

Parental Involvement and Student Achievement



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Abstract

The importance of parental involvement as a decisive element in the academic achievements of students has always been accepted to go beyond the four school walls into the wider context of the home environment. This article will discuss the relationship between the various facets of parental involvement that comprise communication, academic support, expectations, and participation in school activities and student achievement. The article is based on the literature and theoretical insights and emphasizes the importance of an active parental role in boosting academic performance, motivation, and positive learning behaviors of students. Moreover, it also talks about how the quality and success of parental involvement is determined by the differences in socioeconomic status and cultural background of parents. The findings show that not only is the academic performance promoted, but also the required cognitive and socio-emotional skills are developed due to the active and regular parental involvement. The study indicates the necessity to improve the schools' family relationships and develop policies that will assist in the encouragement of parental engagement in schooling. Combining empirical findings, this article helps form a better picture of how parental involvement can be used to foster educational success and equity among diverse students.

Key Words

Parental Involvement, Student Achievement, Academic Performance, Home–School Partnership, Parental Engagement, Academic Motivation, Educational Outcomes, Family Environment, Educational Support

Introduction

It is no secret that education is a key variable in the growth of an individual and society, and student performance is a key indicator of progress in education. Despite the fact that schools play a key role in shaping the academic performance of students, there is emerging evidence that learning does not only take place in the classroom. Instead, it is highly influenced by the more social and family setting in which students are put. Among the other external factors of student achievement, parental involvement has been found to be one of the most influential (Hill & Tyson, 2009).

The practices that parents engage in are a highly varied set, which can include examining student academic achievement, assisting with homework, communicating with teachers, and providing a positive home environment where students can learn. Or even, these practices not only enhance the academic abilities of the students, but also affect their attitude to learning, their motivation, and self-regulation (Jeynes, 2012). The parental engagement

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in the learning process of their children gives them the value of learning, and hence, students grow to have a good attitude towards their academic activities and strive to achieve improved results (Fan & Chen, 2001).

Parental involvement as a theoretical basis may be explained in terms of such a framework as the model of school-family partnerships developed by Epstein, who outlines various types of parental involvement, like parenting, communication, volunteering, learning at home, decision-making, and community working together (Epstein, 2001). These dimensions present the complex nature of parental involvement and its possible impact on the educational experiences of students both directly and indirectly. Positive parenting behaviors and parent-child communication have been related to increased levels of academic motivation and improved academic performance (Grolnick & Ryan, 1989).

Empirical studies are always able to show a positive relationship between parental engagement and student achievement in various learning settings. Research has suggested that students whose parents are involved in their education perform better, have improved attendance, and are more involved in school activities (Hill & Tyson, 2009; Jeynes, 2012). In addition, the expectations and encouragement of the parents are vital in developing the academic aspirations and perseverance of the students, especially in tough academic settings (Fan & Chen, 2001).

The level of parental involvement, however, does not have the same effect on all populations. Parental engagement level and effectiveness might be determined by socioeconomic status, parental education, and cultural norms (Sirin, 2005). On an indicative note, those families that are more socioeconomically established are likely to have greater access to educational resources, tutoring, and extra-curricular activities, which can further enhance the performance of students. Conversely, low socioeconomic parents may be constrained in a way that may deter their involvement in the learning process of their children, no matter how aware they are of the importance of such a process.

It is essential to address the issue of parental involvement as a complex phenomenon that can be viewed in multidimensional terms, and that is interacting with multiple social, economic, and institutional factors, given the complexity of these dynamics. The article sets out to investigate the connection between parental involvement and student achievement through the synthesis of theoretical and empirical literature that exists on the topic. By doing so, it seeks to provide a general overview of the different forms of parental involvement that result in academic achievement and where further research and policy measures are needed.

Background of the Study

Parental involvement in the academic achievement of students has been a major issue of concern in education research over the past few decades. Traditionally, the role of education was seen as the duty of the school, and little attention was paid to the role of family relationships. Nevertheless, modern educational psychology and sociological views are increasingly appreciating that learning in students is an outcome of school-family interactions. In this context, parental involvement has been identified as one of the major factors that play a pivotal role in the cognitive, behavioral, and emotional development of students, which are all closely associated with academic performance (Epstein, 2001).

