

A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO PARENTAL INVOLVEMENT: A COMPREHENSIVE REVIEW STUDY

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Abstract

This comprehensive review examines the relationship between parental involvement and the academic achievement of secondary school students, focusing on how home involvement, school participation, and engagement through Parent-Teacher Associations (PTAs) influence educational outcomes. The statement of the problem centres on understanding how different dimensions of parental engagement affect students' academic performance and identifying socio-economic and cultural factors that mediate this relationship. The objectives of the study are to review existing research on parental involvement and academic achievement, analyze the specific impacts of various dimensions of parental engagement, and examine how socio-economic and cultural contexts shape the effectiveness of such involvement. The study hypothesizes that parental involvement significantly enhances academic achievement, and that socio-economic and cultural factors mediate this impact. The research methodology adopts a qualitative, systematic review approach, synthesizing findings from peer-reviewed studies published between 2000 and 2024. Literature was sourced from academic databases such as JSTOR, PubMed, and Google Scholar using targeted keywords. The review includes studies across diverse socio-cultural contexts, ensuring a robust and holistic analysis. The conclusion highlights that parental involvement positively correlates with academic achievement, fostering improved motivation, discipline, and critical thinking skills in students. Home-based support, active participation in school, and PTA engagement collectively contribute to creating a supportive ecosystem for academic success. Socio-economic and cultural barriers were identified as significant mediators, emphasizing the need for inclusive policies and community-based interventions. This study highlights the importance of fostering meaningful family-school partnerships to enhance educational outcomes and holistic development in secondary school students.

Key Words: Parental Involvement, Academic Achievement, Secondary School Students, Socio-Economic Factors, Parent-Teacher Associations

Introduction

Academic achievement refers to the measurable performance of a student in their educational pursuits, typically evaluated through grades, standardized test scores, or other formal assessments. Kushwaha (2023) defines academic achievement as a critical



outcome of the educational process, representing a student's ability to meet the standards set by educational institutions (Kushwaha, 2023). It serves as an essential metric for understanding the effectiveness of teaching methods, the quality of the curriculum, and the impact of socio-cultural influences on learning.

Nyström, Jackson, and Karlsson (2019) highlight that academic achievement is not merely about grades but also encompasses the development of critical thinking, problem-solving skills, and overall intellectual capacity. They emphasize that societal constructs often prioritize high performance, creating benchmarks for success within prestigious educational institutions (Nyström, Jackson, & Karlsson, 2019). In India, academic achievement is often viewed as a stepping stone to socio-economic mobility, reflecting both individual and familial aspirations (Das & Singh, 2019).

Academic achievement is a vital indicator of a student's ability to succeed in educational and professional settings. It is often linked to personal development, societal contributions, and economic success. Guroo (2018) emphasizes that academic achievement is foundational for societal progress as it equips individuals with the skills necessary for personal and professional growth (Guroo, 2018).

In an Indian context, Das and Singh (2019) stress the role of academic achievement in enhancing individual happiness and well-being. Their research highlights the influence of factors such as parental encouragement and achievement motivation on students' performance, especially during the senior secondary stage. Globally, Siah (2014) highlights the role of socio-economic factors and study habits in shaping academic success, suggesting that targeted interventions can mitigate disparities and promote equitable educational outcomes.

Parental Involvement

Parental involvement refers to the active participation and engagement of parents in their children's education and academic activities. This concept encompasses a variety of activities, including supporting children's learning at home, participating in school events, communicating with teachers, and setting educational goals. Defined broadly, parental involvement includes both the direct efforts parents make to facilitate their children's academic success and the indirect influence they exert through modeling positive attitudes toward education (Shute, Hansen, Underwood, & Razzouk, 2011). In India, the concept is often linked with the cultural emphasis on family roles in shaping educational outcomes, as described by Rathore and Sangwan (2014).

