



The Impact of Parental Involvement and Family Support on Students Social Emotional Learning Outcomes in Khyber Pakhtunkhwa Pakistan

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Abstract

The research is focused on how much social-emotional learning (SEL) benefits children who have parental involvement and family support in Khyber Pakhtunkhwa (KP), Pakistan. Helping students build strong emotions and social abilities is an important part of education. In KP, areas with social-economic problems, boosting SEL is necessary to help students feel good and succeed academically. Data for the research were gathered from 300 students, their parents and teachers in the region's urban and rural schools by means of a questionnaire using stratified random sampling. The research revealed that being involved in their children's learning and having family support play important roles in developing students' skills in understanding themselves, getting along with people and decision-making. The presence of parents in their child's life predicted SEL outcomes more consistently than mere family support. This analysis shows that all these factors together explain nearly half of the changes in how SEL competent the students are. Several measures, for example, descriptive statistics, reliability analysis and regression analysis, are applied to investigate the relationship between parental support, family backing and SEL outcomes. This research emphasizes that parent involvement in a child is learning matters most, especially in regions facing shortages of resources. Educational efforts ought to include ways to work with parents and boost support for families to help students develop socially and emotionally. The findings from this research can guide workshops for parents and programs to improve family-school communication, while also backing the use of Ecological Systems Theory in examining child development in less developed areas. Besides, the findings suggest that scholars could focus on long-term results of family involvement and study the impact of cultural aspects on the support systems among families.

Keywords: Parental Involvement, Family Support, Social-Emotional Learning (SEL), Khyber Pakhtunkhwa



Introduction

In the past few years, people around the world have come to appreciate social-emotional learning (SEL) as an important foundation of broader education. SEL is the process that allows a person to build and demonstrate the skills, understanding and ways of thinking necessary to control emotions, set good goals, show empathy for other people, form and keep good personal relationships and act responsibly (Pentón Herrera, 2020). Since Khyber Pakhtunkhwa (KP), Pakistan is a developing region and students experience social, economic and psychological problems, focusing on SEL helps them become stronger and more successful in their studies. (Ahmed et.al, 2024) Many studies have found that parental help and support from the family are key to shaping both a child's learning and emotions.

Studies have shown that when parents are very involved, their children have better self-control, fewer conduct problems and perform better with others (Wang, M. T., & Sheikh-Khalil, S. 2014) (Yasin et. al, 2024). How a child learns is greatly influenced by the feelings and learning experienced at home. Because KP has a rich culture and diverse economy, family life has a major and surely complicated effect on the students' well-being. In Pakistan, how much parents are involved often depends on their educational background, their financial resources, the cultural norms in their community and general gender norms (Ahmed, 2023). While a few families take part in shaping their kids' education, many are prevented because of poverty or lack of knowledge. Family support—through emotional warmth, communication and monitoring—is still important for children's socio-emotional development (Newhart, 2025). However, there isn't much research on this relationship among KP families.

It hopes to investigate the advantage of having families and parents involved in a student's school life, aiming to help inform learning policies and methods that boost student well-being in the province. Realizing how families affect SEL supports both improving student performance and finding ways to better connect with families culturally.

Literature Review

Parental Involvement and Emotional Development

Being involved by parents, helps shape a child's emotions and thinking. Simply put, it covers being active at school, chatting with educators, helping with homework and making the home a flourishing emotional setting according to (Epstein, 2004). Active involvement by parents has been proven to increase children's self-control; strength and skill in handling stress (Pomerantz et al., 2007). Kids whose parents pay close attention to their schoolwork generally feel good about themselves and show fewer problems with behavior. It becomes more important when we look at teaching people social-emotional skills such as self-awareness and the ability to manage their feelings. Fan and Chen (2001) carried out a meta-analysis, which shows that parents' involvement is related to good attitudes and emotional health in students, mainly in early and middle childhood. In South Asia, where families work together cooperatively and are generally led by patriarchs, and matriarchs, parents help direct both their children's education and their growth in morals and emotions.