Parental involvement is a multidimensional construct that encompasses a broad scope of activities that involve helping with homework, school meetings, communication with the teachers, setting academic expectations, and providing a conducive home learning environment. All these types of interaction will help in building positive learning attitudes and behaviors among students. It has been researched that parents who take an active role in the education of their children are more likely to see their children excel with better academic motivation, better study habits, and more commitment to educational objectives (Jeynes, 2012). Such participation not only enhances

the value of education but also offers the students the emotional and intellectual encouragement that they need to achieve success.

Theoretical frameworks have been established over the years to explain the mechanisms that parental involvement has on student achievement. Among the most popular models is the framework of school-family-community partnerships that was developed by Epstein and underlines the significance of the collaboration between educational institutions and families in helping the student to learn (Epstein, 2001). Under this model, parental involvement is not confined to home-based activities but to active involvement in school-related processes, thus developing a unified support system for students. Correspondingly, self-determination theory emphasizes the importance of parental support in instilling intrinsic motivation and autonomy in students, which is a key to long-term academic achievement (Grolnick & Ryan, 1989).

Empirical research findings in any learning setting are never negative towards the involvement of parents and student performance. As an example, Hill and Tyson (2009) discovered that parental involvement, especially academic socialization, is closely linked to better academic performance in teenagers. Similarly, Fan and Chen (2001) also discovered that parental expectations and communication are the most important predictors of student academic performance. These findings suggest that parental involvement does not merely affect short-term academic achievement but also has a long-term impact on educational achievement.

Despite the established benefits of parental involvement, its effectiveness might be contingent on the situational factors such as socioeconomic status, parent education level, and cultural background. More socioeconomic families are likely to have more resources that can assist in the process, such as educational resources, technology, and flexible work hours. The poor parents, on the other hand, may be challenged with factors that limit their contributions, like time, money, and lack of knowledge about school systems (Sirin, 2005). These inconsistencies indicate the need to be attentive to parental involvement within the framework of a more socio-economic and cultural context.

The interest in the betterment of relationships between home and schools has been on the increase over the last several years in the context of the necessity to increase student performance. Schools are becoming more engaged in the learning process through educational policies and practices that encourage parents to be stakeholders in the schools. This action is reflective of a greater understanding that sustainable academic success should be an outcome of collaboration among teachers, parents, and society. As a result, the analysis of the importance of parental involvement in student achievement is still extremely topical, especially in terms of eliminating educational disparities and enhancing performance among student groups of various backgrounds.

Literature Review

The role of parental involvement in education has been one of the main areas of educational research, especially in the context of its influence on the academic performance of students. Recent years have seen the publication of studies that further support the importance of parental engagement as a factor in educational success, but also indicate its complexity and situational variability.

Conceptualizing Parental Involvement

The modern studies have developed the conceptualization of parental involvement as a multidimensional construct that entails activities like home-based support, teacher communication, school participation events, and academic socialization. All these dimensions contribute to the learning experience of students by determining their motivation, attitudes, and academic behaviors. Recent research highlights the idea that parental involvement does not solely concern the direct academic support but also emotional support and the creation of a favorable learning environment at home (Shakel, 2024).

Empirical Evidence on Parental Involvement and Academic Achievement

The most recent empirical research indicates that parental involvement and student achievement are always positively related. As an example, a correlational study published in 2023 revealed a statistically significant positive relationship between parental involvement and academic achievement of students, showing that the higher the level of parental engagement, the better the academic performance (Mukherjee & Maity, 2023). On the same note, Umar (2023) found that parental participation in the educational processes has a great impact on the academic performance of children, which supports the notion that parental engagement in education positively affects the learning outcomes (IRJMSS).

These findings are backed by more recent studies. In a 2025 study, it was discovered that parental involvement not only enhances academic performance but also enhances their motivation, attendance, and positive attitude towards learning (E-Palli Journals). Similarly, the secondary level research also reveals that parental involvement is a powerful indicator of academic achievement, which leads to better grades and learning outcomes (Shakel, 2024).

The strength of this relationship is also confirmed by meta-analytic evidence. A meta-analysis of various studies revealed a strong positive relationship between parental involvement and academic success, indicating that parental engagement can be quantified and is similar in various learning settings. These results demonstrate the strength of parental involvement as a predictor of student achievement.

