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Parental Involvement and Academic Achievement: An Investigation of Secondary Level Students in District Diamer, Gilgit-Baltistan

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Abstract

This quantitative study examined the level of parental involvement and its relationship with the academic achievement of secondary school students in District Chilas, Diamer, Gilgit-Baltistan, Pakistan. The study as guided by Epstein's (2001) six-dimensional model of parental involvement, comprising parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. A correlational research design employed to determine the nature and strength of the relationships between parental involvement dimensions and students' academic achievement. Data collected from a sample of 125 secondary school students enrolled in private sector schools using a structured questionnaire developed on a five-point Likert scale. A systematic sampling technique applied to select the participants. Students' academic achievement measured using their Federal Board of Intermediate and Secondary Education (FBISE) annual examination scores. The data analyzed using SPSS (Version 21). Descriptive statistics, including mean and standard deviation, used to determine the levels of parental involvement, while Pearson product–moment correlation analysis employed to test the null hypotheses and examine the relationships between parental involvement dimensions and academic achievement. The results indicated that the overall level of parental involvement was moderate. Among the six dimensions, parenting and learning at home showed relatively higher levels of involvement, whereas volunteering and collaboration with the community exhibited lower

levels. The correlation analysis revealed that parenting (r = .168, p < .05) and learning at home (r = .178, p < .05) had weak but statistically significant positive relationships with academic achievement. In contrast, communication, volunteering, decision-making, and collaboration with the community showed weak and statistically insignificant relationships. The findings suggest that home-based parental involvement plays a more significant role in students' academic achievement than school- or community-based involvement in the study context. The study recommends strengthening parental support for learning at home and developing effective school–parent involvement strategies to improve academic outcomes in underdeveloped regions like Chilas District Diamer.

***Keywords**: parental involvement, academic achievement, parents, education.*

Introduction

Academic achievement at the secondary school level plays a pivotal role in shaping students' educational courses, career opportunities, and overall socio-economic mobility. The importance of student's success not only within their school and their families but also within their community. Epstein's (2001) parental involvement model further highlights the multidimensional nature of parental involvement by outlining six key categories: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. Each dimension contributes uniquely to students' educational experiences and overall academic outcomes. Empirical studies corroborate these findings; for instance, Donkor et al. (2024) demonstrated that parental engagement in school programs, provision of learning materials, and involvement in textbook selection positively influenced students' achievement.

According to Newman et al., (2019), the parental involvement model offers aninclusive framework to understand the multidimensional nature of parental involvement in schools. This model outlines six categories of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Each category of involvement suggests unique contributions to the students' school experience and overall achievement.

A study conducted by Donkor et al., (2024) emphasized that all factors of parental involvement in school, attending programs in school, learning materials provided, requesting extra classes, and engaging in the selection of textbooks had a better effect on students' academic achievement.

In the context of Pakistan, parental involvement has been shown significantlyaffect students' academic outcomes. Khattak et al. (2023) reported a positive association between parental engagement and academic performance across various regions, while Kausar et al. (2022) emphasized its

particular importance in rural areas, where students' motivation and achievement closely tied to parental support. Despite this growing evidence, limited research has examined parental involvement in underdeveloped regions such as District Diamer, which face educational challenges including resource limitations, teacher shortages, and socio-cultural constraints.

Researches conducted in Pakistan has highlighted the significance of parental involvement in academic achievement. For example, Khattak et al., (2023) found that parental involvement was positively associated with students' academic achievement in various regions of Pakistan, highlighting the need for increased parental engagement in school activities. Another study by Kausar et al., (2022) stressed that parental involvement, particularly in rural regions, significantly affects students motivation and academic achievement. These results highlight the importance of investigating parental involvement in district diameters, a region facing similar

educational challenges. Given these contextual challenges, understanding the level of parental involvement in District Chilas, Diamer is essential. The lack of context-specific research creates a

critical gap in understanding dimensions of parental involvement are most prevalent and which meaningfully contribute to academic success at the secondary level.

