

Community and Parental Engagement in Education



Zahid Hussain Sahito ^{1*} **Farzana Jabeen Khoso** ²

Corresponding Author: Zahid Hussain Sahito (✉: zahid.sahito@salu.edu.pk)

Abstract

Community and parental involvement has emerged as a significant ingredient in enhancing the quality of education and student growth. Inquiry in education is increasingly acknowledging that learning outcomes are mediated not just by the instruction in the classroom, but also by the degree to which families, schools, and communities cooperate. The motivation, learning behavior and success of the students can be empowered through active parental involvement and community involvement. The purpose of the study was to investigate the impact of parental and community involvement in education and the effects of these variables on academic motivation, participation, and learning of students. The research took the approach of a quantitative research design based on primary data gathered among 150 participants, consisting of students, parents, and teachers. Parental involvement, community participation, communication between schools and families as well as perceived student outcomes were measured using a structured questionnaire. To determine the relationship between engagement variables and the outcome of education, descriptive and correlational analysis were used. The outcomes demonstrated a significant correlation between parent involvement, especially, academic progress follow up and stimulating study habits with student involvement and motivation. There were also positive relationships between community support and school-parent communication and the educational outcomes. The findings show the collaborative relationship between families, schools, and communities is significant in academic growth of learners. The research finds that partnerships between parents, communities, and educational organizations can be strengthened to make students more motivated and learning experience. These stakeholders need to be encouraged to take active parts in encouraging effective and supportive learning environments.

Key Words

Parental Engagement, Community Participation, Student Motivation, Family School Partnership, Educational Outcomes

Introduction

Education has generally been seen as a communal process that goes beyond the walls of formal education. Although educators and schools have the primary roles of assisting students in learning, the roles of parents and communities in school education and social growth are very crucial. Parental and community involvement in education has become an important part in enhancing the quality of education, student achievement and the bond between schools and society. In recent decades, scholars and policymakers have become more and more focused on the fact that the level of family and community involvement in the education process affects the learning outcomes significantly (Epstein, 2018). As a result schools are currently being urged to utilize more inclusive

¹ Assistant Professor, Department of Teacher Education, Shah Abdul Latif University Khairpur, Sindh, Pakistan. Email: zahid.sahito@salu.edu.pk

² Assistant Professor, Department of Teacher Education, Shah Abdul Latif University Khairpur, Sindh, Pakistan. Email: Farzana.Khoso@salu.edu.pk

practices to immerse the parents and community members in the decision making process, school functions and providing assistance to the students during the learning process.

The involvement of the parents or the guardians in both the home and the school set up of their children in the education experience is called parental engagement. This participation may be in assistance with homework, school meetings, teacher communication, and fostering good attitudes towards learning. It has always been proved that students whose parents are actively engaged in their educational life will become more successful and exhibit better academic results, improved behavior, and improve social skills (Hill & Tyson, 2009). This means that although it helps students to excel in academics, it enhances emotional stability and self-confidence in learners. Parental support and oversight in most instances provide a conducive environment where students are encouraged to strive at achieving higher performances in school.

Community engagement in education builds on the premise of parental involvement and involves the addition of a wider category of stakeholders such as local organizations, businesses, governmental agencies and groups of civil society. These stakeholders provide resources, mentorship, and education provision that improves the learning process among the students. Communities are critical in the development of educational policies, school infrastructure, and experiencing learning. As research indicates, when schools uphold positive organizations with communities, they tend to see better engagement of the students, a greater access to education resources and supporting educational efforts (Sanders, 2016). Community involvement also brings collective concerns in terms of education and social integration in the society.

The importance of community and parental involvement is especially evident when analyzing the issues of the contemporary educational systems. The diminishing student motivation, low academic performance, and resource shortages in many schools are the problems that are hard to address. Such contexts can be addressed through partnership between families, school and community to bring about networks that facilitate learning opportunities. The research has shown that a successful partnership between parents and teachers enhances communication, trust building and sound school climate that facilitates a healthy teacher/student relationship (Fan & Chen, 2001). Such alliances make sure the students can get proper guidance and support at home and in school (Christenson & Reschly, 2010).

The effect that parental involvement has on early childhood education is another crucial factor of parental involvement (Gonzalez-Mena, 2010; Reynolds & Shlafer, 2010). Children in the early life development stages largely depend on family support in providing cognitive, emotional and social development. Parents play the role of initial teachers because they form the opinion of the children towards education and are the pillars on which success in education can be achieved throughout the lifetime. The studies indicate that parent participation in early childhood plays a major role in enhancing literacy skills, development of better problem-solving skills, and increased academic preparedness of children upon commencing formal schooling (Jeynes, 2012). At a young age, it is easy to develop good learning habits and become curious and explore all around and this is what defines the development of long-term education.

Involvement of the community also enhances the educational systems because it helps in eliminating the divide between schools and the rest of the social world. The community organizations usually offer adjunctive educational sessions, mentorship programmes, as well as career guidance services that help students to develop. These partnerships can make the students experience the real-life world and acquire real skills that are required by their future jobs. Another benefit of education relationships with the stakeholders of the community is that the school is able to receive more resources i.e. funding, expertise and even volunteering in terms of human elements (Bryan & Henry, 2012). Such resources enrich learning programs and help in generally improving the success of schools.

As much as there are many advantages associated with community and parental involvement in education, the involvement has various challenges that constrain its success (Walker et al., 2005). Parents are usually not able to be involved in the activities of the school because of socioeconomic differences, cultural differences and also lack of awareness. As an illustration, the parents in poor backgrounds might be limited by time, lack of educational knowledge, or language to participate in the education of their children. On the same note, schools do not have an organized policy and communication measures that can be used to appeal to families and communities (Goodall & Montgomery, 2014). With these obstacles raised, holistic measures are required, which facilitate full contribution and reinforce school-stakeholder partnership.

