



Vol. 3 No. 8 (August) (2025)

“The Impact of Parental Involvement on Academic Achievement in Public Sector Schools of Keamari, Karachi”

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Abstract

This study investigates the relationship between parental involvement and students' academic performance in government schools across Keamari, Karachi. Using a mixed-method approach, data were collected from 30 parents, 60 students, and 12 teachers across five public schools. Quantitative analysis revealed strong positive correlations between parental engagement particularly in homework assistance, progress monitoring, teacher communication and academic achievement. Qualitative insights from teacher interviews reinforced these findings, highlighting barriers such as time constraints, low literacy, and socioeconomic challenges. The study concludes that consistent parental involvement significantly enhances student success and recommends flexible, context-sensitive strategies to strengthen school-family partnerships.

Key Words: Parental involvement, academic achievement, public sector schools, Keamari, school-family collaboration, educational outcomes

1. Introduction

Parental involvement is widely recognized as a key factor in student success. In under-resourced educational settings like Keamari, Karachi, family engagement becomes even more critical. This study explores how different forms of parental participation such as homework support, teacher communication, and attendance at school events affect academic outcomes in public sector schools. It aims to provide actionable insights for educators and policymakers seeking to improve learning environments through stronger school-family collaboration.

2. Literature Review

Research consistently shows that parental involvement positively influences student achievement (Henderson & Berla, 1994; Jeynes, 2007). Epstein's six-part framework and Bronfenbrenner's ecological systems theory offer foundational models for understanding this dynamic. Studies by Hill et al. (2004), Grolnick & Slowiaczek (1994), and Shute et al. (2011) categorize involvement into home-based and school-based activities, both of which contribute to academic success. However, challenges such as socioeconomic status, time constraints, and communication gaps often hinder consistent engagement, especially in public schools serving marginalized communities.



3. Methodology

A mixed-method design was adopted, combining quantitative surveys and qualitative interviews. Target population includes middle-grade students (Grades VI–VIII), their parents, and teachers from five public schools in Keamari. Stratified random sampling ensured demographic diversity. Structured questionnaires were designed to collect data from parents and students; and interviews questions for teachers. Data collected during school hours with informed consent and ethical safeguards. Correlation analysis for quantitative data and thematic analysis for qualitative responses were used.

4. Results

4.1 Quantitative Findings

The correlational analysis revealed the following correlations with respect to parental engagement in following areas:

Homework Assistance: $r = 0.87$

Progress Monitoring: $r = 0.90$

Teacher Communication: $r = 0.88$

Students with engaged parents scored significantly higher, while those with minimal support remained in the 50–60% range. Most parents reported occasional involvement, citing time and work pressures as major barriers.

4.2 Qualitative Insights

Teachers confirmed that parental involvement improves student motivation, discipline, and performance. However, low literacy, financial stress, and lack of awareness limit engagement. Preferred communication methods included WhatsApp, PTMs, and direct contact. Teachers recommended monthly meetings, parent workshops, and simplified communication strategies.

4.3 Triangulation Summary

Qualitative Themes	Quantitative Patterns	Interpretation
Inconsistent involvement	Most parents engage “sometimes”	Engagement is irregular
Positive impact on performance	Strong correlations ($r > 0.85$)	Engagement boosts achievement
Time/work barriers	16 parents cited time constraints	Flexibility is needed
Preferred communication	WhatsApp and PTMs favored	Direct contact is effective

5. Discussion

The study confirms a strong, direct relationship between parental involvement and academic success. Despite this, engagement remains inconsistent due to structural and personal barriers. Students with active parental support consistently outperform their peers. The findings align with existing literature and reinforce the need for adaptive strategies that reflect local realities.



6. Recommendations

- **Flexible Scheduling:** Offer PTMs at varied times.
- **Digital Communication:** Use WhatsApp and SMS for updates.
- **Parental Training:** Conduct awareness sessions and workshops.
- **Home-Based Learning:** Share instructional materials for parents.
- **Peer Support:** Implement mentorship programs for students.
- **Inclusive Outreach:** Tailor engagement strategies to literacy and socioeconomic levels.

7. Conclusion

This research provides compelling evidence that parental involvement significantly influences student academic performance in Keamari's public schools. By rejecting both null hypotheses, the study affirms that consistent engagement especially in homework support, progress monitoring, and teacher communication leads to improved outcomes. Addressing barriers through flexible, inclusive strategies is essential for fostering stronger school-family partnerships and ensuring educational equity.

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