



## Investigating the Application of Epstein's Parental Involvement Model and its Impact on Student Achievement in District Pishin

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### Abstract

*This study has examined the application of Epstein's Parental Involvement Model in the context of the secondary schools in District Pishin, Balochistan. The study has evaluated the multiple aspects of parental involvement, such as communication with the school, helping with study, academic goal setting, encouragement, and the provision of study resources. It has applied a quantitative research methodology whereby the information was gathered from 620 parents and 620 students (310 boys, 310 girls). The study has revolved around the rationale of stratified sampling, whereby the subgroups of a population were distinguished as boys, girls, and parents. The study has assessed each of the six dimensions of the Epstein framework and has determined that the core elements of the model, such as the school-home communication ( $R = 0.425$ ,  $p < 0.01$ ) and the supporting parenting practices ( $R = 0.442$ ,  $p < 0.01$ ), significantly influence academic achievement. Other factors, such as volunteering ( $R = 0.340$ ) and decision-making ( $R = 0.288$ ), have not produced a significant impact due to contextual obstacles like low parental literacy and cultural norms. This concludes that though the model offers a good theoretical source for parental involvement, its practice in the rural areas needs to be very sensitive to the circumstances and resources at hand.*

**Keywords:** Parental Involvement, Epstein Model, School Home Communication, Socioeconomic barriers, Community Collaboration



## **Introduction**

The role of parental involvement in the academic life of a student is quite well-known and is an important ingredient in the improvement of their academic performance. The Literature has developed different models to comprehend and improve this engagement, and one of the most effective models that was put forth was that of Joyce L. Epstein. The Epstein model has specified 6 types of parental involvement, which include parenting, communicating, volunteering, learning at home, decision-making, and community collaborating, which help provide support to education. The use of this model in the rural setting, especially in the undeveloped areas such as District Pishin, has not been well researched, though. This study aims to look into the ways in which the model by Epstein can be modified to enhance parental participation in rural educational settings.

There are major educational issues in District Pishin, which is a remote and socioeconomically deprived area in Balochistan, that has a low literacy rate, lacks school building facilities, and parental involvement. Most mothers in the rural settlement in Pishin have low formal education, and this might become a barrier to their support in influencing the learning of their children. Also, cultural and economic hindrances tend to reduce active participation in school-related endeavors. It is vital to realize how the model outlined by Epstein can be applied in context so as to mitigate or combat the challenges associated with parent involvement and thereby influence student performance positively.

This paper is designed with the aim of examining how far the Parental Involvement Model developed by Epstein can be used in rural Pishin and what changes could be considered in order to work out a more contextual approach. The research will perform an assessment of each of Epstein's six types of involvement regarding the possibility of implementing it in the resource-limited setting by analyzing the perceptions of parents and students. The results have added to the general body of literature on educational equity by identifying the approaches that can be used to close the gap between the urban and rural systems of education using enhanced parental involvement.

Finally, the study can guide policymakers, teachers, and community leaders to come up with culturally sensitive measures aimed at ensuring that culture is sensitive to the needs of rural parents to become more actively involved in their children's learning activities. Modifying the Epstein model to fit the specific requirements of District Pishin, the present study aims at ensuring sustainable educational changes improve the functioning of two key actors, i.e., parents and students, hence ensuring the longitudinal growth of socioeconomic development in the area.

## **Objectives of the Study**

To examine the applicability of Epstein's Model in the rural context of district Pishin.

To evaluate the effectiveness of six dimensions of Epstein's Model on the Student's Academic Achievement.



## **Literature Review**

The issue of parental role in education has often been researched, and the framework suggested by Epstein (2011) can be referred to as one of those paradigmatic models, dividing the involvement into six dimensions, which include parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The recent research has discussed the effectiveness of applying this model in various environments, such as rural and poor areas. e.g., Kim and Sheridan (2021) concluded that even though the model proposed by Epstein can be successfully applied to the urban setting, in rural settings, the factors that lead to a lower engagement of parents are often the lack of access to schools, cultural issues, and economic limitations. On the same note, a study by Hornby and Blackwell (2020) noted that rural parents could potentially have varying expectations and abilities to get involved than their urban counterparts, implying the necessity of adapting proven models to the context.

Socioeconomic and cultural interferences also make the involvement of the parent in rural and underdeveloped areas, such as District Pishin, more complex. Doing research in rural Pakistan, Khan and Hussain (2022) emphasized that poor literacy levels among parents, economic deprivation, and gender roles tend to prevent their participation in school activities. Moreover, Ali and Khan (2021) have established that rural parents in Balochistan largely perceive their role as being the main supplier of basic needs and not academic assistance, which shows inconsistency between the model by Epstein and local needs. These findings indicate that whereas the framework depicted by Epstein is of great use in providing structure, the rural context needs alterations in implementing the framework because of structural and cultural barriers.

