



RESEARCH PAPER

Impact of Active Parental Engagement on Children's Development and School Readiness: A Quantitative Survey of Parents in Public Schools of District Kamalia

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ABSTRACT

The purpose of this study was to assess parental involvement in early childhood education programs to prepare children for school. Parents' level of education influences the educational progress of their children. Educated parents tend to take a keen interest in their children's academic progress. They assist their children with homework at home, gaining a better understanding of the curriculum requirements for their children. Active parental engagement promotes children's physical, cognitive, emotional, and social development. The academic grades of children are based on the active collaboration of parents and teachers. A loving atmosphere develops learning and is beneficial for children's overall development. This research was descriptive and quantitative in nature. The population of this study were the parents of public schools in Kamalia. Sample was selected by stratified sampling technique, 10 parents from each 16 schools was selected to make the sample of 160 parents. Sample size was taken from www.survey.com with Confidence level 95% and confidence interval 7%. The data were collected through a structured questionnaire. The mean value and standard deviation of collected data were analyzed by using the Statistical Package for Social Sciences. Results showed that the item "I ask the teacher about my child's weaknesses" is ranked first with a mean score of 3.73, which inclined towards "Agree" category. The statement, "I observe that homework assignments are checked carefully," received the highest ranking, with a mean score of 3.68, indicating a general agreement among parents. This suggests a relatively good level of parental involvement in identifying areas where their children may need improvement. Curriculum involvement shows the parents' involvement is limited in curriculum designing.

KEYWORDS Parental Engagement, Children Development, School Readiness, Curriculum Involvement

Introduction

Parental involvement works like a catalyst in early childhood education programs. The participation of parents in education intensifies the educational progress of students. The academic grades of children are based on the active collaboration of parents and teachers (González-Moreira et al., 2025). Children at a young age are very close to their parents and the encouragement of parents motivates children to achieve good grades. Parents help young children learn poems at home to recite in the classroom. It boosts the confidence level of children (Roda, 2018).

Literature Review

Parental participation is critical for children's early cognitive, behavioral, and emotional development. Due to the emotional bond that develops between parents and children at this age, participation is crucial. It is stated that a child's mother is their first educator (Weiland et al. 2021). Children who have a close relationship with their parents

are more likely to achieve success academically, be emotionally stable, and have confidence in their talents. However, if parents do not interact with their children, the youngsters may get stressed. A lack of parental involvement may influence children's behaviour and academic progress (Azam, 2018). Schools facilitate parents' involvement in early childhood education by organizing regular parent-teacher meetings. School initiates training programs for teachers to engage parents in early childhood education. Teachers discuss progress reports with parents and give guidance to improve the academic progress of children (Bartolome et al., 2020). Parents' level of education influences the educational progress of their children. Educated parents tend to take a keen interest in their children's academic progress. They assist their children with homework at home, gaining a better understanding of the curriculum requirements for their children. Educated parents set educational goals for their children's success and work collaboratively with teachers to achieve these goals. Parents collaborate with school teachers and caregivers show concern for their children (Saracho, 2023). Highly qualified parents understand the academic requirements of their children. They can understand the importance of education for their children. They support their children in adapting new technological advancements to make their academic concepts clear. The educational level of parents is the driving behind the academic progress of children (Kim et al., 2021).

Parents' involvement in education nowadays expands the expectations of parents. Parents are involved in home-based educational activities with children. In the present era, parents choose a career for their children at the initial stages of their academic journey. Parents understand the changing circumstances of the world around them. Parents' guide children towards the right career by recognizing and nurturing their innate strengths and capabilities. It is only possible when parents work with school staff in the academic development of children. The work of a young child shows capacities and capabilities for future life (Kamal et al., 2022). Different components are required for the transition from early childhood education classes to primary classes. Parents' involvement is also a factor. Curriculum development is most successful when everyone concerned understands how to participate in the curriculum creation process and contribute accordingly. Parents play a significant role in the development of the curriculum their involvement encompasses democratic and diverse elements of the curriculum. An effective curriculum should fully incorporate parents' duties including monitoring, resource supply, and a positive relationship between parents and teachers. When parents participate, the curriculum is considered effective (Muzaffar & Javaid, 2018; Nyamai Daniel 2021). Most researchers focus on academic aspects such as literacy and logical mathematics. The concept of transition is more complex, and other diverse factors, such as parents' involvement, are also included in this transition phase. Schools must incorporate all components in this program, such as parents' involvement, socio-emotional strength and cognitive development, and integration of technology in the academic development of young children in the early childhood education programs will contribute to success at later stages. Children transition to the next class depending on their clarity of concepts. Grasping the basics in their mind made it easy for them to learn the concepts of the next class (Anwar et al., 2024). Teachers understand the importance of parents' involvement in early childhood education. Teachers have to contact parents regarding students' issues in school. Parents' participation extends beyond responding to teacher requests and attending parent-teacher meetings. Active involvement of parents requires proper communication between teachers and parents. Enhanced communication between parents and teachers promotes greater parental involvement in student's academic development. Communication between parents and teachers in a positive environment influences young children to take an interest in education (Choudhry, et. al., 2016; Chachar et al., 2024).