Schools and policy makers have also come to understand the necessity of coming up with systems that promote the involvement of parents and the community. The different educational models increase the focus on the development of good family-school partnerships as a tool of enhancing educational performance. E.g., Epstein theory of overlapping spheres of influence is an idea implying that the family, school, and community can collaborate to facilitate learning in students (Epstein, 2018). This model indicates how collaboration and common responsibility play a crucial role in education and confirms that a friendly relationship between stakeholders can improve student achievement through a favorable environment.

In addition, the emergence of technology has presented new possibilities of enhancing parental involvement in education. Online learning platforms, school management systems, and messaging applications are examples of digital forms of communication, which allow the parents to be aware of the academic performance of their children, as well as school life. Such tools will streamline frequent teacher-family contacts that will enable parents to support and guide students in time (Berkowitz et al., 2021). Engagement strategies that involve technology use have gained growing significance especially in situations that involve remote learning and online learning environments.

Over the past few years, there has been a rise in the global educational policies to stress on the significance of inclusive and participative methods of education. Educational institutions and international bodies promote greater cooperation between schools, families and communities in order to have fair access to quality education. Studies have proposed that community and parental involvement has better effects not only on the academic performance of students but also leads to the creation of responsible citizens who are actively participating in their communities (Sheldon & Epstein, 2005). The educational systems can also achieve an environment that fosters whole child development and life long learning by engaging partnerships among the stakeholders.

To sum up, community and parental involvement is one of the essential parts of a good educational system. Powerful alliances between families and communities with schools will increase academic performance, social growth, and education institutions. Although such issues as socioeconomic backgrounds and poor communication may remain the same, the prospects of cooperative interaction show the clear advantages of cooperative interaction in advancing student achievements. With the further development of educational systems, it will be critical to develop inclusive approaches that will motivate parents and other stakeholders in the community to become the participants of educational processes in order to reach sustainable educational development.

Literature Review

Theoretical Framework

Community and Parental involvement in the education process is a widely studied issue that has been explained in a number of theoretical approaches which act as explanations of the ways in which the community and family interrelations can shape the learning and development of students. The value of relationships and networks as a way of driving educational success can be seen through the use of one of the most prominent theoretical lenses: social capital theory. Social capital is viewed as resources that are present in social relations that people can

acquire by interacting and collaborating. Families and communities in the education set up offer guidance, emotional support, and educational opportunities to students to aid them in becoming successful academically and socially (Coleman, 1988). In the event that parents engage teachers and take part in school endeavors, they develop an environment of learning support that reinforces the learning experiences of students and enhances their learning experiences.

One more significant view is that of ecological systems, where an individual is seen to be developed in various interrelated settings such as; family, school, community, and the greater societal setting. In this view, the environmental interactions involving these environments are a major factor in the result of education. According to the theory, families and communities in cooperation with schools establish a helping ecosystem contributing to cognitive, emotional development of students (Bronfenbrenner, 1979). It is through this active involvement of families and community stakeholders in the schools that help create a more holistic education set up in the schools that promote academic success and the societal welfare of the society.

Another theoretical basis lies in the family involvement theory that is concerned with the influences of attitudes, expectations, and behavior of parents on the learning process of students (Dearing et al., 2006). According to the theory, parental involvement offers academic direction, as well as, motivating aid, which helps students to have constructive attitudes on education (Hoover-Dempsey & Walker, 2002). With parents showing their interest in school events, keeping track of learning and learning to learn at home, children will get an opportunity to appreciate education and build more hearty study skills. This kind of parental control is especially significant at the age of beginning education when children need family support a lot in their learning and emotional growth.

The other applicable framework is the community participation model, which brings out the fact that the community institutions and organizations play an important role in their support of education. The involvement of the community in education reinforces the educational systems through resources, mentoring and social support to supplement schooling (Grolnick & Slowiaczek, 1994). Two categories of learning alliances with the local organizations, community leaders and social institutions will enable the schools to cope with constraints of resources and social disparities (Putnam, 2000). Such alliances provide space to experience learning and civility where students can relate academic knowledge to real-life experiences.

Theories of motivations and engagement can also help in the explanation of parental and community involvement in education. An example is the self-determination theory postulates that students will have better learning outcomes that occur when their psychological needs of competence, autonomy, and relatedness are met (Ryan & Deci, 2000). These psychological needs could be enhanced with the help of the family encouragement and the community support which helps to develop confidence, helps to give academic support, and makes the learning environment meaningful. This makes students more motivated and interested in the learning processes.

The cultural capital theory also establishes the effects of family background and cultural practices on the academic performance of students. Transmission of knowledge, values, and skills in families translate into educational experiences and chances for the students. Those students whose families have good educational background and awareness of school systems usually have an easy time adjusting to academic obstacles (Bourdieu, 1986). This school of thought brings out the significance of parental awareness and involvement in education in facilitating student success.

Collectively, these theoretical views show that classroom teaching is not the only factor that determines education but larger social relationships between families, communities, and institutions also play a role. Good cooperation between these stakeholders leads to conducive learning conditions, which improve the performance of the students in their studies, their emotional growth, and their transitional learning success.

Empirical Studies

The use of empirical research has always found a shared agreement that both community and parental participation plays a significant role in the academic performance and overall development of students. It has been revealed that the impact of family involvement on school performance, academic achievement, and student motivation has been studied many times in numerous studies. Studies have shown that students whose parents have frequent communication with teachers and engage in school events are likely to perform better at school and have an improved learning behavior (Castro et al., 2015). Such results demonstrate the sensitivity of parents in creating the attitude of the students towards education and academic responsibility.