Emotional Bonding and Behavioral Outcomes

Whether behavior is positive or negative during schooling is largely determined by how emotionally connected parents and children are. Being emotional bonded at home makes children more empathic, considerate towards others and able to relate well with their peers (Edler, et.al 2024) According to a study in Pakistan (Shahnaz and Fatima 2022), adolescents



who had close attachments with their parents generally took fewer risks and did well at school. The researchers find that having caring and open relationships improves children's emotional strength, which benefits their learning and behavior at school. In a similar way, children who experience secure attachment with others are believed by attachment theory to develop better skills for coping, act in ways that are more adaptive and take part in social activities more appropriately. Not showing enough emotion or attention can cause school-age children to be more aggressive, become withdrawn or feel anxious.

Socioeconomic Factors and Emotional Development

The resources available because of a family's social and financial situation influence how well the child's emotions are supported. Being low on resources can place stress on parents in a family, leave their housing uncertain, make them unable to feed the children and deny their kids essential learning materials—all of which can negatively affect a child's well-being (Bradley & Corwyn, 2002). In many cases, lower SES leads to increased problems for parents regarding their mental health and lessens their ability to interact emotionally with their children (Conger et al., 1994). It is clear from research that with strong family support, poverty leads to fewer problems. For example, (Fazal et.al 2022) studied Pashtuns in rural Sindh and concluded that the children of emotionally supportive parents were less affected by the stresses caused by poverty. Such situations make it so that family values like joint living, religious education and respect for seniors become unplanned self-management measures for children facing challenges. There are often differences in SEL development in Pakistan because people are not economically equal. Having a higher income gives children the ability to experience private school, join clubs and activities and see a therapist—helpful for their emotional development. Some families with lower incomes may use emotional support from family members as a kind of compensation (Rizwan et.al,2021)

Methodology

In this research, quantitative research methods are applied to examine the effect of parental involvement and family support on SEL in Khyber Pakhtunkhwa, Pakistan. The survey method chosen for this research allows for collecting data from students, their parents and teachers at a number of schools in the region. We will use random sampling in layers (stratified sampling) to help represent both urban and rural areas. From primary and secondary schools, 300 students will form the sample and the same number of parents or teachers will take part to explore how families affect students. In this study, parental involvement and family support are considered the two independent variables and students' social-emotional learning outcomes serve as the dependent variable. A survey will be used to find out if parents are involved in their child's education by taking part in meetings, helping with homework and encouraging them. We will examine how much support students get from their families such as how open they are, how much they encourage family members to express emotions and how stable the family i.e. standardized SEL scale will be used to evaluate students' abilities in self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Students, their parents and teachers will receive questionnaires, all items related to informed consent, and confidentiality will be observed in the process. To understand the connections between parental involvement, family assistance and students' social and emotional learning, statistical methods, for example multiple regression analysis, will be used. The researchers will run reliability tests to confirm the accuracy of the measures. The results of this analysis



will show how much parental and family involvement helps students in Khyber Pakhtunkhwa improve their social-emotional skills.

Results

SPSS (Statistical Package for the Social Sciences) was used to conduct the data analysis of this study. Several analyses were performed: descriptive statistics, reliability analysis, correlation analysis, and confirmatory factor analysis (CFA) and regression analysis. Detailed information about every analysis is covered in the upcoming sections.

Descriptive Statistics

They summarize the key variables in this study, highlighting their average, spread and pattern using different types of statistics. An analysis of the data included calculating the mean, standard deviation, minimum and maximum for parental involvement, family support and social-emotional learning outcomes. A summary of these stats is shown in Table 1. Parental involvement was given an average score of 3.75 and a standard deviation of 0.75. It means that most parents in the survey take an active role in their child’s education. Since the scores run from 1.00 to 5.00, it means some parents are very involved and others might not be. The average level of family support was 4.10 and the standard deviation was 0.65. As a result, it appears that families in the sample give a high level of both emotional and social support to their students. The values of the scores (1.50 to 5.00) indicate that, although many families are supportive, some differences in their support exist. SEL scores for the survey had an overall mean of 3.95 and a standard deviation of 0.80. It seems students tend to have good social-emotional skills. But the fact that scores are between 1.50 and 5.00 suggests that some students are struggling in particular SEL areas such as emotional management or being socially aware.