Material and Methods

This study focused on public primary and middle school students in Kamalia. Researchers selected sixteen schools from eight female markaz in Tehsil Kamalia using a

convenience sampling method. From each school, ten parents were randomly chosen, giving a final sample of 160 participants. Data were collected through a researcher-developed questionnaire, which was validated for reliability and aligned with the study's objectives. Using a face-to-face method, Researchers administered the five-point Likert scale questionnaire to capture a range of parent opinions. The collected data were then processed and analyzed using SPSS (Statistical Package for the Social Sciences). Researchers employed descriptive statistics including means, frequencies, and percentages to tabulate the responses and identify central patterns and trends within the data.

Results and Discussion

Table 1
Mean value, standard deviation, and rank order according to the Parent teachers' communication

Statement	Weighted Score	Mean	Standard Deviation	Rank
I know the paramount significance of parental involvement in education.	578	3.61	1.365	3
I attend every parent teacher meeting on priority.	573	3.58	1.271	4
I receive regular updates on my child's progress.	586	3.66	1.293	2
I ask teacher about my child's weaknesses.	597	3.73	1.213	1
I discuss child's issue with other parents.	530	3.31	1.402	5

The item "I ask the teacher about my child's weaknesses" is ranked first with a mean score of 3.73, which inclined towards "Agree" category. This suggests a relatively good level of parental involvement in identifying areas where their children may need improvement. The second-ranked statement, "I receive regular updates on my child's progress," has a mean value of 3.66, indicating that a majority of parents feel well-informed about their children's academic and behavioural development. The third item, "I know the paramount significance of parents' involvement in education," has a mean score of 3.61, which also lies between the "Undecided" and "Agree" categories. This reflects the awareness among parents of their important role in their children's education. The statement "I attend every parent-teacher meeting as priority" is placed fourth, with a mean score of 3.58, also falling within the "Undecided" to "Agree" range. This shows that some parents consider attending such meetings a priority. Lastly, the item "I discuss my child's issues with other parents" is ranked fifth, with a mean score of 3.31, bordering the "Undecided" category. This indicates that while there is some peer-to-peer communication among parents, it occurs less frequently than direct interactions with teachers. The results align with Chachar et al. (2024), which state that teachers recognize the importance of parental involvement in early childhood education. Teachers should reach out to parents regarding students' issues in school. Parental participation extends beyond merely responding to teacher communications and attending meetings. Active involvement requires effective communication between teachers and parents. This communication encourages greater parental participation in their children's academic development, and when positive, it influences young children to engage more with their education.

Table 2
Mean value, standard deviation, and rank order according to the involvement of parents in curriculum development

Statement	Weighted Score	Mean	Standard Deviation	Rank
I participate in selection of school curriculum for my child.	494	3.09	1.315	7
I negotiate the deficiencies of present curriculum with teachers.	509	3.18	1.273	5
I represent the demands of the society in designing the curriculum.	522	3.26	1.291	2
My suggestions about designing curriculum are considered valuable.	507	3.17	1.264	6
I make informed changing in the curriculum.	514	3.21	1.319	4
I am invited to approve the curriculum change.	512	3.20	1.317	3

I demand balance of Co-curricular activities to the curriculum.	542	3.39	1.341	1
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Table 2 shows the highest-ranked statement is "I demand a balance of co-curricular activities," which received a mean score of 3.39. This score places it between the "Undecided" and "Agree" categories, indicating that a majority of parents emphasize the importance of a well-rounded curriculum that balances academic and extracurricular activities, reflecting their concern for the holistic development of their children. The statement "I represent the demands of society in designing the curriculum" scored a mean of 3.26, which is slightly lower. This suggests that fewer parents feel they play a role in aligning the curriculum with broader societal needs. The statement "I am invited to approve the curriculum changes" is ranked third, with a mean score of 3.20. This suggests that parents rarely have formal authority to approve changes to the curriculum, highlighting an area where schools could improve parental inclusion in decision-making. The statement "I make informed about curriculum changes" has a mean score of 3.21 and is ranked fourth. This score, also bordered "Undecided," shows that few parents are aware of or actively informed about curriculum updates, reflecting a low level of communication between schools and families. Following that, "I negotiate the deficiencies in the present curriculum with teachers" is ranked fifth, with a mean score of 3.18. This indicates a low level of parental engagement in addressing gaps in the curriculum, suggesting that parents may not have formal avenues for negotiation. The statement "My curriculum suggestions are considered valuable by teachers" is ranked sixth, with a mean score of 3.17, leaning toward "Disagree." This suggests that parents generally feel their input is not acknowledged by educators. Lastly, "I participate in the selection of curriculum for my child" has a mean score of 3.09, reflecting a very low level of direct involvement in curriculum choice. This lack of involvement could stem from institutional restrictions or a lack of opportunities for parents to influence curriculum selection. Overall, the data indicate a low level of parental involvement in curriculum design, despite a strong interest in maintaining a balance between academic and co-curricular activities. Our results support the work of scholars like Conway (2021) who argued that while schools often rhetorically champion parental involvement, they frequently fail to create meaningful, empowering structures for it. The data on being "informed" but not "approving" or "participating" is a classic indicator of what can be termed "tokenistic" involvement keeping parents at an informational arm's length rather than granting them collaborative power.

