

The Role of Parental Involvement in Children's Academic Achievement at the Primary Level in Afghanistan

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that.

1. The thesis submitted is my original work while completing my degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through complete and accurate referencing.
3. The thesis does not contain material which has been accepted or submitted for any other degree or diploma at a university or other institution.
4. I have acknowledged all primary sources of help.

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Ethics Statement

To address ethical considerations, I provided written consent letters to all my research participants, which they signed to confirm their voluntary participation in this study. In the letter, I assured them that their data would remain confidential and only be used for research purposes. I also sought their permission to audio record the interviews and focus group discussions. Additionally, I submitted a detailed ethical form obtained from BRAC IED. To maintain confidentiality, I used pseudonyms instead of participants' real names in this research. For data collection within organizations, I obtained consent letters from their offices.

Abstract

This qualitative research is about The Role of Parental Involvement in Children's Academic Achievement at the Primary Level in Kabul, Afghanistan. Parental involvement plays a crucial role in children's academic achievement, yet its impact varies across different contexts. This study was designed to find out the current ways for parental involvement in two private schools in Kabul and explore teachers' and parents' perceptions about parental involvement and its influence on students' academic achievement in primary schools. Additionally, it aimed to find out the causes for the low level of parents' involvement and suggest potential ways for enhancing their engagement in the future to support educational institutions. A qualitative research approach was employed in this research, utilizing semi-structured interviews with parents and teachers and a focus group discussion with students to gather in-depth insights. Furthermore, thematic analysis was used for analyzing the data, identifying key themes related to the nature of parental involvement, challenges faced, and its perceived impact on student learning. The findings of this study revealed that while parental engagement at any level can positively influence students' academic achievement, plenty of barriers, including socioeconomic and educational, hinder consistent support. The study findings also highlighted the need for school-parent collaboration and policy interventions to enhance parental participation in education by raising their awareness and nurturing specific skills for better learning support. The findings could also contribute to understanding how parental involvement can be fostered in similar educational settings.

Keywords: Parental involvement; Academic Achievement; Student's Performance School

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Chapter 1: Introduction and Background

1.1 Introduction

I have experience as a teacher for more than six years in diverse educational institutions, which enabled me to be directly in contact with students and their parents from diverse backgrounds. During this period, I have noticed many differences regarding students' performances within the same school with the same resources. I found that the main cause behind these differences was parental participation. Hence, I chose this study to focus on parental involvement in children's academic achievement in two private schools in Kabul, Afghanistan. This research was conducted qualitatively to understand the role of parents in students' learning from the views of teachers, parents and students.

Some studies have already been done on parental involvement, such as Khajehpour & Ghazvini (2011), Lambert et al. (2022), and Jhang & Lee (2018) globally, and some locally, such as Ulfat (2021) and Stanikzai (2013). However, this research will focus on the involvement of parents in children's academic achievement from the perspectives of educators and parents themselves.

I interviewed educators and parents to know what parental contribution is from their points of view and how crucial they have found it. I also did a Focus Group Discussion (FGD) with students to understand their perspectives to study the topic from different angles. This research is significant as it will give deep insights into the parental engagement role in the context of Afghanistan, which educational organizations can benefit from. The findings of this research could increase the academic outcomes of students by enhancing parental engagement and, similarly, contribute to the overall education system in developing countries like Afghanistan.

1.2 Research Topic and Title

Research Topic: Parental Involvement in Children's Academic Achievement

Research Title: The Role of Parental Involvement in Children's Academic Achievement at the Primary Level in Afghanistan.

Parental involvement plays a crucial role in children's academic achievement, yet, in Afghanistan, various socio-economic, cultural, and educational barriers limit parents' active contribution to their children's schooling. Investigating this issue is essential, as Afghanistan faces significant educational problems, including low literacy rates, limited parental awareness of effective engagement strategies, and other barriers in the educational system. It was found that parental contribution positively impacts children's academic outcomes by nurturing motivation, providing learning support, and creating a structured home environment (Cheung & Pomerantz, 2012).

However, parental engagement remains insignificant due to issues such as illiteracy, poverty, and traditional gender norms that often restrict mothers' roles in educational support (Hornby & Blackwell, 2018), which is more common in Afghanistan. Therefore, understanding the explicit barriers and potential approaches to enhance parental involvement in Afghanistan is critical for improving student learning outcomes at the primary level. By exploring the role of parental involvement in primary education, this study could provide valuable insights into how Afghan schools and policymakers can foster stronger parent-school relationships to enhance student achievement. By addressing the knowledge gap and providing potential strategies, this study aimed to inform educational policies and interventions that can empower Afghan parents to take a more active role in their children's academic journey and ultimately contribute to improving educational outcomes in the country.

1.3 Problem Statement

Parents' involvement is one of the key factors in defining learners' academic accomplishments, and their active engagement directly influences students' academic performance. The Department for Education and Skills (USA) has conducted several studies in the United States that show parental participation can affect children's behaviour and academic success (Siddiqui, 2011). However, there is a significant lack of parental involvement in the educational process at primary schools in Afghanistan, which negatively affects students' cognitive, behavioural, and emotional development (Siddiqui, 2011).

According to Jaiswal (2017), in a study conducted in India, students are more likely to succeed academically when parents are involved. On the other hand, when parental involvement is minimal or absent, it hampers students' ability to perform well in school. Ulfat (2021), in an Afghan context, highlights how a lack of parental engagement contributes to declining academic motivation, poor classroom performance, and weak school-home communication. The consequences are not only felt by students but also by teachers who struggle to bridge the gap between home and school, ultimately affecting the broader educational environment. Moreover, Jackson (2009), in a study which was done in the United Kingdom, pointed out that understanding the barriers preventing parental involvement, such as cultural attitudes, socioeconomic factors, and communication problems, is essential for developing effective policies to improve engagement and enhance educational outcomes for students.

This study addresses the lack of parental involvement in students' academic achievement at the primary level in Afghanistan. By investigating parents' participation, its impact on pupils' educational attainment, and the perceptions of parents and teachers regarding parental involvement, this research hopes to enhance academic outcomes for Afghan students, particularly at the primary level.

1.4 Research Questions

This study will address the following questions:

Q1: In what ways are parents involved in students' academic achievement at the primary level in Afghanistan?

Q2: What are the perceptions of parents and teachers about the effectiveness of parental involvement in children's academic achievement?

Q3: What are the challenges for involving parents in school affairs in Afghanistan?

1.5 Purpose of the Study

This qualitative phenomenological study seeks to delve deeply into the role of parental involvement in supporting students' academic achievement at the primary level in Afghanistan. It aims to explore the various ways in which parents contribute to students' academic achievement at the primary level in Afghanistan.

Additionally, the study explores how parents and teachers perceive the effectiveness of such involvement in enhancing children's learning outcomes, shedding light on the impact of these efforts, as well as identifying the challenges faced in fostering such engagement within the context of Afghanistan's unique socio-political and educational landscape following the recent changes under the Taliban regime.

By gathering insights from parents, educators, and students who are the main stakeholders of this research, this study aims to propose potential strategies that foster meaningful and sustained parental involvement, ultimately contributing to improving educational practices and outcomes for primary-level learners in Afghanistan.

1.6 Significance of the Study

This research has considerable significance. First of all, it will generate new knowledge in the context of Afghanistan, enriching the existing literature for other researchers by providing insights into the dynamics of parents' participation in children's educational success. Secondly, the findings are expected to assist policymakers in understanding the critical role of parental engagement and formulate strategies to strengthen it within the region.

Additionally, the results of this study could help local leaders, teachers, and community members to develop targeted programs that effectively support and engage parents in the educational process and, particularly, encourage them to be involved in their children's education. Finally, the findings will provide new insights into the current challenges and factors influencing parental involvement in Afghanistan, contributing to a broader global understanding of its impact on education.

Chapter 2: Literature Review and Conceptual Framework

I have reviewed various studies relevant to my area of research and discovered several investigations already conducted regarding parents' involvement in learners' education on a global scale. For instance, Jaiswal (2017), Khajehpour and Ghazvini (2011), Bakker and Denessen (2018), Lara and Saracostti (2019), Epstein (2018), and Cheung and Pomerantz (2012) emphasised the role of parents in students' education, asserting that it is a crucial determinant of their overall functioning and future success. However, studies focusing on this specific topic in the context of Afghanistan are limited. I have organised my literature into the following categories: 1) Nature of Parental Involvement, 2) Influence of Parental Involvement on Students' Academic Achievement, 3) Teachers' Perceptions of Parental Involvement, 4) Parents' Perceptions of Parental Involvement, and 5) Barriers to Parental Involvement.

2.1 Nature of Parental Involvement

Parental participation is commonly accepted as a crucial aspect of facilitating children's education (Stanikzai, 2013, in the context of Afghanistan in primary education), and they can be involved and help their children in their education in the school setting or at home (Magwa & Mugari, 2017, p. 74). Jeynes (2011), based on their studies in Zimbabwean schools, explained that home-based and school-based parental connections significantly contribute to students' school success, fostering higher achievement and greater engagement in learning. This support in the long term has the potential to help those students develop higher self-esteem and become more confident and bring a variety of benefits for school improvement as well (Shaida, 2021, in the context of Afghanistan).

Many studies worldwide also support the positive correlation between a child's educational success and parental support. For example, Khajehpour & Ghazvini (2011), in a study conducted in Iran, explained that children of parents who actively engage in learning activities such as homework monitoring, motivate in extracurricular activities, and participate in parent-teacher associations are more likely to do well in school and achieve better academic outcomes.

Lara & Saracostti (2019) based on research conducted in Chile, found that there are dissimilarities in the academic performance of children across parental engagement profiles, suggesting that children with parents who are less involved achieve less academically, while those parents who constantly engaged with their children's education and school activities, their children perform better in their lessons and get higher learning outcomes. Similarly, Butler, Uline & Notar (2008), in a U.S.-based study, explained that children who have the same education as their classmates but do not receive support at home perform worse in school and on standardized tests than those children who have involved parents.