A number of longitudinal studies have also been done to see the influence of parental expectations on educational achievement. To illustrate this, it has been demonstrated that students whose parents have high academic expectations and are monitoring their progress tend to succeed academically and can have a chance to obtain higher education (Benner et al., 2016). The parental expectations also offer motivation to the students aiming at achieving academic expectations as well as fostering resilience in their learning.

Community participation has also been demonstrated to be a crucial factor in enhancing quality of education in addition to parental involvement. Research shows that school and community organizations promote better learning facilities and more opportunities of learning to children. Activities in the community like the mentoring schemes, after-school schemes and career guidance schemes help in the academic growth and social skills of the students (Domina, 2005). Such programs assist students to possess viable skills, as well as enhance their professional knowledge on the career opportunities.

It is also shown by research, that the level of community involvement enhances the school-local society relationship. Schools, which partner with societal stakeholders, tend to have high participation among their students and a greater level of community support to the educational programs (Sheldon, 2007). These are collaborations that ensure that the education is shared and a culture of learning is inculcated in communities.

The other empirical literature is on the approaches that relate parental involvement around the behavior outcomes of the students. It has been shown that parental monitoring and communication helps in the reduction of behavioral problems as well as enhances the emotional well-being among students (Hill & Chao, 2009). Students are more prone to show more discipline and enthusiasm to learning when parents have close rapport with teachers and when parents are more active and involved in the school activities.

Parental involvement has also been investigated as a factor relative to socioeconomic aspects. Some studies have indicated that parental intervention is a possibility of decreasing achievement disparity between students of various socioeconomic statuses (Jeynes, 2007). Those families which want to encourage the education of their children can compensate for the lack of institutional resources and give some extra stimulation which encourages academic achievements.

Moreover, recent reports state the importance of digital communication technologies to strengthen parental engagement. Digital platforms enable schools to interact better with parents and keep them updated in real-time on the academic performance of students (Thompson et al., 2015). These technologies allow making the family-school partnerships stronger and provide parents with the possibility to actively contribute to the education of their children, even in case of the lack of physical participation (Mapp & Kuttner, 2013).

In general, empirical research in various educational settings demonstrates that parent and community involvement is very vital in enhancing student achievement and encouraging positive behaviour as well as reinforcing educational systems. The mentioned findings indicate that mutual collaboration between schools, families, and communities play a significant role in the development of education.

Research Gap

Although a lot of literature has been done on community and parental involvement in education, there are gaps that have been seen in the current literature. Among the limitations, it is important to note that most studies concentrate more on parental involvement in the developed societies with less studies taking place on the mechanisms through which community and family integration works in the developing educational systems. The learning systems in the developing countries have their own challenges which are mostly limited resources, cultural differences, and socioeconomic differences. These context influences can affect the efficacy of the parental and community engagement approaches, still, they are not well studied in numerous research works.

The other research gap pertains to the incorporation of community into the educational policy and the institutional structures. Whereas a number of studies cited the positiveness of community involvement, less studies focus on exploring the ways in which schools can integrate the concept of community partnerships in the decision-making process and educational governance. The research on the role of institutional structures in sustaining collaboration between schools and communities is another topic that should be researched in the future.

Also, the prevailing literature has primarily focused on the correlation between parental involvement and academic success, but comparatively little focus has been on its effect on the psychological health, social competency of students and their future life acquisition. With the growing interest in educational systems where holistic development is a prominent focus, it turns out to be of interest whether family and community involvement can be applicable in ensuring the emotional resilience of students, their ability to interact with others, and their civic role.

In addition, the technologies have altered the communication process between schools and families, and the effective strategies of digital engagement are studied empirically, and thus are in the process of development. Although online resources offer innovative ways of collaborating, the available research is insufficient to assess the impact of the technology on parental engagement and school performance in various social scenarios.

These research gaps need to be addressed to come up with all-inclusive educational strategies that would facilitate proper collaboration between families, communities, and schools. Research in the future must consequently concentrate on various cultural settings, policy assimilation and general developmental consequences in a bid to further the knowledge on community and parental involvement in education.

Methodology

Research Design

The present study used the quantitative research design to investigate the community and parental engagement in education and its impact on academic progression and school attendance of students. It employed a descriptive cross sectional method in order to extract first hand information on the participants at a given time frame. The research design was chosen as it provides the researcher to glean original information that directly involves the participants and compares the correlation between variables i.e., parental involvement, community support, and student learning outcomes. The research involved the examination of primary data by use of field research as opposed to the use of secondary data and past study results. This was the strategy that made sure that the findings represented the real experiences and perception of the participants with the input of the family and community in education.

Research Setting and Population

The study was carried out in the chosen educational facilities where parents, educators and members of the societies have regular contact with each other in the school set up. The study population consisted of students,

parents as well as teachers who participated in the learning process. The three groups included enabled the research to take various points of view on parental and community engagement. Students also offered information about the effects of family and community involvement on their learning experiences and the parents and teachers also gave their information as to their feelings about the involvement in school related activities as well as support of the educational process. Its research context consisted of both institutions of learning, both public and private so that the researcher could have a variety of educational practices and patterns of engagement.

Sampling Technique and Sample Size

Simple random sampling was used to choose study participants. The sampling approach also provided an equal opportunity of including all members of the target group in the study. Random sampling is beneficial in minimizing selection bias, as well as enhancing sample representativeness. One hundred and fifty individuals were sampled to take part in the research, such as students, parents, and teachers. This sample size was applicable as it was believed to be adequate to represent differences in perceptions and experiences with regard to parental and community engagement. The chosen participants were of various age, education, and socio-economic status, and thus the research was able to have a balanced insight into the engagement practices in the educational institutions.

