



## Driving Excellence: The Role of Parental Engagement in Shaping Student Success in Secondary Schools

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### ABSTRACT

The current research pursuit's key objective was to analyze parental involvement's impact on students' academic performance at the secondary level. The descriptive and quantitative research approach was employed to conduct this study. A total of 12987 students made up the population from the public sector secondary schools located in Khanewal, District Multan, South Punjab, Pakistan. The study's sample was composed of 324 students, including both male and female, selected through a stratified random sampling technique. The data was analyzed using descriptive statistics, frequencies, percentages, mean, and standard deviation, and utilizing inferential statistics, Pearson coefficient correlation. The research results discovered that the parents' involvement in their child's academics, assignments, attendance, and monitoring exhibited good grades and higher educational attainment in the schools. This investigation recommended that educational institutions ought to focus on developing parental involvement to understand the academic challenges and to build a more comfortable environment for better academic success of students in schools.

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## 1. Introduction

Parental involvement is not only a personal right and a responsibility of families, but also a societal requirement. It is universally accepted that without an effective partnership between families and schools, high education levels expected from the community cannot be achieved. It is also well proven through research that parental involvement yields positive results in students in terms of academics. Students whose parents take an interest in their education show a better academic performance than the students whose parents do not take much interest (Finn & Rock, 1997). Parental participation is all types of interaction between the parents and their children at home or with the school, ensuring the kids have excellent educational achievement (Jaiswal & Choudhuri, 2017). Research and practice in education have had a continual focus on the part of parental engrossment in the academic pursuits of their youngster. The research has indicated a positive link between parental involvement and student educational performance, especially at the secondary level. This participation is seen in the way students exhibit better grades, good attendance, and positive attitudes toward learning (Jeynes, 2004). Parental involvement creates a welcoming and supportive school climate. Parents foster school community and collaboration through parent-teacher conferences, school activities, and classroom volunteering (Riza, 2018). This collaborative method improves student well-being and academic performance by strengthening teacher-family interactions, communication, and decision-making. Parents' involvement affects students' motivation, engagement, and social and emotional development. Further, Finn and Rock (1997) found that students with participating parents are more inspired, self-confident, and resilient when faced with challenges. Emotional support, encouragement, and guidance from parents help students grow personally. This develops students' social-emotional skills. Long-term parental involvement affects educational equity and social justice, which are

crucial. Moreover, Obradović and Armstrong-Carter (2020) express that schools can solve educational inequalities by actively involving diverse parents. This gives students equal resources and support. Culturally responsive practices that appreciate families' cultural origins and experiences are essential to creating inclusive school atmospheres where all maternels feel cherished, accepted, and sanctioned to join in their student's education.

In addition, Eccles and Harold (1993) noted that parental support shapes teens' objectives, self-esteem, and socio-emotional resilience. Parents' engrossment in their students' edification boosts academic performance and overall growth and success in secondary school. It's also crucial to recognize the obstacles that may prevent parents from participating, especially in secondary school. Work schedules, language barriers, and a lack of educational knowledge might limit the engagement of parents in their children's learning. Moreover, Chappel and Ratliffe (2021) stress the importance of focused interventions and inclusive approaches that can meet a variety of parental needs. Besides there is a need for a supportive environment where communities, families, and schools collaborate to raise student achievement. This process requires inclusive policies that recognize and value parents as partners in education, parental engagement in executive, and teacher-family collaboration. Cultural competency and sensitivity are crucial when trying to understand and encounter the requirements and perspectives of various families. Culturally responsive techniques promote parental involvement (Suizzo & Stapleton, 2007). Moreover, Epstein (2018), highlighted the varied nature of parental involvement by dividing its aspects into a variety of ways, including academic socialization, communication, and collaboration between parents and teachers. These aspects, when taken together, lead to a holistic framework of parental involvement, which in turn influences the edifying outcomes also socio-emotional expansion of scholars. Further, Epstein (2018) emphasized the significance of developing connections between schools, families, and communities to advance the knowledge rendition of pupils, particularly during the crucial years of secondary education. Several socioeconomic conditions and cultural circumstances have a substantial impact on the extent of parental involvement and the nature of their involvement. Besides, Goodall and Montgomery (2023) have shown that targeted interventions like parent education workshops, family literacy programs, and home-school partnerships increase parental involvement and academic performance, particularly in disadvantaged populations. Family is the fundamental societal unit that not only determines the personality of the adult student but also creates the groundwork for its development. The responsibility to make them productive members of society is always on parents. The parent's role in their children's education lives while imparting education signifies their academic performance and productivity. Parents play an imperative role in students' education, and their perceived impact is relevant to their performance, so the study determined to analyze the role of parental involvement in their students' education is essential.