2.2 Influence of Parental Involvement on Children's Academic

Achievement

Many studies have shown the connection between parental involvement and pupils' academic success, and educators, administrators, and legislators have recognized this relationship as one of the key elements of new educational improvements and creativities (Wilder, 2023). Participation of parents at any level can affect children's educational lives, and most commonly, it will bring positive changes in their learning process. As Eldeeb (2012), a study conducted in Egypt, explained, irrespective of parental education, family structure and level of income, students perform better in schools where those parents participate in their learning life. According to Ulfat (2021), in the Afghan context, parents' low level of education, for

example, being illiterate, is one of the factors affecting their involvement. He further explained that while they might not directly help children with reading, they are still involved in other parts of the learning development that are effective and motivate their children.

2.3 Teacher's Perceptions of Parental Involvement

According to Hornby & Blackwell, based on their research in the UK, educators view parental engagement as a crucial aspect of pupil success (2018), and they often perceive it as a significant factor in enlightening students' educational outcomes, highlighting the need for strong home-school communication (Bakker & Denessen, 2018). Teachers generally think that parent involvement in their child's education enhances student behaviour and attendance at school as well as having a positive impact on student achievement (Gulevska, 2018). This study highlighted a significant finding that teachers felt that parents are more likely to be involved in parental association activities when their children are having difficulty with their schoolwork because parents' involvement is essential to the implementation of individual education programs. This allows many parents of children with learning weaknesses or difficulties to participate more easily.

Many researchers acknowledged that almost all teachers at any level of education recognized that parental participation is a key element causing students' learning access, however, findings by Makgopa & Mokhele (2013), based on their study of South African primary schools, showed that among most teachers, it is unclear what role and responsibility parents are expected to play in the schools. Therefore, schools ought to endeavour to incorporate parental engagement and participation activities that involve every parent. In this regard, educators have a pivotal part in increasing parents' participation by being in contact throughout the year, not only when issues arise (Oranga, Matere, and Nyakundi, 2023, who examined parent-teacher collaboration in Kenya).

This study also highlighted that constant cooperation of teachers and parents through the academic year would result in better achievement of students as both parties will have a better understanding of students' needs and most probably find a way to help and support the learners with their education effectively.

2.4 Perception of Parents about Parental Involvement

Generally, parents, based on their backgrounds and expectations of their children's schooling, have diverse viewpoints on their participation in their children's learning process. Most perceptions refer to understanding the advantages of education for both social and academic development, which can shape parents' views of their involvement in their child's learning. According to studies, most parents think their participation is crucial because it helps their children be motivated, develop their literacy, and succeed academically (Wilder, 2014).

However, this opinion can differ based on elements such as financial ability, educational background, and cultural beliefs, which affect parents' confidence and ability to participate effectively in school activities (Hornby & Lafaele, 2011, a study in New Zealand settings). The findings demonstrate that almost all parents know that their participation is effective and has the potential to bring positive changes in the lives of their children, but based on their status, they act to be involved. It also emphasized that they think economics is one of the keys that increases their engagement as students, besides verbal motivation and encouragement, and they need educational resources that facilitate their learning. Additionally, research indicates that parents' views of what constitutes effective support, such as helping with homework versus attending school meetings, also influence the kind of involvement they engage in (Kim & Hill, 2015, based on a study of low-income families in the United States).

To positively influence parents' attitudes toward their involvement and increase the advantages of this engagement for students' academic development, institutes can play a significant role in teaching parents how to support learning at home (Epstein, 2018, in the U.S context). The findings of this study also discussed that while each parent has the willingness to support their children with their education and learning, the majority of them do not have the knowledge and proper skills to be more effective while helping their children and therefore, schools need to implement programs to help parents in gaining proper abilities.

2.5 Barriers Preventing Parental Involvement

Parental involvement is vital for improving students' academic success, yet numerous barriers often prevent effective engagement. One significant barrier is socioeconomic status and the majority of parents accept it as the main cause of their disengagement with their children's education. While parents at any level could engage and be effective, lower-income parents may struggle to actively participate in their children's education because they work multiple jobs, have limited time, and lack financial resources (Jaiswal, 2017, based on research in the Indian context; Hornby & Blackwell, 2018, from a UK-based perspective), which prevent them from being involved as needed.

Cultural perspectives are also very important. Since education is frequently viewed as the exclusive domain of teachers, cultural norms and beliefs may discourage or restrict parental involvement in school activities in some communities (Khajehpour & Ghazvini, 2011, in a study conducted in Iran). The findings of this study also demonstrate that this factor is mostly dominant in developing countries. Considering the context of Afghanistan, in most of the country, parents have this notion that their children's education solely belongs to teachers, and they do not have any responsibility in this regard. This idea is most dominant in areas where parents are unaware of their responsibilities and most probably uneducated.

Additionally, the educational attainment of parents and their previous experiences can affect their present engagement. Those who had negative school experiences might feel intimidated or unwelcome in the school environment, thus avoiding engagement (Jackson, 2009, in the context of U.S schools; Humphrey-Taylor, 2015, in UK settings). These studies argued that parents with high levels of education are more likely to engage with their children's education than non-educated parents. Certain parents believe that sending their children to school and providing learning materials to support their education is the only responsibility that parents have and beyond that does not belong to them. The way that they should tackle their educational barriers and how to do their school work is the responsibility of teachers and institutions Jackson, 2009). By understanding and addressing these barriers, authorities can enhance parental involvement, ultimately benefiting students' academic performance and overall development.

2.6 Conceptual Framework

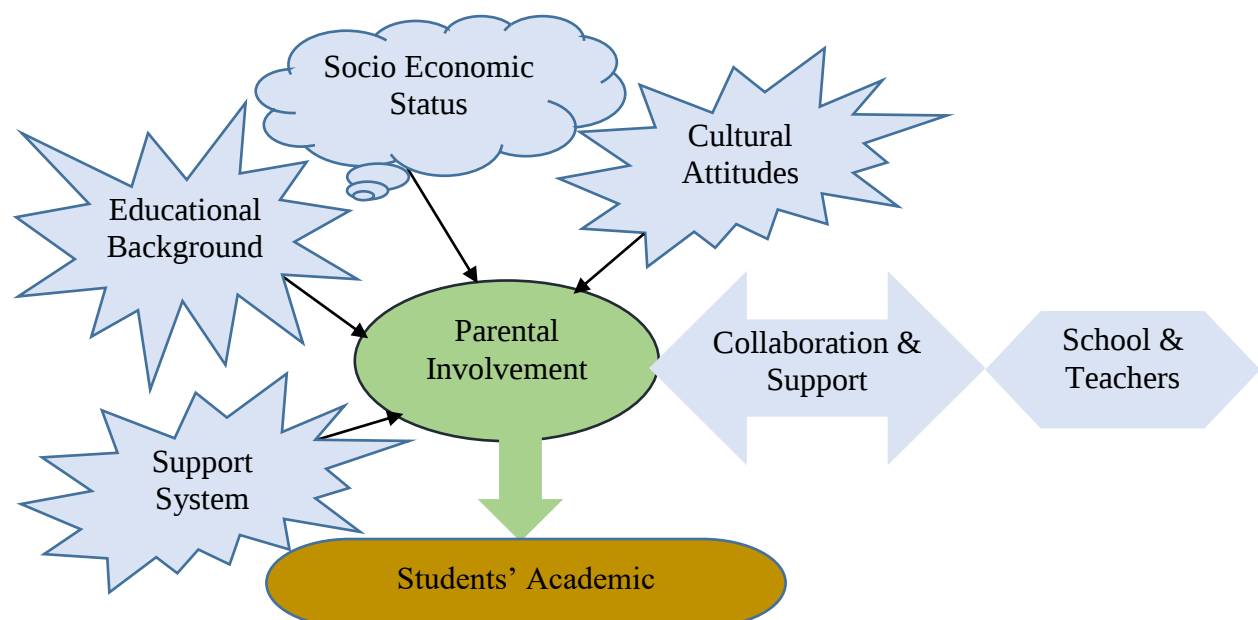


Figure 1: Conceptual Framework for Parental Involvement

The above conceptual framework displays parental involvement in children's academic achievement grounded on literature reviews. The first factor that influences parental participation is socioeconomic status (Magwa & Mugari, 2017, based on a study conducted in Zimbabwean primary schools). According to this study, parents from higher socioeconomic settings are more likely than those from lower socioeconomic backgrounds to be engaged in their children's schoolwork because they can supply educational resources, and they have the proper skills and knowledge on how to support their children with their studies.

The second factor influencing parents' level of participation in their children's schooling is their educational background (Shaida, 2021, in the Afghan context). While most parents acknowledge financial barriers as the crucial ones preventing them from effectively helping their children's education, some studies find parents' education the most critical one. This is because they lack the information and abilities necessary to assist their children with their learning difficulties; parents with low educational attainment are less or nonexistent in their children's educational lives, claim Magwa & Mugari (2017). This study explained that even though they participate in some school activities, their low level of educational qualifications generally prevents them and makes them unwilling to participate in decision-making. This is because they think they have nothing valuable to contribute and give suggestions or any solutions which are needed. In contrast, educated parents were more willing to participate, and their level of confidence was high as they believed that they had something always present. According to this theory, greater education equates to greater engagement and acceptance of new ideas (Poyraz, 2017, as cited in Ulfat, 2021, based on research in the Turkish context).

Moreover, the support system from schools and teachers brings positive changes in parental engagement levels. This is to say that clear and strong support from schools and teachers leads to more parental participation. Magwa and Mugari (2017) found that poor

communication between school and the home results in low parental participation. Parents cannot join in school events effectively if they are not informed about their involvement and expectations. They will become more active if they receive the support they need in a welcoming environment, making them feel at ease, free, and willing to share the information they need with teachers. Consequently, more collaboration from the school side certainly increases the level of parents' participation in their children's learning (Vellymalay, 2011, as cited in Ulfat, 2021, from a study based in Malaysia). The studies demonstrated that these collaborations are mutual, and when there is support from the school or teacher side, surely collaboration will increase from the parent side as well and, as a result, it will promote their level of engagement and enhance learner's outcomes.

