

THE INFLUENCE OF PARENTAL INVOLVEMENT ON THE LEARNING OF SLOW LEARNERS IN TRADITIONAL PUBLIC SCHOOLS IN PAKISTAN: A CASE-STUDY INQUIRY

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**Abstract**

This research was conducted to investigate how parental involvement affects the learning process of slow learners in traditional public schools in Pakistan. The qualitative multiple-case study approach was used, which centered around two slow learners who were in the same government school, but had different socio-economic backgrounds. Semi-structured interviews with parents, teachers, and a school administrator, classroom observations, and the analysis of documents were used to collect data. The thematic analysis method by Braun and Clarke (2006) was used to analyze the data and the comparative analysis of the cases was done. The results have shown that parental involvement is very instrumental in developing academic as well as emotional behavior of slow learners. Unlike most existing studies that examine parental involvement in general student populations, this study focuses specifically on slow learners as a distinct and under-represented group, and situates parental involvement within the constraints of a traditional public-school context in Pakistan, where institutional support is limited. The difference in parental awareness, home-based learning support and the school-home communication processes were identified to play a significant role in shaping the course of learning even in the same institution. Parental engagement, especially learning at home and constant interaction with the teachers were linked to higher retention rates, enhanced confidence and consistency in academic status. Parental low level of involvement on the other hand was associated with emotional withdrawal, low self-esteem, and chronic learning difficulties. The research also notes that parental engagement has the capacity to counter the institutional limitations in part like crowded classrooms and a lack of personalized learning. The results underline the necessity to build better school-home relations and increase parental awareness to facilitate slow learners in the traditional educational setting.

**INTRODUCTION**

Slow learners are a unique group of students with a delayed cognitive processing, irregular academic performance, and abstract reasoning, although they do not have a known learning disability (Das et al., 2014). Despite the fact that these learners are in the continuum of general education, their

learning requirements have not been met especially in systems that focus on standardized learning and test results. Slow learners are never given much thought in the process of instructional planning, curriculum differentiation, and assessment practices in Pakistan where the public

schools usually run at a disadvantage due to insufficient resources (Siddiqui, 2019).

Pakistan traditional education system is largely typified by teacher-centred pedagogy, examination-based teaching, classrooms overcrowding and inaccessibility of professionally trained teachers who can be able to meet various needs of learners. In this kind of environment, slow learners are at the receiving end. They do not usually receive the special interventions offered to students with formally identified disability, although they need extended individual attention, frequent exposure to learning ideas, and constant emotional reinforcement in order to attain academic gains (Kavale & Forness, 2000). Accordingly, their learning challenges are often misconceived as a sign of their inability or unwillingness to work hard instead of an indication of their requirement to receive adapted educational assistance (Rehmani, 2020).

Parental involvement is very important in situations where there is a lack of institutional support. Parental involvement is always cited as one of the most powerful predictors of student academic achievement, interest, and determination by international studies (Jeynes, 2016). Nevertheless, in Pakistan, the degree and readiness of the parent participation are significantly different because of a variety of reasons including parental illiteracy, socio-economic stress, scheduling issues, and slightly well-known cultural assumptions that typically view learning difficulties as immediate or behavioral problems, not educational ones (Malik and Shah, 2019). They can be especially true of the parents of slow learners, who might not have the knowledge, confidence, or guidance to successfully teach their children at home, and schools rarely provide formalized mechanisms to involve families in substantive educational arrangements (Shah & Ud Din, 2020).

Although there is a growing body of literature on parental involvement in mainstream education in Pakistan, very few studies specifically examine how parental involvement shapes the learning experiences of slow learners as a distinct group. The perspectives of key stakeholders, particularly parents, teachers, and school administrators, also

remain largely under-explored within conventional government school settings. To address this gap, the present study adopts a qualitative multiple-case study design, focusing on two slow learners enrolled in the same government school but belonging to different socio-economic backgrounds. By comparing their learning experiences, the study seeks to explain how variations in parental awareness, home-based support, and school-home communication influences the academic and emotional learning trajectories of slow learners in traditional public-school environments in Pakistan. The specific gap this study addresses is the absence of qualitative case-study research that examines how variations in parental awareness, home-based support, and school-home communication shape the academic and emotional learning trajectories of slow learners within traditional Pakistani public-school contexts.

There are two theoretical frameworks that guide this research. The model of parental involvement by Epstein (1995) offers a detailed framework in explaining the school-home collaboration on the basis of six dimensions which include parenting, communication, volunteering, learning at home, decision-making and collaboration with the community. At the same time, the Sociocultural Theory proposed by Vygotsky (1978) (specifically, the Zone of Proximal Development (ZPD) and scaffolding) also puts a heavy emphasis on how guided interpersonal interactions can be used to help the learner perform beyond what he or she is capable of doing independently. Collectively, these frameworks provide a powerful perspective in investigating the potential to improve the learning experience of slow learners and compensate institutional constraints of conventional learning institutions partially through parental engagement.

