PEDAGOGIK | JURNAL PENDIDIKAN

ENHANCING TEACHERS' EMOTIONAL WELL-BEING THROUGH PARENTAL INVOLVEMENT; STRATEGIES AND IMPLICATIONS FOR EDUCATIONAL POLICY

Zohaib Hasan Sain [1]
[1] Superior University, Lahore, Pakistan
Contributor: zohaib3746@gmail.com

Abstract : *This study aims to identify effective forms of parental involvement in fostering teachers' emotional well-being and to explore its implications for educational policy. The research employs a qualitative approach with a case study method conducted at elementary schools at Lahore. Data collection techniques include in-depth interviews, participatory observations, and document analysis. The findings indicate that emotional support in parental involvement, contributions of parental involvement to enhancing teachers' job satisfaction, and parental participation in school activities as a support for teachers' emotional well-being play crucial roles in supporting teachers' emotional welfare. Recognition and appreciation of parental involvement were also found to be significant motivational factors. This research contributes by reinforcing the understanding of the importance of synergy between schools, parents, and the community in creating a positive and supportive learning environment. However, the study is limited to a single location and does not account for broader variations in gender and age. Therefore, further research is needed to obtain a more comprehensive perspective and to support more targeted educational policy-making.*

Keywords : *Parental Involvement; Teachers' Emotional Well-Being; Educational Policy.*

Abstrak : *Penelitian ini bertujuan untuk mengidentifikasi bentuk-bentuk keterlibatan orang tua yang efektif dalam membina kesejahteraan emosional guru dan untuk mengeksplorasi implikasinya terhadap kebijakan pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus yang dilakukan di sekolah dasar di Lahore. Teknik pengumpulan data meliputi wawancara mendalam, observasi partisipatif, dan analisis dokumen. Temuan penelitian menunjukkan bahwa dukungan emosional dalam keterlibatan orang tua, kontribusi keterlibatan orang tua untuk meningkatkan kepuasan kerja guru, dan partisipasi orang tua dalam kegiatan sekolah sebagai dukungan untuk kesejahteraan emosional guru memainkan peran penting dalam mendukung kesejahteraan emosional guru. Pengakuan dan penghargaan atas keterlibatan orang tua juga ditemukan sebagai faktor motivasi yang signifikan. Penelitian ini berkontribusi dengan memperkuat pemahaman tentang pentingnya sinergi antara sekolah, orang tua, dan masyarakat dalam menciptakan lingkungan belajar yang positif dan mendukung. Namun, penelitian ini terbatas pada satu lokasi dan tidak memperhitungkan variasi yang lebih luas dalam jenis kelamin dan usia. Oleh karena itu, penelitian lebih lanjut diperlukan untuk mendapatkan perspektif yang lebih komprehensif dan untuk mendukung pembuatan kebijakan pendidikan yang lebih terarah.*

Kata Kunci : *Keterlibatan Orang Tua; Kesejahteraan Emosional Guru; Kebijakan Pendidikan.*

INTRODUCTION

Subjective well-being, which includes perceptions of teacher life satisfaction, does not just appear. However, it arises as a result of the parenting process. In an educational environment, teachers' emotional well-being is a very important aspect in creating a conducive learning atmosphere (Pulimeno et al., 2020). Facts show that work pressure, great responsibility, and high expectations from society can affect teachers' emotional well-being. Studies show that teachers who experience good emotional well-being tend to be more effective in teaching and building positive relationships with their students (Babajanova, 2019; Faqih, 2022). However, teachers' emotional well-being is often overlooked in discussions about improving the quality of education. Parental involvement has long been recognized as an important factor in children's education (Fadjukoff et al., 2016). However, this engagement not only impacts students, but can also impact teachers' emotional well-being. Parents who are active in supporting their children's education can help ease the emotional burden on teachers by creating a positive and collaborative relationship between home and school (Chassels & Melville, 2009; Hoang & Hoang, 2022). Bronfenbrenner's theory of human developmental ecology emphasizes the importance of the broad social environment in shaping individual development, including teachers (Antony, 2022; Bronfenbrenner, 1979; Lubis et al., 2024). While extensive research has addressed teacher emotional well-being and parental involvement separately, limited studies explore the intersection of these areas, particularly how parental involvement can act as a moderating factor for teachers' emotional well-being. This research aims to bridge this gap by identifying effective forms of parental involvement that enhance teachers' emotional well-being and examining the broader implications for educational policy.