This study addresses this gap by investigating the extent of parental involvement across

Epstein's six dimensions and examining its relationship with the academic achievement of secondary school students. The findings aim to provide evidence- based insights to guide policies and interventions that strengthen school-family

1.1 Background of the study

Parental involvement has recognized as an important factor that prompting academic achievement in education. Research across various educational contexts has consistently demonstrated that when parents actively engage in their children education, students are more likely to achieve higher academic achievement, better school attendance, and show more progressive attitude towards education. This involvement can take many forms, ranging from direct assistance with homework to participation in school governance and decision-making processes (Bunijevac, 2017).

The educational setting in Pakistan presents unique challenges that underscore the importance of parental involvement. Socioeconomic disparities, limited access to quality educational resources, and cultural norms often affect students educational experiences and outcomes. These challenges had particularly pronounced in rural areas, making the role of parental involvement critical (Rizvi et al., 2021).

1.2 Problem Statement

Parental involvement plays a crucial role in the academic achievement

and growth of secondary school students. In Chilas, district Diamer parents send their children to private schools. They invest and expect quality education of their children. They get their children enrolled in school with complete sense of reliance. Parents always censure schoolteachers' when their children got unsatisfactory result. Hence, a question arises whether parents involve in the learning process of their children and how this involvement affect the academic achievement of the students. So, there was no any previous study which explore 'what is the level of parental involvement on the academic achievement of secondary school level students in Tehsil Chilas District Diamer.

In a study conducted by Kousar et al., (2023) the role of parental involvement in student academics increasingly known to be vital. The Social responsiveness of the positive effect that parents have on school achievement is growing. Enhanced parental involvement significantly improved the educational experiences and future achievements of secondary-level students. Parents must spend time with their children rather than just relying on the school environment. Hence, the involvement of parents is helpful for academic achievement and good grades of secondary school students.

1.3 Objectives of the study

1. To find the level of parental involvement according to Epstein (PI) model in secondary school level in Chilas.
2. To find out the relationship between parental involvement and students' academic achievement at secondary school in Chilas.

1.4 Research Questions

i. What is the level of parental involvements (according to Epstein model) in secondary schools at Chilas?

ii. What is the relationship between parental involvement Dimensions and students' academic achievement at secondary school in Chilas?

1.5 Significance of the study

This study is regarding parental involvement and academic achievement of students in tehsil Chilas district Diamer. The finding of this study will useful for parents, teachers and students.

Parents will acquire insight about the effect of parental involvement towards academic achievement of their children making them aware what happening to their children in academia. It led them to modify their perception about the children decision.

Like parents, teacher also aware about the involvement of parents in their children and the effect of their academic achievement led them to realization, which makes the teacher more understandable towards the students.

The study also helpful for secondary level students. It led the students to be aware of the importance of parental involvement. It will help them improve the student's achievements like higher grade in the academic session.

2. Literature Review

2.1 Theoretical/ Conceptual Framework:

This research grounded in Epstein's model of parental involvement, which suggests that several dimensions of parental involvement cooperatively contribute to students' achievement. The model categorizes into six levels of parental involvement, Parenting, Communicating, Volunteering, Learning at Home, Decision-Making and Collaborating with the Community each playing an important role in student's achievement.

Parental involvement (Epstein PI model)
Parenting,
Communicating,
Volunteering,
Learning at Home,
Decision-Making,
Collaborating with the Community

2.2 Academic achievement

Academic achievement encompasses various indicators of a student's accomplishments, to grades, and, relevant, successful completion of a specific level of academics. (Steinmayr et al., 2014)

Students' academic achievement considered an essential yardstick of educational success, and several factors influence its results. Parental involvement has identified as the main determinant, having a very important role in students' educational experience and integral elements in their performance. Parents' involvement extends beyond mere attendance at parent-teacher conferences; it encompasses a broad spectrum of activities, from providing a supportive home environment to actively engaging in school-related decisions. In rural and poor localities, parental

involvement is crucial given that educational challenges coupled with socioeconomic challenges (Khan et al., 2021).

It uses global, regional, and local studies of parental involvement across different contexts to illustrate the effect of parental involvement on pupils' achievement. For example, studies in Western contexts have systematically confirmed a positive relationship between parental engagement and student outcomes (Jeynes, 2016).