## **2. Literature Review:**

The parental involvement is commonly known to have significant role in children learning. Massive syntheses and meta-analyses demonstrate that the evidence of a positive relationship between parental engagement and student achievement is constant, but depending on the nature of

engagement and the context, the magnitude and direction of the effects differ (Castro et al., 2015; Jeynes, 2016; Kim, 2022). According to meta-reviews, parental expectations and positive interaction (such as supporting reading and consultation with teachers) are likely to have the most significant and most consistent positive impact, and the impact of direct homework assistance is neutral and depends on its delivery (Castro et al., 2015; Kim, 2022).

Parental involvement is frequently a compensatory factor in cases of weak institutional support in low-resource and developing-country settings. In such schools, research has indicated that the time, knowledge, and home practices of parents have the ability to either compensate or escalate school disadvantages- depending on the education, resources, and beliefs parents have towards schooling (Lareau, 2011; Tresnatri et al., 2022; Ahmed et al., 2024). Even where school capacity is low, learning gains have been found in the context of increased parental engagement, whether it is by means of straightforward instructions, regular patterns, or short trainings. It is also demonstrated that parent-based support can be viable and effective.

The studies on parental involvement in particular cases when the child has either an academic learning disability or special educational needs reveal crucial differences. Recent systematic reviews conclude that parent-involved interventions (e.g., coaching parents about scaffolding strategies, planned home routines, or custom home activities) are beneficial to children with learning difficulties, but only when parents are provided with clear and practical guidance and constant communication with teachers (Guo et al., 2024; van de Pol et al., 2019). The point that is stressed in these reviews is that parental support (scaffolding, positive expectations, guided practice) is more significant than the frequency of contact.

These patterns are explained with the help of theoretical work. Epstein multidimensional model of parental involvement (parenting, communicating, learning at home, volunteering, decision-making, community collaboration) is still an influential model used to structure the findings

of the empirical research and plan intervention (Epstein, 1995; recent updates are used in the parent-involvement literature). It has been found that the learning-at-home and communication areas can be directly applied to serve slow learners in limited contexts due to their low-resource institutional requirements and the ability to be facilitated by families with prompt assistance (Epstein; Ahmed et al., 2024). In the meantime, the sociocultural theory proposed by Vygotsky, in particular, the Zone of Proximal Development (ZPD) and idea of scaffolding, provides the explanation of the role of the parental behaviors in this learning process: when the parents become more knowledgeable people than either of the parties under consideration, then they can help the child to complete the task that he/she can handle only after becoming competent enough on their own, and the consistent and competent scaffolding will provide the steady learning improvements.

The evidence of work that targets the needs of slow learners (students who learn more slowly but not with diagnosed disabilities) suggests that these children can respond to repetitive tasks, simplified forms of tasks, and learning environments that are emotionally supportive (Kavale & Forness, 2000; Rana, 2020; overview of the field in ScienceDirect). Often reiterated in recent reviews and regional research is the fact that slow learners tend to remain unseen in generic classrooms since the teaching method is pressurized in time and examination-oriented; they have to thus overly depend on reinforcement at home and proactive practice to solidify learning (Rana; local studies).

Pakistan experience and other similar situations have put a mixed yet unveiling evidence. Rural Pakistani qualitative research has revealed that parents of children desire their children to achieve success, but they are hindered by low literacy levels, poverty, gender roles, and distrust or lack of communication with school (Ahmed et al., 2024; Qayyum, 2024). Pakistan literature on quantitative and mixed-methods research has found positive correlations between parental engagement and achievement, although it also shows that there are huge disparities: the middle-income and literate parents are more inclined to

implement regular learning practices, and the low-income and less-educated families do not always have the time, knowledge, or space to do so (Raza, 2023; Ullah, 2022; Kanwal, 2024). These contextual analysis helps to believe that the capacity and beliefs about involvement are socio-economic conditions.

Various implications of intervention and implementation literature come out in several practical implications. To begin with, parent coaching, which is based on simple scaffolding strategies to break tasks into steps, prompting, praising attempts, can be more effective with struggling children as opposed to generic advice (Guo et al., 2024; van de Pol et al., 2019). Second, it is possible to use low-cost school-based communications, such as short guidance notes, frequent teacher calls, or short parent meetings, in most low-resource schools that enable to maintain the home routines (Tresnatri et al., 2022; Ahmed et al., 2024). Third, educators need training on how to engage parents (establishing common language and expectations) to increase the level of uptake and minimize misunderstandings (Sun 2023; Kausar 2020).