Table 3
Mean value, standard deviation, and rank order according to the participation of parents in homework assignments

Statement	Weighted Score	Mean	Standard Deviation	Rank
I participate in making homemade assignments to my child	574	3.59	1.324	3
Homework assignment is different from classwork.	549	3.43	1.247	7
I observe that homework notebooks are checked carefully.	589	3.68	1.261	1
One homework assignment is repeated again and again.	515	3.22	1.306	8
I gave feedback on notices of teachers in homework diaries.	571	3.57	1.319	4
I noted that homework assignments given by teacher represent higher order thinking skills.	563	3.52	1.332	5
I observe classwork notebook is checked properly.	579	3.62	1.331	2
I depends upon tuition centers for homework assignments of my child.	510	3.19	1.433	9
Creative work is emphasized in homework assignments.	570	3.56	1.349	6

Table 3 presents the distribution of respondents based on their participation in homework assignments within early childhood education programs. The statement, "I observe that homework assignments are checked carefully," received the highest ranking, with a mean score of 3.68, indicating a general agreement among parents. This suggests that some parents are confident that teachers thoroughly review homework, which reassures them about the importance of these assignments. The statement, "I observe that the classwork notebook is checked properly," ranked second with a mean value of 3.62, indicates that some parents believe that classwork notebooks are adequately checked. The

statement "I participate in making homework assignments for my child" garnered a mean score of 3.59, suggesting a moderate level of parental engagement in creating or assisting with these assignments. The statement, "I provide feedback on notices from the teacher in homework diaries," is ranked fourth with a mean of 3.57, which indicates passive parental involvement in communication related to homework. The statement, "I note that homework assignments given by the teacher represent higher-order thinking," ranked fifth with a mean value of 3.52, suggesting that some parents are undecided about whether homework assignments promote higher-order thinking skills. The item "Creative work is emphasized in homework assignments" ranked sixth with a mean value of 3.56, indicating that some parents have noticed the inclusion of creative activities in homework assignments. The item "Homework assignments are different from classwork" has a mean value of 3.43, which falls between "undecided" and "disagree," signaling that parents perceive homework and classwork as being quite similar. The item "One homework assignment is repeated again and again" received a lower mean score of 3.22, indicating that parents occasionally notice repetitive assignments, suggesting a need for more diverse homework tasks. Finally, the statement "I depend on tuition centers for homework assistance for my child" ranked the lowest with a mean score of 3.19, indicating that while parents hardly rely on tuition centers for homework help, this practice is not widespread. Overall, parents view homework as varied and complementary to classroom learning.

Conclusion

These results align with the findings of Mohd Hanafiah et al. (2024), who examined the impact of parental involvement on improving challenging subjects, such as mathematics. Research shows that when parents engage in their children's education, particularly in mathematics, the chances of success increase. Children are more receptive to their parents, who can better understand their mental state. The teaching of mathematics relies on both home-based support and school instruction. As mathematics is a compulsory subject, discussing mathematical concepts with parents aids children in developing an interest in the subject, which can reduce the likelihood of failure. Parents play a crucial role in helping their children grasp educational concepts and in encouraging them to remember complex ideas. Furthermore, children's mental health significantly impacts their ability to understand complex concepts. Children with good mental health and higher intelligence levels can more easily absorb intricate ideas than those who struggle. Overall the study concludes that while parental involvement is generally passive, structured strategies are needed to overcome existing barriers and enhance meaningful engagement across all areas of child's schooling.

Recommendations

On the basis of findings it was recommended that school should invite and empower parents to take part in curriculum design, selection of teacher interns, and program-level decisions (e.g. school policies) by conducting parent-teacher meetings regularly (at times accessible to working parents), and use them as a platform not just for reporting, but for two-way dialogue, planning, and collaborative goal setting. Moreover, it was emphasized that school should design homework assignments that emphasize creative, hands-on, and meaningful tasks rather than repetitive drills, to encourage engagement and deeper learning.

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