2.3 The Epstein's model of parental involvement

One of the most well-known frameworks for the variety of roles parental involvement can play in education is Epstein's Model of Parental Involvement. Developed by Epstein in the 1980s, the model emphasizes a holistic approach to parental involvement, categorizing it into six interconnected types: parenting, communicating, volunteering, learning at home, decision-making, and collaboration in the community. Taken together, these dimensions show how families, schools, and communities can come together to help students succeed academically and develop (Epstein et al.,

2011).

2.4 Family-Community Engagement

Strong family–school partnerships fostered through effective communication between parents and teachers. Activities such as parent–teacher conferences, shared educational goals, and collaborative decision-making contribute to a cohesive support system for students (Hill & & amp; Sheldon, 2016).

Families that reach out to the community and participate in after-school programs and cultural events add to their children's learning experiences (Jeynes, 2016).

2.5 Implications for Student Achievement

Empirical studies have supported the effectiveness of overlapping spheres in enhancing student academic performance.

2.6 Holistic Development:

The range of intellectual, emotional, social and educational development work together to create a well-rounded learning environment (Wilder, 2017).

2.7 Improved Academic Outcomes:

Schools that maintain strong family and community partnerships have lower student achievement levels in mathematics and literacy (Epstein et al., 2011).

2.8 Increased Motivation:

Children inspired, once they see their parents and community members actively involvement in academic motivation (Aslam & Kingdon, 2012).

2.9 Rural Challenges

Within the confines of resources, cultural norms, and logistical barriers, some barriers in rural areas may not eventuate. The problem with this is that, sometimes, low literacy rates or socioeconomic hardships prevent schools from involving parents and developing community partnerships. However, interventions targeting gaps, such as parental workshops or mobile learning units, have been successful (Khan et al., 2021).

2.10 Parental Involvement: Global Perspectives

Parental involvement in educational systems worldwide has well documented as a crucial element that leads to improved academic achievement, motivation, and development. In this section, researcher studied global evidence, trends in South Asia and national and rural contexts in Pakistan to provide a rich portrait of parental involvement.

2.11 International Evidence on Parental Involvement.

Globally, extensive research supports the idea that parental involvement increases students' academic achievement. Epstein's model of six

types of involvement provides a holistic model of international trends in family-school partnerships. Parental involvement is a structured institutional policy in developed nations' educational systems.

The researchers found that numerous types of parental involvement, including volunteering at school and participating in decision-making processes, were positively associated with academic achievement. Moreover, school-based volunteering and frequent parent – teacher communication considered major contributing factors to student high outcomes (Hill & Tyson, 2009). Brazil: In Latin America, Community-driven participatory school management programs provide parents with a decision-making role in education with positive effects on educational equity and quality (Oliveira et al., 2025).

Low-Income Countries

Bangladesh: The Reaching Out-of-School Children project in South Asia is a clear example in which parental involvement in local schooling practices increases marginalized groups' access to education (Hossain, 2021).

Regional Context

Owing to its diverse cultural perceptions and stimulating socioeconomic context, South Asia poses specific impediments and openings for engaging guardians. Collectivist culture in the region places the family in the role of child rearing, but systemic challenges to engagement hold sway (Bhandari, 2024).

Cultural Context:

In South Asia; parental involvement extends beyond academic support and includes overall nurturing. Although involvement with schools is uncommon in formal terms, they often play an important role in children's upbringing, for example, extended family members. (Romsaitong & Brown, 2020).

2.12 Barriers:

Socio-Economic Disparities:

Parents' capability to join school activities seriously limited by widespread poverty, as there is not enough money to pay for even the best schools. Additionally, many parents do not have access to formal education, and consequently unable to help with homework or negotiate institutional processes (Ahmed (2023).

Gender Norms:

This pattern specifically restricts the power of mothers in education because of cultural restrictions, especially in conservative rural areas. By contrast, fathers may prioritize financial provision over academic engagement (Khan et al., 2021).

Regional Initiatives

In India and Bangladesh, government and programs are underway to bridge the gap in parental involvement (midday meal schemes, parent teacher committees etc.) none governmental organizations have created community education programs that have proven successful in enhancing literacy and school performance in these areas (Singh & Banerjee, 2019).