There are important caveats. The meta-analyses discover that not every type of parental involvement has consistent positive outcomes since the effects of parental expectations and supportive attitudes are consistently positive, but direct homework help may be two-sided when it replaces learning strategies instead of teaching them (Kim, 2022; Castro et al., 2015). Moreover, cultural norms occasionally influence the perception of parents in the learning struggles as a temporary issue or a problem that requires intervention- it is of concern whether parents will seek advice or not (Ahmed et al., 2024).

Altogether, the resources suggest that it is evident that the involvement of parents should be regarded as a way to assist slow learners in traditional educational institutions: (a) parental practices could partially compensate the constraints of schools; (b) scaffolded and skill-based parental interventions are the most effective in the case of learners who require additional time; and (c) context-sensitive programs that develop parent awareness and offer practical and easy-to-

use strategies are promising in the low-resource environment (Guo et al., 2024; van de Pol et al., 2019). The conclusions made are useful in directly informing the current case-study emphasis, which is the investigation of two learners with varying parental supports, and in supporting the consideration of the two aspects of the support to learning (Epstein) and the process of the support (Vygotsky).

### 3. Theoretical Framework

This study is informed by two complementary theoretical perspectives that help explain how parental involvement supports the learning and emotional development of slow learners within traditional school contexts: Epstein's Model of Parental Involvement and Vygotsky's Sociocultural Theory. Rather than being applied as predetermined analytical categories, these theories functioned as sensitizing and interpretive lenses that guided the understanding of patterns that emerged inductively from the field data.

Epstein's (1995) model conceptualizes parental involvement as a multidimensional practice comprising domains such as parenting, communication, learning at home, volunteering, decision-making, and collaboration with the community. Instead of treating involvement as a single behavior, the framework emphasizes how different forms of engagement interact to shape students' learning experiences. In this study, the model provided a broad conceptual orientation for examining how parents, teachers, and school administrators understood and enacted involvement, with particular attention to the domains of learning at home and school-home communication, which were most relevant to slow learners in resource-constrained contexts. These domains did not predetermine the themes; rather, they supported the interpretation of participant narratives regarding how involvement occurred in everyday practice.

Vygotsky's (1978) Sociocultural Theory offers a complementary process-oriented perspective by explaining how parental involvement may influence learning. The concepts of the Zone of Proximal Development (ZPD) and scaffolding highlight the role of more knowledgeable others in

enabling learners to perform tasks that they may not accomplish independently. For slow learners, who often require extended time, repetition, and emotional reassurance, such guided interaction becomes especially significant. Within this study, Vygotsky’s ideas were used to interpret instances where parental guidance, encouragement, feedback, and structured practice appeared to support learners’ participation and confidence both inside and outside the classroom.

Consistent with qualitative inquiry, these theoretical perspectives were engaged with iteratively rather than prescriptively. The themes were first generated from the participants’

accounts, classroom observations, and contextual realities of the school setting. The frameworks were then used to deepen, refine, and contextualize the meaning of the findings, particularly by illuminating the ways in which parental practices, communication patterns, and emotional support contributed to the academic and socio-emotional trajectories of the two slow learners. In this way, the theories enriched interpretation while allowing the voices and experiences emerging from the field to remain central.