Parental Involvement and Student Motivation

In addition to academic performance, parental involvement has been found to have an impact on the motivation and engagement of students. Studies have shown that in cases where parents get actively involved in the education of their children, there is a higher likelihood that the students will develop intrinsic motivation and commitment towards learning. As an illustration, recent studies prove that parental involvement is one of the key factors in the academic passion and motivation of students, both directly and indirectly via psychological processes, including extrinsic and intrinsic motivation (Shebani, 2025). This implies that parental involvement not only results in better performance but also greater processes that lead to academic achievement.

Also, parental participation has been linked to better behavioral results and more involvement in school activities. Research indicates that students whose parents are engaged tend to attend school more frequently, demonstrate good behavior, and take part in classroom tasks (RSIS International). Such behavioral gains also lead to increased academic achievement.

Variations in the Impact of Parental Involvement

Although most studies find a positive correlation between parental involvement and student achievement, other studies point to the difference in the effects of parental involvement. An example is that studies indicate parental involvement can be effective depending on the nature of involvement and the context of the involvement. A recent study discovered that some types of involvement, including over-controlling learning processes at home, do not necessarily result in higher academic achievement and, in some cases, can be detrimental (Grolnick & Ryan, 1989).

Moreover, socioeconomic conditions are crucial determinants of the nature and effectiveness of parental involvement. Income, education, and access to resources may have an impact on the way parents participate in the education of their children. Research shows that families that have higher socioeconomic status tend to be more ready to support their academic activities, whereas families with lower socioeconomic status might struggle to continue their involvement (Sirin, 2005).

The Role of School–Family Partnerships

The recent literature also highlights the need for collaboration between schools and families in improving the achievement of students. Good home-school relationships are a positive environment that supports learning within and outside the classroom. Research indicates that parent-teacher communication and parent involvement in the school life go a long way in ensuring better academic results and student involvement (Epstein, 2001).

Furthermore, the studies have shown that schools that have a high parental involvement program have shown better student achievement, teacher satisfaction, and community relations (Jeynes, 2012). These results highlight the significance of institutional support in promoting parental engagement.

Research Objectives

The primary aim of this study is to examine the relationship between parental involvement and student achievement within contemporary educational contexts. Specifically, the study seeks to:

- ▶ To analyze the extent to which parental involvement influences students' academic achievement.
- ▶ To examine the relationship between different dimensions of parental involvement, such as communication, emotional support, and academic guidance, and student performance.
- ▶ To assess the role of parental expectations in shaping students' motivation and engagement in academic activities.
- ▶ To explore how socioeconomic status (SES) moderates the relationship between parental involvement and academic outcomes.
- ▶ To identify the forms of parental involvement that are most effective in enhancing student achievement.
- ▶ To provide recommendations for strengthening home–school partnerships to improve educational outcomes.

Research Questions

Based on the objectives of the study, the following research questions are formulated:

- ▶ How does parental involvement influence students' academic achievement?
- ▶ What is the relationship between parental communication and students' academic engagement?
- ▶ How does emotional support provided by parents affect students' academic performance?
- ▶ To what extent do parental expectations contribute to students' motivation and achievement?
- ▶ How does socioeconomic status influence the level and effectiveness of parental involvement?
- ▶ Which dimensions of parental involvement have the strongest impact on student achievement?

Methodology

The research follows a systematic approach to examine the relationship between parental involvement and student achievement by combining both a quantitative and qualitative research approach. The design used is a mixed-methods design that enables one to obtain a holistic picture of the phenomenon, as it incorporates both numerical and qualitative data on the experiences of both students and their parents.

Structured questionnaires are used to gather quantitative data on students, which are based on different aspects of parental involvement, including communication, emotional support, expectations, and academic involvement. Likert-scale items can be used to measure attitudes and perceptions and to make statistical analyses of relationships between variables.

Besides quantitative data, qualitative data are collected by interviews and discussions to help encompass the subjective experiences of the participants. This methodology aids in investigating the contextual and emotional dimensions of parental engagement, which cannot be fully comprehended with the help of numerical data only.

The combination of the two approaches will guarantee a more complete and trustworthy interpretation of results (Creswell & Plano Clark, 2017).

Statistical analysis is used to analyze the data through descriptive statistics, correlation analysis, and regression analysis to determine a pattern and relationship between the variables. Thematic analysis is used to analyze qualitative data to determine common trends and observations concerning parental involvement and student achievement.