National Context

In Pakistan, there is increasing recognition that parental involvement is crucial for improving education. However, issues of funding, cultural, and policy inconsistencies remain as significant challenges.

2.13 Trends in Parental Involvement

Study also found that parents in urbanized areas are more likely to be engaged in their children's education because of better information and resource accessibility. In contrast, illiteracy and scarcity of awareness about the significance of educational engagement in regions pose a big challenge for rural parents. Home-based activities like helping with homework or discussing academic progress are more common than direct participation in school events or governance (Rizvi et al., 2021). Another Study conducted by Akhter & Malik (2024) determined that parental is crucial in students' academic achievement. Most of the students agreed that the parents set clear goals and concerns for students' achievement.

2.14 Government Policies and Programs

Family school collaboration addressed in national initiatives, including parent- teacher councils in underdeveloped areas. Such programs have shown promise but have proven to be uneven in their implementation (Marschall & Shah, 2020).

3. Methodology

3.1 Research Design

The research was a quantitative and used descriptive survey design (cross-sectional). The study aimed to find out the level of parental involvement and academic achievement of secondary level students. The determined population for the study was 10th grade students for the academic year 2024-25 of all available five private secondary level schools in Chilas District Diamer. The sample of the study was selected form the define population using systematic method. The researcher sought permission form the school administration of selected population. A questionnaire was used as a research tool to collect data form the determine sample.

The researcher used SPSS to analyse the collected data.

3.2 Population

The population of the study was 10th classes, students of all five available private sector secondary schools in tehsil Chilas district Diamer.

3.3 Sample

The sample of 125 students for the study selected from the defined population of 10th grade, enrolled students. The researcher used a systematic sampling technique to select participants from the study population. Based on this, a sample size of 125 respondents chosen from population. The systematic sampling interval was calculated using the formula (k = N/n), where (N) is the population and (n) is the sample size.

The interval of 2 ensured that every second individual was selected from the sampling frame after a random start, providing a representative sample. According to Gay, Mills, and Airasian (2012), selecting 30–50% of a small sample is adequate for descriptive research.

3.4 Questionnaire

There is unavailability of relevant tool according to context where the researcher carried out the study. A questionnaire developed after reviewing the literature and considering the study variables. The research tool contained 24 items, (4 items for each dimension) of Epstein's PI model as 1-4 items were selected for parenting, items 5-8 for communication, items 9-12 for volunteering, items 13-16 for learning at home, items 17-20 for decision making and items 21-24 were selected for community collaboration respectively. Likert five point rating scale; 1 strongly agreed (S.A), 2 agreed (A), 3 neutral (N), 4 Disagreed (D.A) and 5 strongly Disagreed (S.D.A) used.

3.5 Pilot testing

Any instrument used for research purposes must be pilot tested. The instrument used to check the reliability of the instrument in advance to its administration with a greater population. For the purpose of pilot study, 25, tenth-grade students from a private sector secondary school were taken to check the tool reliability Statistics. To find out the internal consistency of items, the collected data analysing through SPSS version 21. Cronbach Alpha test used on 24 items of the research tool.

Cronbach's Alpha N of Items .8 24

An instrument's reliability defined as its consistent measurement of what it meant to measure. An incredibly common way that used to assess reliability is Cronbach's alpha that is for internal consistency. It reported that the Cronbach's alpha for this instrument is 0.8.

Cronbach's Alpha: A value between [0 and 1] for Cronbach's alpha, where values approaching 1,

indicate higher reliability; for social science research, values above 0.7, generally considered acceptable, and value above 0.8 is generally good (Bolarinwa, 2015). Therefore, internal consistency indicated good reliability of the instrument (Cronbach's alpha = 0.8), which could be considered reliable for use in further studies.

3.6 Research Tool

The research tool carefully developed to align with the objectives of

the study and effectively measure the intended constructs. Its design considered the clarity, relevance, and comprehensiveness of each item.