Data Collection Methods

The primary data that this study will use are via a structured questionnaire that will be used in regard to the research objectives. There were several scales in the questionnaire that quantified parental participation in the educational programs, community involvement in the schools programs, communication between students on families and teachers, and the perceptions of students with regards to educational support. The participants pointed out their responses to the questionnaire based on a five point Likert scale with the options of strongly disagree, strongly agree. The questionnaire was dispatched to the respondents in the form of scheduled visits in the identified institutions. Participants were told the purpose of the study and informed that they will take part in the study willingly. The feedback that was received during the research enabled the researcher to acquire information regarding the role of family and community involvement in the learning process of the students.

Data Analysis Procedure

The statistical methods were employed to analyze the collected data and find the patterns and relations between the research variables. The responses of the participants were summarized by descriptive statistics (frequency, percentage, and mean scores) and displayed the general trends in terms of parental and community engagement. Furthermore, there was the use of inferential statistical work where the engagement practices were analyzed in their corroboration to the educational results of the students. The data were coded and input into statistics software to make them accurately analyzed and interpreted. The obtained results of the analysis assisted in establishing the effect of various types of engagement on the process of learning and students engaging in school activities.

Ethical Considerations

Ethics were highly observed during the conducting of the research. The participants were made aware of the purpose of the study and assured that the information they provided was kept confidential and was not to be used against their will in any other way other than academic purpose. Taking part in the study was voluntary, and the respondents could choose to pull out any time without any form of reprisals. The final data analysis contained no personal information that would identify the participants to save their privacy. The ethics ensured that the results of the research were credible and reliable.

Results

Demographic Characteristics of Respondents

The demographics of the respondents can serve as a valuable basis of interpretation of the research results. According to Table 1, the sample comprised 150 respondents who were selected under the three groups directly related to the educational process, that is, students, parents, and teachers. The biggest population was the students who had 60 respondents, equivalent to 40.0 percent of the sample, and then there were parents that had 55 respondents or 36.7 and finally teachers with 35 respondents or 23.3. This distribution indicates that the research was able to get perspectives of the key participants in the school learning process and support programs. The sample was rather balanced in terms of gender, as there were equal amounts of 78 and 72 male respondents and respondents of the female gender. This trend is supported visually as seen in figure 1 in the way the participants were spread in terms of their role and gender, with the male and female respondent being equally represented throughout the three categories of respondents.

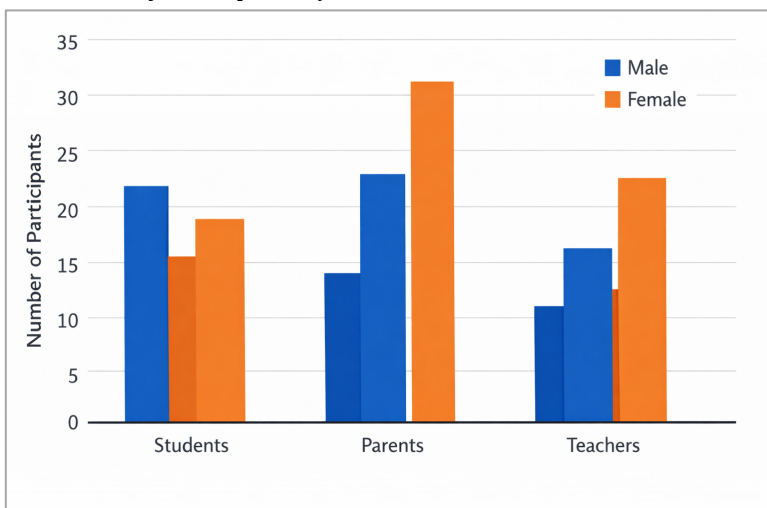
Table 1

Demographic Profile of Respondents (N = 150)

Variable	Category	Frequency	Percentage (%)
Role in Education	Students	60	40.0
	Parents	55	36.7
	Teachers	35	23.3
Gender	Male	78	52.0
	Female	72	48.0
Age Group	15–20 years	42	28.0
	21–30 years	36	24.0
	31–40 years	40	26.7
	41–50 years	22	14.7
	Above 50 years	10	6.6
Education Level	Secondary	48	32.0
	Undergraduate	52	34.7
	Graduate	34	22.7
	Postgraduate	16	10.6

Figure 1

Distribution of Participants by Role and Gender



The sample was also realistic and mixed in terms of age. The highest percentage was in the 15 to 20 years and 31 to 40 years bracket, as was expected, since both students and parents were included in the research. The level of education was also varied with the respondents having secondary education to post graduate education. It is such a demographic difference that makes the discussion even more authoritative since the study was not confined to a small respondent group. The numbers also indicate that the data concerning parental and community engagement was collected among people having various life experiences and education levels, which enhances the quality of interpretation.

Level of Parental Engagement in Educational Activities

Table 2 shows descriptive statistics of parental involvement in the school activities. The results indicate that parental involvement was moderate to high in six gauged indicators. Encouraging study habits had the biggest mean score of 4.18, then monitoring academic progress at 4.05, and finally the mean score of 4.05 monitoring academic progress. The values suggest that the parents were more engaged in directing and overseeing the educational processes of their children in the house. The mean score of 3.92 was also relatively high in helping children with homework, which indicates that the direct home based educational assistance was prevalent among the respondents.