Research Design

The research design is a mixed-methods research design or convergent design where quantitative and qualitative data are gathered and analyzed separately and then combined. This design is especially appropriate when studying complicated educational phenomena because it enables the triangulation of the results and increases the validity of the results.

The quantitative part is descriptive and correlational as it seeks to quantify the nature and the direction of the relationship between parental involvement and student achievement. This method allows establishing statistically significant correlations between the important variables.

The qualitative part will be used to supplement the quantitative analysis to get more insights into the experiences and perceptions of the students about parental involvement. The study examines the perceptions of various forms of parental engagement and their impacts on the academic behaviors and attitudes of students through thematic analysis.

The combination of the two methods in the research design guarantees a thorough analysis of parental involvement, both capturing the measurable results and the processes. This combined methodology improves the strength and reliability of the research, which is highly appropriate to answer the research questions and objectives.

Population and Sample

This study will target students undertaking O/A level programs since these students are in a very critical phase of their academic lives, which is marked with heightened academic expectations, performance stress, and making long-term decisions. This group is of special interest in the analysis of the effects of parental involvement because at this age, students need independence and parental support to succeed in school.

The purposive sampling technique was used to select a sample of students, with care being taken to ensure that the sample was represented by educational institutions where parental involvement can be observed and measured. The sample will consist of students of various socioeconomic statuses to reflect the differences in parental involvement and access to learning materials. They tried to make the sample diverse in terms of gender, academic level (O level and A level), and school type, thus making the sample more representative.

The sample size was chosen to be large enough to carry out statistical tests like correlation and regression that demand a sufficient number of observations to give credible results. The study will have a significant and representative sample; this will make the results of the study meaningful and representative of larger contexts in education.

Data Collection Methods

To put together the data that will be utilized in this study, a combination of primary and secondary sources of data was used in order to ensure that a holistic view is taken on the relationship that exists where parental involvement in student achievement is concerned.

Primary data was collected by the structured questionnaires that were filled out by students. The questionnaire was designed to capture the perception of the students about the different levels of parental involvement, which included communication, emotional support, expectations, and academic involvement. Using a structured instrument enabled consistency in data collection and quantitative analysis.

Additional data concerning their experience of parental involvement were gained through semi-structured interviews of a few respondents (except for the questionnaire). Such qualitative information as these interviews provided to the study helped give the study some background and emotion that would otherwise be difficult to measure.

Academic data was utilized, where possible, to obtain secondary data as a measure of the academic achievement of the students in terms of academic records. These were self-reported data in the form of objective measures of performance, e.g., grades or test scores.

The data collection was carried out in a systematic and ethical way. The purpose of the study was explained to participants, and this would be voluntary. This was in line with the confidentiality and anonymity to protect the integrity of the data and the privacy of the respondents.

Instrumentation

A structured questionnaire was the main tool of this research, which was created according to the research objectives and variables found in the literature review. The questionnaire was divided into a number of sections, which were aimed at gauging the major constructs of parental involvement and student achievement.

The tool consisted of the items that were determined on the five-point Likert scale, with the strongly disagree (1) to the strongly agree (5). The scale enabled me to scale the perception and attitude of the students towards parental involvement.

The questionnaire was organized into the following sections:

- ▶ **Demographic Information:** Gender, age, grade level, and socioeconomic status.
- ▶ **Parental Communication:** Items measuring the frequency and quality of communication between parents and students regarding academic matters.
- ▶ **Emotional Support:** Items assessing the extent to which parents provide encouragement, reassurance, and support.
- ▶ **Parenting Practices:** Items evaluating parental guidance, monitoring, and involvement in academic activities.
- ▶ **Parental Expectations:** Items examining parents' academic expectations and encouragement toward educational goals.
- ▶ **Academic Engagement:** Items measuring students' motivation, participation, and commitment to learning.
- ▶ **Academic Achievement:** Self-reported or recorded measures of academic performance.

To guarantee the quality of the instrument, measures were made to determine the content validity by matching items with the proposed theoretical constructs. Further, the reliability indices such as Cronbach's alpha were also applied to ascertain internal consistency of the instrument, whereby the items were consistent in measuring the desired variables.

Data Analysis Techniques

A mix of both quantitative and qualitative methods was used to analyze the collected data to give a comprehensive picture of the correlation between parental involvement and student achievement.