This study highlights the importance of parental involvement in improving the quality of education and student welfare, which also indirectly impacts teacher welfare (Aman et al., 2019; Kantova, 2024). This research explores the stress factors experienced by teachers and how social support, including from parents, can moderate the negative impact of this stress (Berger, 2004; Cowling & Van Gordon, 2021; Adhimiy, 2019). This research discusses work pressure and teachers' emotional well-being, as well as the important role of social support in improving emotional well-being (Barry et al., 2017; Jahidin, 2023; Pulimeno et al., 2020). This research found that parental involvement has a positive impact on teachers' emotional well-being, especially when communication between teachers and parents goes well (Fadjukoff et al., 2016; Maghfirah et al., 2023). There are also research results showing that positive parental involvement can reduce the level of burnout and emotional exhaustion in teachers (Domitrovich et al., 2017; Huerta et al., 2017). Other research also finds that if parental involvement is too controlling or demanding, it can contribute to increased stress and burnout (Badruddin et al., 2023). Most previous research

focuses more on parental involvement in the context of student well-being and academic performance. Studies that specifically explore how parental involvement can influence teachers' emotional well-being are still very limited. This research will fill this gap by providing new insights into the role of parental involvement in building teachers' emotional well-being. The novelty of this research lies in the holistic approach that combines the perspectives of teachers' emotional well-being and parental involvement. This research will not only identify effective forms of parental involvement, but will also develop a theoretical model that can be used as a basis for more comprehensive educational policy. It is hoped that this research can make a significant contribution to improving the quality of education through improving teachers' emotional well-being.

The aim of this research is to identify effective forms of parental involvement in fostering teachers' emotional well-being and to explore their implications for educational policy. Unlike previous studies that often examine teacher emotional well-being and parental involvement separately, this research adopts a holistic approach by focusing on how parental involvement can serve as a moderating factor in building teachers' emotional well-being. Furthermore, the study introduces a novel perspective by analyzing not only the practical strategies of parental involvement but also their broader impact on creating supportive educational ecosystems. By addressing this gap, it is hoped that the research can make a valuable contribution to the field of education, particularly in improving teachers' emotional well-being through more active and constructive parental involvement.

METHOD

This research uses a qualitative approach with a case study method to explore the role of parental involvement in moderating teachers' emotional well-being. A qualitative approach was chosen because it allows researchers to understand in depth teachers' experiences and perceptions regarding parental involvement in educational contexts. The case study used aims to explore in detail the phenomena that occur in a particular school environment, so that it can provide a comprehensive picture of the dynamics that occur. This research was carried out at elementary schools at Lahore.

Data collection techniques used in this research include in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted with the teachers involved in this research to gain a deeper understanding of their experiences regarding parental involvement and its impact on their emotional well-being. Participatory observation is carried out during activities that involve interaction between teachers and parents, such as parent-teacher meetings or extracurricular activities. In addition, document analysis is used to examine school policies, communication records between schools and parents, as well as other relevant documents.

Data obtained from interviews, observations and document analysis were analyzed using the thematic analysis method. The data analysis process began with transcription of interview data and initial coding to identify the main themes that emerged (Naeem et al., 2023). Next, these themes were grouped and analyzed in depth to understand how parental involvement moderates teachers' emotional well-being. The results of the data analysis are then presented in the form of a narrative that describes the patterns found and their implications for the teacher's emotional well-being. Data validity was maintained through method triangulation, group discussions, and cross-checking with informants to ensure that the interpretations made by researchers were in accordance with their experiences and views (Carter et al., 2014).