### **1.1. Research Objectives**

- To examine of the effects of parent involvement on the educational performance of students at the secondary-level.
- To analyze the connection between the father's educational attainment and students' academic success.
- To explore the correlation between the educational attainment of mothers and the performance of the students.

### **1.2. Research Questions**

- How secondary-level student academic performance is affected by parental involvement?
- How does communication work as a measure of parental involvement in student's academic performance at the secondary level?
- What is the impact of volunteering, as a way of the impact of parental participation in academic achievement at the secondary level?
- How does home-based learning, as an element of parental involvement, contribute to students' performance in secondary schools?
- How is parental involvement in decision-making associated with the performance of a student at the secondary level?
- To what extent does community collaboration, as a piece of high school student's academic success depend on parental involvement?

## **2. Literature Review**

Different research studies consistently show that parental engrossment improves student routine and the school environment, highlighting its importance to education. Obradović and Armstrong-Carter (2020) emphasize the need for cooperative partnerships between educational institutions, families, and communities to help students achieve education goals. Parents' involvement in their student's education can boost academic performance, improve school life, and foster a feeling of community. One of the biggest advantages of having parents involved in school is improved student achievement. Furthermore, Jeynes (2004) found that students with interested parents have higher grades, greater attendance, and better learning attitudes. Parents can help their students succeed academically by supporting them, checking homework, and encouraging study at home. Additionally, Desimone (1999) has shown how parental participation affects students' academic careers. These studies suggest that consistent parental support from early childhood until secondary school is linked to improved academic achievement, graduation rates, and success after high school. Traditional indicators like parent-teacher conferences and school events are important, but home-based involvement is too. This includes talking to students about their academics, giving them educational tools at home, and evaluating their progress and assignment completion. It has recently been discovered that "academic socialization" in the family setting is crucial to student success. Parent-student interactions to instill educational principles, expectations, and learning attitudes are called "academic socialization". Similarly, Spera (2005) found that academic socialization tactics such as setting high expectations, emphasizing education, and providing academic support are effective. Parental involvement is crucial to creating positive school climates and engaging students.

At the same time, Jeynes (2004) examined how parental input affects secondary school pupils' academic performance. The results found considerable favorable correlations between parental participation and students' grades, attendance, and information-taking attitudes. More specifically, students with interested parents performed better academically and were more motivated to achieve. Simultaneously, Hill and Tyson (2009) examined how socioeconomic factors affect parental involvement and student performance. According to these studies, parents from higher socioeconomic backgrounds have greater resources and intellectual capital, which helps them advocate for their students' academic success. Cultural norms and beliefs can also affect parents' views of their duties in education, which might affect their involvement in the teaching of their pupils. Numerous investigations have shown that active parental participation improves adolescent academic performance. In meta-analyses, Jeynes (2004) and others collect data from multiple studies to understand the relationship between the two variables. Jeynes (2004) found that parental participation positively correlated with grades, attendance, and learning attitudes, particularly in secondary school students. Parents' participation affects students' academic performance over time, according to longitudinal studies. Further, Desimone (1999) found that constant parental support from elementary to high school boosted academic performance and graduation rates. Parental tutoring during adolescence predicted greater academic objectives and post-secondary achievement. Research has demonstrated that socioeconomic factors are crucial to understanding parental participation and academic success. This could reinforce the association between parental immersion and academic success. Moreover, Vellymalay (2012) found that parents from higher socioeconomic backgrounds have greater resources and educational capital to assist their students' academic efforts. Parents may have greater time and expense flexibility to engage in school events, attend teacher-parent meetings, and provide educational materials and enrichment opportunities for their students at home. Because of this, students from higher socioeconomic class households may benefit from more parental participation, which can improve their academic achievement.