3.7 Collection of data

A specific sample used to collect the data. A closed-ended questionnaire comprising of 24 number of items (close-ended) utilized. The items further grouped into the categories of parenting, communication, volunteering, decision-making, and collaboration with the community. Cronbach's alpha was used to analyse the reliability of the items. A sample size of 125 participants were found to be sufficient for this study. The questionnaire was administered to the students themselves, who were mindful of the relationship between their parents and their children's education. Academic achievement was founded according to the Federal Board of Intermediate and Secondary Education (FBISE) results for ninth grade for the years 2024-25.

A sample of (125) respondents, who represented the population, was selected and administered a survey to collect data, the researchers visited the selected school onsite after obtaining permission letters and distributing the questionnaire to the participants.

4. Results

Result of the study presented in the chapter; the initial data related to the demographic characteristics of sample of the study including age, urban and seasonal migrants and qualification of parents (male) are initial part of the chapter. The second portion included descriptive statistics to find PI level and inferential statistics for hypothesis testing.

4.1 Demographics

Table 4.1 Parental Qualification level

Education levels	Frequency	Percent	Percent	Cumulative Percent
Illiterate	49	39.2		39.2
Primary	17	13.6		52.8
Matric	32	25.6		78.4
Intermediat e	8	6.4		84.8
Graduation	12	9.6		94.4
Master	7	5.6		100.0
Total	125	100.0		

The table 4.1 represents the education level of parents of secondary school level students. The findings shows level of parents' qualification.

The total of N=125(100%), N=49(39%) male parents were illiterate, N=17(14%) male parents were having primary education, N=32(25%) parents were completed their matriculation, N=8(6%) were passed intermediate, N=12(10%) were graduates, N=7(6%) were master degree holders.

These outcomes bring out that a large part of parents are illiterate and with low qualifications (primary, middle, and matric) while a smaller part with higher qualifications (graduation, Master).

Table 4.2 Seasonal migrants &Urban

	Frequency	Valid Percent	Cumulative Percent
Seasonal migrants	49	39.2	39.2
Seasonal Migrants	76	60.8	100.0
Total	125	100.0	

The table 4.2 shows the demographical portioning of participant by their residential location urban and seasonal migrants.

Total participants N=125, urban 76(61%), seasonal migrants 49(39%). This shows that greater part of participants N=76 belong to urban area, while N=49 are seasonal migrants (from rural areas).

Table 4.3 Age

age	Frequency	Valid Percent	Cumulative Percent
12 to 13 years	7	5.6	5.6
14 to 15 years	42	33.6	39.2
16 to 17 years	71	56.8	96.0
18 t0 19 years	5	4.0	100.0
Total	125	100.0	

The table 4.3 illustrates the age wise category of the 125 participants. The findings show 07 participants' fall within age of 12-13 years group, 42-participants aged 14-15 years, 71 participant's fall in 16-17 years age category, 5 participants in 18 years group,

4.2 Students' academic achievements

Table 4.4 *Academic achievement* based on FBISE annual result marks Frequency

	Marks Range (out of 550)	Percentage Range
1	495–522	90–94%
17	440–467	80–84%
27	385–412	70–74%
32	330–384	60–69%
34	413–439	75–79%
6	468–494	85–89%
8	275–329	50–59%
N=125		

The Table (4.4) Shows exploration of students' academic achievement

(N=125) shown that the major group of students (34 students, 27%) obtained marks between 75-79%, followed by 32 students (26%) in the 60-69% range and 27 students (22%) in the 70-74% range. A smaller proportion of 17 students (14%) got 80-84% marks. Six student (5%) fell the 85-89% range. Eight students (6%) got 90-94% marks. Meanwhile one student (0.08%) obtained 90-94% marks. The finding indicated that the majority of students achieved average to above average marks.

4.3 Descriptive statistics

The collected data on parental involvement was analysed using descriptive statistics to summarize the six dimensions outlined in Epstein's PI model: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration. The level and consistency of involvement in these dimensions were find out by calculating key measures such as mean, and standard deviation.

The descriptive statistics indicated the levels of six types of parental involvement in private sector secondary schools in Chilas District Diamer. The interpretation based on five point Likert scale five point, where 1= Agree and 5 = Strongly Disagreed. The Lower mean indicates high level, and higher mean refers to low level of parental involvement. These findings address the question one of the study.

