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PARENTAL INVOLVEMENT AND ITS EFFECTS ON EDUCATION AT UNIVERSITY LEVEL

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ABSTRACT

The purpose of this study was to assess students' views and understanding on the involvement of parents at university level. The purpose was also to examine the effects of parental involvement on students' education at university level. Parents who pay more attention to their child education cause their children to take more interest their studies. It is essential to involve parents in their children's education who are responsible for bridging up communication gap in the children, which is essential for proper education of students. Parental involvement motivates the students and it keeps away students from immoral activities. The sample was consisted of 23% of the target population. The data is collected from 110 students of education department. A questionnaire consisted of 16 items with 5-point scale was prepared for the university level students that was used as a basic tool for the collection of data for the study. Students thought that formal parental involvement decreased as they enter into higher classes. The study found that parents to make good interaction and parents should be involved in students' academics to support them academically, financially and morally. University should take initiatives to involvement parents by organizing seminars, festivals, and marking a special day once a week or a month for parents to visit university. keywords: parental, education, activities, population, university level

Introduction:

Parents contribute to students' learning which is an important factor having a great impact on students' education and their educational achievements. The proper involvement of parents in their child academics helps the child to improve his/her educational performances and motivates to achieve educational goals. Parental involvement in student's education at any level plays an essential role in education. Blake (2008) says that parental involvement in their children's education tends to dwindle as these children leave the walls of

college and move to university. Dietel (2004 cited in Epstein, 2007) said, "A parent's contribution in their youngster's education is the greatest contributing factor of pupil academic achievement". Similarly, Lazar & Slostad, (1999) stated that parental involvement usually decreased as child got older the ratio of parental involvement is higher in early grades. Parental involvement at all levels is essential because a student's needs both teacher and parental support in order to achieve good educational goals. According to Epstein (1987), the family and institute relationship focus upon the relationship between institute, community and home, it is about how the teachers and parents work collectively foster the academic and social understanding. The basic purpose of the partnership between institute and family is to help the child to develop academically and socially by providing support.

The relationship between parents and institute needs positive and welcoming environment where children can develop holistically. Dunlap & Alva (1999) stated that these partnerships could cultivate positive behavior when there is communal trust and respect for the other's values, perceptions, and experiences. Therefore, to establish good relationship between institute and parents there is need of mutual respect, acceptance and opportunities to involve parents in student's education. Similarly, Levine, (2002 as cited in Dunlap and Alva, 1999), stated that as compare to a teacher the parents should have more knowledge about his/her child likes dislikes, needs, interests through such clear understanding about their child they can help the academics institutions and the teachers to provide better education system. In Pakistani context, where parents are either illiterate or not literate enough therefore they do not understand students, their needs and adjustments in schools and colleges (Tahira, 2006) However, many studies indicated that even the educated parents also care about their children at primary or secondary level but not at higher education level (Blake, 2000).

Statement of the problem:

Parental involvement is one of the important factors that play an important role in student's education. but the ratio of parental partnership with educational institutions decreased as the child grows.

Objectives of the study:

1. To explore the views of university students about parental involvement in their education.
2. To study the influence of parental involvement on students education.

Research Questions:

1. How parental involvement effects students education?

2. How university students believe that the parental involvement can contribute to their education?

Significance of study:

The research study will explore the importance of parents involvement in students' education and its influence on student's education and enhance the knowledge of teachers, parents and students related to this field. This study introduces news ways, which can facilitate parental involvement. This research studies may enhance knowledge and understanding of young researchers who are interested in this field. Furthermore, this research studies might be fruitful for those who face problems regarding parental involvement and student's education. This study would be more helpful and fruitful for those people who belong to the field of education.

Due to time and monetary resources, the study was delimited to the education department of National University of Modern Languages Islamabad only. No other population is participating in this study.

This chapter reviews the related literature about the parents involvement and its influence student's academics at university level. The review of the literature discusses the importance of parental involvement, relationship between parental involvement and student's achievement. Further, this chapter discusses the ways of parental involvement and the benefits of parental involvement.

Parental Involvement

I would like to start the literature review with defining parental involvement and its importance for students' academic achievement. The educational institutions and parents have a great relationship. Parents and teachers mutually works for proper development and better academic performance of students. Kim, Coutts, Holmes, Ransom, Sjuts and Rispoli (2012), defined that parental involvement within home and educational institutes included arrangements for students' educational careers. Karibayera and Bogar (2014 as cited in Kim et al, 2012) said, parental involvement does not mean only observing children's educational performance including taking part in university conferring and occasion by keeping in touch with children's subdivision and help.