Moreover, Mesch (2018) study found that the parent-child connection supports academic success. Relationship strength and academic achievement are linked, especially in education. Research is undisputed at this time. Additionally, Ferguson (2008) states that when schools and family's efforts are organized to foster learning, pupils have a higher chance of succeeding in both school and life. Likewise, Kim and Sheridan (2015) also found that students whose parents took part in the situation with their education did pointedly better academically, were more adaptable to school, and had much better behavior. He further built upon his earlier results, indicating that a student whose parents are not involved with his or her education has about twice the odds of being either in the bottom half of their class or needing to retake a unit. Parental involvement can benefit all students whether at a young or older age or even different class groups. The interest of the parents in children in junior and senior high school made transitions

easier, less complicated, and academic, and more effective and simple planning for the future. The strongest predictor of a student's performance remained a family's capacity to care, hold high but realistic anticipations regarding the child's attainment and upcoming perspective, and be embedded in the public. This is the only factor that was validated to be associated with academic success in every sense. According to Desimone (1999), parental warmth, monitoring, and psychological independence grant the best-explained variance in school achievement. Similarly, Riza (2018) highlighted that this kind of parenting affects students' academic excellence. It is almost likely that early years are a critical period to shape both the pattern of learning for the students and their families, says Great importance lies with parents; during the first two years, a mutual firm attachment between the parents and students is associated with almost all development. This bond influences physical growth, exploration, curiosity, and problem-solving—all forming a basis for cognitive abilities, mental stability, social ease, and language and communication abilities.

### 3. Research Methodology

The main goal of this descriptive investigation was to examine the impact of parental engagement on students' academic achievement in secondary public schools. A total of 12987 students, including both male and female, made up the population from the public sector secondary schools located in Khanewal, District Multan, South Punjab, Pakistan. The study sample was composed of 324 respondents selected through stratified random sampling procedures from the 16 secondary schools. The sample consisted of total 324 students covering 217 male and 107 female participants. The quantitative data was gathered using a structured questionnaire. An extensive review of related literature helped to design the questionnaire. The research instrument contained two sections. The first section covered information related to the demographic profile of the participants, such as their gender, parents' qualifications, and location. Different indicators of parental involvement, such as parental collaboration, parental communication, parental decision-making, parental volunteering, and parental role in students' at-home learning, were the focus of the second section. To understand respondents' views on parental participation and academic performance, the researcher created the survey using a five-point Likert scale: 1 = (strongly disagree) to 5 = (strongly agree). The researchers sought assistance from specialists to assess the validity of the study's research instrument, identify its strengths and weaknesses, and make necessary improvements. The reliability of the research tool was also ensured over the measure of Cronbach's alpha, which was recorded at 0.88 in an acceptable range. The researchers obtained authorization from the school administrators to supervise the study. The study's prospective participants were informed and requested to provide their consent to participate. The researchers adhered to the requisite ethical rules when gathering the data. To collect data, the researchers contacted the respective heads of the multi-grade instructors to seek permission from them about the study. Following the meeting with the school administrators, the researchers proceeded to engage in preliminary discussions with the intended participants. The researchers adhered to the ethical norms required for obtaining the quantitative data during the data-gathering process. The researchers upheld the contributors' secrecy and ensured the confidentiality of the data.

### 4. Data Analysis and Results

To conclude, descriptive statistics like frequencies, percentages, means, and standard deviation, as well as inferential statistics like Pearson coefficient correlation, were used to analyze the quantitative data.

**Table 1: Demographic Information of Students**

Variables		Frequency	Percentage
Gender	Male	217	67.0
	Female	107	33.0
Age	13-14 Year	86	26.5
	15-16 Year	238	73.5
Education	SSC	167	51.5
	HSSC	157	48.5
Father's Education	School Level	99	30.6
	College Level	107	33.0
	University Level	59	18.2
Mother's Education	Illiterate	59	18.2
	School Level	134	41.4

	College Level	145	44.8
	University Level	31	9.6
	Illiterate	14	4.2
Locality	Rural	140	43.2
	Urban	184	56.8

Table 1 shows student demographics, including gender, age, education, parents' education, and locality. The student cohort was 67.0% boys (n=217) and 33.0% girls (n=107). Most students were 15-16 years old (73.5%, n=238), with 26.5% (n=86) in the 13-14 age range. 51.5% of students (n=167) were enrolled in SSC programs, while 48.5% (n=157) were in HSSC programs. This information is about students' degrees. Most fathers had college-level education (33.0%, n=107), followed by school-level (30.6%, n=99), and 18.2% each (n=59) had university-level or illiteracy education. Parental education analysis revealed this. Similarly, 44.8% of mothers had completed their education at the college level (n=145), 41.4% at the school level (n=134), and 9.6% at the university level (n=31). A minority of moms were illiterate: 4.2% (n=14). 56.8% of students, 184, lived in cities, while 43.2%, 140, lived in rural areas. This suggests that urban areas have slightly more students than rural places.