Table 2

Descriptive Statistics of Parental Engagement Indicators

Indicator	Mean	Standard Deviation	Minimum	Maximum
Helping children with homework	3.92	0.84	2	5
Attending parent teacher meetings	3.68	0.91	1	5
Monitoring academic progress	4.05	0.77	2	5
Encouraging study habits	4.18	0.69	3	5
Communication with teachers	3.74	0.88	2	5
Participation in school activities	3.45	0.97	1	5

Scale: 1 = Strongly Disagree, 5 = Strongly Agree

Figure 2

Level of Parental Participation in Educational Activities

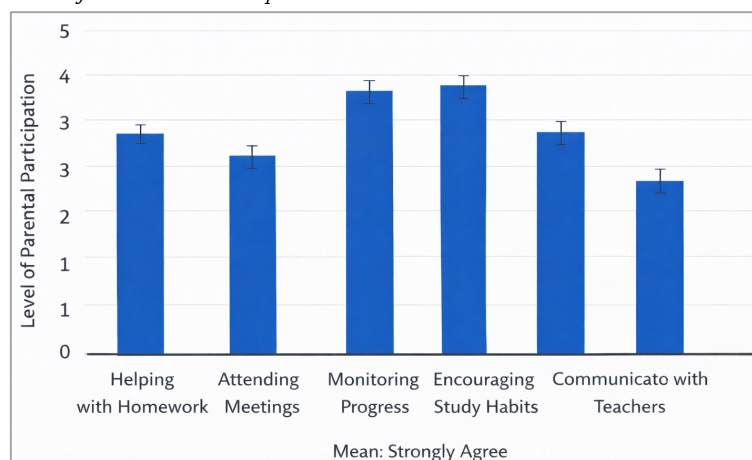


Figure 2 in a better way depicts these tendencies by showing the degree of parents involvement in key aspects of education. This figure proves that the key areas of parental engagement were monitoring progress and encouragement of study habits, and the lowest values of 3.45 in the participation in school activities were recorded.

This interpretation is significant regarding the difference. It implies that parents might find it more comfortable when supporting home centered educational support as compared to formal school based involvement. On the same note, parents in parent teacher meetings and communication with the teachers have also indicated moderate scores, thus depicting the existence of parent school interaction but maybe not as robust as home based support. In general, the data suggests that parental involvement exists and has a significance, but it is more important at domestic educational instruction than in school participation.

Community Participation in Educational Support

Table 3 provides a summary of educational support involving the community. The findings depict that the most common activity listed was community involvement in school activities with 62 respondents or 41.3% of the total respondents reporting it as one of their primary forms of support. Local organizations who assist school programs came in second place with 48 responses or 32.0%. In contrast, student mentoring and direct donation to school resources were less prevalent and only a negligible percentage indicated having no community involvement whatsoever. These findings are provided in Figure 3 in graphical format and it draws much attention to the same pattern, the most visible type of engagement is participation in school events.

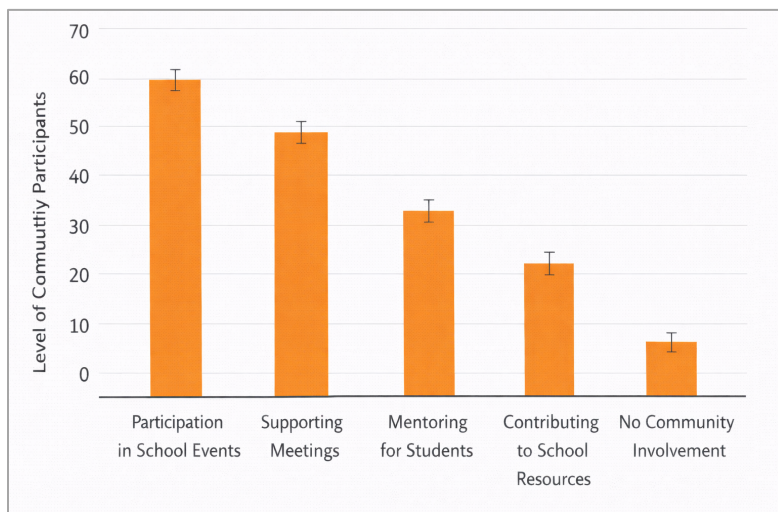
Table 3

Community Engagement in School Support Activities

Community Activity	Frequency	Percentage (%)
Community participation in school events	62	41.3
Local organizations supporting school programs	48	32.0
Community mentoring for students	22	14.7
Community contribution to school resources	12	8.0
No community involvement reported	6	4.0
Total	150	100

Figure 3

Community Participation Trends in Educational Programs



The implication of these findings is that the idea that community support is event based and program oriented is an interpretation especially, as opposed to being well entrenched in day-to-day school operation. Differently stated, communities seem ready to participate in schools, though not in continuing educational mentoring and material assistance, but in haphazard or group efforts. However the fact that the percentage of no community involvement

is low is a good contention of not only are schools not separate from the social environment around them. The outcomes hence justify the perception of communities as effective contributors of education, though further elaborated and consistent kinds of partnership can be introduced.

Communication Between Parents and Schools

Table 4 indicates the patterns of both parent-school and school communication. The most common method of communication was the parent teacher meetings with 58 respondents or 38.7 reporting to have done it. Phone and digital platforms were under second and fifth position respectively: at 21.3 and 18.7. School events and written notices were not as popular channels often mentioned. This chain of communication is further supported by figure 4 which illustrates graphically that parent teacher meetings are the stronghold of communication between school and family.