RESULT AND DISCUSSION

Parental backing plays a pivotal role in teachers' emotional well-being and education quality. This assistance, including empathy, understanding, and involvement, fundamentally affects instructors' sentiments of inspiration and job fulfillment. Educators who feel supported by their understudies' guardians are more prone to make favorable learning conditions, adding to better student results. A few structures of parental inclusion, for example, sharing in school occasions and open correspondence, have huge impacts on educators' emotional strength, inspiration, and general satisfaction. These revelations feature the significance of cultivating solid associations among folks and instructors in seeking a collaborative and supportive school society. Teachers with strong support systems at home feel empowered to tap into creative efforts to engage students through novel lessons and activities. Parental involvement in the classroom, whether through supplying materials or lending expertise, allows teachers additional bandwidth to focus on individual student needs. Open communication helps foster understanding between educators and families, leading to a shared vision of success.

1. **Emotional Support in Parenting**

Emotional support in parenting refers to various forms of support provided by parents to meet the emotional needs of their children. This support includes empathy, attention, and active involvement in children's emotional lives (Domitrovich et al., 2017). In the context of this research, emotional support from parents not only influences children's emotional well-being but also plays a role in building teachers' emotional well-being. Teachers who know that their students receive strong emotional support at home will feel more helped in creating a positive and supportive learning environment (Mimirinis & Bhattacharya, 2021; Putri et al., 2024). This support also reduces the emotional burden that teachers have to bear, so they can focus more on teaching tasks and student development.

Therefore, it is in line with the words of a teacher who stated as follows, "I find it very helpful when students' parents show empathy and understanding. For example, when there is a problem with a student, parents who understand the situation and don't immediately blame me, are very helpful. They often come to discuss and find solutions together. This makes me feel supported and more motivated in teaching."

From the results of this interview, a common thread can be drawn that empathy and understanding from parents plays an important role in supporting teachers' emotional well-being. When parents demonstrate understanding and sensitivity to the situations teachers face, they create a more supportive and collaborative environment. Teachers feel valued and supported in their work, which can increase motivation and reduce stress. This support not only has a positive impact on teachers' emotional well-being but also on their performance in teaching. Teachers who feel emotionally supported by their students' parents tend to be more enthusiastic and productive in carrying out their duties in class. Then a staff also added that, "Parents' openness to listening is very important to us. We often hold meetings between teachers and parents to discuss student progress. Parents who are open to listening to input from teachers and collaborating in finding solutions, really help reduce teachers' emotional burden. Teachers feel they are not alone in dealing with existing problems."

The results of interviews with the informants above show that, parents' openness to listening to input from teachers has a significant impact on teachers' emotional well-being. When parents are willing to listen and collaborate, they create a supportive environment where teachers feel less alone in facing challenges. This openness allows teachers to share the concerns and problems they face, and receive the support they need. Additionally, good communication between parents and teachers helps build better trust and cooperation, which contributes to reduced stress and improved teacher emotional well-being.

This was also strengthened by the statement of one of the parents who expressed his opinion that, "We always try to provide encouragement and motivation to teachers. For example, when we see positive developments in our children, we do not hesitate to give praise to teachers. We also often send thank you messages or providing support in other forms, such as helping with school activities. We do this so that teachers know that we appreciate their efforts."

From the expressions of the interview results above, it can be understood that providing encouragement and motivation from parents to teachers plays an important role in supporting their emotional well-being. When parents praise and appreciate teachers' efforts, this increases teachers' self-confidence and job satisfaction. Teachers who feel appreciated and supported by parents tend to have higher motivation and feel more enthusiastic about carrying out their duties. Additionally, practical support from parents, such as helping with school activities, also helps lighten teachers' workload, ultimately contributing to better emotional well-being. Encouragement and motivation

from parents creates a more positive and supportive environment for teachers, which results in the quality of teaching and better relationships between teachers, students and parents. The following is evidence of the findings of emotional support in parenting as figure 1.
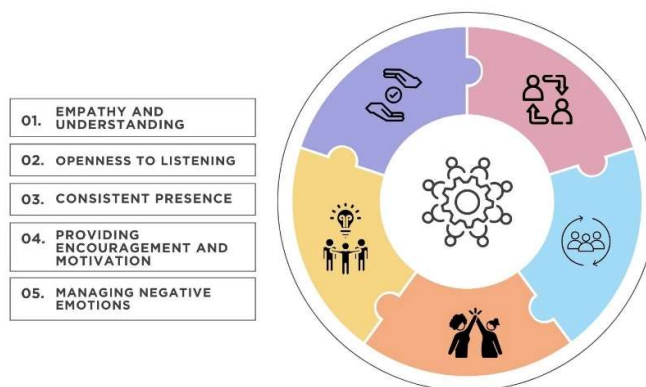