**Table 2: Descriptive Statistics for role of Parenting in Student’s Academic Performance (N=324)**

Parenting	Mean	SD
1. Provision of such home conditions that support their students in learning.	2.48	1.23
2. Assist students with health, nutrition, and other services to perform in academics energetically.	3.64	1.29
3. Teach them to keep the amount of time spent on chores, homework, and other activities in balance.	3.28	1.37
4. Higher academic achievement is a result of effective parenting.	1.89	1.06
5. Availability of relevant educational resources and help the students in their literacy practices.	3.28	1.32

In Table 2, respondents acknowledge the significance of creating an environment at home that is conducive to learning. Home settings that assist students’ learning obtained a mean grade of 2.48 and a standard deviation of 1.28, showing their importance for academic success. Supporting students with health, nutrition, and other resources to excel academically has a high mean rating of 3.64 and a standard deviation of 1.29, signifying good consensus. Teaching students to balance homework, chores, and other activities was rated at 3.28 and a standard deviation of 1.37, indicating moderate to high priority. The statement about successful parenting improving academic performance had a mean grade of 1.89 and a standard deviation of 1.06, indicating agreement. Providing adequate learning resources and literacy aid had a mean grade of 3.28 and a standard deviation of 1.32, demonstrating its importance for academic performance.

**Table 3: Descriptive Statistics for role of Parental Communication in Student’s Academic Performance (N=324)**

Communication	Mean	SD
6. Pupils who are not given necessities and who do not receive communication from their parents are likely to perform poorly in school.	3.03	1.46
7. Meetings with students with follow-ups as needed.	2.06	1.07
8. Responding properly and effectively to the students’ problems/ queries.	2.39	1.40
9. Properly communicate with their school to check their weekly/monthly reports, pick up report cards, schedule useful notices, etc.	2.12	1.34
10. Interactions with teachers and ease of communication are important with schools and teachers for their student’s progress.	2.0	1.1

Table 3 emphasizes the significance of addressing the fundamental requirements of students and encouraging communication between parents and teachers to improve academic success. With a moderate standard deviation of 1.46 and a mean rating of 3.03, respondents agreed with the statement pupils who neglect certain necessities and don't communicate with their parents are likely to fail in their academics. The statement meeting with students and follow-ups, when needed, had a mean value of 2.06 and a standard deviation of 1.07, indicating that respondents thought this component was less important for academic performance. Responding

to students' issues had a mean rating of 2.39 and a standard deviation of 1.49 indicating modest relevance. Most respondents were ambivalent or uncertain about parental communication with the school for academic success, respondents ranked effective school communication as a necessity with a mean value of 2.12 and a standard deviation of 1.34. with a mean value of 2.0 and a standard deviation of 1.1 respondents agreed with the statement interactions with teachers and ease of communication are important with schools and teachers for their student's progress.

**Table 4: Descriptive Statistics for role of Parental Decision-making in Student's Academic Performance (N=324)**

<b>Decision Making</b>	<b>Mean</b>	<b>SD</b>
11. Parent participation helps students build positive, constructive relationships without bad behavior or substances.	2.26	1.22
12. Students gain confidence from parental representation in school choices.	2.34	1.33
13. Parents provide student's basic requirements before they consider aesthetic ones.	2.18	1.34
14. Understanding student rights gives parents a greater chance to parent for student success.	2.05	1.14
15. Parents' decision-making power allows them to influence academic performance policies.	2.27	1.22

In Table 4, students acknowledge the significance of the decision-making of parents. Parent involvement helps students create positive, constructive relationships without negative behavior or drugs had a mean grade of 2.26 and a standard deviation of 1.22, demonstrating its importance for a healthy school environment. A mean rating of 2.34 and a standard deviation of 1.33 suggests parental representation in school selections empowers adolescents academically. Parents satisfying student's basic needs before aesthetic ones obtained a mean rating of 2.18 and a standard deviation of 1.34, emphasizing the importance of basic needs for academic performance. Understanding student rights and providing parents a better chance to parent for student success had a mean rating of 2.05 and a standard deviation of 1.14, demonstrating its importance in student advocacy. Parents' decision-making power to impact academic achievement policies averaged a mean of 2.27 and a standard deviation of 1.22, demonstrating their influence on educational results.