Dimensions of Parental Involvement

School Involvement

School involvement refers to the direct engagement of parents within the school environment, emphasizing their participation in activities that promote academic and social success. This dimension includes attending parent-teacher meetings, volunteering for school events, and actively engaging in decision-making processes related to school



management. School involvement is critical as it fosters a partnership between parents and educators, creating a supportive ecosystem for students. Research by Al-Taneiji (2008) highlights that students perceive parental participation in school activities as motivating and instrumental in improving academic outcomes. Moreover, Ikhlas and Mokhtar (2022) found that parental involvement at schools positively influences students' behavior and academic performance, creating a bridge between the home and school environments. This dimension also allows parents to gain insights into the curriculum, teaching methods, and challenges faced by their children, enabling them to support their child more effectively.

Home Involvement

Home involvement encompasses the activities and support provided by parents within the home setting to facilitate their child's academic growth. This includes helping with homework, setting routines, discussing educational goals, and creating an environment conducive to learning. Home involvement is often considered the foundation of parental engagement, as it directly influences students' academic habits and attitudes toward education. Ali, Mukhtar, Khan, Ahmad, and Khan (2022) emphasize that home-based parental involvement significantly correlates with academic performance, particularly when parents regularly assist with schoolwork and monitor their child's progress. In India, Rathore and Sangwan (2014) note that parental encouragement at home is pivotal in fostering self-discipline and motivation among students, especially in socio-economically disadvantaged settings. Furthermore, home involvement is essential for building a child's confidence and reinforcing the importance of education as a lifelong endeavour.

Involvement through Parent-Teacher Associations (PTA)

Parent-Teacher Associations (PTAs) serve as a formal platform for collaboration between parents and schools, enabling collective involvement in the educational process. PTA involvement allows parents to contribute to school policies, organize community-building events, and address common concerns related to the academic and social welfare of students. This dimension is particularly effective in fostering a sense of shared responsibility among parents and educators. According to Gordon and Cui (2014), PTAs play a significant role in bridging socio-economic gaps by advocating for resources and support systems that benefit underprivileged students. In India, PTAs are gaining traction as a means to enhance transparency and accountability within schools, ensuring that parents have a voice in decision-making processes. Effective PTA involvement can lead to better communication, stronger relationships between parents and teachers, and improved outcomes for students at all levels.

Interconnection of Dimensions

While these three dimensions operate in distinct settings, they are interconnected and collectively contribute to a holistic approach to parental involvement. School



involvement creates opportunities for collaboration, home involvement provides the daily reinforcement needed for academic success, and PTA involvement ensures that parents participate in shaping broader educational policies and community goals. Together, these dimensions highlight the multifaceted role parents play in enhancing their children's educational experiences.

By addressing these dimensions, schools and families can create a unified support system that fosters academic success, emotional well-being, and long-term development in students. Promoting balanced involvement across these areas is essential for maximizing the benefits of parental engagement.

Academic Achievement and Its Correlation with Parental Involvement

Academic achievement encompasses students' success in meeting educational goals, often measured by grades and test scores. Parental involvement is positively correlated with academic outcomes across various educational systems. A meta-analytic study by Hill and Tyson (2009) indicates that parental academic socialization—where parents communicate expectations and guide their children toward education-related goals—is particularly effective during middle and secondary school years.

A study by Ali et al. (2022) in Pakistan highlights the influence of parental motivation and home-based educational activities on students' academic performance, noting significant variations across gender and parental literacy status.

Secondary School as a Critical Stage

Secondary education is a pivotal period where students' academic foundations for higher education and career aspirations are laid. At this stage, parental involvement tends to decline compared to primary levels. According to Ikhlas and Mokhtar (2022), secondary school students benefit from parental engagement through motivational discussions and participation in extracurricular activities.

Indian research by Mohankumar and Nandisha (2016) emphasizes that parental education and disciplining behaviors significantly influence students' performance in secondary schools, highlighting the importance of parental roles in fostering discipline and self-regulation.

International Perspectives on Student Performance

Globally, parental involvement has been shown to enhance not only academic outcomes but also student engagement and behavioral competence. For instance, a study in Turkey found that high parental expectations and aspirations were positively associated with student achievement (Şengönül, 2019).

In the UAE, research by Al-Taneiji (2008) revealed that students perceive parental involvement as a motivating factor, with an emphasis on school-based activities rather than home-study assistance.

