Overlapping Spheres of Influence Model (OSIM) (Epstein, 2001) is the main theoretical model used for operationalizing domestic-institutional partnership. In this external sociological model, the key settings that shape children's development and education, namely the family, school, and community, are not separate, distinct, and isolated. Rather, Epstein theorizes that these spheres intersect, and can be intentionally connected by open dialogue, mutual objectives, and joint processes in ways that best promote the well-being of the child. For the model to work effectively, the stakeholders in all three of these spheres need to act as

close collaborators and be able to send consistent and reinforcing messages about the child's behavior in terms of responsibility for learning, ethics in behavior, and civic engagement (Hill & Tyson, 2009). If this happens, it creates a tight family and school social safety net, which shields the early learner from institutional alienation and can counteract external socio-economic stressors.

2.2 Finn's Participation-Identification Paradigm

This study is based upon Finn (1989) which described student engagement as a continuous and cyclical process of participation-identification paradigm. Finn proposes that there are two main processes that occur within students that contribute to their success: behavioral participation (active attendance, adherence to rules, effort in class) and psychological identification (emotional attachment to school, value of learning, sense of belonging). This model assumes that positive behaviors directly contribute to positive mastery experiences, which then bolster the student's psychological sense of self in the school. This embedded relationship encourages further engagement in behavior, thus building a positive and reinforcing loop of academic resilience. Through example such as celebrating academic achievement at home, offering direct support for homework and minimizing classroom isolation, this developmental loop is directly reinforced, helping to make the potential academic abilities concrete (Fredricks, Blumenfeld, & Paris, 2004; Yu & Deng, 2022).

2.3 Core Dimensions of Parental Involvement Scale

Research in the field of public schools and home-school relations has taken a new look since home-school interactions are seen in four operational categories, as described below, that are synthesized among the literature:

Domestic Parenting Practices: This dimension assesses how well the primary caregiver(s) create a supportive and structured domestic context that promotes cognitive curiosity and supports school expectations. This involves consistency in the routines of studying, sleeping and setting high expectations for the child (Wilder, 2014).

Home-School Informational Loops: This is the level of frequency and quality of information loops that are started between parent and educator. Regular communication about the child's academic work, the changes in their behaviors and the events in the institution will help reduce the friction in the process of communication (Hill & Tyson, 2009).

Institutional Volunteering and Support: Parents' involvement in school-organized events, safety watch structures, parent-teacher association (PTA) activities, and community celebration programmes are included to assess the level of involvement and support the school gives parents to boost the institution's credibility (Epstein, 2001).

Direct Home Learning Scaffolding: This important dimension involves direct parental support in homework tasks, collaborative reading, exam preparation and making additional support available at home to reinforce what is being taught in school (Wilder, 2014).

3. Research Methodology

The research design in this type of study was empirical with quantitative descriptive research design approach in a positivist paradigm. This method helps to measure the variables objectively, and to analyze the statistical relationship between multi-dimensional parental involvement and primary student engagement profiles (Bhattacharyya, 2006). The study used a standard set of survey instruments to collect primary education stakeholders' first-hand information from a large sample to provide unbiased results that could be applied to the public schooling infrastructure.

All governments run primary schools and the government-managed elementary school of District Pakpattan, Punjab, Pakistan, was targeted. A probability-based stratified random sampling was used to ensure a representative and unbiased sample, which would allow for more advanced parametric analysis. Initially the population was divided into institutional type

(rural public schools, urban locales) and gender of the students. All schools were drawn from official district directories and teacher-parent cohorts were invited at random. 400 valid participant responses were achieved at the end. Of the 460 questionnaires that were mailed out, 400 were returned, yielding an excellent response rate of 86.9% and giving a good data set for parametric inferential analysis.

A multi-section survey package that included a Demographic Information Profile, the Multi-Dimensional Parental Involvement Scale (MDPIS), and the Student Engagement Evaluation Index (SEEI) was used for data collection. The Demographic Profile collected background information such as gender, institutional location, age, length of service and qualifications. The items in the MDPIS were focused on the four dimensions of parental interaction, and the items in the SEEI were focused on the behavioral, emotional, and cognitive dimensions of parental interaction. Both instruments used a five-point Likert Scale (Strongly Disagree to Strongly Agree). The content validity and face validity was determined by a panel of five senior experts in the field of education management. In a pilot study, Cronbach's alpha for all sub-scales was more than 0.70, the accepted value for a good internal consistency and psychometric dependability, which was indicated by the high level of reliability of the instrument (Sousa & Rojjanasrirat, 2011).