Table 4.5 Descriptive Statistics

	N	Mean	Std. Deviation
parenting	125	2.2520	.64171
communication	125	2.5200	.83497
volunteering	125	2.9160	.90749
learning at home	125	2.4800	.65731
decision making	125	2.2880	.86664
Collaboration with community	125	2.9000	.85901
N	125		

The table (4.5) using descriptive statistics and median values, parental involvement levels for each dimension of Epstein's model interpreted as high, moderate and low.

1. Parenting (mean=2.25, std=0.64)

The parenting with mean=2.25 and std=0.64, presented high level of parental involvement. The evidence shows that parents have made efforts to

accommodate an environment that supports academia. Similarly, existing researches suggested that families to provide extra resources and support their children in getting good grades (Hornby & Lafaele, 2011).

2. Communicating (mean=2.52, std=0.83)

The communication dimension's mean=2.52 showed moderate level of parental involvement. There was moderate but inconsistent communication between schools and parents. Communication is a two-way process, it helps to connect parents and schools to adopt ways in improving student's outcomes (Goodall & Montgomery, 2014).

3. Volunteering (M=2.91, std=0.91)

The mean=2.91 for the volunteering type demonstrated Low parental involvement in school activities. The results aligned with the previous finding that volunteering involves parents for school help and support for academic betterment (Wang & Sheikh-Khalil, 2014).

4. Learning at Home (mean=2.48, std = 0.66).

The mean=2.48 indicated moderate parental support for learning at home. Researches have emphasized that home-based involvement affects students' academic achievement (Hill & Tyson, 2009).

5. Decision making (mean=2.29, std=0.630)

Moderate parental involvement in decision-making processes is reflected in the mean=2.29. These results correspond with research reporting that parents often feel under-informed and excluded from these opportunities (Barr & Saltmarsh, 2018).

6. Collaboration with community Mean (mean=2.90, std=0.86)

Collaboration with community with mean=2.90 showed low involvement, in which schools and families activate community resources, but stronger forms of partnerships required to mobilize all of them (Epstein & Sanders, 2006).

4.4 Inferential statistics

The tables below represent correlation between two variables parental involvement (parenting, communication, volunteering, learning at home, decision making, collaboration with community) and academic achievement. To find the relationship between dimension of the prenatal involvement and academic achievement used person product moments test. The first hypothesis of study.

H0: There is no relationship between parenting and students 'academic achievement in Tehsil Chilas.

Table 4.6 Correlations

		parenting	Academic achievement
Parenting	Pearson Correlation	1	.168*
	Sig. (2-tailed)		.04
	N	125	125
Academic achievement	Pearson Correlation	.168*	1
	Sig. (2-tailed)	.04	
	Total No	125	125

*. Correlation is significant at the 0.05 level (2-tailed).

The table (4.6) results (r =.168* and P= .04). The (r=.168*) indicates positive and (p=.04) significant relationship between parenting and students' academic achievement. So on the basis of finding the null hypothesis was rejected.

H0: There is no relationship between communication students 'academic achievement in teTehsil Chilas.

Table No (4.7) Correlations

		communication	Academic achievement
Communication	Pearson Correlation	1	.092
	Sig. (2-tailed)		.306
	N	125	125
Academic achievement	Pearson Correlation	.092	1
	Sig. (2-tailed)	.306	
	N	125	125

The findings of table (4.7) r=.09 and p=.36, the r=.09 reveals that there is weak positive relationship, but relationship is not significant at P= .030, So the findings support null hypothesis.

H0: There is no relationship between Volunteering and students 'academic achievement in Tehsil Chilas.

Table 4.8 Correlations

		volunteering	Academic achievement
Volunteering	Pearson Correlation	1	.011
	Sig. (2-tailed)		.905
	N	125	125
Academic achievement	Pearson Correlation	.011	1
	Sig. (2-tailed)	.905	
	N	125	125

The table (4.8) above finding r =.01 and p= .95. The value r=01 shows and extremely low positive relationship, p=.90 >. 05 which is not statistically significant. So the findings retain null hypothesis.