Chapter 3: Methodology

3.1 Research Approach

This research aims to determine the role of parental involvement in children's academic achievement from the viewpoints of parents, teachers, and students. Therefore, this study adopts a qualitative research approach, allowing in-depth exploration of participants' experiences, perceptions, and insights. According to Denzin & Lincoln (2009), qualitative research also aims to comprehend the significance and understanding of people's lives and the societal world. Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research emphasises rich, descriptive data that captures the complexity of human behaviour and social dynamics (Creswell, 2017).

The selection of this approach is particularly relevant for this study as parental involvement is a complex phenomenon that cannot be fully understood through numerical data, and by implementing a qualitative approach, this study provided a detailed perspective from different participants, offering a holistic view of how parental participation impacts children's learning outcomes. Additionally, it allows the researcher to implement the study in a particular site and collect contextual data. As Merriam and Grenier (2019) stated, qualitative research enables the researcher to explore participants' experiences in their natural settings, ensuring that findings are contextually grounded. Hence, by adopting a qualitative research approach, this study aimed to make the findings context-grounded, participant-driven, and deeply reflective of the lived experiences and perspectives of all the stakeholders involved in primary education in Afghanistan.

3.2 Research Site

This study was conducted in Kabul, Afghanistan's political, cultural, and economic capital. Kabul is one of the largest and most densely populated cities in the country, playing a central role in the educational sector in the overall country. Over the past two decades, rapid urbanisation and population growth have significantly transformed the city, making it the 75th largest city in the world (Ulfat, 2021). Kabul has a diverse range of educational institutions, including public and private schools offering primary education for both genders from diverse socio-economic backgrounds. However, in recent years, private schools, in particular, have been growing in number, aiming to provide quality education with a focus on parental engagement and modern teaching methodologies.

This research focused on two private schools in Kabul serving both boys and girls at the primary level. Although these two schools are situated in the same area, the number of students and years of service that they have is different. The first school, which was established in 2007, has approximately 900 students and 18 teachers, and over the years, it has built a reputation for academic excellence and adopted various strategies to encourage parental participation. The second school, founded in 2012, has a smaller student body, with around 600 students and 10 teachers, and is famous for promoting parental involvement in learning activities.

These schools were selected for their commitment to fostering strong school-community relationships through active parental engagement. By strengthening parental participation, they aim not only to enhance student achievement but also to increase engagement and attract more enrollments. Since my research focuses on parental involvement, these private schools are appropriate sites for my study.

3.3 Research Participants

The participants of this study were four teachers (two females and two males), each with more than four years of teaching experience in their fields, six students, aged 10 to 13, were selected from different classes, representing a range of socio-economic backgrounds, and three parents (two males and one female), who were educated except one parent without formal education.

The participants were deliberately chosen to ensure diverse perspectives on parental involvement in education. Teachers shared their experiences and perceptions on how parental involvement influences student performance. Students, as direct beneficiaries of parental support, shared their experiences regarding their parents' role in their education, and parents themselves shared their ideas on the challenges and motivations behind their involvement in their children's education. To understand their perceptions, I interviewed teachers to know how they view parental involvement. I also interviewed parents to see how they got involved and if it made a difference. According to Creswell (2007), focus group discussions (FGDs) effectively capture diverse perspectives in qualitative research. Therefore, I conducted FGDs with students to gain a broader understanding of the topic.

Schools	Teacher		Parents		Students		Total number of participants
	Male	Female	Male	Female	Male	Female	
School 1	1	1	1	1	2	1	7
School 2	1	1	1	0	1	2	6
Total	2	2	2	1	3	3	13

Table 1: The number of participants from each school

To ensure confidentiality, pseudonyms were assigned to all participants who participated in this study. The following table presents the participants' pseudonyms along with their roles and gender. This allows for a clearer understanding of their contributions while maintaining anonymity.

Pseudonym	Role	Gender
Bilal	Teacher	Male
Farid	Teacher	Male
Mina	Teacher	Female
Fariha	Teacher	Female
Amina	Parent	Female
Samir	Parent	Male
Zahir	Parent	Male
Naveed	Student	Male
Ahmad	Student	Male
Jamil	Student	Male
Zara	Student	Female
Yasmin	Student	Female
Rona	Student	Female

Table 2: Participants' pseudonyms and roles

3.4 Sampling Procedure

Sampling is described as a way to choose some people or things from a whole population (Mertens, 2010, as cited in Ulfat, 2021). This study employed a purposive sampling technique, which is widely recognised in qualitative research for its ability to select participants who can offer rich, relevant, and diverse perspectives on a research topic (Creswell & Creswell, 2017). According to Mertens (2010, as cited in Ulfat, 2021), in purposive sampling, a researcher will decide from whom to collect data, how they should be involved and what could be done to preserve the participant's confidentiality.

Since the study investigates the role of parental involvement in children's academic achievement, participants were intentionally chosen based on their direct experiences and engagement with this phenomenon. The sample included parents, teachers, and students from primary schools in Kabul, Afghanistan. The selection criteria ensured that parents had children enrolled in primary school and were actively involved in their children's education. Teachers had experience working with students and interacting with parents regarding academic support, and students were enrolled in primary school and could express their perspectives on parental involvement in their learning.

A total of 13 participants were selected, comprising 3 parents, 4 teachers, and 6 students. Participants were identified through school administrators, teacher referrals, and parent associations. After the initial selection, potential participants were contacted and given detailed information about the study's purpose, confidentiality measures, and the voluntary nature of participation. Consent was obtained before conducting the interviews and focus group discussions.

3.5 Research Methods

The study has employed semi-structured, in-depth, one-on-one online interviews with educators and parents, along with focus group discussions with students. I have chosen semi-structured interviews and focus groups for their flexibility and ability to provide in-depth insights into participants' experiences and perspectives while maintaining a consistent structure.

According to Creswell (2017), semi-structured interviews allow researchers to explore participants' thoughts and feelings in detail while guiding the conversation with predetermined questions. This method is particularly effective in educational research, encouraging participants to reflect on their experiences and share diverse viewpoints (Takona, 2023).

Focus groups are also selected for their ability to facilitate interaction among participants, leading to the emergence of new ideas and perspectives. As Creswell (2017) stated, focus groups enable participants to interact with each other, providing rich data that can capture the complexity of their experiences. Additionally, they can uncover factors influencing group dynamics and individual behaviours, which might not emerge in individual interviews (Krueger & Casey, 2014).

For data collection, I followed a structured process to ensure comprehensive and reliable findings. First, I developed interview and focus group discussion (FGD) guides and conducted one-on-one interviews with teachers and parents while facilitating FGDs with students to gather diverse perspectives. Second, I designed open-ended questions for both interviews and FGDs, allowing participants to freely express their thoughts and experiences.

Additionally, with the participants' consent, I recorded all sessions and took brief notes to ensure accuracy and capture key points for further reference. Finally, I transcribed and translated the collected data to facilitate a thorough analysis. This step ensured clarity and accuracy in interpreting participants' responses, enabling a deeper understanding of their perspectives on parental involvement and its impact on students' academic success.

3.5.1 Methodology Matrix

S.N	Research Questions	Data Source	Sampling Technique	Research Methods/Tools	Nature of Data
1	In what ways are parents involved in students' academic achievement at the primary level in Afghanistan?	Primary	Purposive Sampling	Semi-structured Interviews and Focus Group Discussions	Qualitative
2	What are the perceptions of parents and teachers about the effectiveness of parental involvement in children's academic achievement?	Primary	Purposive Sampling	Semi-structured Interviews and Focus Group Discussions	Qualitative
3	What are the challenges for involving parents in school affairs in Afghanistan?	Primary	Purposive Sampling	Semi-structured Interviews and Focus Group Discussions	Qualitative

Table 3: Methodology matrix

3.6 Role of the Researcher

In this study, my position as a researcher has been shaped by my prior experience as a teacher in private educational institutions. I had the experience of being a teacher in educational centres, private schools and universities and worked with different students from diverse backgrounds and age groups. Although I have worked closely with students, teachers, parents, and the community for about six years, this research required me to step outside my professional role and engage with participants from a purely academic perspective. My role as a researcher was to facilitate and guide the interviews and focus group discussions, ensuring that participants felt comfortable and open to sharing their experiences. During data collection, I consciously maintained my identity as a neutral researcher and was also responsible for transcribing and analyzing the data, ensuring accuracy and reliability. While there was a concern that conducting interviews might pose challenges for some participants, I took careful steps to ensure clarity and understanding, thereby minimizing any potential impact on data collection.

3.7 Ethical Issues

I have maintained strict ethical standards throughout the research process. To ensure the integrity of this study, firstly, a consent letter has been prepared to inform participants regarding the aim of the research, their rights and the steps taken to protect their identity confidentiality. The participants' identities were kept hidden by using pseudonyms, and all information was safely stored to preserve privacy. I have formulated questions that do not affect participants' privacy or personal identities while also striving to prevent any bias in the research process. Furthermore, I adhered to the ethical protocols of BRAC University (BRACU) and obtained approval from the university before conducting the study. Throughout the study, respect for participants and their views was paramount, fostering an open and supportive environment for sharing their experiences.

3.8 Data Analysis Process

In this study, I employed thematic analysis to analyze the qualitative data. Thematic analysis, as described by Braun and Clarke (2006), is a flexible and systematic method for identifying, analyzing, and reporting patterns (themes) within data, providing a rich, detailed account of the dataset. This approach involves six key stages: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2006).