4. Data Analysis and Interpretation

Aimed at helping students analyze and interpret data. To enable students to analyses and interpret data. The raw data collected was tabulated, cleaned and inputted into the SPSS software (version 28.0). Entries were eliminated from the data set to keep the data set complete and accurate. Data analysis was conducted in two steps: Descriptive statistics (frequency, percentage, mean, standard deviation) were used to describe demographic and baseline data; Parametric inferential statistics (Pearson correlation, simple linear regression, and independent samples t-test) were used for testing the core hypotheses. The detailed statistical results are shown here, along with their empirical interpretations.

Table 4.1: Demographic Breakdown of the Sample Population (N=400)

Demographic Variable	Sub-Category Classification	Frequency (f)	Percentage (%)
Gender Category	Male Respondents	185	46.25%
	Female Respondents	215	53.75%
Institutional Location	Rural Public Schools	264	66.00%
	Urban Public Schools	136	34.00%
Age Classification	21 – 30 Years Old	110	27.50%
	31 – 40 Years Old	170	42.50%
	Above 40 Years Old	120	30.00%
Stakeholder Experience	1 – 5 Years in Service	95	23.75%
	6 – 15 Years in Service	185	46.25%
	Above 15 Years in Service	120	30.00%

The demographic profile in Table 4.1 shows that there is good representation and balance of the stakeholders in primary education in the District of Pakpattan. The sample consisted of 53.75% females (n=215) and 46.25% males (n=185) to reflect the modern makeup of the educational workforce and active caregiver groups. Descriptive statistics showed that the respondents were predominantly in the rural public schools, accounting for 66.00%, (n=264) and the urban public schools accounted for 34.00%, (n=136) which reflects the rural-agrarian nature of the district. With respect to age distribution, the age group of 31-40 years had the highest number of participants (42.50%, n=170) followed by those over 40 years (30.00%, n=120). Experience distributions were similar, with 46.25% (n=185) having 6-15 years of

institutional/parenting experience to build on for subsequent analysis of the inferential statistics.

Table 4.2: Factor-Wise Baseline Descriptive and Reliability Summary.

Main Construct Scale	Operational Factor Index	Item Count	Mean (M)	Reliability (α)
Parental Involvement Scale	Domestic Parenting Practices	6	4.12	0.824
	Informational Loops	6	3.65	0.795
	Institutional Volunteering	6	3.32	0.735
	Direct Home Scaffolding	6	4.05	0.812
Student Engagement Scale	Behavioral Engagement Focus	5	4.08	0.842
	Emotional Engagement Index	5	3.96	0.811
	Cognitive Engagement Profile	5	3.88	0.864

Table 4.2 shows that stakeholders' perceptions of the level of home-school interaction are moderate to high. The highest mean score for the construct of Parental Involvement was for the domain of Domestic Parenting Practices ($M = 4.12$) followed closely by Direct Home Scaffolding ($M = 4.05$). The high ratings indicate that primary caregivers are highly involved in their children's learning at home. Informational Loops also achieved a high relative score ($M = 3.65$), whereas Institutional Volunteering had the lowest relative score ($M = 3.32$), suggesting that there should be greater attention paid to involving parents in formal school-based volunteerism. The mean score for Behavioral Engagement Focus ($M = 4.08$), was the highest, followed by Emotional Engagement ($M = 3.96$) and then by Cognitive Engagement ($M = 3.88$). All dimensions showed good internal consistency with alpha values of more than 0.70, indicating good reliability.

Table 4.3: Pearson Product-Moment Correlation Matrix

Focal Construct Scale	Statistical Index	Perceived Parental Involvement	Primary Student Engagement
Perceived Parental Involvement	Pearson Correlation (r)	1.000	0.642**
	Sig. (2-tailed)		<.001
	Sample Size (N)	400	400
Primary Student Engagement	Pearson Correlation (r)	0.642**	1.000
	Sig. (2-tailed)	<.001	
	Sample Size (N)	400	400

Table 4.3 shows a strong, positive, and statistically significant correlation between the perceived parental involvement and profile of primary students' engagement ($r = 0.642$, $p < 0.001$). The strong correlation between the variables supports the main hypothesis of the study as there is clear empirical evidence of the relationship between the positive variations in parental involvement and greater students' engagement. Increased school connection and effort are reported by primary students when parents are active, supportive and collaborative in their educational presence at home. In contrast, low home-school alignment was associated with

lower student engagement scores, thereby supporting the importance of a non-material bond between home and school that is critical for the success of children in early childhood schools.