Recent research has also addressed issues on how to increase parental participation in situations where resources are constrained. To illustrate, in a study conducted by Jafarov (2020), it was also confirmed that community-based programs and mobile technology can help enhance school-rural parent communications, which falls under the category of communicating at the dimension proposed by Epstein. Likewise, a study done by Muiz et al. (2023) in rural schools in Latin America revealed that when parents are engaged in the decision-making process, it makes them feel more like owners and participants. These studies indicate that specialized treatment, like fluctuating meeting periods, local talk, and social introductions, is a possible means of enhancing the applicability of Eaststein's framework in a rural setting such as Pishin.

In spite of these insights, a study that has specifically studied the Epstein model in the rural settings of Pakistan is lacking. There is a lack of studies that examine adaptations in rural areas, with most research being based on urban adapted or developed areas. It is such a gap that this paper is going to address by exploring how the framework developed by Epstein can be adapted to the needs of the socioeconomic and cultural dynamics of District Pishin. The current study will help fill these gaps by synthesizing emerging bodies of literature and empirical evidence to add a more inclusive realization to the models of parental involvement in marginalized situations of education.



## **Theoretical Framework**

The study draws its research ground from Joyce Epstein's School-Family-Community Partnership Model, which is an innovative framework that defines parental involvement as a multifaceted concept.

### ***Parenting: Creating a Supportive Home Environment***

The Parenting aspect of Epstein's model addresses how family members create a study environment at home that is favorable to the children's learning and growth (Epstein, 2011). This involves ensuring the basic needs of children, such as nutrition and well-established routines, and establishing learning aspirations by providing a favorable outlook towards the school (Epstein, 2018). The family members establish bedtime and homework times by instilling a rule of discipline and order at home (Eaton, 2024). It acknowledges that the parents' styles in parenting may need to accommodate the school requirements of children. The schools in the deprived areas of the district must provide counselling to parents on how to establish effective learning environments within their homes, particularly when the parents have limited formal education themselves Dyantyi and Ncanywa (2024).

### ***Communicating: Effective School-Home Dialogue***

This feature of Epstein's School-Family-Community Partnership Model prioritizes a two-way communication between schools and parents regarding school organization and student growth (Deslandes, 2025). The schools distribute information to the parents via the report cards and parent-teacher meetings, while the parents call out to teachers through direct interaction regarding the issues related to the students (Capretta et al., 2024). Their communication mainly considers the students' weaknesses and the ways to overcome their deficiencies Alvarez et al (2024).. In the Pishin district, schools mainly use personal meetings with parents to ensure that this vital exchange between home and school continues.

### ***Volunteering: Parent Involvement in School Activities***

The Volunteering element of the Epstein model presupposes that the parents provide their services and time to the school by transferring their learning skills and offering students their assistance in learning (Pusztai et al., 2025). The challenge for parents is to be involved in their students' school life, whether by helping them complete their schoolwork or participating in school-organized activities. In the context of Pishin, the pragmatic methods, such as parent-conducted craft sessions or school development days, can promote participation without challenging the local conventions and work routines.

### ***Home Learning: Facilitating Academic Development***

This subtype involves assisting parents in helping children with schoolwork and homework activities at home. It consists of checking homework and discussing schoolwork (Hairit, 2025). In Pishin, families with less-educated parents could offer parents' uncomplicated approaches to ensure that homework is completed on time and students adopt good study habits.

### ***Decision-Making: Shared School Governance***

This aspect engages parents as leaders within the school by involving them in school councils. It provides opportunities for parents to raise their voices while making policy decisions and programming decisions related to the budget and upcoming schemes in the school (Capretta et al., 2024). Its successful operation requires the collaboration of both parents and teachers regarding decision-making in the school. In the hierarchical society of Pishin, there is a need to make efforts so that all families have the opportunity to contribute to the school's affairs. This opportunity should not be limited to community leaders or highly educated parents.