The first step in the process was familiarization with the data, where I carefully listened multiple times and read the interview transcripts and focus group discussion notes to gain an overall understanding of the participants' perspectives. This helped me identify initial ideas and recurring patterns in the data. After this, I proceeded to generate initial codes, systematically identifying meaningful segments of text related to parental involvement. For example, when a teacher stated, "Some parents actively help their children with homework, while others do not even ask about their school activities due to their busy schedule," I assigned the code "Parental support with homework" to highlight the involvement of parents in academic activities. During coding, I used different types of codes, which I summarized in the following table.

Types of codes	Example extracted from the data	Generated code
Conceptual code	As a parent, I have the willingness to support and help my children with their lessons and studies however, I don't know how to do that which would be more effective for them.	Lack of proper knowledge and skills on how to support children's education

Relation code	I believe that when there is constant and Teacher-parent supportive communication among teachers and communication parents about students' progress and problems, influences student this approach will result in better performance of performance. a student as both of them will try to help them regularly and effectively.
Participant perspective code	I love and wish that my parents could help me Students' desire for more with my lessons and homework, but they more parental are always busy with work, and I am sometimes involvement. not able to do well.

Table 4: Examples of generating initial codes

After coding the data, I started searching for themes by grouping similar codes under broader categories. For instance, the codes "Parental support with homework," "Regular communication with teachers," and "Monitoring academic progress" were merged to form the theme "Parental support in student's academics." After identifying potential themes, I proceeded to review them to ensure they accurately represented the data. Some themes were refined or merged for clarity. Following that, I defined and named the themes to ensure they captured the essence of the participants' responses. For instance, the theme "Parental support in student's academics" included aspects of parents' direct involvement in academic activities such as homework assistance, school visits, and communication with teachers. Similarly, the theme "Barriers to Involvement" captured challenges faced by parents, including time constraints, low literacy levels, and financial difficulties. The final stage was producing the report, where I compiled the findings into a structured narrative, integrating direct quotes from participants to support each theme.

By following this systematic thematic analysis approach, I ensured a rigorous and transparent examination of the data, leading to a comprehensive understanding of parental involvement in children's academic achievement. To ensure an organized approach, I documented each interview in separate Word files, while group discussions were recorded in another. Data was organized using appropriate applications or software to facilitate coding and thematic identification. Ultimately, the analysis culminated in gathering data for each theme to achieve a comprehensive understanding of the information.

3.9 Trustworthiness and Rigor

In this study, I followed Lincoln and Guba's (1985) four criteria for trustworthiness, which are credibility, transferability, dependability, and confirmability. These standards were employed alongside a commitment to competent and ethical research conduct (Rossman & Rallis, 2003, as cited in Ulfat, 2021). Credibility was achieved through several strategies, including triangulation and prolonged engagement with the data. I gathered data from multiple sources, such as parents, teachers, and students, which ensured a variety of perspectives to provide a well-rounded understanding of parental involvement. I also maintained prolonged engagement with the data by revisiting the interviews and focus group discussions many times to ensure a deeper understanding of the data and emerging themes. I provided a detailed description of the research context, participants, and methodology to address transferability. I outlined the study's setting and detailed the characteristics of the participants to provide detailed descriptions for readers so that they can determine if the findings are transferable to similar contexts. I followed a structured approach to data analysis, using thematic analysis (Braun & Clarke, 2006), and sought feedback from my supervisor at various stages to confirm the consistency and reliability of the analysis. Additionally, I piloted the interview questions before data collection, making necessary revisions to improve clarity and relevance. In this way, I ensured that dependability was maintained. As a

researcher, I only reflected on the participants' views to ensure confirmability and prevented myself from being biased while conveying the participants' perspectives. Furthermore, I ensured transparency by providing direct quotes from participants in the findings section, which allowed for a more objective representation of the data. As a researcher with a background in teaching and extensive experience in working collaboratively with teachers, parents, and community members, I was aware of potential biases in the data collection process. To address this, I made a conscious effort to reassure participants about the confidentiality of their responses and emphasized that their involvement in the study would not have any negative consequences. I also clearly communicated the ethical considerations of the research, following the protocols of BRAC University and obtaining formal approval before conducting the study.

3.10 Limitations of the Study

One significant challenge of this research was the language barrier. All participants in this study communicated in Persian, which was their native language, to express their thoughts clearly and provide accurate data. This required me to translate their responses into English, a process that took time and demanded a strong understanding of both languages. To ensure the accuracy of the translation, I carefully reviewed and compared the original responses with the translated versions multiple times to confirm that their ideas were conveyed without alteration or loss of meaning. Another challenge was my inability to be physically present in Afghanistan, as I was residing in Bangladesh at the time. This made it difficult to engage with participants in person, observe their non-verbal cues, and interact with them directly. However, I utilized online platforms such as Zoom and Google Meet to conduct interviews and focus group discussions. These platforms allowed me to record the sessions and observe participants' facial expressions and body language. Despite these challenges, I made efforts to ensure that the data collected was as accurate and meaningful as possible.

Chapter 4: Results

In this chapter, I aim to analyze the data collected from teachers, parents, and students through interviews and focus group discussions. The collected data were analyzed, coded, and then categorised into five main themes:

1. Parental involvement in academic support
2. Role of parental support in shaping children's motivation and behaviour
3. Role of parental involvement on children's academic achievement
4. Challenges in parental involvement
5. Strategies for enhancing parental involvement

Each theme includes several sub-themes, which will be discussed in detail in this chapter. The findings demonstrate that parents have a crucial role in their children's education and can bring significant positive changes through homework support, motivation and encouragement, and engagement with school affairs. I also found that teachers and schools can contribute by guiding parents and maintaining communication throughout the academic year.

Parental involvement has a positive impact on children's education, leading to better academic performance, self-confidence, and emotional well-being. The participants mentioned some challenges, including parents' busy schedules, low literacy levels, and economic difficulties, which are limiting parental involvement. However, strategies such as awareness programs, school-based initiatives, and structured collaboration were suggested to improve parental participation.

4.1 Parental Involvement in Academic Support

4.1.1 Parental help with homework

Most of the parents agreed that parental involvement has a significant impact on children's academic achievement. Additionally, the majority of students in the focus group discussion mentioned that parents' participation in their homework plays a crucial role in their educational life and performing better academically. Many parents assist their children in completing assignments, providing explanations and correcting mistakes. As Zara, a student, mentioned, "My mother helps me. Sometimes my father checks my homework and encourages me. Some days he takes me out and buys me things because I do my homework well" (Zara, personal communication, December 23, 2024).

Students found parents' guidance and support very effective and useful. The majority of them agreed that parents' instruction increases their level of understanding about learning and their studies. However, some students pointed out challenges due to their parents' literacy levels. Jamil, one of the students, noted, "My father cannot read and write, and that is why he sometimes has problems handling his homework" (Jamil, personal communication, December 23, 2024).

This problem was also stated in teachers' interviews. Farid, a teacher, pointed out this, "Many parents want to help their children with homework, but their lack of education limits their ability to do so effectively. They struggle with even basic reading and writing, which makes it difficult for them to provide the necessary support." (Teacher A, personal communication, December 20, 2024).

4.1.2 Providing educational materials

Many parents go beyond verbally helping their children, like supporting in homework or providing guidance about how to deal with difficult topics. Providing educational materials is another crucial aspect of parental involvement in children's school life. The findings demonstrated that most parents support their child's education by providing essential learning books and stationary or creating a conducive learning environment at home. Bilal, one of the teachers, in his responses to parents' role, highlighted the importance of providing resources and materials for children's studies. He stated, "Another role of parents is to provide the necessary materials and resources for their children's studies and educational activities. For example, when their child is studying, they should have books, pens, notebooks, and other essential materials for their lessons." (Bilal, personal communication, December 21, 2024). Mina, another teacher, also clearly explained how vital it is to provide learning materials for children's education. "Providing educational materials that simplify and make learning more enjoyable for children is crucial." (Mina, personal communication, December 23, 2024). Amina, a parent, in her responses regarding a parental role in children's academics, explained it like this:

I believe parents play two main roles in their children's education. First, they create a positive emotional environment where the child feels safe and can fully trust their parents. The child can share any issues without any fear. In this environment, parents use encouragement, motivation, and guidance to raise their children according to essential principles and pave the way to growth. Second, parents provide the necessary educational materials. Alongside encouragement, they must ensure their children have essential educational supplies, like notebooks and books, so they can learn effectively (Amina, personal communication, December 25, 2024).

Some of the teachers believed that providing educational materials at home, which gives the feeling of a learning environment to children, has a direct effect on children's performances and their level of eagerness to study their lessons. This is how Farid, a teacher, explained his idea:

At home, parents can create a suitable study environment and provide educational materials such as books, stationery, and sometimes even educational games or tools. This not only helps children with their homework but also fosters a love and enthusiasm for learning. I have seen that students who have access to these resources tend to perform better in class and are more engaged during lessons (Farid, personal communication, December 20, 2024).

When the parents were asked about providing educational materials like books, stationery, or anything needed for children's studying purposes, they mentioned that such materials are essential for ensuring quality education and supporting children's learning effectively.

4.1.3 Encouragement and Motivation

One of the common responses that I found regarding the role of parents in children's education was encouragement and motivation. According to the data, parental encouragement and motivation have a profound impact on children's academic achievement. This involvement not only enhances students' confidence but also motivates them to perform better in their studies. Bilal, one of the teachers, expressed his idea about the significance of parental encouragement in a student's school life:

Parental encouragement is essential. I have observed that students who receive motivation from their parents tend to be more focused and perform better in their studies. This encouragement can come in various forms, such as praise, rewards, or

simply spending time with their children discussing their progress (Bilal, personal communication, December 20, 2024)

When students were asked about the role of parents in helping them with their lesson, particularly about the impact of parental motivation and encouragement, almost all of the students said that they love the words that their parents use to encourage them and the rewards that they provide them. The majority of students expressed how their parents' encouragement positively influenced their motivation and performance. Rona, a student, said, "When I solve questions correctly, my parents get very happy and praise me. They tell me I am smart and capable, which motivates me to do even better next time" (Rona, personal communication, December 23, 2024). Similarly, Zahir, a father, explained in his interview:

We always tell our child to study hard and be the best in their class. We believe that encouraging words and showing interest in their studies can make a big difference. Sometimes, we also set small goals and reward them when they achieve those goals (Zahir, personal communication, December 26, 2024).

