

**THE ROLE OF PARENTAL INVOLVEMENT IN STUDENTS'
ACADEMIC ACHIEVEMENT AND OVERALL
EDUCATIONAL SUCCESS**

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ABSTRACT

Parental involvement is crucial, as most people agree, yet it may be difficult to promote and maintain. It is getting harder for instructors to meet the requirements of every kid in a school as it becomes more diverse. By collaborating, several stakeholders primarily can reduce the achievement gap and enhance student learning. Parents have a critical role in helping to create a school that meets the needs of their children, but educators admit they don't have enough training or experience in dealing with a range of parent situations. This paper presents some strategies for reducing barriers that keep students from engaging and contributing in the classroom. It additionally looks at the methods for constructing new understandings and knowledge based on the experiences and cultures of parents.

1.0 INTRODUCTION

To adhere to the integrated support system for their kids, schools must establish a relationship with parents and cultivate a shared responsibility for the academic achievement of their children. In this sense, parents are directly contributing to a successful educational system, increasing parental involvement and encouraging parents to support schools (Đurišić & Bunijevac, 2017). The subject of how to engage parents in their child's education still has to be answered. Because of their expectations of the educational system and their personal experiences with teachers, a lot of parents and educators have conflicting ideas about what parent engagement entails. Parental and educator communication is necessary for parent involvement.

Parental involvement may be defined in a variety of ways, depending on the viewpoint of the parent or educator. For instance, according to educators, parental involvement is defined as participating in school events and helping with homework for their children (Anderson & Minke, 2007). State parents define parental involvement as seeing the fact that their kids arrive at school on time and take care of household problems (Young et al., 2013; Myers-Young, 2018). Understanding parental involvement.). Parental involvement is the cooperative effort between parents and the school to enhance the educational experience and academic achievement of their children. Several studies have revealed that parental involvement in schooling is essential to a child's academic achievement (Li, 2023). Parental involvement in schooling may take numerous forms. According to Gonzalez-DeHass (2005), parental involvement in education can take many forms, such as after-school conversations, homework assistance, extracurricular activity participation, academic progress tracking, instilling parental values, attending school functions, parent meetings, and classroom volunteer work.

Parents who exhibit control over their children believe that this is necessary to guarantee their success. Without asking, they put pressure on their kids to do well and find solutions to their

difficulties. They frequently disregard the child's preferences and adopt their viewpoint. Overseeing schoolwork is one way that parents get involved. Researchers characterize controlling involvement as putting undue pressure on a kid to do tasks, following up to make sure the youngster has done so, helping out with schoolwork without being asked, and disciplining the child for not finishing it (Karbach et al., 2013). A child's intrinsic motivation is reduced when parents control their conduct. Children who engage in such activities lose interest in learning as well as their feelings of worth and accountability (Rogers et al., 2009). Mau (1997) highlighted some instances of restricting parent involvement:

1. Parents assist their kids in finishing their unrequested schoolwork.
2. Verify homework assignments and make sure they are completed.
3. Perquisites based on academic success.
4. Restrict privileges due to poor grades.
5. Require homework or household duties from students
6. Set time limits for TV and video game viewing.
7. Avoid going out with pals on school evenings.

2.0 TYPES OF PARENTAL INVOLVEMENT

The degree of support and encouragement a parent gives their children is referred to as their level of parental engagement. It is crucial to be active in a child's life, relationships, activities, and academics; however, remember that there is a fine line that frequently blurs the distinction between being a controlling and supporting parent. Parental involvement may take many forms. Some examples include assisting your child with their schoolwork, providing assistance during their training, coaching their sports team, or learning about their favourite teachers and friends. Parents' support may have a significant impact on both your child's academic and personal lives (Biljak, n. d.).