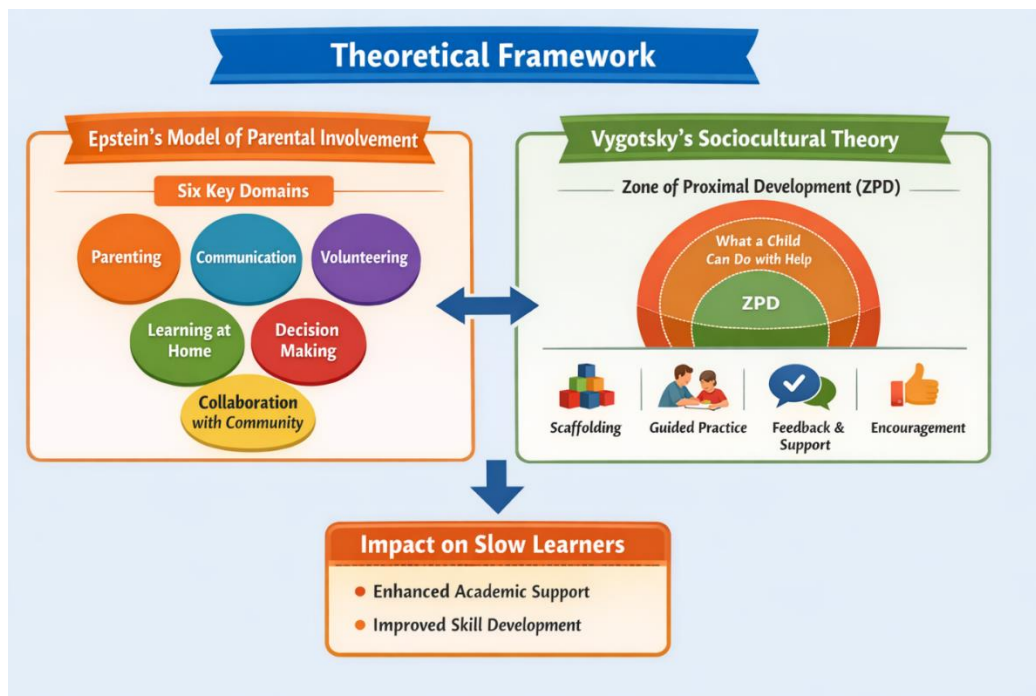


Figure 1: Theoretical Framework of the study

#### 4. Statement of the Problem

Instructional practices of the traditional public school system in Pakistan are mostly consistent, exam-oriented and teacher-centered and offer very little flexibility to allow learners to work at a slower academic pace. Slow learners are students who seem to have continuous academic challenges even when no learning disability has been diagnosed and they are often neglected in classroom planning and assessment systems. Consequently, their

learning needs are poorly met which in most cases results to accumulative academic failure, self-esteem as well as not being interested in schooling. Although schools are supposed to offer instructions support, systemic limitations, including overcrowding in the classroom, undertraining in teachers, and lack of resources, limit the ability of schools to address the needs of various learners. Parental involvement in such situations proves to be a potentially important aspect to aid in learning of the slow learners. The

situation in Pakistan is however different and heavily dependent on socio economic status, educational levels of the parents and cultural attitudes towards learning problems. Lots of parents do not have the knowledge, ability or institutional instructions to assist their children learning especially where the problems are not clearly outlined and diagnosed.

Although parental involvement is widely recognized as an important factor in student learning, most existing studies in Pakistan examine it in relation to general student populations and do not specifically address slow learners as a distinct group. As a result, there is limited empirical evidence on how parental involvement influences the academic and emotional learning experiences of slow learners within traditional public-school environments. Moreover, prior research seldom integrates the perspectives of multiple stakeholders, particularly parents, teachers, and school administrators; when examining the challenges faced by these learners. This gap highlights the need for context-specific, qualitative inquiry that explores how variations in parental involvement shape the learning trajectories of slow learners in Pakistani public schools, which the present multiple-case study seeks to address.

### 5. Significance of the Study

The significance of this study is situated and context-specific, reflecting its small, qualitative multiple-case design. Rather than aiming for broad generalization, the study offers focused, exploratory insights into how parental involvement is experienced by slow learners within a traditional public-school environment in Pakistan. This topic remains under-represented in the literature, particularly with respect to how variations in parental awareness, home-based support, and school-home communication shape the learning experiences of slow learners at the micro-level of everyday school life.

At the theoretical level, the study makes a modest but meaningful contribution by extending discussions of parental involvement and sociocultural learning to a learner group that is rarely examined independently in local research.

By interpreting the findings through these lenses, the study helps to contextualize parental support as a lived, relational process rather than a uniform or deterministic factor, thereby enriching understanding within a narrow and well-defined scope.

At the practical level, the findings may be informative for teachers and school practitioners working in comparable low-resource settings, where formal individualized support for slow learners is limited. The study does not prescribe interventions; instead, it highlights small-scale, feasible practices—such as constructive communication with families and simple guided support at home—that participants perceived as helpful within the specific context studied.

Overall, the value of this research lies in documenting and interpreting the nuanced, case-bound experiences of two slow learners and the role parental involvement played in their academic and emotional engagement. The contribution is therefore interpretive rather than generalizable, offering insights that may be useful for reflection in similar contexts while remaining firmly aligned with the scope and limits of the study's design and data.

### 6. Objectives of the Study

The objectives of this study are to:

1. Explore the nature and forms of parental involvement in the learning of slow learners within a traditional government school in Pakistan.
2. Examine how parental involvement influences the academic and emotional learning experiences of slow learners.
3. Understand the perceptions of parents, teachers, and school administrators regarding the role of parental involvement in supporting slow learners.
4. Compare the learning experiences of two slow learners from different socio-economic backgrounds to identify how variations in parental involvement shape learning trajectories.
5. Identify contextual and institutional factors that facilitate or hinder effective parental involvement in traditional school settings.