**Table 5: Descriptive Statistics for role of Home on Student's Academic Performance(N=324)**

<b>Learning at Home</b>	<b>Mean</b>	<b>SD</b>
16. Creating a comfortable atmosphere for learning at home through monitoring and discussions.	3.43	1.36
17. Helping students improve on class and school tests at home predicts their secondary academic performance.	3.40	1.34
18. Help students with a regular homework plan that requires students to discuss class topics with parents.	2.09	1.19
19. Home parental practices intrinsically motivate students to excellent academic performance	3.03	1.43
20. Effective home parenting leads to greater cognitive learning and student intellectual performance at the secondary level.	2.10	1.14

In Table 5, the significance of creating a home-based learning environment that supports learning is looked at. Creating a good home learning environment through monitoring and conversations obtained a high mean rating of 3.43 and a standard deviation of 1.36, demonstrating its importance in academic success. Helping students improve on class and school tests at home predicts secondary academic achievement which had a mean value of 3.40 and a standard deviation of 1.34, indicating its usefulness in academic assessment preparation. A regular homework assignment that requires students to discuss class subjects with parents obtained a mean grade of 2.09 and a standard deviation of 1.19, showing its importance in increasing parental academic involvement. Family parental practices inherently encouraging students for good academic success had a mean value of 3.03 and a standard deviation of 1.43, emphasizing the necessity of a supportive family. Effective home parenting that improves secondary students' cognitive learning and intellectual accomplishment obtained a mean rating of 2.10 and a standard deviation of 1.14, emphasizing its impact on academic success.

**Table 6: Descriptive Statistics for role of Volunteering in Student’s Academic Performance (N=324)**

<b>Volunteering</b>	<b>Mean</b>	<b>SD</b>
21. Parents' voluntary participation in school goal-setting predicts academic performance.	2.66	1.42
22. Parent's voluntary participation in the classroom, laboratory, and other infrastructure construction gives students confidence and predicts academic performance.	2.16	1.32
23. Volunteering for school events like parents' and teachers' yearly meetings, class meetings, and others boosts student’s performance.	2.03	1.17
24. Parents' involvement in school safety and training helps their students succeed academically.	2.25	1.22
25. Students gain assurance in their capacity to work in institutes and with youngsters or increase their academic performance when parents volunteer.	3.33	1.44

In Table 6, students acknowledge the significance of parents' voluntary participation in the process of goal-setting at school for better forecasting academic performance. Parents' voluntary participation in school goal-setting predicts academic performance had a mean value of 2.66 and a standard deviation of 1.42, reflecting its perceived importance. Parents' voluntary participation in classroom, laboratory, and other infrastructure construction boosts student confidence and predicts academic performance, with a mean rating of 2.16 and 1.32. Effective parental volunteering for school events such include annual meetings between parents and teachers, class meetings, and others boosts students’ performance had a mean rating of 2.03 and a standard deviation of 1.17 demonstrating low consensus. Parents' involvement in school safety and training helps their students succeed academically had a mean rating of 2.25 and a standard deviation of 1.22 predicting the same as above. Students gain confidence in their capacity to work in school and with youngsters or increase their academic performance when parents volunteer had a mean rating of 3.33 and a standard deviation of 1.44 showing high consensus amongst respondents.

**Table 7: Descriptive Statistics for role of Parental Collaboration with Community in Student’s Academic Performance (N=324)**

<b>Collaboration with Community</b>	<b>Mean</b>	<b>SD</b>
26. Parents can teach their students to give back by participating in initiatives for social assistance, and cultural, recreational, and community health, among others.	3.29	1.40
27. Parental involvement in community events that teach students skills and talents helps them contribute to the community through their students.	2.28	1.30
28. Students serve the community through effective parental engagement in theater, music, art, recycling, and other activities aimed at the elderly or other people.	3.44	1.31
29. Advisable, informed recommendations for families and students to essential community services by parents.	2.00	0.95
30. Parents may help students succeed academically by raising awareness of quality education.	2.34	1.32

In Table 7, the value of parents teaching their students to give back to the community through involvement in a variety of programs is recognized by students. The mean rating of 3.29 and a standard deviation of 1.40 for social assistance, cultural, recreational, and health initiatives in the neighborhood, among others showed that parents can teach their students to give back. Parental involvement in community events that teach students skills and talents helps them contribute to the community through their students had a mean rating of 2.28 and a standard deviation of 1.30, representing the importance of community assignation in student development. Effective parental involvement in recycling, art, music, theatre, and other activities for elders or others had a mean rating of 3.44 and a standard deviation of 1.31, demonstrating its role in fostering student community service. Parents informed and supportive recommendations of families and students to vital community services had a mean rating of 2.00 and a standard deviation of 0.95, demonstrating the importance of parental support for students' well-being. Parents may help students succeed academically by raising awareness of quality education had a mean rating of 2.34 and a standard deviation of 1.32, demonstrating the importance of parental role in awareness of quality education.