The statistical software was applied to the quantitative data, and the following techniques were used:

- ▶ **Descriptive Statistics:** Means, standard deviations, frequencies, and percentages were calculated using the data to summarize the sample and describe the data.
- ▶ **Correlation Analysis:** Pearson correlation coefficients were used to examine the relationships between parental involvement variables and student achievement.
- ▶ **Regression Analysis:** Multiple regression analysis was done to establish the predictive value of various dimensions of parental involvement on academic performance.
- ▶ **Reliability Analysis:** Internal consistency of measurement scales was determined by using Cronbach's alpha.

Qualitative data were analyzed using thematic analysis of qualitative data collected in the form of interviews, and this involved the identification, classification, and interpretation of similar patterns and themes of parental involvement and its impact on the academic experiences of students.

The integration of quantitative and qualitative results facilitated a nuanced interpretation, enabling the study to delineate both the measurable relationships and the mechanisms through which parental involvement influences student achievement. This is a thorough analytical process that makes the research conclusions more valid and stronger.

Results and Findings

Thematic analysis was used to analyze qualitative data collected through interviews, and this entailed the identification, classification, and interpretation of common patterns and themes of parental involvement and its effects on the academic experiences of students.

Combining the quantitative and qualitative results enabled a more subtle interpretation of the results, and the study was able to not only determine the measurable relations but also the mechanisms behind the effect of parental involvement on student achievement. Such an extensive analytical procedure makes the study conclusions more valid and strong.

Descriptive Analysis

The descriptive statistics were used to generalize the features of the respondents and the major variables of interest. The analysis showed that parental involvement is perceived at moderate to high levels by the participants in general. Students claimed that their parents have regular discussions, which are academic-related, offer emotional support, and have expectations concerning academic performance.

Parental communication and emotional support were relatively high, which means that most students have regular communication and support provided by their parents. On the same note, parental expectations were revealed to be moderate, and this implies that parents are very much encouraging their children to excel academically. Academic involvement also showed positive dynamics, where students reported being involved in class activities on a regular basis, studying regularly, and having the desire to do well.

The socioeconomic status (SES) was different among the participants as they represented different backgrounds in terms of access to educational resources. Students with higher SES backgrounds said they had more access to learning materials, tutoring, and supportive academic settings, but students with lower SES backgrounds said that they had some limitations in these aspects.

On the whole, the descriptive analysis indicates that parental involvement is one of the most salient characteristics of the academic life of students and can be linked with positive learning behaviors and attitudes.

Relationship Between Parental Involvement and Student Achievement

Correlation and regression analyses were used to study the relationship between parental involvement and student achievement. The findings show that there is a statistically significant positive correlation between the overall

parental involvement and academic achievement. This observation indicates that the more parents are engaged with the students, the better they are likely to perform academically.

Parental communication is one of the many aspects of parental involvement that proved to be a powerful predictor of academic engagement. Those students who reported that they regularly talked to their parents about the issues at school showed more motivation and engagement in the academic process. Likewise, parental emotional support was discovered to be positively related to the coping ability of the students to academic challenges, resulting in better performance.

Student achievement was also significantly related to parental expectations. Students whose parents set clear and realistic academic expectations were more likely to exhibit goal-oriented behavior and persistence in their studies. The results, however, also indicate that when expectations are too high, it might also be associated with higher levels of stress, which can, on the other hand, impact performance adversely when it is not accompanied by emotional support.

Parental involvement was found to have a moderating effect on student achievement, specifically the socioeconomic status. Higher SES students had access to educational resources, in addition to having more parental involvement, which together led to improved academic performance. Conversely, although the parental involvement was still significant in the case of students with lower SES backgrounds, the lack of resources could at times limit its efficiency.

Key Statistical Findings

The statistical analysis yielded several key findings that highlight the importance of parental involvement in shaping student achievement:

- ▶ There is a significant positive correlation between parental involvement and student academic achievement, indicating that increased parental engagement is associated with improved academic performance.
- ▶ Parental communication shows one of the strongest relationships with academic engagement, emphasizing the importance of regular and meaningful interaction between parents and children.
- ▶ Emotional support from parents significantly contributes to students' resilience and ability to manage academic stress, which positively impacts performance.
- ▶ Parental expectations are positively associated with student motivation and achievement when they are realistic and supportive.
- ▶ Socioeconomic status (SES) plays a moderating role, influencing both the level of parental involvement and the availability of academic resources.
- ▶ Regression analysis indicates that multiple dimensions of parental involvement collectively explain a substantial portion of the variance in student achievement, confirming the multidimensional nature of the relationship.
- ▶ The results support the main thesis of the article that parental engagement is an essential element of improving student performance. Another finding is that parental engagement should be approached in a balanced and context-sensitive manner, considering not only emotional but also socioeconomic factors.