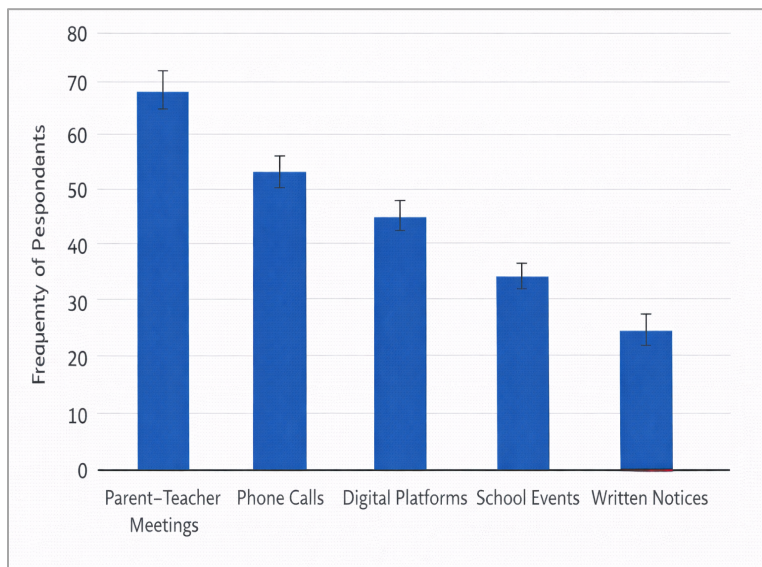
Table 4

Parent–School Communication Patterns

Communication Method	Frequency	Percentage (%)
Parent teacher meetings	58	38.7
Phone communication	32	21.3
Digital platforms (WhatsApp / school portals)	28	18.7
School events and open houses	20	13.3
Written notices or newsletters	12	8.0
Total	150	100

Figure 4

Frequency of Communication between Parents and Teachers



These results reveal that the traditional face to face communication still plays a significant role in the educational environment. This is because even with the increasing trend in the digital platform and phone calls, formal meetings seem to present the best trust and information exchange. This can be in terms of the importance attached to candid communication between teachers and parents in terms of the performance and the behavior of students. Meanwhile, the existence of online communication as a noteworthy medium hints at the fact that the schools are

slowly switching to more accommodative approaches in terms of keeping in touch with the families. The findings suggest that successful communication is multi-layered, nonetheless, based on formal meeting arrangements.

Influence of Engagement on Student Learning and Motivation

Table 5 shows the outcome of the student learning outcomes. Student consistency in attendance registered the highest score at 4.21 then learner motivation towards learning, and homework completion rate stood at 4.12 and 4.05 respectively. Positive mean values were also obtained in confidence in academic activities and participation in classrooms. These results indicate that parental and community involvement were considered by most respondents to have a positive effect on the educational lives of students. This interpretation is reinforced by Figure 5 which shows the perceived effect of parental and community involvement on academic motivation. Parental involvement seems to have the most perceived impact in the figure, then the community support and school activity involvement.

Table 5

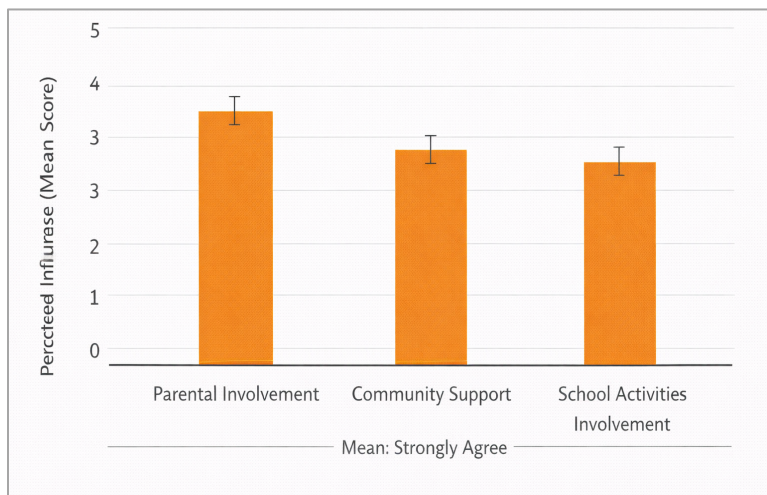
Impact of Engagement on Student Learning Outcomes

Variable	Mean	Standard Deviation	Minimum	Maximum
Student motivation toward learning	4.12	0.71	2	5
Academic participation in class	3.89	0.82	2	5
Homework completion rate	4.05	0.76	2	5
Attendance consistency	4.21	0.63	3	5
Confidence in academic tasks	3.95	0.80	2	5

Scale: 1 = Strongly Disagree, 5 = Strongly Agree

Figure 4

Perceived Influence of Parental and Community Engagement on Academic Motivation



This trend indicates that the primary effect of the motivation to students is formed by the direct impact of parents particularly through their encouragement, supervision, and assistance in school. The support of the community also contributes, although it appears to be less important than the role of parents. These findings thus support that classroom teaching does not create motivation and involvement in the learning process, but reinforces it by the extended system of social support that is around the student.

Relationship Between Engagement and Educational Outcomes

The relationship between engagement factors and educational outcomes has been considered in Table 6 with the help of correlation values. Parent involvement and student motivation were also identified to have the strongest relationship at 0.62. Parental involvement as well had significant positive correlations with academic participation and attendance. Also positive correlations were noted between communication with teachers, community support programs and inclusion in school activity with all three outcome variables. This relationship is contingently represented in Figure 6 where parental involvement, community, and communication in school with parents is connected with student achievement.