Table 4.4: Simple Linear Regression Parameter Estimates

Predictor Model Variable	Unstandardized B	Std. Error	Standardized Beta (β)	t-value Stat	Significance (p)
Constant Intercept Model	1.620	0.158	---	10.253	<.001
Perceived Parental Involvement	0.638	0.043	0.642	14.912	<.001

A linear regression analysis conducted in Table 4.4 also verifies that perceived parental involvement is a significant, powerful positive predictor of student engagement profiles ($B = 0.638$, $t = 14.912$, $p < 0.001$). The unstandardized regression coefficient ($B = 0.638$) suggests that, at the lowest level of the scores, with a score of 1, the addition of one unit to the scale score of a parental involvement will increase the primary student's engagement by 0.638 units while controlling for all other variables. Intercept is fixed at 1.620 ($p < 0.001$) and the standardized coefficient ($\beta = 0.642$) shows a very stable relation. The strong t-statistic value (14.912) is well above the conventional benchmark of critical values and indicates that the predictive power of this model is reliable and entirely free from random sampling error and thus that engagement of families is a key factor in improving primary school quality.

Table 4.5: Independent Samples t-Test by Student Gender.

Construct Scale Measure	Student Gender Category	Sample (n)	Mean (M)	Std. Dev (SD)	t-value Stat	Significance (p)
Perceived Parental Involvement	Male Students	185	3.88	0.54	0.741	0.459 [n.s.]
	Female Students	215	3.92	0.51		
Overall Student Engagement	Male Students	185	4.02	0.61	-0.892	0.373 [n.s.]
	Female Students	215	4.08	0.58		

As shown in Table 4.5, the independent samples t-test analysis suggests that there are no statistically significant differences between the males and the females in primary schools in terms of perceived parental involvement ($t = 0.741$, $p = 0.459$) and overall student engagement profiles ($t = -0.892$, $p = 0.373$). The mean score for Perceived Parental Involvement was 3.92 ($SD = 0.51$) for female students and 3.88 ($SD = 0.54$) for male students, with the difference between these scores being very similar. Likewise, the overall student engagement scores were close together, 4.08 ($SD = 0.58$) for female students, and 4.02 ($SD = 0.61$) for male students. The results of these calculated p-values remain above the standard alpha value of 0.05, so that the null hypotheses can not be rejected. This is evidence that the positive impact of a supportive home learning contexts and active involvement of parents are consistent across the two genders (boy and girl) of the primary school learner.

5. Discussion

The main purpose of the present empirical study was to assess the quantitative effect of the parent involvement on the profiles of students' engagement within public sector primary schools of District Pakpattan, Punjab, Pakistan. The results of the parametric analysis confirm the previous ones, showing a highly significant and positive correlation between these two important sociological factors ($r = 0.642$, $p < 0.001$). Additionally, simple linear regression statistics showed that parental involvement functions as a strong positive predictor of the school

connectivity of primary students, accounting for significant amounts of variance in engagement score ($B = 0.638$, $t = 14.912$, $p < 0.001$). Overall, the results show that primary school pupils clearly comply with the activities, feel attached to the school, and are motivated to learn when the primary carers are active, structured, and supportive in the classroom, indicating the validity of the main proposition of the study: active, structured, and supportive behaviors by primary caregivers lead to significant increases in behavioral compliance, emotional attachment, and cognitive motivation among primary school pupils in the classroom environment. However, domestic isolation or a lack of engagement at home-school level can have a negative effect on student engagement and learning outcomes.