This positive impact was also found in many responses of the teachers, and they believed that such attitudes of parents lead the students towards effective learning and positive changes. Bilal, a teacher, noted, "In my experience, students who receive consistent encouragement from their parents are more likely to develop a positive attitude towards learning. This motivation helps them overcome challenges and stay committed to their education." (Bilal, personal communication, December 21, 2024).

4.2 Role of Parental Support in Shaping Children's Motivation and Behavior

4.2.1 Enhances Student's Motivation

The findings illustrated that the majority of participants agreed that parental participation has a significant impact on students' motivation. Teachers' responses revealed that children demonstrate a higher level of enthusiasm and dedication towards learning when their parents actively participate in their education and motivate them regularly. Teachers and parents themselves believe that the most vital role of parents is to provide a sense of confidence for their children, enabling them to believe in themselves. This attitude can eventually drive them to pursue their goals. Bilal, a teacher, mentioned:

Parental encouragement is essential. I have observed that students who receive motivation from their parents tend to be more focused and perform better in their studies. This encouragement can come in various forms, such as praise, rewards, or simply spending time with their children discussing their progress (Bilal, Personal communication, December 20, 2024).

Parents shared their perspectives on the importance of encouraging their children and believe that it can directly impact children's performance and motivate them to study harder and with enthusiasm. Samir, a parent, stated:

Helping them (children) does not simply mean just about their studies, it is also about encouraging and motivating them. After small or big achievements, I provide them with rewards and give them small gifts to motivate them. For example, one of my children couldn't read properly at first, but after a month of support, there was a

significant improvement in both studies and behaviour. This encouragement has made them more interested in learning. As children spend most of their time with their parents, parents must actively participate in their education. This involvement ensures better learning. Regular communication with teachers is also necessary for the child's progress. I think as a parent I must be engaged with my children most of the time and be supportive as much as I can. The encouragement makes them try more and learn their lesson more than before (Samir, personal communication, December 22, 2024).

The findings show that besides providing learning materials and educational opportunities for children, it is essential for parents to encourage and motivate their children. Parents stated that this encouragement not only helps students to be interested in their studies, it also enhances their self-confidence, and eventually, they believe in themselves to overcome any challenges in their present and future life.

4.2.2 Emotional and Behavioral Effects

The majority of participants stated that providing emotional support and creating a secure environment is crucial for children's academic growth and personal development, and when parents are actively engaged in children's lives, it positively impacts their emotional well-being and behaviour. The majority of teachers, parents, and some of the students mentioned in their responses that children who receive consistent support from their parents tend to be more emotionally stable, confident, and well-behaved in school. Amina, a parent, emphasized the importance of providing emotional support to ensure her children feel secure and maintain their interest in learning:

I always support them so that they feel secure and do not lose confidence and interest in learning. I focus a lot on giving them love, encouragement, and emotional support,

which I believe is very impactful for young children in primary school (Amina, personal communication, December 25, 2024).

She also highlighted the importance of creating a safe emotional environment. “They (parents) can create an emotional environment where the child feels safe and can fully trust their parents” (Amina, personal communication, December 25, 2024). This finding shows that parents should create an environment that their children love to be in and find more peaceful rather than other places. Parents should be like friends to their children so they feel happy when they are at home and this attitude is vital for their mental health. Fariha, one of the teachers, in her responses, pointed out the need for parents to observe their children’s behaviour and provide a stress-free study environment. “Since children spend most of their time at home, parents should prepare an environment that allows their children to study peacefully, free from mental and emotional stress” (Fariha, personal communication, December 26, 2024). Samir, another parent, had the same idea and discussed the role of parents in teaching good behavior and providing a safe environment:

Parents play a vital role in their children’s lives. They can help in many ways, like teaching good behaviour and social skills, providing a safe environment which affects their physical and emotional ability, and ensuring proper education. Parents also give love and emotional support, helping their children grow up with confidence (Samir, personal communication, December 22, 2024).

As I analyzed the data, I found that the most essential part of supporting children depends on the way that parents follow it. It was demonstrated that parents should be careful about their behaviour and attitude toward their children, particularly in primary school. At this age, children are vulnerable, and the way that parents treat them can affect their mental health and

overall well-being. Amina, one of the parents, explained her approach to supporting her children emotionally and behaviorally:

When my child comes home from school, I try to ask them very softly about their day after they have had some rest. I will ask them how their classes went, what they learned, and which parts they found interesting. This helps them feel comfortable and share their thoughts. I avoid pressuring them to prevent making studies boring or stressful. I always support them so that they feel secure and do not lose confidence and interest in learning. I focus a lot on giving them love, encouragement, and emotional support, which I believe is very impactful for young children, particularly in primary school (Amina, personal communication, December 25, 2024).

Students also expressed the impact of their parents' involvement on their emotions and behaviour. Zara, a student, mentioned, "When my parents help me with my studies and encourage me, I feel happy and confident. I am not afraid to try new things because I know they will support me" (Zara, personal communication, December 23, 2024). Rona, another student, stated, "My father always tells me to never give up. Even when I make mistakes, he encourages me to try again. This makes me feel good about learning and trying harder" (Zara, personal communication, December 23, 2024).

4.3 Role of Parental Involvement on Children's Academic Achievement

4.3.1 Improve Students' Academic Performance

When I asked the participants about the impact of parental involvement, almost all of them acknowledged the significant role of parental involvement in enhancing students' academic performance. Teachers observed that students with supportive parents achieved higher

academic results. Fariha, one of the teachers, pointed out the positive effect of parental involvement on students' academic performance:

Based on my teaching experience, my best and most capable students have always been those whose families supported and encouraged them. These students, who are creative and talented, come from families that regularly help with their education. Some parents stay in touch with the school and teachers, either in person or by talking on the phone (Fariha, personal communication, December 22, 2024).

Similarly, Farid emphasized that consistent parental support, such as helping with homework, boosts students' confidence and ability to overcome challenges. "Parental cooperation can significantly influence their children's academic performance and grades. If parents consistently assist their children with homework and resolving academic issues, it helps the children grow and face challenges without fear." (Farid, personal communication, December 21, 2024). Mina, a teacher, shared a comparison between two students. Here is her explanation:

Based on my personal experience, parental involvement is extremely impactful. For instance, I have two different students: one whose parents are always involved, assisting with homework and daily lessons, and another whose parents are not involved. The first student confidently states that their parent supports them with any school difficulties, making the lesson enjoyable for him. In contrast, the second student often feels stressed and worried, unsure of how to address their academic challenges (Mina, personal communication, December 22, 2024).

Samir, a parent, highlighted that since "Children spend most of their time with their parents, so parents must actively participate in their education. This involvement ensures better

learning” (Samir, personal communication, December 22, 2024). Amina, another parent, described how her children's academic success improved when she started dedicating time to their studies.

My involvement has made a big difference in their (children's) outcomes. Five years ago, when I was very busy, my oldest child, who was talented, did not achieve much because I was not supporting him. He lost his top position in the class. However, in the last two years, I have spent at least two or three hours helping them with their studies. Now, my two children, one in grade five and the other in grade three, are both at the top of their classes with excellent scores (Amina, personal communication, December 25, 2024).

Teachers noted that when parents actively participate in their children’s education, students tend to be more committed, disciplined, and academically successful. One teacher highlighted this by stating, “I have observed that parents who are more attentive and consistently involved in their children’s education tend to have more capable and successful children than those who take these matters lightly.” (Farid, personal communication, December 21, 2024). He also talked about the significance of parental encouragement and its influences on children’s motivation. He shared a case where two brothers had different academic outcomes due to differing parental support. Here is his experience:

I had two students who were brothers. Both were hardworking and capable, but over time, one of them started showing negative changes. Upon investigating, I discovered the father’s role was a significant factor. The brother shared that their father encouraged him, praised his grades and handwriting, and acknowledged his academic progress. However, the father told his other son, why have you become weak in your studies? You should focus on helping with the family business instead. This criticism

demotivated the latter, causing him to lose interest in his studies, while the encouragement motivated the first brother to try harder (Farid, personal communication, December 21, 2024).

Parents reflected on their own experiences, underscoring the necessity of parental engagement. Amina, a parent, stated, “I have realised the more attention I give; the better results I get. Therefore, I am trying to help my children with their learning and give them the support that is needed for their education.” (Amina, personal communication, December 25, 2024). Samir, another parent, shared how his illiterate father motivated him to succeed despite financial struggles, inspiring him to do the same for his children. He expressed his experience as this:

My father was illiterate and not in a good financial situation. However, he always tried to do his best so that we performed better in our studies. For this reason, parents should be there for their children and motivate them to study. My father always told me that he couldn’t support me financially but encouraged me to study hard to avoid ending up like him. That became my motivation to study harder (Samir, personal communication, December 22, 2024).

Besides parents and teachers, students also affirmed the benefits of parental involvement. Ahmad, a student, said, “I am very happy when my parents help. I review lessons 15-16 times and learn them well. Then I perform well in exams and get top marks” (Ahmad, personal communication, December 23, 2024). Similarly, Jamil, another student, mentioned, “I like them helping me all the time so I can do well in my studies. They explain everything clearly” (Jamil, personal communication, December 23, 2024).

4.4 Challenges to Parental Involvement

4.4.1 Busy Schedules and Time Constraints

The collected data represent that busy schedules and time constraints are one of the major barriers to parental involvement in children's education. Many parents struggle to find the time to assist their children with their studies due to their workload and daily responsibilities. Both teachers and parents acknowledged that work commitments, household responsibilities, and other obligations often prevent parents from actively engaging in their children's academic activities.