Table 4.9 Correlations

H0: There is no relationship between learning at home and students 'academic achievement in Tehsil Chilas.

		learning at home	Academic achievement
learning at home	Pearson Correlation	1	.178*
	Sig. (2-tailed)		.047
	N	125	125
Academic achievement	Pearson Correlation	.178*	1
	Sig. (2-tailed)	.04	
	N	125	125

*. Correlation is significant at the 0.05 level (2-tailed).

Table (4.9) results (r=.18, and p=.04) reveals a weak positive and statistically significant relationship, between learning at home and academic achievement. Thus, in-light of findings the null hypothesis was rejected.

H0: There is no relationship between decision-making and students 'academic achievement in Tehsil Chilas.

		Decision making	Academic achievement
decision making	Pearson Correlation	1	.153
	Sig. (2-tailed)		.088

	N	125	125
Academic achievement	Pearson Correlation	.153	1
	Sig. (2-tailed)	.088	
	N	125	125

Table 4.10 Correlation

Table (4.10) analysis shown a weak positive correlation, r =.15 and p=.088, which is not statistically significant at the 0.05 level. So, the null hypothesis is accepted.

H0: There is no relationship between collaboration with community and students' academic achievement in Tehsil Chilas.

Table 4.11 Correlations

		Collaboration with community	**Academic achievement**
Collaboration with community	**Pearson Correlation**	**1**	**.037**
	Sig. (2-tailed)		**.684**
	N	**125**	**125**
Academic achievement	**Pearson Correlation**	**.037**	**1**
	Sig. (2-tailed)	**.684**	
	N	**125**	**125**

The analysis of table *(4.11),* (r =.04, and p=.684). r=04 > -1 presented weak positive correlation, (P=.68> .05) which was not statistically significant. The findings reject the Null hypothesis

4.5 Summary of the Results

Analysis of the data to find the level of PI, all types according to Epstein PI model found moderate level. Parenting level remained active among all dimensions whereas collaboration with community pointed low level.

Parenting (r =.168*, P= .04,) showed a weak positive relationship and statistically significant with academic achievement

Communication (r = .09, p = .306) shows weak relationship and insignificant with student's achievement.

Volunteering (r = .01, p = .905) revealed extremely weak positive relation and not significant statistically.

Learning at Home (r = .18, p = .047) was the dimension with a

statistically significant but weak positive correlation.

Decision Making (r = .15, p = .088) showed a weak relationship but statistically not significant.

Collaboration with Community (r = .04, p = .684) shows low positive relationship and not significant statistically.

5. Discussion

The study finding indicated the parental involvement in private sector secondary schools in Chilas district Diamer was overall moderate, variability across with different dimensions.

The parenting dimension with lowest mean (Mean=2.25), suggested higher- level involvement in the area. Parents of the region seem to be active in monitoring, instilling discipline, and providing educational support at home the form of involvement reflect the initial role of parenting in Epstein's framework, where the home environment is crucial for a child's overall achievement.

The communication amongst home and school (Mean=2.52) appears moderate level. The findings suggest the contract of parents and school is generally occasional. Henderson and Mapp (2022) highlighted that consistent tow way communication is an important element of active school – family collaboration; however, it is frequently underdeveloped in low resource setting, where the infrastructure of school did not allow maintain ongoing interchange with people.

Learning at home (Mean=2.48) presented moderate involvement. However, some parents may absence to assist directly with homework due to educational background to, they support learning indirectly encouragement and supervision. According to Hoover-Dempsey and Sandler (1997), such secondary involvement is still important, as it foster a progressive attitude towards learning and communicates the importance of education inside the family.

The dimensions with low parental involvement were volunteering (Mean=2.91) and collaboration with the community (Mean=2.90). The outcomes indicate that parents rarely take part in school event and community linked educational activities. As Deslands and Bertrand (2005) describe, this deficiency of gathering may stem from socio cultural factors such as traditional gender role, time constraints, and unclear expectations from school. In particular, mothers may face cultural restrictions that limit their public engagement in school related activities, especially in a conservative region.

Similarly, the decision-making (Mean=2.28) indicated moderate level of input in school decisions. However, the involvement is likely informal and unplanned in structured school governance processes. Hornby and Lafaele (2011) discuss that such inadequate involvement is often a result of institutional hurdles and personal, with lack of confidence, low literacy levels,

and insufficient opportunities for important sharing and factors that relevant to the context.