Likewise, Shelton (2010) stated that parental involvement and students' learning are interlinked. Like the literature international context, in a Pakistani background some studies have found the relationship between educated parents and students' performance indicating dimensions of parents' involvement in children's education. Parent's direct involvement is also association with students' learning accomplishment and academic presentation (Jamil & Siddiq,

2011). Rettalick and Farah (2005) are of the view that education system and parents should have an active means of participation towards their teenagers' education. This is important for the learning and accomplishment of the learners because the university and the home are inter-dependent regarding young learners' education and they are partners in the student education. Similarly, according to Marsh (2000) parents have lot of responsibilities towards their youngster. The author stated that parents have a lot to fund to their teenagers' education.

Importance of Parental Involvement at University Level

Benson and Steiner (2009) stated the importance of parental involvement as a dynamic role in the learning achievement of students. A number of studies, in the western context reported positive role on the way students learn. Another study in the context of higher education has been carried out by Lagace-Seguin and Case (2008) in Canada that indicated parents are more involved with students' extra-curricular activities.

According to Marsh (2000), parental involvement plays an important role to improve the youngsters' including their moral behavior, learning, attitude and academics. Parental involvement is an important element, which help the student to stay on track, become more productive and to develop a sense of responsibility.

Hunt (2008) stated that in the present age parents consider their selves as a guide and counselor of their youngster, in order to help them, show them right direction, and help the to make better decisions about their future. They guide their youngsters accordingly to the norms and values and the demand of market place. Likewise, it is stated by Epstein and 10

Sanders (2002) that the academics of student is affected by their culture, moral training, religious education and their family background.

Relationship between Parental Involvement and Students Achievement

Grolnick and Slowiaczek, (1994) and Miedel & Reynolds (1999) demonstrated the nature of parents and university participation and greater theoretical success of students. It is further stated by Grolnick and Slowiaczek, (1994), that the positive relationship between parents and university has positive effects on students' academic outcomes. Consistently according to Grolnick and Slowiaczek, (1994), student performance and academic achievement is associated with parental university involvement. University success including academic and language skills and social competence of youngsters is connected with the nature of parental involvement and support provided by parents for students.

According to Eccles and Harold (1996), when learners enter university education the nature of parent's involvement is change because of their belief that they are unable to deal with the tough contents. Another reason is their belief that learners at university level ought to be more autonomous and make decisions of their own. In higher grades parental educational involvement is thought to decrease as compare to the involvement level in school and college age. Further, it is stated by Epstein and Sanders (2002) that during middle and high school, homework is such an activity in which students spend most of their time at home under the observation of parents which results in higher frequency of parent's contribution in their learning by assisting them with their homework activities.

Ways of Parents' Involvement in Learning of students

According to Lightfoot (1978) when the basic concern is students achievement and their improvement the parental involvement is highlighted and appreciated because it is believed that parent and teacher together can do best for the students. When teachers and parents have different, meanings for their involvement, a misunderstanding and conflict may appear that also affects student's results.

According to Biddle (1986), Parental-roles reflect their expectations and beliefs about shape their contribution. Hoover-Dempsey and Sandler (1997) stated that parental role defines the nature of activities that they consider as important for the student. Parents define the nature of activities for their selves regarding their engagement in students' academics. The author also indicated that parents also play their role in terms of role modeling usually whom children seem to follow as role models.

Benefits of Parental Involvement at University Level

A great many studies show that researchers have re-emphasized on parents to review their role and their perceptions are shifting towards trend in which parents are supposed to be more active participants in learners education especially due to increase of the psychological issues and disruptive behaviors (Baker 1999, p. 371). Parent involvement is considered as an important element because it plays role of a pillar that support the system by ensuring reimbursements. Parental involvement is essential because it provides motivation and support for youngsters. Levine (2002) stated that it is also because parents know their youngster's more than their teachers. Parents know their interests, likes and dislikes, therefore, their role is given importance in the modern literature as has been reflected by (Cordry & Wilson, 2004) that parents are the real teacher who will be staying more in life of a student. Mattingly,

Prislin, McKenzie, Rodriguer, and Kayzar, (2002) conducted studies about parental involvement in students education, stated that very few research studies are there that criticize the role of parent involvement.

METHODOLOGY:

The descriptive method of research was used in this research. A adapted questionnaire was used as a basic tool for the data collection.

The quantitative adapted-designed questionnaire was used to check importance of parental involvement. The questionnaire was consisted of 16 statements with 5-points scale. The scales are based on 1=strongly Disagree, 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree.