## 7. Research Questions

The study seeks the answers of following questions:

1. What form is the parental involvement that takes place when it comes to facilitating educational learning among slow learners in a traditional government school in Pakistan?
2. What is the perception of parents, teachers, and school administrators regarding the involvement of parents in the learning of the slow learners?
3. How does parental intervention affect the academic and emotional educational landscapes of slow learners?
4. What implications does the variation in the social-economic background have on the nature and effect of parental involvement in slow learners?
5. Which school and contextual variables have an impact on parental involvement in the education of slow learners?

## 8. Methodology

This research used a qualitative research method to examine the role of parental involvement in the learning experiences of slow learners in a traditional school setting. Qualitative inquiry is especially suitable in the analysis of the lived experiences, perceptions, and contextual influences that cannot be sufficiently represented by the quantitative means. The study attempted to build up a comprehensive qualitative insight into the parental involvement by putting into perspective the stakeholder views in real learning environments in Pakistan.

### 8.1 Research Design

This research followed a qualitative multi-case study design. Case study design is the best research design when the purpose of the research is to have an in-depth insight into a phenomenon in its real-life situation especially where the boundaries between the phenomenon and the context are not clear. The multiple-case technique has allowed the comparison between two slow students in the same institutional environment and the possibility of drawing parallels and differences between the experiences of parental involvement and learning.

The slow learners were considered as unique cases and the information was gathered using various sources such as parents, teachers, and a school administrator. This design allowed both within-case and cross-case analysis to support the plausibility of the results as it was able to analyze how differences in parental involvement had an impact on the learning process in various socio-economic groups under the same school environment.

### 8.2 Study Site

The research was carried out in the conventional government school in the Rawalpindi district of the Punjab, Pakistan. The school adheres to the standardized government curriculum and uses the conventional instructional design based on the teacher-centered pedagogy and examination-oriented evaluation. It offers free education through the administrative provisions of Special Education Department, Punjab.

The school is a mixed-gender school and has students with varying socio-economic backgrounds. Similar to most of the traditional public schools in Pakistan, it is afflicted with issues like congested classroom, insufficient teaching facilities, and lack of special care of slow learners. These features caused the school to be an ideal place to study the way parental involvement functions in a typical institutional context and the way it affects the learning process of slow learners.

### 8.3 Participants and Sampling

There were two identified slow learners, parents of the two learners, two class teachers, and one school administrator. In the absence of any diagnosed intellectual or learning disability, slow learners were identified through the professional judgment of teachers, records of classroom performance, and observed over time through consistent academic difficulties. One of the slow learners had a family with low income; the other one was having a middle-income family background and so there was a possibility to compare socio-economic status in the same school set up. The participants were sampled through purposive sampling, as the participants were the ones that could offer rich and relevant

information that would be in line with the study objectives. The teacher and the administrator were chosen due to the immediate contact with the

students and the level of their knowledge of the parental engagement practices at the school.

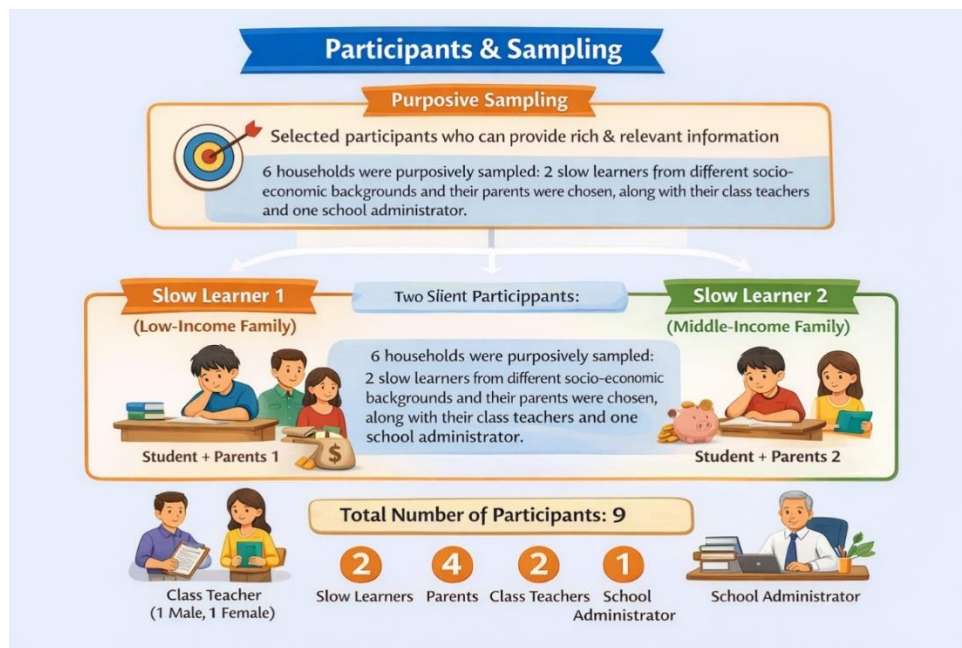


Figure 2: Participants and Sampling

#### 8.4 Data Collection Methods

Multiple qualitative methods were utilized in order to gather data to bring depth and credibility by means of triangulation.