Figure 1: The Form of Parental Care

The several types of parental care that offer emotional support are depicted in Figure 1, underscoring the important role that parents play in promoting the emotional health of teachers. The graphic illustrates how active cooperation, empathy, and understanding on the part of parents foster a positive learning environment for educators. It illustrates important aspects, including parents' willingness to listen, their capacity to work with educators to resolve issues pertaining to students, and their encouragement through commendation or helpful assistance. These activities improve instructors' motivation, job satisfaction, and excitement for teaching, in addition to lessening their emotional load. In order to create a more positive and cooperative learning environment that benefits teachers, students, and the larger school community, the figure highlights how parental emotional support for teachers increases the relationship between parents and teachers.

2. **Contribution of Parental Care to Increasing Teacher Job Satisfaction**

The contribution of parental care to increasing teacher job satisfaction refers to how the interaction and support provided by students' parents can influence teachers' feelings and attitudes towards their work (Byfield, 2019; Fadlillah, 2023). Overall, positive parental care is not only beneficial for students but also has a significant impact on teachers' well-being and job satisfaction (Kantova, 2024). Teachers who feel supported by their parents tend to be more motivated, have lower stress levels, and feel more satisfied with their work (Zamroni, 2021; Chassels & Melville, 2009).This ultimately contributes to a more positive and productive learning environment.

From the explanation above, it can be understood that the importance of parental involvement in the well-being and satisfaction of teachers is in line with the expression of one teacher who stated that, "Parents' active participation in school activities, such as

meetings, sporting events and extracurricular activities, is very helpful in creating a positive and supportive environment. Teachers feel more valued and supported when they see parents directly involved in school activities. This also strengthens the relationship between teachers and parents, which ultimately has a positive impact on teachers' emotional well-being."

The interview provides an understanding that parents' active participation in school activities contributes significantly to teachers' emotional well-being. Parents' involvement in various school activities shows their support and commitment to their children's education, which makes teachers feel more valued and supported. This reduces the emotional burden on teachers because they feel strong external support. Bronfenbrenner's developmental ecology theory provides a useful framework for understanding the interplay between environmental systems in shaping individual development. In the context of this research, the theory highlights the mesosystem—the interactions between parents and schools—as a critical factor influencing teachers' emotional well-being. Active parental participation, as part of the mesosystem, fosters a more inclusive and collaborative school environment by bridging home and school dynamics. This collaboration not only supports teachers in managing classroom challenges but also enhances their emotional resilience by creating a supportive network of parents and educators. Thus, the theory directly underscores the importance of parental involvement as a moderating factor in promoting teachers' emotional well-being.

The deputy principal for the curriculum department stated that, "The moral and emotional support from my parents really helps me in carrying out my teaching duties. When my parents show their concern for my emotional condition, for example by giving thanks or asking how I am, it makes me feel appreciated. This support provides additional encouragement to continue trying to provide the best for students."

Thus, the community relations department expressed the existence of moral and emotional support from parents exposed in the results of this interview which plays an important role in the emotional well-being of teachers. Teachers who receive support in the form of care and appreciation from parents feel more appreciated and motivated. Recognition and appreciation for their efforts in teaching creates positive feelings and reduces stress. Theoretically, this is in line with Maslow's needs theory, where a sense of appreciation and recognition is a basic human need which, when fulfilled, can increase individual motivation and well-being. In this context, moral and emotional support from parents contributes to improving the quality of teaching and the effectiveness of teachers in carrying out their duties.

One of the parents also expressed his opinion that, "We always try to maintain good communication with teachers. When there are problems or positive developments, we do not hesitate to discuss with teachers. This open communication allows us to work

together well in supporting education children. We believe that when teachers feel heard and supported, they will be more passionate about teaching."

