

PARENTAL INVOLVEMENT AND ITS ROLE IN STUDENTS' BEHAVIORAL OUTCOMES AND ACADEMIC ACHIEVEMENT AT THE PRIMARY LEVEL

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KEYWORDS:

Parental Involvement, Student's Behavioral Outcomes, Academic Achievement

CITE THIS ARTICLE:

Batool, A., Fatima, S. H., Mahmood, A., Fatima, R., & Maryam, L. (2026). Parental involvement and its role in students' behavioral outcomes and academic achievement at the primary level. *Pakistan Journal of Positive Psychology*, 3(8), 40-44.

ABSTRACT

This study was analyzing parental involvement in determining students' behavioral outcomes and their academic achievement at primary level. The main objective of the study was to identify the association between parental involvement, students' behaviour and academic performance. The main research question which was to be answered to what extent there will be the association exist between parental involvement, students' behavioural outcomes and academic performance? The population of the study were all the primary schools of district Khushab. From 31 primary schools of Tehsil Noushera, 105 primary schools were selected by multistage sampling technique. This study was quantitative in nature so, self-developed questionnaires were used to gather the data from the respondents. Descriptive statistics i.e. frequency, percentage, mean and standard deviation were used in analyzing the data. The conclusion of the study was that there was a clear and significant association between parental involvement, students' behavioral outcomes and academic achievement at primary level. On the basis of conclusion, it was recommended that future educational initiatives should focus on strengthening family-school partnerships to enhance students' overall development.

I. INTRODUCTION

Early education is really important for kids. It helps them learn feel good emotionally and be social. At this stage children pick up skills and attitudes that will shape their education journey. Research shows that when parents are involved kids do better in school and have an attitude towards it. Parental involvement is crucial to helping students do well and adore school. Many studies have looked at how parents can help their kids in school. They pledge out that the family environment plays a role in a child's education. Over time experts came up with mockups to help parents get involved. One such model is Epsteins model. It has parts: parenting, communication, volunteering, learning at home decision-making and community partnerships. Nowadays experts say that parents being involved is not about visiting the school. It also means giving support, guidance and help with schoolwork at home. Parental involvement in education really matters. It helps kids do well and have an attitude towards school and learning. Parental support, at home and school makes a difference. Although parents getting involved in their kids' education can really help with behavior problems and grades in school not many parents do it. Things like parents not caring, not knowing what's going on and schools and homes not working well together can lead to kids misbehaving not wanting to learn and not doing well in school. This is a problem that has been noted by researchers like Wilder in 2014. In Pakistan we don't have research,

on how parents getting involved can affect both grades and behavior in elementary school kids. We need to study this to understand what is going on.

Although there is a lot of evidence that parents being involved can reduce issues and make academic achievement better in primary schools not many parents are involved. Things like parents not paying attention not knowing what is happening and schools and homes not working well together can cause problems, low motivation and kids not doing well in school. This is according to Wilder in 2014. Also, in Pakistan we do not have research on how parents being involved affects both academic and behavioral aspects of primary school kids. This means we need to look at this relationship Education is something that schools, teachers, parents and the community do together. Parents are very important for kids to do well in school and to develop attitudes. When we talk about parents being involved, we mean they are actively doing things to help their kids learn like talking to teachers, checking homework giving kids the things they need to learn going to school events and making a home. Researchers have found that when parents are involved for a time it really helps kids do well in school especially when they are young and learning basic skills and behaviors. Parental involvement is really important for school kids because this is when they learn the basics and start to behave in certain ways. We need to understand how Parental involvement affects primary school kids and how it can help them do better in school. Parental involvement is the key, to making sure kids do well in school and develop behaviors. So, we need to make sure parents are involved in primary school child's education to help them succeed.