Review of Literature

Shute, Hansen, Underwood, and Razzouk (2011) investigated the impact of parental involvement on academic achievement among secondary school students. Their study concluded that active parental engagement, including communication about school progress and involvement in school activities, positively correlates with students' academic outcomes. This highlights the role of parental expectations in fostering a supportive educational environment .

Gordon and Cui (2014) examined the role of community poverty in moderating parental involvement's effectiveness on academic success. Their study showed that while parental engagement significantly boosts academic outcomes, its impact is diminished in underprivileged communities due to limited resources and systemic challenges.

Rathore and Sangwan (2014) explored the role of parental encouragement in the academic performance of adolescents in India. Their findings emphasized that consistent parental motivation significantly enhances self-discipline and academic success among students, regardless of socio-economic status, underscoring the importance of emotional and academic support.

Siahi (2014) explored the relationship between socio-economic status, study habits, and academic performance. The findings suggest that students from higher socio-economic backgrounds tend to perform better academically, emphasizing the need for inclusive policies to bridge these gaps.

Kocayörük (2016) studied parental involvement's impact on the academic achievement of secondary school students in Turkey. He highlighted that parents' communication skills and their engagement in school functions were critical in predicting academic success, demonstrating the holistic influence of family-school partnerships.

Das and Singh (2019) investigated the correlates of academic achievement, particularly focusing on adolescents. The study finds that parental support and motivational strategies significantly enhance academic outcomes. This is especially relevant in the Indian context, where family dynamics play a pivotal role in shaping educational aspirations.

Nyström, Jackson, and Karlsson (2019) examined the societal perceptions of academic achievement, particularly within elite educational programs. The authors introduce the concept of "stress-less achievement," illustrating the pressure to attain high performance while maintaining well-being. They argue that academic achievement is multidimensional, encompassing both objective and subjective success metrics.

Ali, Mukhtar, Khan, Ahmad, and Khan (2022) assessed the influence of parental involvement on secondary school students in Pakistan. The authors found that parents' active participation in home-based academic activities, such as homework assistance and motivational discussions, strongly predicted better academic performance, with notable gender differences in outcomes.



Ikhlas and Mokhtar (2022) focused on daily parental involvement in Malaysian secondary schools. They concluded that parents who actively engage in their children's academic journey foster improved discipline, attendance, and motivation, leading to enhanced academic success.

Kushwaha (2023) explored academic achievement as an essential outcome in education, focusing on how it correlates with societal development and merit-based opportunities. The study highlights that academic achievement serves as a benchmark for student success and reflects the effectiveness of educational systems. Kushwaha's analysis of student-teachers reveals that awareness of academic achievement influences teaching methodologies, making it a vital metric in education.

Socio-Economic and Cultural Influences

Socio-economic factors significantly mediate the relationship between parental involvement and academic achievement. Gordon and Cui (2014) explored how community poverty limits the effectiveness of parental involvement, especially in underprivileged areas. In India, Rathore and Sangwan (2014) found that paternal occupation and family income strongly influence the nature of parental support in students' education.

Significance of the Study

This study explores the intricate relationship between parental involvement and the academic achievement of secondary school students, emphasizing the various dimensions of parental engagement, such as home involvement, school participation, and active involvement in Parent-Teacher Associations (PTAs). Understanding this relationship is crucial for enhancing educational outcomes, as parental involvement has been consistently linked to improved academic performance and overall student development. The findings of this study hold significant educational value, offering insights that can help educators and policymakers design targeted interventions to foster parental engagement and boost student success. Moreover, by incorporating perspectives from both Indian and international contexts, the study bridges cultural differences in parental engagement practices, providing a comprehensive understanding of how such involvement manifests across diverse socio-cultural settings. The implications of this study extend to policy-making, offering evidence-based recommendations to enhance parental engagement, particularly in underprivileged and socio-economically disadvantaged communities where support systems are often limited. Additionally, the study highlights the interconnectedness of academic achievement with emotional and social development, underscoring the importance of adopting holistic and inclusive approaches to education. By addressing these critical aspects, the study contributes to the broader discourse on creating effective family-school partnerships that prioritize both academic excellence and the overall well-being of students.