Parents were interviewed, through the use of semi-structured interviews in order to understand their views of the learning requirements of their children, the type of behaviors they did on the learning matters and the limitations they had in facilitating child learning at home. The teacher interviews and the school administrator centered on the attitudes and perceptions of the individuals towards the concept of parental involvement, the perceived effect of parental involvement on slow students, and the institutional aspects of school-home communication.

Moreover, non-participant classroom observations were conducted in order to record the instructional practices, student involvement, teacher student interactions, and peer interactions. Where access became possible, home-based learning settings were observed in limited ways in order to obtain a glimpse into the routines

of the study, strategies of parental support, and learning settings.

Document analysis was also done to enhance the data further. Homework diaries, report cards, teacher notes, academic work samples of students were the relevant documents. These pieces of evidence were additional data on learning progress, parental involvement, and instructional anticipations.

The data were collected until the thematic saturation took place.

#### 8.5 Data Analysis Procedure

Thematic analysis was used in analyzing data through interviews, observation, and documents. Data were analyzed using Braun and Clarke's (2006) six-phase framework for thematic analysis, including familiarization, initial coding, theme development, review, definition, and reporting. Themes were created inductively through emergent patterns on the data, and deductively using the theoretical framework (parental involvement domains of Epstein and sociocultural ideas of Vygotsky). To compare the two cases and

determine the role of differences in parental involvement based on socio-economic background in learning experiences, cross-case analysis was implemented.

### 8.6 Ethical Considerations

The study was conducted in accordance with ethical standards. The school authorities were sought to allow the research before the data collection. The involvement was voluntary, and the informed consent was obtained by all the adult participants. Since the study was with minor students, parental consent was received and non-intrusive and age sensitive approach to the students was made.

The confidentiality and anonymity of the participants were preserved because they were not identified with their names but with IDs, and no data concerning individuals and the school were provided. The information was handled efficiently and was used with the purpose of conducting research. The subjects were told that they had a right to drop out at any point without adverse repercussions. The interviews were done in a sensitive manner and in order to avoid psychological discomforts. The researcher took a non-evaluative position, and remained reflexive to limit bias in the collection and analysis of data.

### 9. Data Analysis and Findings

Thematic analysis based on a six-phase approach of Braun and Clarke (2006) (data familiarization, initial coding, theme generation, review, theme definition and reporting) was used to analyze the data. The analysis of the interview transcripts, observation notes, and documents was initially applied to each of the cases and followed by cross-case analysis to determine similarities and differences in the two slow learners. The given analytical process contributed to a detailed study of the impact of the involvement of parents, predetermined by socio-economic and education factors, on the learning experiences in the same institutional setting.

Although all the learners were in the same government school and had the same exposure to instructional limitations, significant differences were found in the level of academic engagement and emotional state. There were four key themes that were determined in the cases: (1) parental awareness and understanding of slow learning, (2) nature and extent of parental involvement, (3) school capacity constraints and reliance on families, and (4) emotional consequences for slow learners.