Despite these challenges, some parents are trying to dedicate time to their children's education and give them the support that they need. Samir, a father, shared his experience like this. "During workdays, I do not get much time to help them because of my busy schedule. However, on Fridays, Saturdays, and in the evenings, I spend at least two to three hours assisting them with their studies." (Samir, personal communication, December 22, 2024). Zahir, another parent, mentioned the challenges of his busy life that prevent him from helping his children. "I do not have a fixed schedule for helping my children due to my busy life, but I use every opportunity I get to help them with their learning" (Zahir, personal communication, December 26, 2024). This issue was accepted by some of the teachers in response to questions regarding challenges preventing parents from involvement. As one of the teachers, Fariha, pointed out, "Another issue is parents being overly busy with daily work and jobs, leaving them unable to assist their children effectively" (Fariha, personal communication, December 22, 2024).

While parent's busyness was one of the primary issues among the majority of parents, some parents had different ideas. Amina, one of the parents, in her responses to the question regarding parental involvement challenges, said:

From my perspective, no challenge is too big if parents truly want to support their children. I work two official jobs and volunteer in different areas, yet I still find at least two hours daily to help my children. So, it ultimately depends on parents' willingness, not external factors (Amina, personal communication, December 25, 2024).

Almost all of the students, in their responses, mentioned that despite the busy schedules their parents and members of their parents have, they always tried to make time and help them with their school life. Naveed, a student, mentioned, "They always try to help me and ensure I do my best" (Naveed, personal communication, December 23, 2024). Jamil, another student, responded like this: "My parents are busy during the day, but at night, my father studies with me while my mother washes dishes. I sing poems with my father and do my homework before sleeping" (Jamil, personal communication, December 23, 2024).

4.4.2 Lack of Literacy Levels and Educational Awareness

Another significant challenge that I found from the responses of the respondents is the lack of literacy levels and educational awareness among parents. Many parents struggle to support their children's academic efforts due to their limited educational backgrounds and a lack of understanding of effective educational techniques. From the analysis of the data, I found there were two types of parents. The first type was illiterate but tended to help children in any possibility. The issue with these parents was a lack of awareness about how to help their children in their studies. The second type of parents were also illiterate but did not have any

interest in supporting their children regarding their education. They put all the responsibility on the school and their children's teachers. Teachers, parents, and students all highlighted how this barrier affects students' academic progress and parental engagement.

Zahir, a parent, highlighted the issue of lack of awareness. She said, "One major problem is a lack of awareness about the importance of education and responsibility; many parents do not understand their role in their children's education" (Zahir, personal communication, December 23, 2024). Another teacher, Farid, explained in his response the negative consequences of this issue in the long term on students' educational lives. "The lack of awareness is a big challenge. Many families do not understand the importance of education and believe it holds no value in an individual's life, leading to long-term negative consequences for their children." (Farid, personal communication, December 21, 2024).

Some of the participants mentioned that it is not only essential for parents to be involved with their children's education, but the ways that they help and support their children's education are more important. Bilal, one of the teachers, presented his opinion about how improper educational techniques can negatively impact children:

Many parents are unaware of proper education techniques. When their child is struggling academically, instead of encouraging them, they scold them and use phrases or statements which convey negative energy. Such statements can completely discourage the child and make them believe that they are truly incapable. Instead, parents should adopt simple methods, such as encouraging them in daily lessons and instilling the belief that they can achieve anything with effort and persistence. This approach can foster confidence and a sense of strength within the child, encouraging them to trust in their abilities (Bilal, personal communication, December 20, 2024).

Considering the dependency of children on their parents in primary school, lack of parental engagement and proper support can limit children's ability. However, a small amount of support from parents can cause a big change in a child's life. Yasmin, a student, shared her experience with her father's limited literacy level. "I like that my parents help me, but my father cannot read with me. He just knows some of the parts, but my brother sometimes helps me and sometimes not" (Yasmin, personal communication, December 23, 2024). Amina, a parent, explained that parents should support their children even if they have plenty of challenges. Her response was like this:

From my experience, I think parents play a much bigger role in their child's success than schools do. If parents want their children to do well, they must actively support them. I understand that many parents in Afghanistan face numerous challenges, but even small acts of encouragement and support can make a big difference (Amina, personal communication, December 23, 2024).

4.4.3 Economic Barriers

The data from parents and teachers highlighted the impact of financial barriers on children's academic experiences and parental engagement. In their interviews, both parents and teachers said that many parents struggle to provide essential educational materials, pay school fees, or support their children's learning due to economic hardships. The data illustrated that these economic challenges can hinder parents' ability to provide necessary educational support and leave parents torn between solving economic problems and supporting their children's studies. Zahir, a parent, highlighted the dilemma he and many other parents. "One major challenge that parents are facing is financial difficulties, which leave parents torn between solving economic problems and supporting their children's studies" (Zahir, personal communication, December 26, 2024).

The data presented that in Afghan society, economic problems are prevalent and pose significant challenges to parental involvement. Fariha, a teacher, stated in her answer to the question regarding challenges faced by parents to engage in children's education. "In Afghan society, parents face many challenges, with economic problems being the biggest. Due to poverty, many parents cannot afford to provide educational materials or other resources for their children." (Fariha, personal communication, December 22, 2024). Farid, another teacher, emphasised the financial struggles of many Afghan families. "Many Afghan parents face financial challenges, with only one person in the family earning while others depend on them" (Farid, personal communication, December 22, 2024).

4.4.4 Societal and Security Issues

While financial issues were a common problem among some parents in supporting their children's education, most parents faced concerns about the safety of their children due to ongoing instability. These challenges have led some parents to hesitate in sending their children to school. Zahir, a father, expressed his fears and highlighted the impact of security issues and an unstable government, stating, "security issues and unstable government discourage parents from investing in education, making some parents hesitant to send their children to school out of fear for their safety." (Zahir, personal communication, December 26, 2024).

Some of the parents raised their concern about how cultural norms are still dominant in Afghanistan and not only caused the parents not to support their children's education but also prevented their children from going to school and educational institutions. Fariha, a teacher, shared his experience like this:

Cultural and social barriers also exist, such as some parents in Afghanistan preventing their girls from continuing their education as they believe it is not needed for them. Also, mental well-being, which has different reasons, particularly because of economic struggles and past wars, prevents parents from focusing on their children's education (Fariha, personal communication, December 22, 2024).

She also mentioned family conflict as one of the factors for preventing parental involvement. As she pointed out, "Family conflicts are another challenge affecting parents' ability to support their children" (Fariha, personal communication, December 22, 2024). Considering all these responses and the concerns that the participants had, I find that societal and security challenges create a difficult environment for many parents, making parental involvement in education inconsistent. However, despite all these challenges, some parents try their best to support their children, suggesting that broader social and governmental efforts are necessary to ensure a safer, more inclusive, and supportive educational system for all children.

4.5 Strategies for Enhancing Parental Involvement in Children's Education

4.5.1 School-Based Initiatives

While some of the participants did not acknowledge school initiatives as a crucial factor for involving parents in students' education, the majority of them agreed that the school plays a vital role in enhancing parental involvement through structured programs. From their responses, I found out that the school, by organising meetings, special events, and communication channels, aims to engage parents in their children's education, keep them informed about their children's progress, and create a collaborative environment. One of the primary ways the school involve parents is through regular parent-teacher meetings and progress updates. Amina, a mother, explained the initiatives from the school:

The school uses various programs to involve parents. For example, they hold meetings with parents to inform them about their children's progress and challenges. They also celebrate special days like Mother's Day or Children's Day, inviting parents to participate. These programs indirectly remind parents how important their role is in their child's education. Schools also share students' results, create WhatsApp groups, and organize cultural events to encourage both children and parents to engage in the educational process (Amina, personal communication, December 25, 2024).

There is a parental committee with the school that tries to be in touch with parents and involve them more in their children's studies. Parents find this initiative very effective. Samir, a father, highlighted its effectiveness like this:

There is a parent committee at the school that works to ensure communication with parents. They mostly want to engage more parents in educational aspects and update them about their children's learning process. I find this coordination very helpful because it creates a shared sense of responsibility and helps us plan better for the children's education (Samir, personal communication, December 22, 2024).

From the responses of teachers, it became clear that they also had the same idea and talked about those programs. Mina explained her experience as a teacher and the two approaches the school employs to involve parents:

The school employs two approaches. First, it organises special programs that involve parents, such as parent-teacher meetings. During these sessions, held weekly or monthly, parents are briefed on their children's progress and challenges, making them highly effective. Second, the school conducts motivational programs, including

graduation ceremonies or special events like Mother's Day. These occasions invite families and directly encourage them to support their children academically and collaborate with the school. Furthermore, the school sometimes holds private meetings with specific parents as needed to enhance the effectiveness of the educational process through mutual coordination (Mina, personal communication, December 22, 2024).

Fariha, another teacher, emphasized the use of educational activities and communication tools that the school has and utilizes to engage parents in their children's education. She noted:

The school also holds educational activities for students, inviting parents to participate, which motivates them to cooperate more. The school uses tools like WhatsApp groups to connect parents with teachers and administrators. Weekly or monthly reports are shared to keep parents informed about their child's academic progress (Fariha, personal communication, December 22, 2024).

Besides the above programs, the school wants to implement a collection of various programs to engage parents. Farid, a teacher, noted the school's efforts to engage parents through various programs. "The school authorities, to some extent, are trying to hold some other programs like cultural, religious, and public holidays and invite parents to be part of these programs and be in touch with the school." (Farid, personal communication, December 22, 2024).