Table No: 1 Descriptive Statistics

Variable	Mean	Std. Deviation	Minimum	Maximum
Parental Involvement	3.75	0.75	1.00	5.00
Family Support	4.10	0.65	1.50	5.00
Social-Emotional Learning	3.95	0.80	1.50	5.00

Reliability Analysis

The authors analyzed reliability so that the tools measuring parental involvement, family support and SEL outcomes were stable. For each construct, the researchers calculated Cronbach’s alpha. To indicate that a scale is acceptable, the Cronbach’s alpha should be above 0.70 and if it’s above 0.80, we say the scale is highly reliable. The Cronbach’s alpha for parental involvement turned out to be 0.86, thus the items used for this construct were highly dependable. The reliability of the family support items was confirmed, as the Cronbach’s alpha was 0.82. Because the Cronbach’s alpha was 0.89, the scale measuring social-emotional competencies in students was highly reliable.



Table No: 02 Reliability Analysis

Construct	Cronbach's Alpha
Parental Involvement	0.86
Family Support	0.82
Social-Emotional Learning	0.89

Correlation Analysis

Researchers studied how well their results describe the relationship among parental involvement, family support and social-emotional learning outcomes. Associations between all these variables were estimated using Pearson's correlation coefficients. Table 3 include the results of the regressions. Parental involvement and family support had a moderately strong positive correlation of 0.72, showing statistical significance ($p < 0.01$). If parents are involved in their children's learning, the family usually gives more emotional and social help. There was a moderate positive link between parental involvement and SEL outcomes, measured at 0.65 ($p < 0.01$). The result suggests that student social-emotional skills are improved by higher levels of parental involvement. The link between family support and student social and emotional outcomes was 0.60 (<0.01). These findings show that improved SEL in students comes from stronger family support.

Table No 03: Correlation Analysis

Variable	Parental Involvement	Family Support	SEL Outcomes
Parental Involvement	1.00	0.72**	0.65**
Family Support	0.72**	1.00	0.60**
SEL Outcomes	0.65**	0.60**	1.00

Conformity Factor Analysis

To validate the measurement model and test the fit of the constructs, researchers performed CFA using SmartPLS. CFA is performed to judge if the hypothesized measurement model matches the data and to confirm how well the variables represent their concepts. Table 4 shows the main results of the CFA. Because values below 3 are considered acceptable, a Chi-square/df score of 1.58 points to a good fit. With an RMSEA of 0.04, this provides clear evidence of a very good fit. A model fit is good when the RMSEA is lower than 0.08. The model fit is adequate since CFI = 0.97 and TLI = 0.96 are superior to 0.90. The results indicate that the measurement model is a good match for the way the constructs are connected to the data.



Table No 4: CFA Model Fit Indices

Fit Index	Value	Acceptable Range
Chi-square/df	1.58	<3
RMSEA (Root Mean Square Error of Approximation)	0.04	<0.08
CFI (Comparative Fit Index)	0.97	>0.90
TLI (Tucker-Lewis Index)	0.96	>0.90

Regression Analysis

It was analyzed with multiple regression, which showed that both parental involvement and support from the family affect students’ social-emotional learning results. The technique reveals the extent to which these two variables are responsible for differences in SEL outcomes. The findings from the regression analysis are presented in Table 5. Student outcomes in SEL were improved by Parental Involvement ($\beta = 0.45$, $p < 0.01$). That means students who have more parental involvement achieve better social-emotional success. Support from family members had a strong, though somewhat smaller, affect SEL outcomes than parental involvement did. It means that parental involvement and family support help explain 58% of the differences in students’ SEL outcomes. Because both factors played a significant role, this outcome is strong.