Epstein (2016) created her groundbreaking framework of six main categories of parental involvement based on several research and years of work by educators and families in elementary, middle, and high schools. The idea of cooperation combined with the principle of overlapping domains of influence is crucial. This theory incorporates several viewpoints on social institutions that may have an impact on children's education and socialization. The three distinct institutions, or settings, are the local community, the school, and the family. They are presumed to have some important objectives, which are best achieved through cooperation and communication. It is believed that the three institutions are domains of influence that somewhat overlap. For children to develop to their full potential, this congruence is crucial, and cooperation is seen as a key facilitator of this. All parties involved, parents, community members, and institutions-are seen as partners with distinct and mutual roles, duties, and responsibilities. Two key concepts of caring and respect are the foundation of the six different forms of engagement (Driessen, 2021, Walden University, n. d.).

2.1 PARENTAL SUPPORT

First and foremost, parents may encourage their children's education by creating a wholesome home atmosphere. A teacher may support parents by providing parenting courses, assisting their families in locating government aid and other necessary support programs, and motivating them to set an example of pro-education conduct by reading aloud to and in front of their kids. Organizations frequently, schools can assist families and other caregivers in comprehending the growth and development of their children. Parents assist by giving information about their children's histories, aspirations, and cultures to the school or any other institution. Aiding families in developing effective parenting and childrearing techniques, comprehending the development of children and adolescents, and creating a home environment that supports children as learners at every age and grade level; helps schools better comprehend families.

2.2 COMMUNICATION

Parent engagement depends on informing parents and making it simple for them to voice concerns or ask questions. It has to be made sure that students work home with grade explanations sent, hold parent-teacher conferences (with language interpreters, if necessary), send out regular emails or memos outlining the work being done in the classroom, and are available to answer parent calls and host parent-teacher conferences (with an administrator present, if necessary). Families and educators must communicate because it invites families to share their thoughts, feelings, and preferences on their child's development. Using efficient home-to-school and school-to-home communications to inform families about school initiatives and student advancement.

2.3 LEARNING AT HOME

For students, parents and other family members may be invaluable sources of knowledge. They should notify parents about projects and homework to support their at-home learning efforts.

They may also provide them with materials that are intended to make the material they are presenting easier for them to grasp. In addition, parents may make sure their children have opportunities to study outside of the classroom by bringing home lists of optional reading and other activities. In essence, homework is the child's obligation. However parental involvement, such as homeschooling the child, may also enhance their ability to learn. Encouraging families to engage their kids in learning activities at home, such as homework and other decisions and activities connected to the curriculum.

2.4 VOLUNTEERING

Volunteering in the classroom or at the school is one of the most direct methods for parents to get involved in their children's education. In addition to encouraging parents to assist in the classroom, it should be made sure that they are aware of the other volunteer opportunities offered by the school, like helping with office work, supporting safety patrols, serving concessions during sports, etc. Parental engagement in school-related activities that don't always take place in the classroom might also be beneficial. Families may be able to help their children and the educators by sharing their abilities and time. Assisting children and school activities, enhancing recruiting, training, work, and scheduling to include families as volunteers and audiences at the school or in other locations.

2.5 DECISION-MAKING

Effective school districts and schools function as a collaboration between parents and teachers. Parents should be encouraged to join the PTA or PTO and take part in neighbourhood education-focused lobbying and support organizations. In a similar vein, they ought to inform parents about upcoming local school board elections. The voices of parents should be included in decision-making processes so that they may influence the general direction of school programs, etc. Participating in parent groups such as committees, PTA/PTO, school councils, and so forth might help achieve this.

2.6 COLLABORATION WITH COMMUNITIES

It is common for parents to be active in both the community and the educational system. One may facilitate their connection by giving them information about community events at nearby parks and museums, creating volunteer programs that include parents, educators, and administrators, and inviting prominent members of the community to give talks in the community and at parent gatherings. The neighbourhood or surroundings in which kids grow up frequently have a big influence on their growth, education, and general well-being. Cooperation between families, schools, and community organizations may be supported and encouraged by communities.