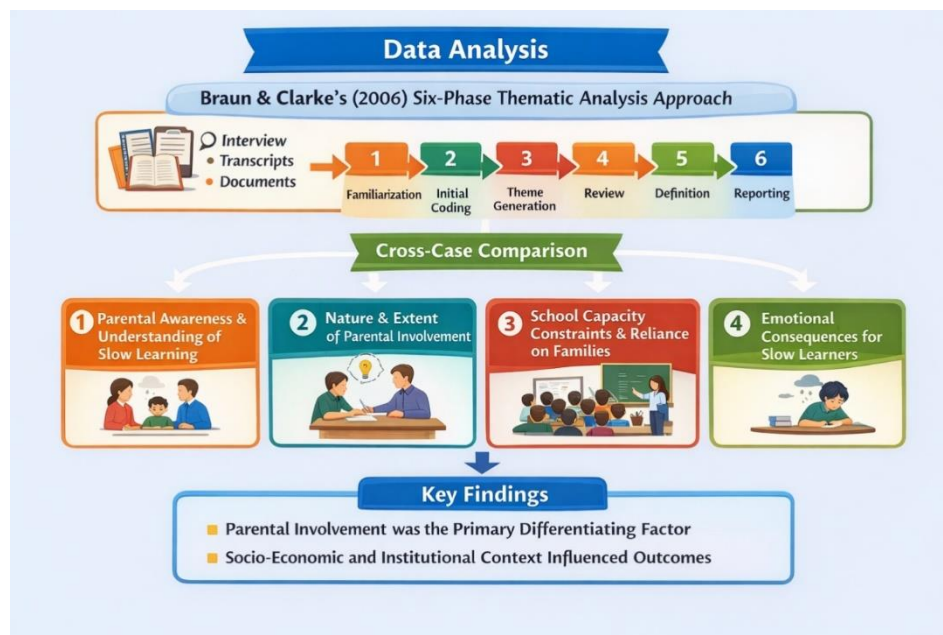


Figure 3: Data Analysis Process and Identified themes

**9.1 Theme 1: Parental Awareness and Understanding of Slow Learning**

Parental awareness was identified to be a determinant of involvement practices. In Case 1, parents failed to identify slow learning as an issue in education. The perceived learning difficulties were viewed as a temporary phenomenon that would be resolved over time and, therefore, academic support and communication with the school were not given much attention. According to teachers, such awareness deficit led to decreased responsiveness of parents to recommendations and follow-up.

In Case 2, the parents were more aware and relieved about the slow pace of the learner. Early identification of learning problems was accepted and parents saw them as a hurdle to be overcome through guidance and not a loss. This realization formed more real expectations and encouraged a continued interest in the learning process of the child. In cases, parental education level seemed to have strong effect on the way learning problems were construed and dealt with.

**9.2 Theme 2: Nature and Extent of Parental Involvement**

It was found that there were clear differences in the level and structure of parental involvement. Case 1 had a little engagement in learning activities. There was no help given in homework, revision, and clarification of concepts, and the interaction between the parents and teachers was uncommon. They lacked structured assistance and were therefore involved in incomplete homework, confusion, and a lack of academic reinforcement. Parental interaction in Case 2, was regular and meaningful. Parents were involved in constant monitoring of homework, lesson change and division of tasks into manageable steps. They were also in constant contact with teachers and at home, they put the recommended strategies into practice. The teachers reported that, despite the slow pace of progress of the learner, retention and comprehension increased as a result of home-based reinforcement. These results suggest that long term parental engagement, especially in learning both at home and school-home

communication, is a major influence in learning trajectories.

**9.3 Theme 3: School Environment and Capacity Constraints**

Similar institutional constraints were pointed out by both teachers and administrators in the two cases. Poorly spaced classes, high student teacher ratio and lack of specialized training or diagnostic testing curtailed one-on-one attention to slow learners. The subjects admitted that the school did not have formal ways of offering specific support beyond inclassroom education.

These constraints however had varying effects in cases. Parental involvement in Case 2 offset the weaknesses in institutions by strengthening extracurricular learning. In Case 1, the family support was not present, which enhanced the impact of these limitations and the learner was deprived of proper academic or emotional support. This trend highlights the fact that the school is dependent on families to complement learning in resource-limited schools.

**9.4 Theme 4: Emotional Consequences for Slow Learners**

Emotional well-being was strongly linked with parental involvement of learners. In Case 1, the learner exhibited the lack of self-confidence, anxiety, and non-participation in classes. Inadequacy and fear of failure were also present, which could indicate that being unencouraged at home worsened the academic problems.

However, Case 2 was more emotionally resilient. Even though he was risk averse, the learner was open to trying things and asking questions where necessary. Emotional safety was facilitated by the use of non-punitive feedback on errors and encouragement and reassurance by the parents. The teachers observed that this emotional support had a beneficial effect on the fulfillment of the classroom engagement and perseverance.

**9.5 Cross-Case Synthesis**

The cross-case analysis findings indicated that the most distinguishing aspect between the learning experience of the two slow learners was the involvement of parents. These two cases had

common conditions within schools and educational limitations; however, parental awareness, involvement, and parental support at home led to the dissimilarity in academic and emotional achievement. The socio-economic background had a significant effect on the material availability as well as parental attitude towards education and learning challenges.

### **9.6 Interpretation of Findings through Theoretical Lenses**

The findings were interpreted through the sensitizing lenses of Epstein's Model of Parental Involvement and Vygotsky's Sociocultural Theory. The theories were not used to test the data but to support the interpretation of themes that emerged from the field.

From Epstein's perspective, differences in the domains of learning at home and school-home communication appeared to shape how the two learners experienced academic engagement and emotional support. Where parents monitored homework and remained in contact with teachers, these practices were perceived to reinforce learning and confidence; limited engagement was associated with weaker reinforcement. These meanings are interpretive rather than causal. Through Vygotsky's lens, parental guidance functioned as scaffolding that helped one learner participate in tasks with greater confidence, while its relative absence in the other case was reflected in reduced participation and self-assurance. This interpretation highlights how guided support may assist slow learners who require repetition and reassurance.