Furthermore, the primary school years are super important for children's mental, social and emotional growth. During this time kids learn school skills and pick up habits that affect their future school life. When parents are involved, kids develop traits like self-control, teamwork and a sense of duty. They also get more involved in class. Learn to manage their feelings. On the hand when parents are not involved kids may have behavior problems lose motivation and do poorly in school? Positive parental involvement is really key to helping kids do well in school and in life. So, it helps child to build habits and a strong substance for their future. The thing is people have been studying this. They initiate that when parents are involved children do better in school. For example, some researchers named Tan, Cheung and Lee did a study in 2025 and they originate that when parents are involved in specific ways it really helps children do thriving in school. According to Cui (2025), when parents help child with their school work every day it makes a big difference. There was another study in Finland. It showed that when parents are involved kids do better in reading and overall school work. This is important because it shows that parents being involved in education really helps kids build a foundation for their future and it is good for their academic achievements. Parental involvement is key, to students' academic achievements. It is something that parents should really focus on to help kids do well in school and build good habits. So, Parental involvement is really important for kids. It does not just help with school work. It also helps kids behave well in class. When parents are involved in their child education the kids are more likely to be friends and listen to their teachers. They can also control their feelings better. Do not get into trouble as much. Some people named Yasin, Ahmed and Irshad did a study, in Pakistan in 2024. They found out that when parents are involved kids behave better and are not as wild or disruptive. This shows that when parents are involved it helps kids learn and also helps them behave well in school. Parental involvement is important for kids to do well in school.

II. METHOD

This chapter comprises information about the design and methodology followed while completing the research. It also includes detailed population and study samples; instrument of data collection, data collection method and data analysis techniques.

Participants

A quantitative method with descriptive and inferential research approach was used in the study. For the data collection about parental involvement and its role in students' behavioral outcomes and academic achievement at the primary level, population of the study contain all primary schools of district Khushab. Multistage sampling technique was used in the research. The procedure of samples taken out as:

- 1) First, Naushera Tehsil was purposefully selected from all the Tehsils of Khushab district.
- 2) On the basis of 50% selection criteria, 15 primary schools were randomly selected from total 31 primary schools of Tehsil Naushera.
- 3) From each primary school, 15 teachers and 15 parents of their students were selected by using cluster sampling.

Measures

The data was collected through questionnaires. The tools were developed by the researcher to find out the relationship between parental involvement and students' behavioral outcomes and academic achievement at the primary level. A 5-point Likert scales with 1=never, 2=rarely, 3=sometimes, 4=often, 5=always and 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree was used. **[I]** Questionnaire for teachers about students' behavioral outcomes: Questionnaire for teachers about students' behavioral outcomes consisted of 5 constructs. In which 5 statements were for classroom discipline, 5 for classroom engagement, 5 for social cooperation, 5 for responsibility towards learning and 5 for self-regulation and emotional control. This scale was filled by the teachers who teaches at primary level. **[II]** Questionnaire for parents about parental involvement: Questionnaire for parents about parental involvement consisted of 5 constructs. In which 5 statements were for home-based involvement, 5 for school- based involvement, 5 for parent-teacher communication, 5 for students' behavioral outcomes and 5 for student academic achievement. This scale was filled by the parents whose child were study at primary level. Instrument was administered through self-visits for collecting the data. Respondents were 300 in number. Questionnaire containing covering letter and demographic information were handed over to every respondent on personal basis. From which the response from the teachers of primary schools was 81% and responses from the parents of their students was 85% which was considered according to the recommendations of Larossi in 2006 that 80-85% of the responded questionnaires return rate is at the good level.

Table I: Response rate of research respondents

Category of respondents	Questionnaires handover	Questionnaires received	Respondents rate
Teachers	184	150	81%
Parents	176	150	85%

It was very difficult to collect the data from the teachers as well as the parents of their students of different primary schools of district Khushab.

Data Analysis

The data collected through the research instruments were coded and tabulated before analyzing and interpreting it statistically. Following scoring procedures were adopted for the questionnaire: -

Weights were given to the responses as:

Always = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1

Strongly disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly agree=5

All the data collected from the teachers and the parents of their students were categorized on their average mean score basis. Categorization of the mean score was given as

Mean score = less than 1.80 = very low

Mean score = 1.81 – 2.60 = low

Mean score = 2.61 – 3.40= moderate

Mean Score = 3.41 – 4.20 = high

Mean Score = 4.21 – 5.00 = very high

III. RESULTS

This chapter contains information on the analysis and interpretation of the data collected through a scale used as instrument of the study. Firstly, the data were organized in SPSS software. Data were analyzed using SPSS software. In descriptive statistics frequency, mean and standard deviation was measured. Data collected from the teachers and the parents of their students categorized on their mean score basis. Each variable was assessed on the given evaluation criteria. Categorization was given as:

If, Mean score = less than 1.80 = very low

Mean score = 1.81 – 2.60 = low

Mean score = 2.61 – 3.40= moderate

Mean Score = 3.41 – 4.20 = high

Mean Score = 4.21 – 5.00 = very high

The study was based on answering the main three research questions. These questions were answered by using by collecting the data, using research instrument (i.e. questionnaires), from the samples (i.e. teachers of primary schools and parents of their student of district Khushab).