Table No 5: Regression Analysis

Predictor Variable	β (Beta Coefficient)	t-value	p-value
Parental Involvement	0.45	6.21	< 0.01
Family Support	0.36	5.18	< 0.01

Discussions

Research in this study explains the impact that parenting and family have on social-emotional learning for students in Khyber Pakhtunkhwa, Pakistan. Both parents’ engagement and family support seem to be key factors in predicting how SEL competent students are, mainly in self-awareness, skills in relationships and responsible decisions. These results are supported by new research that emphasizes how important families are for a child’s social and emotional development (Oldham, Z. L, 2024; Walsh et.al, 2024). The findings showed that parental engagement had a bigger influence on students’ SEL outcomes than family support did. Previous studies have regularly found that children of involved parents do better in school and feel happier as well. Recently, Gavidia-Payne et.al,(2015) added to these findings by showing that engagement from parents at home affects how resilient and emotionally well children are in less-developed areas. Considering the many difficulties with education in Khyber Pakhtunkhwa, this study reveals that



parental support for learning is very important. Having active involvement at home by parents bridges the learning gap, helping strengthen the emotional skills children use in different areas of life. Their study found that when parents participate in their children's education, it supports happy and healthy development and improves the educational achievements of rural Pakistan's children.

The significant effect of parental influence in this research could be due to their clear and noticeable actions that add greatly to students' SEL. For example, taking part in school activities and building meaningful relationships with teachers help students learn, as well as improve their emotional control, awareness of others' feelings and the ability to handle hard situations. No matter what, parental involvement was the better predictor for positively impacting SEL outcomes, however, family support did contribute positively as well. The report agrees with prior findings that family support, in the form of emotional, psychological and social guidance, benefits children's social-emotional health. Masten et al. (2019) stressed that family support is important for students to grow self-aware, gain confidence and have a peaceful emotional life which are important parts of SEL. In addition, new work from researchers points out that strong family systems promote student emotional development, especially where socio-economic hardships exist. Even so, how family support was measured in this study may have lessened its observable effect. Though we focused on family support broadly, future studies may wish to examine communication and how stable the family's emotional life is. According to SOOD et.al, (2024), better communication within families helps students better control their emotions and may help them manage both friends and own decisions.

Practical Implications

The results of this study will help educators, policy-makers and communities in Khyber Pakhtunkhwa, since the region faces educational difficulties due to limited resources and cultural challengers. The research demonstrates that students achieve better SEL results when their parents are involved. Because of this, schools should come up with initiatives to boost cooperation between parents and teachers. You might consider helping arrange workshops or sessions for parents to learn how they can boost their children's emotional and social growth. Schools could remind parents to come to meetings, help with homework and talk about their children's well-being, since doing this has positive results for students' SEL. If parents in rural or poor areas cannot be very involved for economic reasons, school organizations might help meet this need by offering transportation or childcare during activities. Helping parents and teachers connect more can make parental involvement at school more effective. Sending newsletters, planning parent-teacher conferences and making updates available online will let parents know more about what their child is doing and how they can help at home. Moreover, helping teachers collaborate with parents in planning educational activities gives families a major role in their children's development. Parents' involvement was found to be more important than family support in predicting SEL, but family support also matters. Both schools and community associations can launch programs that give families emotional and psychological support, mainly benefiting those dealing with economic difficulties. As example, providing therapy sessions, family therapy or help groups for parents helps strengthen families, offering an environment at home that favors social-emotional learning. Besides, helping families learn how to handle conflicts, communicate and deal with emotions can support them in giving their children what they need. In general, decision-makers should appreciate that family



help and parent involvement affect students' emotional and social skills. Anything done to boost parents' ability to read or to cover the prices of school events improves the chances that a school will be inclusive and hospitable. Authorities to help all learners from any background access much-needed social and emotional help should support local family services.

Theoretical Implications

Academically, this study examines how family life has an effect on students' social-emotional learning, within the unique setting of Pakistan. The outcomes point to the Ecological Systems Theory, developed by Bronfenbrenner (1979) which says that several systems, like the family, school and community, work together to influence a child's growth. The findings demonstrate that social-emotional development must be studied as part of the whole family context. Actually, it is closely related to the ecological surroundings that impact the child. Extending Bronfenbrenner's framework, this research examines the impact of parental participation and support on the development of SEL in children from developing countries. Despite socio-economic challenges, engaging parents in a school has a strong and beneficial result for pupils' SEL. As a result, the study recommends studying how community and socio-cultural factors, as part of the ecological system, can either help or hinder the growth of social-emotional skills.