Table 6

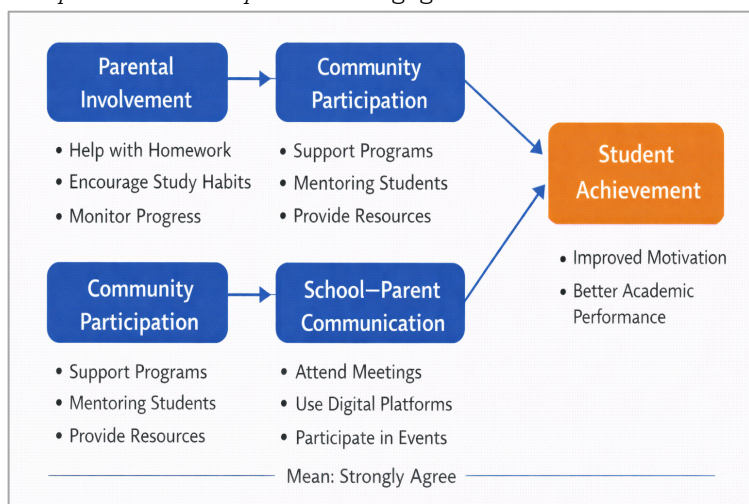
Relationship Between Engagement Factors and Educational Outcomes

Engagement Factor	Student Motivation (r)	Academic Participation (r)	Attendance (r)
Parental involvement	0.62	0.58	0.54
Communication with teachers	0.55	0.49	0.46
Community support programs	0.48	0.44	0.41
Participation in school activities	0.52	0.50	0.45

All correlations significant at $p < 0.05$.

Figure 6

Conceptual Relationship between Engagement and Student Achievement



The analysis of such findings is evident. An increased level of engagement is correlated with an improvement in student performance. Parental involvement it seems is the most critical factor, yet school communication, and community support play a significant role in the motivation of students, their participation and attendance. The six tables and six figures together indicate that when schools, parents and communities collaborate educational achievement is enhanced

Discussion

This research was done to investigate the importance of parental/community involvement in education and its connection with academic motivation and attendance by students. The study findings present the fact that parental

involvement as well as community participation have a positive effect on the learning outcomes of students. The findings showed that parent involvement, especially in tracking success in their academic performance and promoting studying behaviour, had a strong relationship with enhanced student motivation and learning involvement (Lamb-Parker et al., 2011). Such discoveries reinforce the opinion that family involvement provides a favorable learning atmosphere that consolidates the determination of students towards academic excellence.

The results of this research are in line with the past studies that argue the role of family support in education attainment. Studies have indicated that students whose parents actively participate in the learning processes are more likely to show high rates of motivation and academic learning (Segener, 2006). Parental guidance enables the students to experience disciplines, positive learning attitude and confidence on academic assignments. On the same note it has been found out that parent expectations and support greatly affect the educational goals of the students and their future academic achievement (Yamamoto & Holloway, 2010). These findings are strengthened by the present study that revealed that parental encouragement and monitoring were considered as some of the strongest indicators of engagement that interfered with student motivation.

The importance of community involvement in the process of developing education was also noted in the research. The community was found to be involved mainly in the activities related to school events, and sponsorship of school programs. Community involvement was not as eminent as parental involvement; however, it also benefited the learning situations of the students. According to the research carried out by some individuals in the past, community partnerships assist schools to increase their learning materials and ensure that students can obtain mentorships and create valuable learning experiences (Dryfoos, 2010). Community based educational support can enhance the social capabilities of the students and establish links between academic learning and actual experiences. The current results are in correspondence with these perceptions because they show that community programs and activities increase the involvement of the students into school settings.

One more valuable outcome of the study is based on the communication between parents and teachers. The findings revealed that the parent teacher meetings were the most widely applied manner of interaction between the schools and parents. Communication is important in establishing mutual trust and collaboration among the school staff and parents. It has been said that academic and behavioral performance of students is enhanced by frequent communication between parents and teachers (Patrikakou, 2016). In cases where the parents get information in time regarding the progress of their children, they become in a better position to support and give guidance at home. This research study thus proves that communication avenues are a vital aspect of effective family school collaborations.

Results also showed that the factors of engagement are significantly linked with student outcomes including motivation, attendance and participation. Parental involvement demonstrated the most significant correlation with student motivation, and community support and school communication demonstrated positive correlations with school success. These results align with other previous research that has indicated that an integrative interaction between families, schools, and communities helps students to achieve success and enhances school efficiency (Weiss et al., 2009). School systems that promote collective responsibility among parties involved develop favorable conditions where learners are encouraged to learn and engage in academic tasks.

Although positive, when comparing this study to the past research, it is also possible to see some differences. Though the previous research also has indicated high levels of involvement of community in decision making and development of resources, the present study has indicated that the community engagement was more of an occasional and less institutionalized approach. This disparity can be contextually determined by the educational systems of the country and availability of resources. Other researchers identify that the involvement of the community is usually pegged on institutional advocacy and policy structures that enable schools to collaborate

with other organizations (Sanders & Harvey, 2002). Hence, a few institutional processes can be a reason behind the comparatively low degree of formalized community involvement in the current research.

Implications of the Study

This study has a number of significant implications on educational practice and policy. First, the findings provide significance of enhanced parental activities regarding educational functions. Educational institutions ought to establish mechanisms that will make parents implicated in home based and school based instructional programs. Such activities as workshops, awareness initiatives, and parent training can be taken to ensure that the families understand their role in assisting students with their education. Second, the schools are to be more active in forging closer collaborations with the local organizations. The community members are able to offer mentorship, career advice and other resources that facilitate the learning process of the students. Third, the communication channels between teachers and parents have to be enhanced so that the collaboration could remain productive. Both traditional and online communication systems are to be implemented in schools, so that they maintain frequent communication with the families.

Limitations of the Study

Despite the fact that the study is a valuable insight about parental and community involvement, there are some limitations that must be taken into consideration. The study was undertaken based on a relatively small sample size and this may not be generalizable to other learning settings. Besides this, the study used self reported responses of participants which can bring about response bias. The respondents might have given socially desirable responses when reporting their engagement behaviors. Moreover, the study design provides only the opportunities to analyze the longitudinal variation in the patterns of engagement and student performance. One way in which future studies can overcome these disadvantages is by use of larger samples, longitudinal research designs and mixed method research in order to get more insight into family and community involvement in education.