Discussion

The results of the research support the long-held belief that the role of parental involvement is crucial in determining the academic performance of students. The findings indicate that there is a positive and significant correlation between different aspects of parental involvement, especially communication, emotional support, and expectations, and student academic achievement and participation. These results are in line with the existing

literature, as most of the studies clearly indicate that parental involvement is a major predictor of academic achievements (Hill & Tyson, 2009; Jeynes, 2012).

Among the implications of the study is the fact that parental communication has a strong impact on academic engagement. Students who said they had regular and meaningful conversations with their parents regarding issues related to school showed greater levels of motivation and engagement in learning activities. This suggests that communication provides guidance in addition to fostering a sense of responsibility and commitment that is necessary for sustaining academic discipline. It is important to note that, besides being an essential factor that links schools and homes, communication plays a key role in reinforcing lessons in class.

The next important factor that emerged as significant in predicting the performance of learners is emotional support. According to the findings, the learners are better able to handle academic stress and difficulties, provided that they have motivation and support from their parents, as well as encouragement. This substantiates the belief that emotional stability and well-being are directly related to academic achievement since the students who feel supported are more likely to persist when faced with difficulties and have a positive attitude towards learning.

It also involved setting parental expectations that would go a long way in motivating and influencing the performance of students. Examples: When expectations are explicit, realistic, and backed, they inspire students to set objectives and strive to achieve academic excellence. It is also revealed in the study, though, that there are potential negative impacts of excessively great expectations, which may lead to stress and anxiety when left without being supported by emotions. This highlights the need to have inspiration and compulsion in parental involvement.

Another moderating factor that makes it hard to establish the relationship between parental involvement and student achievement is the socioeconomic status (SES). Even though parental involvement has a positive impact on students irrespective of socioeconomic status, it is more effective in settings where families are able to access adequate resources. The students who have a higher SES background receive parental support and increased access to education opportunities, and the students with lower SES backgrounds may face issues that may impair the full impact of parental engagement. This finding introduces the need to consider structural inequalities in the analysis of the consequences of education.

Implications of the Study

This study has significant implications for educators, policymakers, and families because it gives an insight into how parental involvement can be well exploited to improve student achievement.

Educational Implications

The article identifies the importance of learning institutions to enhance and encourage parental engagement in the learning process. Schools ought to work out ways that will promote frequent interaction between parents and teachers so that parents are aware of the progress and difficulties of their children at school.

Teachers can be instrumental in advising parents on how to facilitate the learning of their children at home, especially in relation to establishing a good study environment and developing positive study habits. Also, the linkage between home and school can be enhanced by incorporating parental involvement in the curriculum through activities like home-based assignments and joint projects.

Schools should also offer support programs and workshops that would enable the parents to know how they can best participate in the education of their children. These initiatives can make parents play a significant role in the academic growth of their children, irrespective of their education level.

Policy Implications

Politically, the research highlights the need to create a system in which parental participation is identified as an essential element of successful education. The policymakers ought to plan and enact policies that would help the schools establish strong relationships with families and communities.

The policies to mitigate the inequalities in education must take into consideration the influence of socioeconomic factors on parental involvement. Assistance to low-income families, including access to educational materials, parental training programs, and counseling services, can help alleviate the obstacles that curtail effective parental involvement.

Moreover, parental involvement must be introduced as one of the strategic priorities of national education policies that facilitate the initiatives that would improve communication, collaboration, and joint responsibility between schools and families. It can result in more inclusive and equitable educational systems that can facilitate the academic success of every student.

Practical Implications

Practically, the results are applicable to parents in assisting them to excel in education. It is recommended that parents be open and consistent in communicating with their children regarding issues related to school since this has been proven to increase motivation and engagement.

Emotional support is also vital as it helps students to be resilient and able to handle academic stress. The goal of parents should be to make their home environment conducive and positive so as to promote learning and self-confidence.