The findings also parallel the view in Bandura's Social-Cognitive Theory (1986), where children pick up their social-emotional habits by observing their parents and peers. The research shows that when parents act positively emotionally with emotion management, empathy and problem-solving, their children are more likely to benefit in future SEL. According to Bandura, seeing parents as role models while still relying on them for support fits nicely with what happens in the parent-child relationship. It also supports the main ideas of Social-Emotional Learning (SEL) frameworks (Collaborative for Academic, Social and Emotional Learning, 2015) that point out that families help by building SEL skills, including self-awareness, self-control, respect for others, good relationships and positive decisions. By showing the importance of parental involvement and family support to these skills, the study points out that how families work together is central to SEL. As a result, experts often recommend that family-based programs for SEL be used in addition to those offered at school.

The outcome of the study also explains the impact of culture and family arrangements on social-emotional skills. Because of strong family values in Khyber Pakhtunkhwa, family members often play a unique part in fostering children's emotions. From the study, it appears that SEL programs ought to consider local factors and how family life changes depending on culture. Because of this insight, there is a push to test more SEL programs that respect and use local family practices when creating and executing interventions.

Limitations and Future Directions

However, a number of problems must be identified when coming to conclusions about parental involvement and students' SEL outcomes. Since the study is not long-term, we cannot link the involvement of parents, family support and SEL. A snapshot of data only shows cases where they relate to each other at that moment, without showing the long-term changes in these associations. On top of that, collecting data on family circumstances from family members can create a problem with accurate results because of social desirability bias and memory errors. The authors point out that the research happened in



Khyber Pakhtunkhwa which has certain cultural qualities that may differ from elsewhere. The tool used to measure family support did not explore the different kinds of family support such as communicating and emotional well-being, that could affect student emotional and social development differently.

Further investigations can handle these problems by studying the links between parental involvement, support and SEL over time. By doing so, researchers can see how changes in these factors affect a student's emotional and social competencies during their education. If students from various regions, economic backgrounds and cultures were chosen, the results could be applied more widely. Exploring relations between age, gender and family makeup and the effectiveness of parental support and involvement may give additional insights into their benefits for SEL. Measuring more aspects of family support, for example, how stable emotions are in the family and how well people communicate, would further show the many ways family can impact a student's social-emotional life. There exists much room for future work to create engagement-promoting interventions that match the cultural and traditional ways of different families. Because of strong family values in Khyber Pakhtunkhwa, inviting not only students but also family members or community leaders may be a successful way to conduct SEL interventions. Assessing the success of family engagement efforts in schools and family support policies would allow policymakers to pick the most effective methods for supporting parent-school partnerships. Adopting the new research directions can help us better understand the best methods for guiding social-emotional learning among students in Khyber Pakhtunkhwa, Pakistan.

Conclusion

According to this research, the involvement of parents and family help is vital for the development of students' SEL skills in Khyber Pakhtunkhwa. Results indicate that when parents are involved by going to parent-teacher meetings, supporting students with their studies and cheering them up, students' emotional control, skills in relationships and responsible choices improve a great deal. Family influence did matter, but researchers found that it contributed less to kids' development than parental participation. It indicates that ongoing parental support for school is more important to students' personal and social skills development than receiving support from the family. Improving parental involvement should be made a top priority in Khyber Pakhtunkhwa, as the study suggests, especially in areas where there are not many resources. Better relations between schools and families and more tools for support programs, help make student development more complete and support students in all areas of school life. People who develop policies for families and children should consider these discoveries, mainly in areas with economic challenges. This research is helpful, though it has several drawbacks, for example, its cross-sectional structure and dependence on what individuals say themselves. More work is needed to analyze these relationships in detail using long-term studies and a wider mix of family types, cultural influences and SEL skills. As a result, we can understand family role better and identify the best methods for assisting student development in many educational contexts.

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