Overall, the theoretical lenses helped deepen and contextualize the findings while keeping the analysis grounded in participants' lived experiences.

### **10. Discussion**

The research examined the effects of parental involvement in the learning process of slow learners in a conventional government school in Pakistan. According to the results, parental intervention is very critical in determining academic participation and emotional health of slow learners especially in a scenario where

institutional support is minimal. The discrepancies in the learning outcomes presented by both cases could not be attributed to the factors of school only; however, these differences were positively linked to differences in the parental awareness, involvement practices, and home learning environments, directly responding to the research objectives of the study.

In line with Epstein model of parental involvement, the results also show that learning at home and school-home communication were the most influential types of parental involvement in the resource-constrained conditions. The case that was described as active parental engagement proved to have enhanced better learning reinforcement, improved retention and emotional support, when compared to the lack of such engagement, which was associated with poor academic achievements as well as emotional distancing. These findings align with other studies that have shown that parental involvement other than attending school mainly promotes academic performance of students who are not achieving academically (Jeynes, 2016).

The results are also very consistent with the Sociocultural Theory by Vygotsky which includes the scaffolding notion and the Zone of Proximal Development concept. Guided support at home gave the slow learners an opportunity to participate in learning activities and persevere in their learning activities. Conversely, lack of adult supervision limited chances of assisted learning to lack thereof and loss in confidence. This supports the current literature to support the idea that ongoing mediation in adult learners is imperative since the latter require a long period of orientation in mastering academic skills (Kavale & Forness, 2000).

Socio-economic and educational variables were found to be significant contextual determinants of parental involvement, which aligns with previous research on Pakistan that has found parental literacy and awareness to be important determinants of parental involvement in children education (Malik and Shah, 2019). Nevertheless, the results imply that without the large amount of material resources, the organized parental support and communication can have positive impact on

the results of slow learners. This highlights the applicability of parental involvement as a compensatory mechanism in the traditional school systems that do not have specialized support.

Generally, the paper answers its research questions by showing that the parental involvement plays a crucial role as a mediator of the relationship between the institutional constraints and the learning outcomes. The results also add to the existing body of qualitative research on the necessity to reinforce school-home relationships to assist slow learners in the conventional learning settings.

### 11. Conclusion

This research focused on the role of parental involvement in the learning process of slow learners in the traditional government school in Pakistan. The results reveal that parental intervention is decisive in influencing the academic participation and the emotional status of the slow learners especially in the environment where the schools do not provide special care and one-on-one teaching. The parental awareness, support of home-based learning, and school-home communication were also identified as the factors that significantly affected the progress of the learners despite the constant institutional condition.

Using a qualitative multiple-case study, the study offers context-specific data on how parental involvement may be a compensatory support system to slow learners. The results indicate the necessity of considering parents as active participants of the educational process, but not observers, in the case of a learner who needs ongoing support and reinforcement.

### 12. Recommendations

The recommendations that can be suggested are as follows based on the findings:

- Schools are encouraged to create frequent, easily accessible means of communication to inform the parents on ways of supporting the slow learners at home, especially in the low-resource environment.

- The parents should be made to learn simple orientation sessions or workshops to enable them to learn about slow learning and develop effective methods of home based support.

- The teachers of the conventional schools need to be trained on the identification of slow learners and the involvement of parents as partners in the learning process.

- The schools are advised to promote systematic learning practices in the home environment, which do not necessitate resource-rich learning activities, including guided revision and positive feedback.

### 13. Limitations of the Study

This study has certain limitations that should be acknowledged. First, the research was conducted with two cases from a single traditional public school, which limits the transferability of the findings to other contexts. However, this is consistent with the purpose of in-depth qualitative case study research, which prioritizes contextual understanding and rich description over broad generalization. The strength of the study lies in its ability to provide detailed, situated insights into the learning experiences of slow learners within a real-world school environment.

Second, the study relied largely on self-reported accounts and stakeholder perspectives, which may be influenced by recall or social-desirability bias. To reduce this risk, data were triangulated through interviews, observations, and document review, allowing themes to be interpreted from multiple sources rather than a single viewpoint.

Finally, the study did not track long-term academic outcomes of the learners. Instead, it focused on process-level experiences and meanings, which align with the interpretive nature of qualitative inquiry. Future research may address these boundaries by including more schools, additional cases, or longitudinal designs.

### 14. Suggestions for Future Research

The study can be further generalized in future research, with the inclusion of more cases in more schools and regions to increase the level of transferability. The longitudinal qualitative or mixed methods study might give a more profound

picture of the role of parental involvement in the academic progress of slow learners in the long-run. Other studies can also examine the use of intervention-based models that can be used to train parents in supporting slow learners under resource-constrained settings.

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