3.0 PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE

Parental involvement in schools has been extensively researched for over 30 years, consistently revealing that active parental engagement is among the most effective ways to enhance student achievement. Regardless of socio-economic status, ethnic/racial background, or parents' educational level, students tend to achieve more when their parents are actively involved in their education. Given this wealth of research, it is advisable for education systems to actively promote and support parental and family involvement, investing in activities and strategies that cultivate effective collaboration between parents and schools.

To contribute to this body of knowledge, Dahie et al. (2018) conducted a recent study in Mogadishu, Somalia, focusing on the role of parental involvement in student academic achievement in selected secondary schools. The study had three main objectives:

- (i) Investigate the impact of parental assistance on student academic achievement;
- (ii) Examine the effect of parental monitoring on student academic achievement; and
- (iii) Identify the relationship between parental involvement in ongoing activities and student academic achievement.

Utilizing a survey study method, the research employed descriptive, correlation, and regression analyses to address the research objectives and test the research hypothesis. Data were collected from 70 teachers, revealing a positive relationship between parental involvement and academic achievement. The findings suggested that a higher level of parental involvement contributes to increased academic achievement. This outcome holds significant implications for academic practitioners, researchers, planners, and policymakers involved in the relevant educational domain, emphasizing the importance of fostering effective collaboration between parents and schools.

There is a clear correlation between adolescents' academic achievement in elementary and secondary school and parental educational participation; however, the long-term benefits of parental involvement are less well understood. In Benner et al. (2016), the relationships between young people's proximal (grades) and distal academic results (education attainment) and four characteristics of parents' educational participation (home- and school-based involvement, educational aspirations, academic advice) were looked at. It was also investigated whether these relationships differed according to the socioeconomic position of the teenagers' earlier achievements or their families. The Education Longitudinal Study of 2002 included 15,240 10th-grade students (of which 50% were female), of whom 57% were White, 13% African American, 15% Latino, 9% Asian American, and 6% were of other racial or cultural backgrounds. A strong correlation between teenagers' cumulative high school grades and educational success and both parental educational aspirations and school-based participation was found. Moderation analyses showed that while parents' academic socialization seemed to better promote the academic success of more advantaged youth (i.e., those from high-SES families, those with higher prior achievement), school-based involvement seemed to be especially beneficial for more disadvantaged youth (i.e., those from low-SES families, those with poorer prior achievement). These results implied that, to more effectively promote every young person's educational performance, academic interventions and supports should be precisely targeted.

Castro et al. (2015) represented a quantitative synthesis of data on the relationship between academic success and parental involvement, based on a meta-analysis of 37 studies conducted in kindergarten, primary, and secondary schools between 2000 and 2013. Fisher's correlation coefficient was transformed to provide effect size estimates. The heterogeneity of the magnitudes categorized by various moderator factors was also analyzed, and the impact of publication bias on meta-analytical research was investigated. The findings indicated that

parental approaches emphasizing broad supervision of the kids' learning activities were more closely associated with good accomplishment. The highest correlations were shown among families that set high standards for their kids' academic performance, communicate with them about schoolwork, and support their development of good reading habits.

Parental involvement has been viewed by society at large and educators in particular as a key component of the solution to many educational issues since it makes sense intuitively that parental involvement influences kids' academic progress. However, a large amount of the literature in this field is qualitative and non-empirical. There seem to be a lot of discrepancies among the empirical research that has looked at the problem quantitatively. To compile the quantitative research on the connection between students' academic success and parental involvement, Fan and Chen (2001) carried out a meta-analysis. The results showed a marginally to moderately significant, practically significant association between academic success and parental involvement. Parental aspiration and expectations for their children's educational success had the largest link, while parental home supervision had the least relationship, with kids' academic accomplishment, according to moderator analysis results. Furthermore, the correlation was higher when a global indicator (such as GPA) rather than a subject-specific indicator was used to measure academic accomplishment (e.g., math grade).