Levels of parental involvement

Analysis of parental involvement w.r.t to different levels is as follows:

Research Question 1: To what extent does the parents will achieve these levels?

Table II: Analysis of Parental Involvement w.r.t to Different Levels

Parental involvement					
Levels	Mean score	Frequency	Percent	Weighted mean	SD
Very low	0.01- 1.80	1	0.7%	4.45	0.62
Low	1.81–2.60 2.61–	0	0%		
Moderate	3.40	4	2.7%		
High	3.41–4.20 4.21–	71	47.3%		
Very high	5.00	74	49.3%		
Total		150	100%		

In table 2 it is indicated that overall, 97% of parents having frequency 145 viewed high level towards parental involvement at primary level while 2.7% of the parents having frequency 4 showed moderate level towards parental involvement at primary level, whereas 0.7% of the parents having frequency 1 showed low level with mean score= 4.45 and SD= 0.62 towards their involvement in their children's education at the primary level.

Levels of Behavioral Outcomes

Analysis of behavioral outcomes w.r.t to different levels is as follows:

Research Question 2: To what extent does the students will achieve these levels?

Table III: Analysis of Behavioral Outcomes w.r.t to Different Levels

Behavioral outcomes					
Levels	Mean score	Frequency	Percent	Weighted mean	SD
Very low	0.01- 1.80	0	0%	4.00	.733
Low	1.81–2.60 2.61–3.40	2	1.3%		
Moderate	3.41–4.20 4.21–5.00	34	22.7%		
High		76	50.7%		
Very high		38	25.3%		
Total		150	100%		

In table 3 it is indicated that overall, 76% of teachers having frequency 114 viewed high level towards behavioral outcomes among their students while 22.7% of the teachers having frequency 34 showed moderate level towards behavioral outcomes among their students, whereas 1.3% of the teachers having frequency 2 showed low level. The overall mean score was 4.00 and SD = 0.733, indicating that teachers generally perceived a high level of behavioral outcomes among primary-level students.

IV. DISCUSSION

The descriptive analysis of parental involvement at the primary level revealed an overwhelmingly positive perception among respondents, with a weighted mean score of 4.45 (SD = 0.62). Specifically, 97% of parents reported a high-to-very-high level of involvement in their children's education. This high degree of engagement underscores the recognition among families that early home-based and school-based support is critical for shaping children's academic attitudes and foundational skills. These findings align closely with recent empirical observations by Cui (2025) and Tan, Cheung, and Lee (2025), who noted that consistent parental participation significantly enhances primary school achievement and fosters positive learning habits. Furthermore, these results

counter earlier barriers noted by Wilder (2014), demonstrating that when structured family-school partnerships are established, parental participation rates and effectiveness increase substantially.

Similarly, the evaluation of students' behavioral outcomes reported by primary school teachers indicated a strong positive trend, reflected in a weighted mean score of 4.00 (SD = 0.733). A substantial majority (76%) of teachers observed high levels of positive behavioral outcomes, encompassing classroom discipline, social cooperation, responsibility towards learning, and self-regulation. This demonstrates that active parental support extends beyond academic performance, directly influencing a child's emotional control and conduct within the school environment. These findings corroborate the regional findings of Yasin, Ahmed, and Irshad (2024), who observed that engaged parenting reduces disruptive behaviors and promotes prosocial interactions among elementary students. Ultimately, the synthesis of these results confirms a clear and significant connection between robust parental involvement and favorable behavioral and academic outcomes at the primary level, as highlighted by Zia and Saba (2026).

V. CONCLUSION

Based on the provided research document, the study concluded that there is a clear and significant association between parental involvement, students' behavioral outcomes, and academic achievement at the primary level. The findings indicate that the vast majority of parents demonstrate a high level of involvement in their children's education, and teachers similarly perceive high levels of positive behavioral outcomes among primary-school students. Building on these insights, the research recommends that future educational initiatives prioritize strengthening family-school partnerships to support students' overall development and success.

Disclosure Statement

No potential conflict of interest was reported by the authors.

Funding

The author received no funding from any organizations.

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