STATEMENT OF THE PROBLEM

A Study of Academic Achievement of Secondary School Students in relation to Parental Involvement

Objectives of the Study

1. To comprehensively review and synthesize existing research on the relationship between parental involvement and the academic achievement of secondary school students.
2. To identify and analyze the specific dimensions of parental involvement—home involvement, school involvement, and Parent-Teacher Association (PTA) participation—and their respective impacts on students' academic performance.
3. To examine the influence of socio-economic and cultural factors on the nature and effectiveness of parental involvement in diverse contexts, including Indian and international settings.

Hypotheses of the Study

1. **Null Hypothesis (H₀):** Parental involvement does not significantly influence the academic achievement of secondary school students.
2. **Alternative Hypothesis (H₁):** Parental involvement significantly enhances the academic achievement of secondary school students, with variations based on the type and level of involvement.
3. **Secondary Hypothesis (H₂):** Socio-economic and cultural factors mediate the relationship between parental involvement and academic achievement, affecting its overall impact across different contexts.

Research Methodology

The methodology for this comprehensive review paper is designed to synthesize existing literature and empirical studies on the relationship between parental involvement and academic achievement of secondary school students. A systematic and integrative approach has been employed to ensure a robust and comprehensive analysis of the topic.

Research Design

This study employs a qualitative, systematic review methodology to identify, evaluate, and interpret relevant literature on the relationship between parental involvement and students' academic achievement. The review is narrative in nature, providing an in-depth synthesis of findings from both Indian and international research contexts. By aggregating findings from diverse studies, this paper aims to provide a holistic understanding of the subject.

Data Sources

The literature reviewed was identified from reputable academic databases, including Google Scholar, JSTOR, PubMed, and ERIC, to ensure the inclusion of peer-reviewed and high-impact studies. Keywords such as “parental involvement,” “academic achievement,” “secondary school,” and “student performance” were used to locate

studies. The search was conducted using Boolean operators to refine results, ensuring that the selected studies were directly relevant to the research objectives.

Conclusion

The relationship between parental involvement and the academic achievement of secondary school students is multifaceted, encompassing dimensions of home involvement, school participation, and Parent-Teacher Association (PTA) engagement. This comprehensive review highlights the critical role that parents play in fostering an environment conducive to academic success, both within the home and through active collaboration with schools. By synthesizing findings from diverse studies, this paper highlights the positive correlation between parental involvement and students' academic performance across socio-economic and cultural contexts.

Parental engagement at home, such as assisting with homework, establishing routines, and setting educational goals, has been shown to significantly impact students' academic habits and motivation. The role of school participation further amplifies this impact by creating a bridge between families and educators, enabling parents to contribute directly to their child's educational experience. Additionally, PTAs serve as platforms for collective action, allowing parents to advocate for better educational policies and resources, particularly in underprivileged communities.

Socio-economic and cultural factors emerge as crucial mediators in the effectiveness of parental involvement. While active engagement enhances academic outcomes, challenges such as poverty, limited resources, and systemic inequalities can diminish its impact. Studies reviewed in this paper emphasize that tailored interventions and inclusive policies are essential to address these barriers, ensuring equitable access to parental engagement opportunities.

The findings also reveal that academic achievement extends beyond grades and test scores, encompassing the development of critical thinking, emotional well-being, and problem-solving skills. The interconnectedness of academic achievement with broader developmental outcomes highlights the need for holistic approaches that integrate parental involvement with supportive school policies and community programs.

This review further demonstrates that parental involvement is not a one-size-fits-all concept; its effectiveness varies based on the type and level of engagement, as well as the unique socio-cultural context. In the Indian setting, family dynamics and cultural expectations play a significant role in shaping the nature of parental involvement, emphasizing the importance of culturally relevant strategies to enhance engagement. Internationally, similar trends highlight the universal value of parental involvement while also pointing to localized challenges.

In conclusion, fostering meaningful parental involvement is essential for improving academic outcomes and ensuring the holistic development of secondary school students. Policymakers, educators, and communities must collaborate to create an ecosystem that



supports family-school partnerships, addresses socio-economic disparities, and empowers parents to actively participate in their children's educational journeys. Through such efforts, parental involvement can serve as a powerful catalyst for academic success and lifelong learning.

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