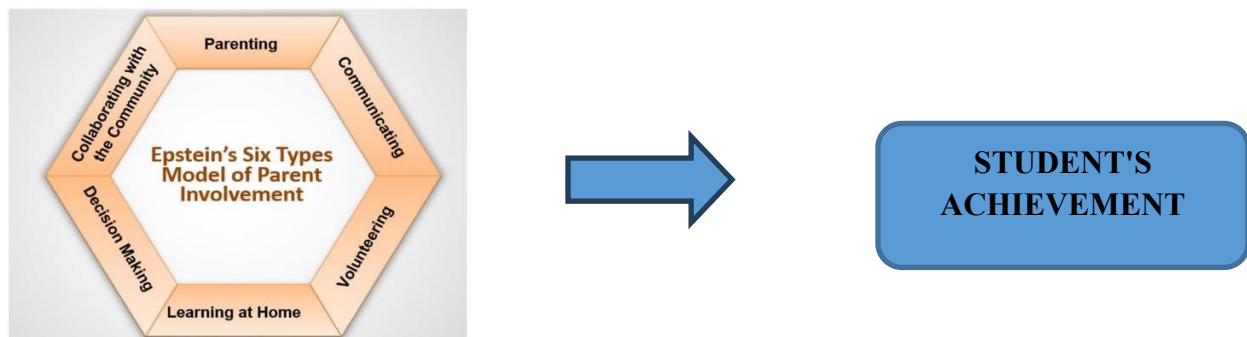
### ***Collaborating with Community: Mobilizing Local Resources***

The kind of School-Family-Community Partnership involves the collaboration of Parents, Schools, and community leaders who seek to boost the learning and development of students (Peltier et al., 2024). In the Pishin district, this implies involving religious scholars, tribal leaders, and local NGOs and community organizations to incorporate learning opportunities or eliminate existing educational obstacles. Schools were to be the places where various community resources were united in a bid to facilitate academic success among children.

Epstein's model fosters student success through methodically involving families and the community in education (Capretta et al., 2024). In the Pishin setting, this model helps break down educational barriers by being responsive to local conditions and equipping parents to support local students, regardless of their literacy status. It also supports students and teachers through community-based volunteering. The model establishes a support ecosystem around students that reinforces a conducive learning environment both in and out of school. The model fosters ongoing reinforcement of learning within an extended scope, extending beyond classroom borders. It forms powerful home, school, and community linkages that help in creating a united support base, leading to integral student development and maturation.

*Figure 1*

*Epstein Six Types Model of Parental Involvement*





### **Population of the Study**

The paper aims at examining the role of parental engagement in determining the academic performance of secondary school in the Pishin district of Balochistan, Pakistan by implementing the Epstein Parental Involvement Model. The target population was a sample of parents and students who were taking courses in government secondary schools (urban and rural) in Pishin district in the 2022-2023 academic year.

This research target is the students in these schools who are between the ages of 13 and 18 years. The number of registered secondary school students was 3,177 in Pishin in the academic year 2022-2023, according to the Government of Balochistan and the Balochistan Board official documents. The parents and students can form the population of the study because they were the most critical variables to study the parental involvement effectively.

### **Sample of the Study**

This quantitative study used two sampling questionnaires: the first was that of the students, and the second was by the parents, and asked questions that would study the effects of parental involvement in the students' learning in District Pishin, Balochistan. The participating sample included 620 secondary school students, a balanced number of boys and girls in 310 (13 to 18-year-olds), as well as 620 parents of the mentioned age group, so the total number of participants was 1240. The equal share of the participants belonging to the categories of boys, girls, and parents supports the principle of gender equity and reunifies the analysis of the Parental Involvement Model proposed by Epstein, and the great number of the respondents guarantees sufficient reliability and generalization of the research findings to the rest of the population representing government secondary schools in Pishin.

## **Findings and Results**

### **Impact of Parental Practices on Students' Academic Achievement:**

The results are statistically significant and show a moderate predictive association between the parental practices and the academic achievement of students. Table 1 highlights ANOVA results represented by a correlation coefficient of  $R = 0.442$  and an R-squared of 0.132, which indicates that parenting explains about 13.2% of the variation in academic performance. The adjusted R-squared of 0.124 makes this estimate slightly more precise to adjust for sample size, and a small standard error of (0.432) indicates that the predictions of the model are quite accurate. The results have also reaffirmed the significance of the model with  $F = 44.58$  and  $p < .001$ . The parenting practices here have accounted for only a small portion of academic success, and this indicates that other significant predictors like student motivation, socioeconomic status, school quality, or other factors have probably more significant effects on the academic outcomes.





