



Hidden Barriers to Parental School Involvement

Summary of Guo and Zhao (2025)

Excellent Educator, 3(8), 4, 2026

Academic Insights

This study analyzes patterns of parental involvement and identifies barriers using statistical modeling. It categorizes parents into distinct involvement groups, ranging from highly active to minimally engaged. The findings show that parental participation is strongly influenced by structural barriers such as work demands, transportation challenges, and personal constraints.

Importantly, low involvement is often linked to external limitations rather than lack of interest. Cultural expectations and parental beliefs also shape engagement patterns. The study demonstrates that improving parental involvement requires addressing these structural barriers rather than simply encouraging participation. It contributes a refined model explaining how different barriers interact with levels of involvement, emphasizing the need for flexible and inclusive engagement strategies.

Apply This Now

Offer flexible timing and multiple ways for parents to engage.

Add This

Use digital or asynchronous communication options.

Avoid This Mistake

Do not assume low involvement means low commitment.

Keywords

parental involvement, barriers, access, participation

Reference (APA)

Guo, J., & Zhao, B. (2025). Relationship between parental school involvement and its barriers among parents of students in grades 4 to 9. *BMC Psychology*, 13, 106.

<https://doi.org/10.1186/s40359-025-02389-6>

Suggested Citation

Excellent Educator. (2026). Hidden Barriers to Parental School Involvement. *Excellent Educator*, 3(8), p.4.