It can be understood that the results of this interview and can be interpreted to mean that effective and open communication between parents and teachers plays an important role in supporting teachers' emotional well-being. When parents and teachers can communicate openly, it creates a trusting and collaborative relationship. Teachers who feel heard and supported by parents tend to experience lower levels of stress and have higher motivation in teaching. Interpersonal communication theory supports this view by emphasizing the importance of openness and feedback in building healthy relationships. In an educational context, good communication between parents and teachers not only improves the emotional well-being of teachers but also the quality of education provided to students. Thus, from several interpretations of the interview results above, it shows that there are indicators from the findings that the contribution of parental care to increasing teacher job satisfaction will be explained in the figure 2.

Figure 2: Increasing Teacher Job Satisfaction

Figure 2 illuminates the link involving parental care and heightened instructor work fulfillment by spotlighting several pivotal aspects. The image demonstrates that positive parental participation, such as lively participation in class activities, emotional and conscientious backing, and compelling connection, substantially contributes to instructors' wellness. It indicates how mothers' and fathers' esteem and teamwork with teachers develop a facilitating environment that diminishes stress and increases inspiration. Drawing on Bronfenbrenner's developmental ecology hypothesis, the diagram emphasizes the mesosystem's part, where interactions between parents and schools cultivate emotional resilience and cooperation. In addition, Maslow's requirements hypothesis underscores that acknowledgment and support from parents meet instructors' need for appreciation, leading to improved job satisfaction and teaching effectiveness. Through candid interaction and lively involvement, the image captures how parental care establishes a holistic, supportive structure that enhances teachers' emotional well-being and job fulfillment, conclusively benefiting the general learning environment.

3. Parental Participation in School Activities as Supporting Teachers' Emotional Well Being

Parental participation in school activities as supporters of teachers' emotional well-being refers to the active involvement of parents in various school activities which directly or indirectly have a positive impact on teachers' emotional well-being (Pulimeno et al., 2020). Parental participation in school activities plays an important role in supporting teachers' emotional well-being. By being actively involved in various aspects of school life, parents provide moral and practical support that helps reduce stress, increase motivation, and create a positive work environment for teachers (Berger, 2004). This ultimately has an impact on improving the quality of teaching and the welfare of the entire school community.

The explanation above is confirmed by the statement of the principal who said, "I feel very appreciated when I attend school meetings and gatherings regularly. This gives me the opportunity to be directly involved in decision making and contribute my ideas. Apart from that, participation in extracurricular activities and school events allow me to interact with students and parents, strengthening relationships and building a stronger sense of community."

The results of the interview above show the importance of active presence in school meetings and assemblies as a way to be involved in the decision-making process. Involvement in extracurricular activities and school events strengthens the sense of community and connection between school members. He underlined that active participation not only facilitates the contribution of useful ideas, but also helps create a positive and supportive atmosphere in schools. This is in line with social involvement theory which states that active participation in school activities can strengthen relationships between individuals and build a more solid community.

Then added the opinion of the extracurricular teacher that, "My involvement in class or school projects is always considered important and appreciated by colleagues and students. I feel appreciated when my contribution is recognized and given the appreciation it deserves. This motivates me to continue to give my best and creating a positive and supportive environment."

Interviews with this informant show the direct impact of recognition and appreciation on individual motivation and performance. When contributions in class or school projects are recognized, this not only increases job satisfaction but also motivates to stay active and enthusiastic. This recognition strengthens the reinforcement motivation theory, which states that recognition and appreciation function as positive reinforcement, encouraging individuals to continue contributing and creating a more positive and supportive environment.

And in line with one of the parents who expressed that, "Open and collaborative communication between all parties in the school is very important. I feel that when

everyone can share ideas and discuss openly, the results of extracurricular activities and school projects become better well. This also helps create a supportive and encouraging environment."

Interviews with this informant emphasize the importance of open and collaborative communication in the school environment. According to him, open discussions between the parties involved help improve the quality of extracurricular activities and school projects. This supports interpersonal communication theory, which states that effective communication contributes to better work results and strengthens a positive environment. Parental involvement in this process also creates a supportive atmosphere that benefits student development and the well-being of the school community as a whole. The results of the findings above can be illustrated as figure 3.
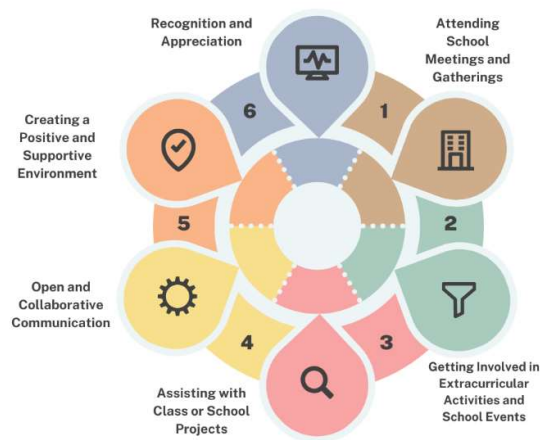