4.5.2 Awareness Programs for Parents

After analysing the data, I found that some parents either do not know their crucial role in their children's education or lack the proper skills to help their children's learning. Almost all of the teachers suggested that parents first should know their critical role in students' education by providing them with awareness programs. It was stated by the participants that by educating parents on effective support strategies and the importance of their involvement, schools can foster a more engaged and informed parental community. They believed that implementing regular awareness programs could help bridge the gap between parents and the educational system, fostering a collaborative environment. Amina, a parent, highlighted the significance of these initiatives, stating, "Awareness programs should be held monthly to teach parents how to help their children with their studies and create a supportive educational environment" (Amina, personal communication, December 25, 2024). Some of the parents mentioned that schools should share the challenges faced by the students with their parents and provide them with possible solutions. The following is Bilal, another parent's response regarding the same topic:

One method is understanding students' challenges and sharing them with parents. This direct engagement enables parents to connect with their children and assist in resolving problems. It fosters a sense of responsibility among parents and encourages consistent cooperation (Bilal, personal communication, December 25, 2024).

It was mentioned that those young parents who do not have educational awareness and do not give much value to education, could affect students' education negatively. Bilal, a teacher, further emphasised the need to educate parents about the value of education. "I think the first thing is that parents must be educated about the value of education and its crucial role in their children's future" (Bilal, personal communication, December 25, 2024).

Chapter 5: Discussion and Conclusion

5.1 Discussion

In this chapter, I will critically analyse the major findings from my research and situate them within the existing literature. The discussion focuses on three key areas, which are the impact of parental involvement on students' academic success, barriers to parental involvement, and strategies to enhance parental engagement. Based on the data analysis, it was found that parental involvement plays a crucial role in children's academic performance. However, several barriers hinder effective parental engagement. This chapter aims to highlight the study's key discoveries and offer my interpretations and perspectives as a researcher. By integrating the findings with theoretical and empirical literature, I will illustrate how this study contributes to the broader academic conversation and identify areas for future research.

5.1.1 The Role of Parental Involvement on Students' Academic Success

One of the key findings of this study is that parental involvement significantly enhances students' academic success. Responses from teachers, parents, and students consistently emphasized that when parents actively participate in children's education, whether through homework support, providing learning materials, motivation, or monitoring progress, their children tend to perform well and achieve better academic outcomes. It was found that this involvement not only helps students with their current studies and education life, but it also impacts their future and how they overcome challenges in their life. Teachers' responses particularly highlighted that parental engagement plays a more effective role in students' academic success than school-based factors alone. This is why educational institutions are focusing on involving parents and educating them so that they can help their children effectively. Additionally, children spend most of their time with their parents, undoubtedly, parents can increase their level of understanding about anything if they want. The same

finding was found in Hornby and Blackwell's study (2018), which was based on research in the UK and emphasized that teachers generally perceive parental involvement as a crucial factor in student achievement. They also added that if parents and teachers support each other's efforts, students' achievement increases dramatically. Similarly, research emphasizes that parental engagement is strongly connected with improved academic performance and better learning outcomes (Gulevska, 2018, based on European educational contexts; Fan & Chen, 2001, through a meta-analysis in the U.S. settings).

Beyond academic success, the findings of my study also indicate that parental involvement contributes to students' motivation and self-confidence. This indicates that students whose parents regularly support their studies, engage with them, and encourage them tend to demonstrate higher motivation for learning, actively engage in their studies, and display a sense of self-efficacy. The findings of Gonzalez-DeHass et al. (2005), based on research in U.S. school settings, supported this claim and explained that parental involvement positively influences students' intrinsic motivation, academic self-efficacy, and overall engagement in learning. This is what I observed among students of the same circumstances in the same class where some were eager for their lessons and did homework with a high level of motivation, and others suffered from a lack of confidence whose parents were not supportive of their education. Similarly, Gonzalez-DeHass, Willems, and Holbein (2005) did research on students from elementary school to high school, and their findings show that there was a strong relationship between parental engagement and students' motivation. They also highlighted that these students easily develop intrinsic/extrinsic motivation, self-regulation, mastery goal orientation, school engagement and motivation to read. The teachers who participated in my study shared their experiences with different students and noted that highly engaged parents tend to have children who are not only academically capable but also socially confident and communicative. On the other hand, students with limited parental

support often display lower self-esteem, social withdrawal, and uncertainty about their abilities, reinforcing the idea that parental engagement extends beyond academic benefits to influence broader personal development.

While the literature widely supports the positive effects of parental involvement, this study identifies several contextual barriers that limit parental engagement in Afghanistan. Unlike Western contexts, where structured parental involvement programs enhance student outcomes (Henderson & Mapp, 2002, based on the U.S. context), Afghan parents often face significant challenges such as low literacy levels and limited awareness of effective educational support strategies. Teachers believed that while parents wanted to help with their children's lessons, having difficulties with reading and writing and lack of proper educational skills limited their ability to support their child's education. While the students were happy when their parents helped them with their studies in any way, parents were not happy because they did not have the necessary skills to provide meaningful academic assistance for their children. The findings suggest that parental willingness alone is insufficient; rather, capacity-building initiatives are essential for enabling them to have effective parental involvement.

Although some private schools have introduced plenty of engagement initiatives, parent-teacher meetings remain the most common ones for fostering parental participation. However, I think these are not sufficient and more comprehensive initiatives are needed. Instead of merely expecting parental involvement, educational policies should focus on equipping parents with the necessary skills. This means that schools and policymakers must implement strategies such as parental literacy programs, awareness campaigns, and training on home-based learning support, which could bridge this gap. Lavenda (2011) suggests that even simple forms of parental support, such as verbal encouragement and creating a study-friendly home environment, can significantly benefit students.

Hence, I believe if policymakers invest in such approaches, which may be more realistic in the Afghan context, they will not just increase parental participation but also will enable them to support their children effectively and maximise students' success.

5.1.2 Barriers to Parental Involvement

As I mentioned earlier, both the literature and findings of this study supported the critical role of parental involvement in students' academic achievement; this study identifies several significant challenges that prevent parents from actively engaging in their children's learning. The findings highlighted economic constraints, low parental literacy levels, and social factors as key obstacles limiting parental participation. While these challenges are common among developing countries, they bring many more problems, particularly in Afghanistan, where many parents lack the resources and skills needed to assist their children's education effectively.

One major barrier to parental involvement identified in this study is financial hardship. The findings stated that many parents in Afghanistan struggle with economic challenges that limit their ability to support their children's academic activities. This includes their inability to afford necessary learning materials, educational resources, or even the cost of attending school events. Both parents and teachers in the study highlighted that parents with low income often work long hours or multiple jobs to provide the basic needs for their families, and this leaves them with little time to engage in their children's studies. As I collected and analyzed the data, I noticed that even some parents could not find a job for themselves, and this further exacerbated their situation, eventually, some of them would get stressed and could not focus on their child's education along with their financial difficulties. This issue became more dominant after the collapse of the previous government and has been exacerbated since 2021.

These findings align with previous research emphasizing the impact of economic hardship on parental engagement. For instance, Wang, Deng, and Yang (2016), in their study on parental involvement in Chinese rural schools, found that parents from lower socio-economic backgrounds often face barriers that prevent them from participating in school-related activities or providing adequate academic support at home. Similarly, Matshe (2014), focusing on rural Zimbabwe, argues that financial limitations reduce parental availability, leading to decreased involvement in their children's education. What I found from the data of this study is that some parents, particularly those with a low-level income, still are not engaged in their children's education due to busyness and not being able to provide necessary educational materials. Most importantly, some private educational institutions in Afghanistan pretend to encourage and engage parents in school affairs, but in essence, the whole system is under the direct control of the owner and the government. Parents may have limited rights but cannot challenge or criticize the system and its services. Therefore, even those parents who have financial means are, to some extent, excluded from decision-making and believe that the principal and teachers are the only people responsible for their children's education.

Another significant challenge highlighted in this study is low parental literacy levels, which hinder parents' ability to assist their children with schoolwork. Many parents, particularly mothers, have had limited access to formal education due to historical and socio-political factors. As a result, they struggle to provide direct academic support, making it difficult for them to help their children with reading or writing. Therefore, the majority of parents shared their concern about this issue and said that if parents themselves are not educated, how can they help their children with their education effectively? Although such parents might not be able to help their children with their homework or lessons, their involvement is still crucial for their children. For instance, from the responses of this study's participants, particularly students, I find that parents' motivation increases students' willingness to attend their lessons.

They will become more motivated and tend to work harder with better enthusiasm. This claim was supported by Ulfat (2021), in the Afghan context, as he said that parents might not be directly able to help their children with reading or writing, but this does not necessarily mean that they are excluded; they can help their children by motivating them to perform better in their lessons. Similarly, Auerbach (2007), based on research with immigrant families in the U.S., emphasizes that in societies where literacy rates are low and parents are uneducated, they often rely on indirect forms of support, such as verbal encouragement and motivation, rather than direct academic assistance. While I believe that such an approach can boost students' overall educational performances and help parents to support their children despite their literacy challenges, the findings suggest that, unfortunately, some parents in Afghanistan do not know much about such alternatives due to a lack of awareness.

Furthermore, societal and security issues significantly hinder parental involvement in children's education. Many parents expressed deep concerns about their children's safety due to prolonged instability and conflict, which lasted for decades in the country. In the past, because of the conflict between the Taliban regime and the previous government, the education system was affected. In some parts of the country, many educational institutions, including schools and courses, were under the attack of the Taliban, resulting in thousands of student casualties, which has left a lasting impact on parental attitudes toward schooling. Research suggests that a community that has experienced war and insecurity severely affects girls' education by limiting access and quality due to armed conflicts, terrorism, and gender-based violence (Nwabuwe, n.d. in the context of conflict-affected countries in Africa). In this study, parents also highlighted their concerns over physical violence and forced marriage, which can negatively impact children's education and contribute to illiteracy and restricted opportunities.

All these problems and fears have led to psychological trauma, and they are scared of experiencing such a situation again, which further discourages them from being engaged in their children's academic progress. Jacob, Ndubuisi, and Constance (2021), in a study on Nigerian education, support this claim, emphasizing that insecurity in society not only affects educational quality but also reduces student attendance and discourages parental participation.