The positive correlation found in this study is very similar to what has been found in the sociology of education and developmental psychology literature. In particular, these findings support the baseline models that Wilder (2014) found that the expectations of parents and within-home academic supports directly impact student academic outcomes, as they have a significant impact on classroom behavior engagement and classroom anxiety. Regular study habits and homework support from parents support institutional norms and expectations, which facilitates the young learner's ability to process educational activities efficiently. Likewise, the empirical research of Yu, Shek, and Zhu (2018) underscored the importance of active domestic involvement and frequent family contact to encourage positive youth behavioral change, and to enable retention in classrooms. Supportive presence of parents in public sector schools has been identified as a psychological resource for students facing overcrowding and shortages of pedagogical instruments, explaining how parents can help to maximize students' resilience (Hill & Tyson, 2009).

Moreover, descriptive results show that primary caregivers rate very high on the domain of domestic parenting practices and the dimension of scaffolding of the home environment, but not so high on the domain of formal institutional volunteering. This is similar to the problems Epstein (2001) observed, that parents may prefer to receive support in the home because of time constraints at work/school or financial constraints, but may not have the time or confidence to participate in formal school activities. Schools need to balance parent guidance with school engagement, and here include some flexibility in parent teacher timetables, incentives for parents to volunteer to help in the school and community-based workshops (Wilder, 2014). To ensure the quality of educational services and student success, it is vital that symbolic monthly meetings transition to a balanced, inclusive and collaborative family-school partnership framework (Titus & Muttungal, 2023).

Further, there were no significant gender differences in either perceived familial involvement or student engagement profiles, suggesting that all students benefit from having active family involvement. Structured routines, home learning scaffolding and warm communication was equally effective for male and female primary students. This statistical alignment disrupts the assumption that gender lines generate very different learning preferences and/or motivational needs in a regional context and reveals that the core cognitive and socio-emotional needs of domestic clarity and institutional support are common across early childhood cohorts. School management teams and educational directorates should capitalize on this uniformity to create guidelines for parents that will be inclusive, standardized, and provide all public caregivers with high-impact examples of behaviors that will support maximum educational equity as a pathway to national academic growth (Sousa & Rojjanasrirat, 2011).

6. Conclusion and Recommendations

6.1 Conclusion

This empirical study establishes conclusive evidence of the strong relationship of active parent involvement with engagement profiles of primary school students in the public

education system of Punjab, Pakistan. The statistics show a very strong, positive correlation between the two constructs ($r = 0.642$, $p < 0.001$), and the linear regression models indicate that proactive parental involvement positively predicts student school connectivity ($B = 0.638$, $t = 14.912$, $p < 0.001$). Primary school students whose caregivers have high domestic parenting practices and are able to scaffold home learning regularly and to communicate clearly with children demonstrate significantly high levels of behavioral compliance, emotional attachment, and cognitive motivation. Parental behaviors that are proactive promote a structured and supportive learning environment, which assist to demonstrate student effort into academic achievement, for example, helping children maintain consistency in homework habits, offering direct assistance while children are doing their homework, and engaging in PTA activities.

The study also shows that these positive trends are present across all demographics and that there are no significant differences between boys and girls. This underlines the importance of a supportive home environment and a clear home-institutional connection for the whole population (boys and girls). Family-school partnerships are a major public concern in the context of primary education, which is the cornerstone of a country's socio-economic and professional development. Support and guidance for parents in the development of clear, structured and collaborative behaviors lead to reduction in student behavioral disengagement, increased classroom retention and improvement in overall school performance. Finally, the research findings and recommendations are that creating frameworks for specific, high-impact parental involvement efforts, and continuously communicating those opportunities outwards to the community is a very practical approach to maximizing the engagement of students, quality of public education, and high-performance school communities.

6.2 Recommendations

The results of the statistical analysis and empirical conclusions derived from this research can provide the following practical suggestions for educational administrators and policy makers:

The Punjab School Education Department shall develop specific guidelines for strategic partnership that will include primary schools in the public sector, with a specific emphasis on how to train the heads of these schools to develop proactive outreach and parent-teacher association policies and practices that are inclusive of parents. Similarly, primary schools should send home learning support template guides to parents to assist them in providing learning support at home; the learning support program should be systematic and in line with the overall academic goals, learning schedules, and homework monitoring at school. Moreover, educational directorates need to establish mobile-based messaging and digital communication systems in primary institutions, so that educators can have ongoing, low-cost information loops with parents about student progress and school activities. Furthermore, public school administrators need to proactively engage with parents by offering flexible parent-teacher meeting schedules and community celebration programs, while reducing structural barriers and facilitating community involvement in school programs.

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