Parenting indicated weak but statistically significant relationship (r = .168, p = .040), proposed that parenting support may slightly influence achievement. However, its limited effect may be due to cultural and economic hurdles (Hornby & Lafaele, 2011).

Communication, weak relationship and not significant (r = .09, p = .306), Showing that overall school–home communication without academically involved, could not improve academic results (Jeynes, 2016).

Volunteering indicated no significant effect (r = .01, p = .905). Meaning parental presence in school does not directly effective pupil's outcomes (Jeynes, 2011).

Learning at Home with a significant positive correlation (r = .18, p = .047). It stressing that activities like homework support and learning direction have actual. However modest, academic benefit (Epstein, 2001; Sheldon & Epstein, 2005).

Decision Making shown a weak, non-significant relationship (r = .15, p = .088), proposed that involvement in school decisions may effect results if tied to academic arrangement. Collaboration with Community, weak but non-significant relationship (r = .04, p = .684), steady with Sanders (2008), who found such partnerships effect behaviour more than academics.

5.2 Conclusion

The study aimed at finding out the level of PI and the relationship between parental involvement and academic achievement of private sector secondary schools in Chilas district Diamer using Epstein's (1995) framework of six type of PI model.

An organised questionnaire included 24 items (4 items per type respectively) utilized for data gathering from 125 respondents. The collected data analysed using descriptive statistics to find out the level of PI and inferential statistics used to find the variables relationship.

1. The parenting level was moderately active in referring to parents' efforts to provide supportive learning setting. Parents in the context seemed showing concern for their children's education through motivation and discipline despite less awareness of academic support and practices due to inadequate education. The finding of Grolnick and Slowiaczek (2022) highlighted that in children's education the parents support are important to supervision and involvement.

2. The communication level found weak and mostly limited to formal occasions. The study highlighted that ongoing and two-way communication supports school-home association. However, the result aligns with Hornby and Lafaele (2011) indicates that institutional and cultural hurdles often prevent effective communication in traditional settings. These comprises parental hesitancy and limited outreach of school.

3. The volunteering found moderate type of involvement. Parents were infrequently appeared voluntarily at school evets and engaging in classroom assistance. The finding aligned with previous studies that volunteering is often self-conscious in traditional societies due to time constraints, manhood standards and lack of school inspiration (Goodall & Motagomery, 2014).

4. Learning at home was modest among all PI six types. Despite parents' low educational background, they inspected homework and encouraged schoolwork practices, reflecting strong emotional venture in their children success. Fan et al., (2015) found that even basic practices of home based involvement completely associate with student's result.

5. Involvement of parents in decision-making remained slight, as parents usually not invited in decision-making process. Research by Hoover-Dempsey et al., (2005) declared the mutual decision-making endorses responsibility.

6. Collaboration with community, this domain was also weak, reflecting the separation of school from community organizations. Epstein (2001) highlighted that collaboration with local facilities and resources improves students learning. The inadequate community centres and cooperative programs limits the development of significant partnership.

Generally, the results support that not all dimensions of PI contribute similarly to academic success (Jeynes, 2011). Amongst the six dimensions, learning at home and parenting were areas showing a positive relationship and statistically significant with academic achievement. These outcomes propose that direct academic support from parents in the home environment plays a crucial role in educating student results. The dimensions of parental involvement not contribute equally to academic involvement, emphasizing the need for context-specific strategies that recognize socio-cultural realities

5.3 Recommendations

1. Raise awareness campaigns to empower parents to help their children in educational settings.
2. Promote effective communication between school and home via different sources like parent-teacher meeting.
3. Encourage and facilitate regulate parental involvement by offering volunteer roles.
4. Develop context-specific policies to remove barriers to parental involvement.
5. Study parental involvement in other regions or urban settings for comparison to explore how factors such as income, culture, and education affect parental involvement.
6. Studies can carry out to investigate changes in parental involvement over time including students' perspectives on how parental involvement affects their achievement. Examine the role of technology

in enhancing communication and learning at home. Research parental involvement in other education levels, such as preschool or college. Find the most effective parental involvement model by comparing different models.

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