**Table 1**

Regression Analysis: Parenting Practices Predicting Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error	
	0.442	0.132	0.124	.01732	
ANOVA	Sum of Squares	Df	Mean Square	F	Sig.
Regression	32.75	1	26.084	44.58	.000
Residual	286.92	620	.000		
Total	319.67	620			

*Independent Variable: Parental Practices*

*Dependent Variable: Student Academic Achievement*

### Effect of Home-School Communication on Students' Academic Achievement

The analysis has shown that successful school-home communication has strongly predicted student performance with a moderately high positive relationship ( $R = 0.425$ ) and accounting for about 26.4% of the variance in academic performance ( $R^2 = 0.264$ ). The adjusted  $R^2$  of 0.252 has retained this high explanatory capability while adjusting for possible overfitting, and the low standard error (0.00543) has confirmed the high predictive accuracy. The ANOVA results have verified the statistical significance of the model ( $F = 437.586$ ,  $p = 0.002$ ), and the regression sum of squares (39.623) has demonstrated significant explained variance relative to the residual sum of squares (232.544).

These results in Table 2 underscore the importance of school-home communication in student achievement while intimating that other factors are potentially responsible for the remaining 63.6% unexplained variance, highlighting both the importance of developing effective communication channels and the necessity to study other salient variables in subsequent research.

**Table 2**

Regression Analysis of Communication Predicting Student Achievement

Model		R	R Square	Adjusted R Square	Std. Error	
1		.425 <sup>a</sup>	0.264	0.252	.00543	
ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.623	1	27.084	437.586	.002
	Residual	232.544	620	.436		
	Total	272.167	620			

*Independent Variable: Effective School Home Communication*

*Dependent Variable: Student Academic Achievement*



### Parental Volunteering and Its Association with Students' Academic Achievement

The regression equation has demonstrated a statistically significant but weak relationship between student academic attainment and parental volunteering ( $R = 0.340$ ). Parental volunteering only accounts for 14.2% of the variation in academic attainment ( $R^2 = 0.142$ ), with the adjusted  $R^2$  (0.139) indicating little change and a comparatively low explanatory capability. The standard error of 0.217 reflects moderate accuracy of predictions. Table 3 highlights the ANOVA analysis, which verifies the statistical significance of the model ( $F = 50.58$ ,  $p < .001$ ), and it is evident from the regression sum of squares (12.54) being considerably smaller than the residual (315.2) that parental volunteering has a measurable impact but that most of the variation in academic achievement comes from other sources. These results imply parental volunteering does have a small but significant correlation with student success, but its real-world effect can be increased in comparison to unmeasured factors.

Table 3

Regression Model for Parental Volunteering Predicting Student Academic Achievement

Model		R	R Square	Adjusted R Square	Std. Error	
1		0.340 <sup>a</sup>	0.142	0.039	.217	
ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.5422	1	12.5	50.58	.000
	Residual	315.2	620	0.51		
	Total	327.7	620			

*Dependent Variable: Student Academic Achievement*

*Independent Variable: Parental Volunteering*

### Parental Involvement in Decision-Making on Students' Academic Achievement

The analysis has shown the impact of parental decision-making on students' academic performance, which is statistically significant, though a weak relationship. The correlation coefficient ( $R=0.288$ ) has shown a weak-to-moderate positive correlation, with about 16.8% of variance in academic performance being explained by parental decision-making ( $R^2=0.168$ ). The model has explained 15.2% of variance (Adjusted  $R^2=0.152$ ) while the standard error of 0.532 has indicated moderate prediction precision.

The extremely high significance of ANOVA findings ( $F=39.586$ ,  $p<.001$ ) has verified that the model is correct, with the sum of squares of regression (29.411) as against the total variance of 285.557, as shown in Table 4. Although the results have shown that parental decision-making has a strong contribution towards academic performance, the high residual variance (256.146) means that about 83% variability in achievement comes from other unmeasured variables.





Table 4  
Regression Model for Parental Decision Making Predicting Student Academic Achievement

Model		R	R Square	Adjusted R Square	Std. Error	
1		0.288 <sup>a</sup>	0.168	0.152	0.532	
ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.411	1	26.34	39.586	.000
	Residual	256.146	620	.532		
	Total	285.557	620			

*Dependent Variable: Student Academic Achievement*

*Independent Variable: Parental Decision Making*

## Conclusion and Discussion

### Discussion

This paper focuses on exploring the applicability of the parental involvement framework proposed by Epstein to the geopolitical situation of District Pishin. The Pishin district has unique social and economic realities and cultural flows that somehow impact the outcomes of traditional involvement practices (Zaman, 2023). Epstein model, with the definition of the six kinds of parental involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community), offers an analytical framework through which the present case may be analyzed to examine the effect of varying engagement styles on the performance of students in the identified area. As the results indicate, the theoretical propositions by Epstein are, in certain aspects, coincident and in some ways discordant, to provide an idea of how universal patterns of parental involvement might be necessitated to adapt to a specific context.