Participants also highlighted cultural norms as significant barriers, particularly for girls' education, as some parents still believe that schooling is unnecessary for them. This finding aligns with UNICEF's (2021) report, which highlights that cultural traditions and security threats in Afghanistan continue to limit educational access for girls and encourage parents to not be supportive of education, particularly for girls' studies. This was the concern for all participants, particularly for mothers who believed that this issue has the potential to negatively impact future generations. When a mother is illiterate, she cannot provide proper support for her children and help them with their education.

Despite these challenges, the findings reveal that family conflicts further limit parental engagement. The teachers in this study observed that past wars and financial struggles that the majority of parents have in Afghanistan have negatively affected parents' mental well-being and made it difficult for them to support their children's learning. Harkonen (2001) suggested that societal and environmental factors shape parental behaviours and their ability to support children academically. The findings highlight the need for systemic efforts to improve parental participation. While parents acknowledge the difficulty of making changes in a short period, many suggested that private schools could at least try to bring some changes, and I think that without addressing these barriers, parental engagement in education will remain limited and will negatively affect students' academic progress and long-term success.

5.1.3 Strategies to Improve Parental Involvement

The findings of this study highlight the significant role that school plays in enhancing parental engagement in children's education. The majority of participants, particularly parents, acknowledged that school initiatives like structured communication, cultural and social events, and parent-teacher meetings can directly increase parental participation. Parents particularly talked about the importance of parent-teacher meetings and mentioned that these programs enable both sides to discuss students' progress and challenges and enable parents to stay informed and actively participate in their child's education. Jaiswal (2017), in a study conducted in Indian schools, emphasized the importance of schools' welcoming environment and the structured communication channel that affects parental engagement. He particularly highlighted the significant role of teachers and said that first teacher's views should be changed, and they should realize the crucial role of parents so that they take action to increase parental engagement in their student's education.

Furthermore, the findings of my study highlight the crucial role of parental committees, which private schools established to increase parental participation. Participants in my study found these committees very beneficial as they created a sense of shared responsibility in children's education. They believe that while generally, everything is under the control of the authorities, still these committees try to share some activities with parents and try to have parents' opinions in many regards. One of their benefits is providing the opportunity for teachers and parents to discuss students' education whenever parents or teachers want, and it is the opposite of parent-teacher meetings, which have specific times. This is the claim that Hornby and Lafaele (2011) discussed in their study and mentioned that students show better academic performance and motivation when parents and teachers work together.

Additionally, parents were happy about creating communication groups like the WhatsApp group, which facilitates dual communication and allows both sides to share their concerns or

any updates with each other. And I do support such initiatives where technology is increasing and in-person meetings are may not always feasible, particularly in developing contexts.

Another critical finding from my study is the need for regular awareness programs to educate parents about their role in supporting their children's education. Although all participants acknowledged the vital role of parents in a student's school life, many parents, especially those with limited educational backgrounds, were unable to impart the necessary skills to assist their children effectively. I agree with the opinion of teachers who emphasized that awareness sessions could bridge this gap by equipping parents with strategies to foster a supportive learning environment at home.

It was found from the data that while parents want to support their children's education, some of them do not know how to do it effectively. This finding supports previous research by Mestry and Grobler (2007), who conducted a study in South African schools and indicated that parental education programs significantly enhance parental engagement, leading to better academic outcomes for students and fostering communication between parents and teachers. More importantly, some young parents are uneducated, do not know the value of education, and are not willing to support their children in their studies. Therefore, by implementing regular awareness initiatives, schools can address this issue and foster a more informed and involved parental community. I believe that when parents become aware of education's importance in individual life, they will support their children in any possible way. The findings suggest that addressing these barriers is vital, otherwise, parental involvement in education will remain inconsistent, impacting students' academic progress and overall development. Therefore, a collaborative effort between schools, policymakers, and parents is essential to creating a more inclusive and supportive educational environment.

5.2 Conclusion

This qualitative study explored the role of parental involvement in children's academic achievement in primary schools in Kabul, Afghanistan, examining its effectiveness, challenges, and ways to enhance engagement from the perspective of teachers, parents, and students. Through an in-depth analysis of interviews with parents and teachers and focus group discussions with students, the study revealed that parental participation significantly influences students' motivation, academic achievement, and overall performance. The findings also pointed out that schools can play a significant role in fostering parental engagement through structured programs, parental committees, awareness programs, and educational activities. Regular parent-teacher meetings, parental involvement in school events, and effective communication channels emerged as key strategies for strengthening collaboration between schools and families.

Despite the recognized benefits of parental involvement, several challenges prevented their active participation, and economic constraints, lack of parental literacy, and societal factors were found to be the significant ones. However, the findings demonstrated the importance of awareness programs for educating parents and increasing their awareness about their critical role in their children's education and supporting them with the necessary skills to help their children's learning.

The study found both alignments and contextual differences compared to existing literature. While international studies highlight the positive impact of parental involvement, as the majority of the participants in this study had, the findings emphasize the unique contextual challenges that limit parental participation in Afghanistan, and these barriers highlight the need for localized interventions that address the specific realities of Afghan families.

The findings of this study have significant implications both theoretically and practically for future research. Along with contributing to the existing literature on parental involvement, it provided empirical evidence of effective strategies that schools, policymakers, and educators can implement to enhance parental engagement. Besides the strategies, it also suggested that targeted interventions that address economic and literacy-related challenges can further strengthen the role of parents in their children's education.

By doing this research, I have found that parents are a crucial factor in students' education, and their participation is vital at any level. Some parents were easily involved in their children's education and provided them with the necessary support, while some suffered from multiple barriers and could not engage actively. Their literacy level, socioeconomic status, level of interest and motivation were the most common factors which increased their level of participation in supporting their children's education.

5.3 Recommendation

After analyzing the data and findings of the study, it appears that while most parents are willing to engage with their children's education, they may not be fully aware of how to be involved effectively. Similarly, schools have various strategies for parental engagement, but their implementation has not always been effective. Given this, the study proposes the following recommendations for schools, policymakers, teachers, and parents to foster a more supportive educational environment:

- Schools may consider strengthening parent-teacher communication to ensure that parents are well-informed about their children's progress and challenges.
- Since many parents may lack the necessary knowledge and awareness regarding education, schools could organize workshops and awareness programs to help parents understand how they can support their children's learning at home.

- At the national level, policymakers might explore launching campaigns to raise awareness among parents, particularly those with limited education and interest, about the importance of their involvement in their children's education.
- Curriculum developers could design curricula in a way that encourages parental participation, increases their involvement, and incorporates mechanisms for observing parental involvement.
- Teachers are suggested to guide and motivate parents to support their children's learning, not only by providing educational materials but also by verbal motivation and engagement.
- Parents are encouraged to attend school meetings and events, as this could help them stay more engaged and informed about their children's education.
- Future studies are suggested to explore how parental education programs influence parental engagement and student academic achievement.
- Since economic barriers are a significant challenge, future research could examine how financial difficulties impact parental involvement and propose practical solutions for developing countries like Afghanistan.

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Appendices

Appendix 1: Consent letter

Informed Consent Letter

Dear Sir/Madam...

I am Sarbland Shiwan, and I attend BRAC University in Bangladesh to pursue a master's program in Educational Leadership and School Improvement, which is supported by IIS. "The Role of Parental Involvement in Children's Academic Achievement" is the topic I have selected for my thesis.

I respectfully ask for your assistance in interviewing to gather data for my thesis. Assure that participation is voluntary and that you are free to modify or remove your information at any time. The data you submit will only be utilized for research, and your identity will remain anonymous and confidential. As a major stakeholder, your assistance and knowledge are essential to the success of this study.

The interview will take around 35 - 45 minutes. To ensure accurate documentation and better understanding, I would like to record our discussion. Your consent to this process is necessary, and by signing below, you confirm your agreement to participate in the interview and the recording of our conversation.

Thank you for your time and valuable contribution.

Sincerely,

Sarbland Shiwan

Consent Confirmation: I acknowledge having read and comprehended the paragraphs above, and I consent to taking part in this research.

Name: _____ Signature: _____ Date: _____

Appendix 2: Interview Guide for Parents

Name: _____ Designation: _____

Institute/School: _____ Date: _____

1. Are you involved with your child's school activities? If so, in what ways?
2. What motivated you to engage with your children's study?
3. How often do you support your children with their education, and how do you support them?
4. Do you think it is important for parents to be involved in their child's schooling? Why do you think so?
5. How does your involvement impact your child's academic performance? Can you please provide specific examples?
6. What are the roles your child's school are playing to attract more parents with the school affairs? Can you please provide specific examples?
7. What changes would you like to see in how the school involves parents in their children's education?
8. What difficulties have you faced in getting involved in your child's education? Can you please provide specific examples?
9. How can a school increase parent participation throughout the academic year?
10. What advice would you give other parents on how to effectively participate in their child's educational life?

Appendix 3: Interview Guide for Teachers

Interviewee's Name: _____ Designation: _____

Institute/School: _____ Date: _____

1. How often do parents attend school for their children's study purposes?
2. Is it necessary for parents to get involved in their child's school? If yes, why do you feel so?
3. In your opinion, how do parents support their children with their education?
4. Do you think parental involvement has some impact on children's academic outcomes? Why do you think so?
5. Can you provide any examples where parents play a critical role in enhancing students' outcomes?
6. What ways do you suggest that parents can engage with their children's education?
7. How often does the school communicate with parents about their child's progress, and how effective have you found that to be?
8. What challenges did you face in encouraging parental involvement in your student's education?
9. What kind of support can schools provide to make it easier for parents to participate?
10. What is your advice for engaging parents to support their children with their education?

Appendix 4: FGD Guide for Students

Name: _____ Designation: _____

Institute/School: _____ Date: _____

1. What do you like most about being a student?
2. What subject is hard for you to learn at school and why?
3. Do your parents help you with schoolwork or learning? If so, how do they do it?
4. Do you like it when your parents are involved in your learning? Why or why not?
5. What kind of things do you think your parents should do more often to help you with school?
6. Did you face any challenges when your parents were more/less in agreement with your education?