**Table 8: Correlation Matrix between mother's education and the academic achievement of the student level (N=324)**

		Overall	Mother Education Level
Overall	Pearson Correlation	1	-.007
	Sig. (1-tailed)		.453
	N	324	324
Mother Education	Pearson Correlation	-.007	1
	Sig. (1-tailed)	.453	
	N	324	324

Note. \*\*Correlation is a significant level at 0.453 (1-tailed).

Table 8 shows that there occurs a negative connotation between the academic performance of teacher students and the level of education of their fathers. The correlation coefficient has been calculated as -0.007, hence very weak. The negative sign implies a very weak inverse relationship; one decreases when the other tends to increase slightly. In this case, the significance level would be 0.453 (one-tailed), which is far greater than 0.05, the common threshold; hence, the correlation is not significant. It thus implies that the association observed between both variables reflects random chance and not a proper link. Therefore, it proves from the results that there is no good enough link between teacher students' academic performance and their fathers' education level.

**Table 9: Analysis of the relationship between students' academic performance and father's education level (N=324)**

		Overall	Father Education
Overall	Pearson Correlation	1	-.002
	Sig. (1-tailed)		.483
	N	324	324
Father Education	Pearson Correlation	-.002	1
	Sig. (1-tailed)	.483	
	N	324	324

Note. \*\*Correlation is a significant level at 0.483 (1-tailed).

Table 9 shows the correlation of teacher students' academic performance with their mothers' education level. In this case, the correlation coefficient is -0.002, and it is also a weak relationship. The negative sign again shows a very weak inverse relationship between the variables. The level of significance is 0.483 (one-tailed), which is, like in the former case, above 0.05. This means that the correlation is not statistically significant and that the relationship between them was probably by mere coincidence. The results therefore infer that there is no significant link between academic performances with mothers' education levels among teacher students. Further, the analysis infers that the 'Father Education' level is insignificant to the overall student academic performance.

## 5. Discussion

The study revealed that the parent's ability to provide for the student's basic needs and being attentive to them have a strong indication of student success academically. The findings supported the argument of Christian, Morrison, and Bryant (1998) as they added that parent-child interactions, specifically in stimulation and responsive parenting strongly contribute to academic development. Furthermore, according to Chappel and Ratliffe (2021) parents were observed to assist their children in establishing good and useful relationships. However, the current study contradicted those of Spera (2005) who reported that parents only visit schools for their children because of issues such as suspension related to indiscipline, and showing little respect for the basic needs of their children. On the contrary, Wilder (2023) found that the involvement of parents in the academic life of their children facilitates the student's way of knowing and understanding the attitude and expectations of the parents about the academic performance of the child. The researchers established a major statistical correlation between parental involvement and academic performance with an implication to urge parents to promote school reading at home, although Riza (2018) indicated that the probable reason that lowly educated parents do not participate actively in their children's education is that they might not show interest but due to fear as the parents lack self-efficacy to approach school personnel for discussions.



## 6. Conclusion

The study found that the parental engagement in children's education, including satisfying their basic needs and communicating, significantly affects academic performance. Necessities like taking interest in academic life of students and contribution to school events have a positive impact on students' success. Thus, communicating with students about their academic struggles and possible solutions is another key parenting step that helps students succeed. Parents who created a good learning environment at home helped their students succeed academically. To enable students to review at home, all parents should be involved in ensuring students have enough learning resources and favorable study environments. Parents should learn about their student's subjects and encourage them to study at home for their academic growth. Since The voluntary involvement of parents in infrastructure and decision-making is a significant predictor of students' academic performance, more volunteer activities, such as school fund raising, are needed to enhance the facilities and aid in instruction. This also implies a regular collaboration between teachers and students in schools.

### 6.1. Recommendations

1. The schools should work to improve parent-teacher partnerships and promote teamwork.
2. Teachers, administrators, and lawmakers must provide programs for parents to participate in their kids' education both inside the home and outside of it.
3. Parents should regularly remind themselves of how crucial school visits are to their pupils. By developing this habit, parents can better monitor their student's progress, understand their academic challenges, and build a more comfortable relationship with teachers and other school staff.

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