Conclusion

Finally, the paper has indicated how parental and community involvement is a key element in improving student academic motivation and involvement. The results indicate that involvement on the part of parents, proper communication between families and schools, and community support all lead to achieving positive educational outcomes. Supervision and support of the academic pursuits by parents were found to be especially significant in terms of reinforcing the learner's motivation and vigor in studies. The involvement of communities is also one of the most effective forms of assistance to the schools as it offers a possibility to collaborate and share resources. Even though the issues of reinforcing structured community engagement persist, the general outcomes reinforce the need to establish partnerships that may be promoted in the educational domain. The policies and practices designed to achieve this should, therefore, entail the involvement of the parents and communities in the running of the educational institutions to facilitate a successful and conducive environment for students.

References

- Benner, A. D., Boyle, A. E., & Sadler, S. (2016). Parental involvement and adolescents' educational success: The roles of prior achievement and socioeconomic status. *Journal of Youth and Adolescence*, 45(6), 1053-1064. <https://doi.org/10.1007/s10964-016-0431-4>
- Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2016). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research*, 87(2), 425-469. <https://doi.org/10.3102/0034654316669821>
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education*. Greenwood.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.
- Bryan, J., & Henry, L. (2012). A model for building school–family–Community partnerships: Principles and process. *Journal of Counseling & Development*, 90(4), 408-420. <https://doi.org/10.1002/j.1556-6676.2012.00052.x>
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33-46. <https://doi.org/10.1016/j.edurev.2015.01.002>
- Christenson, S., & Reschly, A. (2010). *Handbook of school-family partnerships*. Routledge.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, S95-S120. <https://doi.org/10.1086/228943>
- Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98(4), 653-664. <https://doi.org/10.1037/0022-0663.98.4.653>
- Domina, T. (2005). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of Education*, 78(3), 233-249. <https://doi.org/10.1177/003804070507800303>
- Dryfoos, J. (2010). *Community schools in action: Lessons from a decade of practice*. Oxford University Press.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22. <https://doi.org/10.1023/a:1009048817385>
- Gonzalez-Mena, J. (2010). *Foundations of early childhood education*. McGraw Hill.
- Goodall, J., & Montgomery, C. (2013). Parental involvement to parental engagement: A continuum. *Educational Review*, 66(4), 399-410. <https://doi.org/10.1080/00131911.2013.781576>
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 65(1), 237. <https://doi.org/10.2307/1131378>
- Hill, N., & Chao, R. (2009). *Families, schools, and the adolescent*. Teachers College Press.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763. <https://doi.org/10.1037/a0015362>
- Hoover-Dempsey, K. V., Battiato, A. C., Walker, J. M., Reed, R. P., DeJong, J. M., & Jones, K. P. (2001). Parental involvement in homework. *Educational Psychologist*, 36(3), 195-209. https://doi.org/10.1207/s15326985ep3603_5
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education*, 42(1), 82-110. <https://doi.org/10.1177/0042085906293818>

- Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education, 47*(4), 706-742. <https://doi.org/10.1177/0042085912445643>
- Lamb-Parker, F., Piotrkowski, C. S., Baker, A. J., Kessler-Sklar, S., Clark, B., & Peay, L. (2001). Understanding barriers to parent involvement in head start: A research-community partnership. *Early Childhood Research Quarterly, 16*(1), 35-51. [https://doi.org/10.1016/s0885-2006\(01\)00084-9](https://doi.org/10.1016/s0885-2006(01)00084-9)
- Mapp, K., & Kuttner, P. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. Harvard University.
- Patrikakou, E. N., & Weissberg, R. P. (2000). Parents' perceptions of teacher outreach and parent involvement in children's education. *Journal of Prevention & Intervention in the Community, 20*(1-2), 103-119. https://doi.org/10.1300/j005v20n01_08
- Putnam, R. (2000). *Bowling alone: The collapse and revival of the American community*. Simon & Schuster.
- Reynolds, A., & Shlafer, R. (2010). Parent involvement in early childhood programs. *Educational Psychology Review, 22*(2), 171–187. <https://doi.org/10.1016/j.ecresq.2006.04.002>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78. <https://doi.org/10.1037//0003-066x.55.1.68>
- Sanders, M. (2006). Building school-community partnerships: Collaboration for student success. <https://doi.org/10.4135/9781452224831>
- Sanders, M. G., & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record: The Voice of Scholarship in Education, 104*(7), 1345-1368. <https://doi.org/10.1177/016146810210400708>
- Sheldon, S. B. (2007). Improving student attendance with school, family, and community partnerships. *The Journal of Educational Research, 100*(5), 267-275. <https://doi.org/10.3200/joer.100.5.267-275>
- Sheldon, S. B., & Epstein, J. L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *The Journal of Educational Research, 98*(4), 196-207. <https://doi.org/10.3200/joer.98.4.196-207>
- Thompson, B. C., Mazer, J. P., & Flood Grady, E. (2015). The changing nature of parent–teacher communication: Mode selection in the smartphone era. *Communication Education, 64*(2), 187-207. <https://doi.org/10.1080/03634523.2015.1014382>
- Walker, J., Wilkins, A., Dallaire, J., Sandler, H., & Hoover-Dempsey, K. (2005). Parental involvement: Model revision through scale development. *The Elementary School Journal, 106*(2), 85-104. <https://doi.org/10.1086/499193>
- Weiss, H., Lopez, M., & Rosenberg, H. (2009). *Beyond random acts: Family, school, and community engagement as an integral part of education reform*. Harvard Family Research Project.
- Yamamoto, Y., & Holloway, S. D. (2010). Parental expectations and children's academic performance in sociocultural context. *Educational Psychology Review, 22*(3), 189-214. <https://doi.org/10.1007/s10648-010-9121-z>