Teachers, administrators, and policymakers have acknowledged the importance of parental involvement in students' academic progress. They view parental involvement as a crucial component of new educational reforms and initiatives. Wilder (2014) combined nine meta-analyses that looked at this influence into one research, and the data were analyzed to uncover insights that might be applied to other investigations. Regardless of how parental engagement is defined or how accomplishment is measured, the data showed that there was a positive association between parental involvement and academic achievement. Additionally, the results showed that this association was highest if parental expectations for their children's academic

success were classified as parental involvement. However, if parental involvement was limited to helping with schoolwork, the effect of parental involvement on students' academic progress was least significant. Lastly, it was shown that there was a constant correlation between parental involvement and academic success in all grade levels and ethnic groupings. But depending on the kind of test used to gauge student performance, that relationship's strength changed.

Khajehpour and Ghazvini (2011) looked at how parental involvement affects kids' academic performance by examining a variety of parental involvement activities, such as volunteering, talking to staff members and teachers, attending parent-teacher conferences, volunteering at home, and being involved in school politics. Grades on academic achievement and results from the parental involvement questionnaire were used to gather the data. 200 male students from Tehran were included in the sample. Overall, the findings showed that children of those who completed the self-report survey attended the parent class, or engaged in more at-home involvement (such as monitoring their child's schedule, having conversations with them about school, friends, and other topics, or participating in extracurricular educational activities) either had better grades or performed better in various areas of the parental involvement questionnaire.

Rafiq et al (2013) investigated how parental involvement affects their children's academic success at Lahore's Allama Iqbal Town. A total of 150 ninth-grade students from both public and private secondary schools boys and girls-were surveyed. To ensure that there was an equal representation of male and female students in the sample frame of the study, four schools for each category of public and private schools were chosen using simple random selection. A survey questionnaire was employed as a means of gathering data. Following data research, it was shown that parental involvement significantly affected their children's academic success. The study indicated that parental involvement improved their children's academic performance.

Families and parental involvement are seen by societies in general and educators in particular as the primary causes of both many of the problems and many of the triumphs in today's classrooms. Porumbu and Necşoi (2013) examined the body of data on the connection between kids' academic success and their parents' attitudes or level of participation. Parenting style, parental expectations and aspirations, home rules and parental supervision, communication between parents and children, children's home activities, and parental attitude toward school (checking homework, communicating with teachers, and participating in school activities) were some of the variables that defined parental involvement. The review procedure involved compiling and examining reviews, meta-analyses, and articles about parental engagement and how it affects middle- and high-school students' academic performance. The review's conclusions showed that several factors are consistently linked to high levels of academic achievement, including an authoritative parenting style, parents' high and clear expectations and aspirations for their kid's academic performance, communication between parents and kids about their schoolwork and plans, and parents' conversations with teachers about their kids' progress or challenges. The use of non-experimental research designs, inconsistent definitions of parental involvement across studies, inconsistent results across cultures, and a failure to acknowledge the moderating influence of certain socio-demographic factors like family structure or socio-economic status, number of children in the family, etc. were some of the main limitations of the studies that were discussed. The review's conclusions emphasized the significance of the parental impact on kids' academic success. As a result, this important component of children's performance more important when creating educational policies and other interventions were considered. Schools must reevaluate current parental involvement policies and create a teaching approach wherein instructors and families share accountability for the academic success of their students.

One of the most important factors in both a child's overall functioning and academic achievement is parental involvement in their education. With an emphasis on elementary and middle school kids, Jaiswal and Choudhuri (2017) reviewed the research on the link between parenting practices, including parenting style, parental expectations, and parental involvement activities at home and school, and student's academic success. Reviews of empirical studies showed that diverse parental involvement dimensions were significant in a variety of ways. Nonetheless, several studies showed a drop in parental involvement at the middle or upper school levels. Additionally, the research showed a good correlation between academic success and an authoritative parenting style at every school level, but this relationship varies according to socioeconomic class, ethnicity, and culture. With some variation, parental involvement at home and school has also been favourably correlated with academic achievement. However, when compared to other parental engagement components like helping with homework, attending school functions, and communicating with the kid, parental expectations for their child's educational success had the biggest influence on academic performance.