The paper supports Epstein in her focus on home communication and learning as the key lever in academic achievement. The close relationship ( $R = 0.425$ ) between school-home communication and student achievement is consistent with the communicating dimension concept as outlined by Wu (2024), which indicates the universality of two-way communication between families and schools. On a similar note, the moderate influence of general parenting practices ( $R = 0.442$ ) enables Epstein to present the parenting typology, whose agenda focuses on the centrality of the home environment on the development of academic behaviors. These results indicate that some of the indications of Epstein's model are those that are not culture-specific and may be successfully transferred to District Pishin to help students realize their achievements.

Nevertheless, there is a contextual limitation as the associations with volunteering ( $R = 0.340$ ) and decision-making ( $R = 0.288$ ) were weakly correlated. The traditional forms of involvement, i.e., volunteering might not work in District Pishin due to the socioeconomic limitations of the participating population, i.e., parents may have to work, the level of formal education is lower, and



school infrastructure is scarce. This disagrees with the premise by Epstein on fair parental competency in different situations. Moreover, the relatively low explained variance (1326%) of all models indicates that the Epstein framework, despite its utility, might not be sufficient to take into consideration structural barriers (i.e., poverty, rural isolation) that disproportionately occur in such regions as Pishin. These results can be seen as a duplicate of criticism of universal models not addressing local realities by stressing the necessity to adjust the strategies of involvement to the situations with limited resources.

When compared to other research findings on parental involvement that have been carried out in different parts of the country, these findings indicate a consistency and a lack of similarity between the theoretical framework of Epstein and parental engagement in Pakistan. This positive relationship between school-home communication and student achievement implies that the findings of this study are consistent with those of a study conducted in urban centers such as Lahore and Karachi (Ahmed & Malik, 2023), where strong communication channels were also found as being key to academic success. The lower correlation between volunteering and decision making in Pishin, presents stark contrast to a study conducted reveals in a more developed district, such as Rawalpindi (Khan et al., 2024) which recorded a correlation of  $R = 0.52$  and  $R = 0.48$  respectively. This difference brings into consideration how regional socio economic factors; especially the low parental literacy rating and restricted school infrastructure in Pishin inhibit the efficiency of the model to a great extent.

The finding of the study which represents that general parenting practices retain a strong correlation is also evident in the literature by the research in Quetta (Baloch & Marri, 2023) which confirms that the home-based elements of parental involvement may be more globally applicable all across Pakistan because of its regional diversity than the school-based elements of parental involvement. Such comparative insights have indicated that the core principles of Epstein could be implemented with such graduated approaches in variable regions, keeping in mind regional differences in parental education, wealth, and capacity of school systems of the environment - a conclusion that has been observed now even in some newly written scholarship of localized educational interventions in the South Asian context (Hussain, 2024).

## **Conclusion**

This study's evaluation of Epstein's parental involvement model in District Pishin has revealed that while core components like school-home communication and positive parenting practices effectively enhance student achievement across diverse contexts, other elements (volunteering, decision-making) show limited impact due to local socioeconomic and cultural barriers. The findings have demonstrated that the standardized parental involvement frameworks require careful adaptation to account for contextual factors like parental education levels, economic constraints, and community structures. The research highlights the importance of prioritizing universally effective strategies while modifying or temporarily setting aside less feasible components in resource-constrained environments. These insights emphasize the need for flexible, context-



sensitive approaches to parental engagement that balance evidence-based models with local realities to improve educational outcomes in underserved regions.

The results underline the necessity to adjust approaches to parental involvement contextually, with well-proven practices around the world carefully adaptable to the local, specific features of parents and cultural norms, and yet retaining the evidence-based nature of practices. Notably, the study emphasizes that parental involvement works within a larger education ecosystem, indicating that its success can be achieved through the parallel investments in school improvement, community amenities, and poverty reduction and thus concludes that a more balanced strategy, that combines universal ideas and codes, with locally focused approaches, can better deliver the desired results in the District Pishin and other less privileged communities.

### **Recommendations**

There is a need to develop a localized adaptation of Epstein's model for District Pishin that prioritizes communication and home learning strategies over less feasible components like volunteering.

The schools must implement accessible school-home communication systems and take advantage of Social media to overcome literacy and technology barriers. The government should design culturally-responsive training programs teaching practical academic support strategies aligned with local curriculum and family structures.

The Parents should reconceptualize "volunteering" to include culturally familiar contributions like oral storytelling circles or agricultural skill-sharing. The community can establish neighborhood education councils with respected elders as liaisons between schools and families.

The government can combine parental involvement initiatives with parallel investments in teacher training, learning materials, and school infrastructure.

The schools can also develop engagement strategies that work within local gender norms while gradually expanding mothers' participation opportunities.

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