Moreover, one can develop realistic and achievable expectations and motivate students to produce good results without over-stressing them. The parents need to work on motivating performance and improvement instead of only highlighting the results, thus encouraging a developmental attitude.

The research has demonstrated the importance of working with parents in addressing the academic and emotional requirements of students to practitioners such as school counselors and educators. Advocating a collaborative approach, schools and families can assist in offering an environment that would lead to the wholesome growth of students and their academic success.

Limitations of the Study

Despite providing valuable information on the relationship between parental involvement and student achievement, this study has several limitations that should be taken into consideration when interpreting the findings.

To begin with, the research is based on self-reported information, gathered by use of questionnaires. Though this method is effective inasmuch as it will yield the perceptions of the students on parental involvement, it may introduce the bias of responses as the participants may respond in a socially desirable manner, or they may not be able to recall their experience accurately. As a result, the results can be perceived as levels of parental involvement as opposed to actual levels.

Second, the study is based on a specific sample of O/A level students, which may limit the possibility of extrapolating the results to other levels and contexts of education. At this age, young learners have different academic stresses and developmental needs, and the significance of parental involvement may be different in younger learners or higher education learners.

Third, the study has both quantitative and qualitative methods, but the qualitative data are not very extensive. A more detailed qualitative component would have provided more detailed information on how parental involvement influences academic achievement in a more detailed way.

The other limitation is associated with the impact of other external factors that could not be completely controlled in the study. Additional factors that could affect academic performance and were not directly addressed in this research are peer pressure, school quality, teacher performance, and student characteristics.

Finally, the socioeconomic status (SES) was considered as a moderating variable, but measured in a fairly general manner. The evaluation of SES should be more specific and include income levels, parental education, and occupational status to give a better idea about its effect on parental involvement and student achievement.

Recommendations

Depending on the results and constraints of the research, a number of suggestions are made to educators, policymakers, parents, and future researchers.

In the case of teachers, they are advised that schools should be keen to encourage parental participation by instituting effective communication systems between teachers and parents. To help parents know effective ways of supporting the academic growth of their children at home, schools should arrange workshops and training. Also, incorporating parental involvement into the school life may reinforce the home-school alliance and improve student achievement.

As a policy maker, it is vital to come up with policies that acknowledge and embrace parental involvement as an important element of a successful education. Programs targeting the alleviation of socioeconomic differences, like the provision of resources and support programs to low-income families, can contribute to the provision of equal chances to all parents to participate effectively in the education of their children. Schools should also be encouraged by policies to embrace inclusive practices that enable parental participation.

To parents, the study emphasizes the need to constantly communicate with children regarding their school experiences. Parents are advised to provide emotional support, be realistic, and make their homes appropriate to learning. Having a positive mindset towards education can be done by concentrating on effort, improvement, and strength rather than concentrating on results only.

It is advisable that future researchers carry out longitudinal studies to determine the effect of parental involvement on student achievement in the long term. The research could have gone further by applying itself to other learning settings and other cultures to improve the validity of the findings. Moreover, the inclusion of additional measures of the socioeconomic status of parents and the effect that digital technologies may have on their involvement can provide valuable insight into the changing learning environment.

Conclusion

This article reveals the paramount significance of parental interaction to enhance student accomplishments, as learning does not just occur in the classroom but also at home. The results indicate that different levels of parental involvement, such as communication, emotional support, and expectations, all bring about positive results on the academic success, motivation, and involvement of the students.

This is demonstrated by the fact that the concept of parental involvement is indeed multifaceted, as it may operate in both a direct way and indirectly. The process of communication will lead to comprehension and approval, while emotional support will lead to building resilience, and appropriate expectations will help focus on

achievement. These processes are put together in an effort to create an enabling environment for students to succeed.

In the meantime, the research paper does not overlook the fact that the effects of parental involvement would be conditional upon the contextual factors, such as the socioeconomic status. These differences should be bridged to enable every student to get equal educational opportunities.

To sum up, the enhancement of parental involvement may be called one of the strategic spheres that can be employed to enhance the educational results. Through building partnerships among the families, schools, and policy makers, an integrated learning process can be developed, which will promote both academic and personal growth of the students. More efforts are required to develop more inclusive and sustainable ways of parental engagement to ensure that all students can benefit from the positive influence of healthy family dynamics.

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