4.0 CHALLENGES AND BARRIERS TO PARENTAL INVOLVEMENT

In general, the challenges and barriers frequently encountered by parental involvement when it comes to participating in school-related activities involve the following (Arias and Morillo-Campbell, 2008):

1. Due to their own educational experiences or unfamiliarity with the curriculum, some parents may find it difficult to help their children with their schoolwork.
2. Disparities in income and culture can affect how parents interact with schools.
3. Effective communication and collaboration between parents and school personnel might be impeded by language problems. Various cultural norms and expectations may impact parental engagement. It is difficult to communicate information and discuss a child's progress when parents and instructors do not share the same language.
4. Parents may become less involved in school activities if they have unfavourable opinions or mistrust of the institution. Fostering parental engagement requires a warm, inclusive school climate.
5. The way that teachers see parents matters a lot. Parents are more likely to participate when encounters are kind and encouraging, while unfavourable ones may discourage them.
6. Parents' desire to engage in school-related activities may be impacted by their concerns about safety in the neighbourhood after school hours.
7. Time and inexpensive childcare are two examples of scarce resources that may act as obstacles. It may be difficult for working parents with rigid schedules or many children to attend school functions or meetings.

5.0 RECOMMENDATIONS

To overcome the barriers, the following recommendations are hereby given:

1. Parental and family involvement should be actively encouraged and supported by educational systems.
2. It is important to allocate resources towards initiatives and plans that promote cooperation between schools and parents.
3. It is beneficial for practitioners, academics, planners, and policymakers to comprehend how parental involvement affects students' academic performance.
4. Give parents tangible toolkits based on activities that are successful in their studies.
5. Encourage parent-teacher collaboration from the very beginning of the educational process.
6. Instead of treating parents as subordinates, treat them as respected partners.
7. Establish a friendly educational environment with upbeat staff attitudes and open lines of communication.

6.0 CONCLUSION

In conclusion, parental involvement is a critical component that shapes adolescents' academic achievement. To close gaps and provide a conducive learning environment, schools and parents must work together in the ever-changing landscape of education. This paper has examined several facets of parental involvement, illuminating its importance, varieties, and difficulties. The literature has consistently shown that parental involvement has a favourable effect on academic attainment. This link is further supported by a study done in Mogadishu, Somalia, which highlights the necessity of parents and schools working together actively. The results of the study demonstrated a favourable correlation between parental involvement and academic success, highlighting the possible advantages of encouraging such relationships.

But recognizing the value of parental involvement is just the beginning. Equally important is identifying and removing the obstacles and hurdles that prevent productive teamwork. There are several obstacles to parental involvement, ranging from language problems to cultural divides. Educational systems must aggressively support and encourage programs that enable meaningful interaction, dismantle obstacles, and guarantee inclusion. A thorough foundation for establishing a supportive learning environment may be found in the many forms of parental involvement discussed in this paper, which range from offering support and encouragement to taking part in decision-making processes. Epstein's six categories emphasize the value of a comprehensive approach and offer guidance to parents and educators alike.

Parental control and its possible effects on intrinsic motivation are discussed, which emphasizes the importance of a supportive and balanced parenting style. The study also explores the value of parental involvement in a child's education at different levels, highlighting the long-term advantages of consistent involvement from elementary through middle and high school. Parental involvement has been shown to have good impacts, yet problems still exist. Obstacles that must be addressed include a lack of parent education, cultural and

socioeconomic disparities, language problems, and safety concerns. The suggestions made present doable methods to improve parental involvement and implore school systems to actively promote collaboration and provide funding for projects.

Finally, encouraging a cooperative and encouraging connection between parents and schools is not only a desired but also an essential one for kids' academic achievement and overall development. We can clear the path for an educational system where parents, teachers, and legislators work together to create an atmosphere that supports each child's learning journey by recognizing the value of parental involvement, resolving obstacles, and putting suggested strategies into practice.

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