Figure 3: Parent Participation

Figure 3 depicts the significance of parental involvement in school activities as a vital element in enhancing teachers' emotional well-being. The figure illustrates how parental engagement in meetings, extracurricular activities, and joint school initiatives fosters a supportive and inclusive environment. This involvement enhances community cohesion, promotes transparent communication, and offers educators both moral and practical assistance. It underscores the significance of acknowledgment and praise from both parents and colleagues, so augmenting instructors' motivation and alleviating stress. Utilizing social participation and reinforcement motivation theories, the figure illustrates how parental engagement enhances teachers' emotional well-being, fostering a more positive and productive school climate that benefits the entire educational community.

From the findings above, it shows that in assessing parental support for teachers' emotional well-being, there are five main indicators that must be considered, namely empathy and understanding, openness to listening, consistent presence, providing

encouragement and motivation, and managing negative emotions. Empathy and understanding involve parents' ability to understand and feel the teacher's emotional condition, as well as providing the necessary moral support (Oladipo, 2009). In terms of openness to listening, this includes the attitude of parents who are willing to accept input from teachers and collaborate in finding solutions to problems faced by students, by creating a healthy and constructive communication environment (Nonami, 1997). Consistent attendance refers to parents' active participation in school activities, which is demonstrated by their commitment to their children's education and supporting the teaching process carried out by teachers (Domitrovich et al., 2017). Providing encouragement and motivation involves taking action by giving rewards and appreciation to teachers, which can increase their motivation and job satisfaction (Khan et al., 2023; Makovec, 2018).

In the context of this research, these five indicators contribute significantly to the title that has been adopted as a design in the research process. Effective emotional support from parents not only helps reduce stress and improve teachers' emotional well-being, but also strengthens the relationship between home and school (Hascher & Waber, 2021). Theoretically, this concept is supported by Bronfenbrenner's developmental ecological theory which emphasizes the importance of support from the social environment in individual development (Lubis et al., 2024). By understanding and implementing appropriate parental support, schools can create a more positive work environment for teachers, which in turn improves teaching effectiveness and student learning outcomes (Wu et al., 2023).

Moral and emotional support refers to efforts made to provide motivation, understanding and psychological stability to individuals (Khan et al., 2023). This support includes providing positive encouragement and reinforcement that helps individuals overcome stress and emotional challenges (Gouveia et al., 2016; Muslimah et al., 2019). Theoretically, this support is based on social support theory which states that individuals who receive emotional support tend to have better psychological well-being and are able to deal with stress more effectively (Chen et al., 2023). Active participation in school activities involves student involvement in various activities offered by educational institutions, which not only include formal learning but also extracurricular activities (Arar & Nasra, 2020). Theoretically, this participation supports the theory of student involvement which states that high involvement in school activities contributes to increasing student motivation and academic achievement (Hoang & Hoang, 2022).

Collaboration in dealing with student problems means collaboration between teachers, parents and other related parties to overcome the challenges faced by students (Hargreaves, 2021). This collaboration is important to create comprehensive and effective solutions. Theoretically, ecological systems theory suggests that individuals develop in the context of the interaction of various social systems, so that good cooperation between related parties can facilitate the development and handling of student problems more effectively (Laal & Ghodsi, 2012). Effective and open communication refers to the ability to convey

information clearly and listen carefully, which is important for creating harmonious and productive relationships. In a theoretical context, interpersonal communication theory emphasizes the importance of transparency and constructive feedback to build healthy relationships and reduce conflict (Dalton et al., 2020).