POPULATION:

All students of education department of National University of Modern Languages Islamabad were comprised the population of study. There are about 475 students in education department. The sample is consisted of 23% of the target population. The data is collected from 110 students from education department. Simple Random sampling technique was used in present research. The data was collected through close-ended questionnaires which helped the researcher to collect the quantitative data. Data was collected from students of education department of National University of Modern Languages Islamabad by personal visit with the help of adapted questionnaire.

The instrument which was used to collecting the data is questionnaire. It consists of 16 items with 5 Likert scale. The questionnaire was adapted by the researcher.

The validity of questionnaire was checked by Madam Hina Shoukat, Lecturer at National University of Modern Languages, Islamabad.

A pilot testing was done on 10 students of education department and the Reliability of that collected data was measured through Cronbach's Alpha in SPSS. The result of that test is in the following table.

Reliability Statistics		
Instrument	No of items	Alpha Coefficient
Parental involvement	16	0.881

DATA ANALYSIS:

The collected data was analyzed through simple percentage technique. The results of collected data are shown in the following tables:

Results:

Table no.1: Involve in developing good study habits

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	10	4	4	38	54	110
Perc %	9.1	3.6	3.6	34.5	49.1	100%

The above table shows that 49.1 percent of the students were strongly agree and 34.5 students were agreeing that parental involvement great effects on developing good study habits while 3.6 percent of the students were remained neutral and 9.1 percent of the students disagreed with this.

Table no.2: Encouraged for good grades

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	5	5	4	34	62	110
Perc %	4.5	4.5	3.6	30.9	56.4	100%

The above table shows that 56.4 percent of the students were strongly agree and 30.9 students were agreeing that their parents encouraged them to get good grades great effects while 3.6 percent of the students were remained undecided and 4.5 percent of the students disagreed with this.

Table no.3: Visiting to universities

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	9	21	17	45	18	110
Perc %	8.2	19.1	15.5	40.9	16.4	100%

The above table shows that 40.9 percent of the students were agree and 16.4 students were strongly agreeing that their parents visit their institutions and check their academic performance while 15.5 percent of the students were remained undecided and 19.1 percent of the students disagreed with this.

Table no.4: Involve in checking homework's

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	13	9	15	47	26	110
Perc %	11.8	8.2	13.6	42.7	23.6	100%

The above table no 4 shows that 42.7 percent of the students were agree and 23.6 students were strongly agreeing that their parents check their home tasks such as

assignments e.t.c while 13.6 percent of the students were remained undecided and 11.8 percent of the students disagreed with this.

Table no.5: Attended parents conferences

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	14	12	8	40	36	110
Perc %	12.7	10.9	7.3	36.4	32.7	100%

The above table shows that 36.4 percent of the students were agree and 32.7 students were strongly agree that their parents visit their institutions and attend parents conferences while 7.3 percent of the students were remained undecided and 12.7 percent of the students disagreed with this.

Table no.6: Motivate for learning

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	25	29	10	26	20	110
Perc %	22.7	26.4	9.1	23.6	18.2	100%

The above table shows that 23.6 percent of the students were agree and 18.2 students were strongly agreeing that their parents punished them if they received bad grades and motivate them while 9.1 percent of the students were remained undecided and 22.7 percent of the students disagreed with this.

Table no.7: Attended events in university

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	24	32	19	22	13	110
Perc %	21.8	29.1	17.3	20.0	11.8	100%

The above table shows that 20.0 percent of the students were agree and 21.8 percent students were strongly agreeing that their parents attended different events in university while 17.3 percent of the students were remained undecided and 29.1 percent of the students disagreed with this.

Table no.8: Volunteered in class

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	19	27	20	35	9	110
Perc %	17.3	24.5	18.2	31.8	8.2	100%

The above table shows that 31.8 percent of the students were agree and 8.2 percent students were strongly agreeing that their parents volunteered in their class while 18.2 percent of the students were remained undecided and 24.5 percent of the students disagreed with this.

Table no.9: Notice bad or good performance

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	42	29	17	14	8	110
Perc %	38.2	26.4	15.5	12.7	7.3	100%

The above table shows that 12.7 percent of the students were agree and 7.3 percent students were strongly agree that their parents notice when they received good or bad grades while 15.5 percent of the students were remained undecided and 26.4 percent of the students disagreed with this.

Table no.10: Support for extracurricular activities

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	9	13	18	49	21	110
Perc %	8.2	11.8	16.4	44.5	19.1	100%

The above table shows that 44.5 percent of the students were agree and 19.1 percent students were strongly agree that their parents demonstrated support for their extracurricular activities while 16.4 percent of the students were remained undecided and 8.2 percent of the students disagreed with this.