Recognition and appreciation are forms of recognition of the achievements and efforts that individuals have made, which can increase motivation and job satisfaction (Cassidy, 2016). Theoretically, reinforcement motivation theory states that recognition and appreciation function as positive reinforcement that encourages good behavior and performance (Nonami, 1997). Emotional workload reduction involves efforts to reduce the stress and pressure that individuals feel in their work environment. This is important for maintaining mental health and increasing productivity (Fletcher & Sarkar, 2016). Theoretically, emotional exhaustion theory reveals that high emotional workload can result in fatigue and decreased performance, so that reducing this load can improve well-being and work effectiveness (Arar & Nasra, 2020). The combination of these indicators makes a significant contribution to improving the quality of the educational environment. Moral and emotional support and reduced emotional workload help create an environment conducive to individual psychological well-being, while active participation in school activities and effective communication support productive engagement and interactions (Ubaidillah et al., 2023). Collaboration in dealing with student problems and recognition and appreciation strengthen relationships between parties and encourage better results in the educational process. All of these factors are theoretically interconnected and contribute to achieving more holistic and sustainable educational goals (Leal Filho et al., 2018).

Active involvement in school meetings and assemblies, participation in extracurricular activities, and support in class and school projects are key components in creating a productive and inclusive educational environment (Ag-Ahmad & Lidadun, 2020). Theoretically, this involvement refers to the concept of school engagement, which includes emotional, cognitive and social connectedness between students and their school community. This involvement strengthens open and collaborative communication, allowing for constructive dialogue between all relevant parties (Hasanah, 2023). Recognition and appreciation of individual contributions strengthens motivation and promotes a positive and supportive school climate. The contribution of these indicators not only enriches the educational experience but also improves students' academic and social outcomes. By creating a supportive and collaborative atmosphere, we facilitate students' holistic development and create an environment that supports the achievement of academic and social success (Edossa et al., 2018).

Regarding the third finding regarding parent participation in school activities as a supporter of teachers' emotional well-being, there are several indicators including attending school meetings and gatherings which aim to discuss academic development, school activities and other relevant issues. Attendance at school meetings and assemblies reflects commitment and active involvement in children's education (Oladipo, 2009). There is also

parental involvement in extracurricular activities and school events which refers to the participation of parents, students and school staff in activities outside the formal curriculum, for example sports, arts and other special school events (Fadjukoff et al., 2016). This reflects the emphasis on the importance of developing non-academic skills, such as teamwork, leadership and social skills (Trautwein & Möller, 2016). Support in class or school projects can be seen through the lens of collaborative learning theory, where collaboration between various stakeholders (teachers, students, parents) encourages the achievement of better learning outcomes (Zamroni, 2021).

Effective communication between all parties involved in education, including teachers, students, parents and school staff. According to educational communication theory, open and collaborative communication is important to ensure that information and expectations can be conveyed clearly (Dalton et al., 2020). Social systems theory also emphasizes the importance of communication in building and maintaining healthy and productive relationships between various components in the education system (Fadjukoff et al., 2016). Creating a positive and supportive environment, a positive and supportive school environment is included in the microsystem that greatly influences children's development. A safe and supportive environment encourages a sense of engagement and improves students' academic outcomes and emotional well-being (Barry et al., 2017). Therefore, each of these indicators plays an important role in creating a productive and supportive school environment, where all parties play an active role in the educational process, both in terms of academics and student character development.

CONCLUSION

The conclusions of this study highlight the importance of parental and community involvement in various aspects of school life, such as attending meetings, participating in extracurricular activities, and supporting school projects. The main lesson learned is that active parental involvement and open communication between school and home play an important role in supporting students' academic and non-academic development. This research also emphasizes the need for recognition and appreciation as significant motivation factors for all parties involved. In a scientific context, this research contributes by updating perspectives regarding the importance of synergy between school, home and community in creating a positive and supportive learning environment.

However, this study has several limitations that need to be noted. This research is limited to certain locations, and does not accommodate wider gender and age variations in the sample. In addition, the methods used tend to focus on observations and interviews, which may not provide a completely comprehensive picture. Therefore, further research is needed that considers factors such as age and gender variations, and uses broader survey methods to get a more comprehensive picture. It is hoped that this further research will provide a stronger basis for more targeted policy making in supporting parent and community involvement in schools.

Zohaib Hasan Sain

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Zohaib Hasan Sain