Table no.11: Involve in extracurricular activities

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	6	17	19	41	27	110
Perc %	5.5	15.5	17.3	37.3	24.5	100%

The above table shows that 37.3 percent of the students were agree and 24.5 percent students were strongly agree that their parents volunteered to help with them for their extracurricular activities while 17.3 percent of the students were remained undecided and 15.5 percent of the students disagreed with this.

Table no.12: Help for better performance

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	7	6	4	34	59	110
Perc %	6.4	5.5	3.6	30.9	53.6	100%

The above table shows that 30.9 percent of the students were agree and 53.6 percent students were strongly agreeing that their parents seemed to be proud of them when they received good grades while 3.6 percent of the students were remained undecided and 6.4 percent of the students disagreed with this.

Table no.13: Disappointed on bad grades

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	10	12	13	49	26	110
Perc %	9.1	10.9	11.8	44.5	23.6	100%

The above table shows that 44.5 percent of the students were agree and 23.6 percent students were strongly agreeing that their parents disappointed on their bad grades while 11.8 percent of the students were remained undecided and 10.9 percent of the students disagreed with this.

Table no.14: Help students to focused on education

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	5	4	6	33	62	110
Perc %	4.5	3.6	5.5	30.0	56.4	100%

The above table shows that 30.0 percent of the students were agree and 56.4 percent students were strongly agreeing that their parents' encouragement helped them to stay focused on their education while 5.5 percent of the students were remained undecided and 4.5 percent of the students disagreed with this.

Table no.15: Education is only way to ahead

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	6	5	10	39	50	110
Perc %	5.5	4.5	9.1	35.5	45.5	100%

The above table shows that 35.5 percent of the students were agree and 45.5 percent students were strongly agreeing that their parents think education is the only way to get ahead while 5.5 percent of the students were remained undecided and 4.5 percent of the students disagreed with this.

Table no.16: Help in learning, attitude and academics

Scales	Strongly disagree	disagree	Undecided	Agree	Strongly agree	Total
No	3	4	15	30	58	110
Perc %	2.7	3.6	13.6	27.3	52.7	100%

The above table shows that 27.3 percent of the students were agree and 52.7 percent students were strongly agree that if they ever needed help with university, their parents were there for them while 13.6 percent of the students were remained undecided and 3.6 percent of the students disagreed with this.

FINDINGS:

The research was carried out in the education department of National University of Modern Languages Islamabad and the data was collected from the students of education department. A close ended questionnaire was given to the students to check the parental involvement and its importance for students' academic achievement. The questionnaire was consisted of 16 statements. The researcher explored that parental involvement plays a vital role in learning of students.

In the first statement, 83.6 percent of the students were of the view that parental involvement great effects on developing good study habits.

In the second statement 86.13 percent of the students were of the view that their parents encouraged them to get good grades and improve their learning.

In the next statement According to student's perception parental involvement motivate them for better performance.

In the next statements according to the opinion of student's university should use multiple ways to involve parents in student's academics for example through university programs, telephonic contact, and through as a community involvement.

It is explored that parents are orally involved they ask their children at home about their education and university activities, according to the student's perception their parents visit to the universities and check their academic performance due to this it would be great effect on s students' education.

In the next statement 61.8 percent of the students were of the view that their parents demonstrated support for their extracurricular activities while 17.3 students were undecided about this statement and 21 percent of the students were disagree with this.

In the next statement according to student's perception their parents notice the academic performance and check their good or bad performance. It is explored that without moral and economic support from parents students cannot sustain their studies.

Conclusion

This study was conducted to explore the perceptions of university students about parental involvement at university level. Some students favored parental involvement because it motivates them for better performance. Without parental involvement students face challenges.

From this research study I came to know that parental involvement have great effect on better education without moral and economic support from parent's students can manage their expenses.

The involvement of parents in university will enable the parents and teachers to prepare the student for the competitive society mutually. Such positive interaction between parents and university will be more supportive for students in terms of guidance and moral support

Recommendations

Based on the findings and conclusion researcher has made the following recommendations.

1. Parents may pay attention towards students' education and provide them moral and financial support.
2. Parents may visit university to ensure that the environment is good for student and to know whether the university is providing resources or not.
3. The university may develop proper channel of communication with parent by organizing seminars, informal session and festivals.
4. Parents may ensure their participation at university and support university in terms of resources in order to provide an effective environment for students to improve their education.

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