



A REVIEW OF THE IMPACT OF PARENTAL INVOLVEMENT AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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Abstract:

This study examines the influence of parental involvement and socio-economic status (SES) on the academic achievement of secondary school students. Parental involvement, encompassing activities such as homework assistance, school participation, and setting academic expectations, has been consistently linked to improved academic performance, motivation, and social skills. However, the nature of this involvement significantly determines its effectiveness, as overly controlling behaviours can negatively impact children's confidence and mental well-being. Parenting styles, particularly the authoritative approach, have been identified as critical factors in fostering academic success and well-rounded development. Similarly, SES plays a vital role in shaping academic outcomes. Families with higher SES often provide enriched learning environments and resources, facilitating better performance. In contrast, lower SES families face challenges such as limited financial resources and reduced parental involvement, which can hinder students' academic achievements. Despite these disparities, active parental engagement can mitigate SES-related disadvantages. The study concludes that fostering positive parental involvement and addressing SES-related barriers are essential for enhancing academic outcomes and reducing achievement gaps.

Keywords: - Parental Involvement, Socio-economic Status and Academic Achievement etc.

Introduction: -

Parental involvement in a child's education is important for their overall growth and academic success. (Clinton and Hattie). When parents actively participate in their child's learning process, it can have a significant impact on their achievement, behaviour, and attitude towards education. (Wang et al., 2007). Parental involvement can take many forms, such as helping with homework, attending parent-teacher conferences, volunteering at school events, and engaging in discussions about education and future goals with their child. (Wang et al., 2007, Holloway et al. 2008). In our society many people believe that children whose parents are actively involved in their education tend to



have higher academic achievement, better social skills, and a more positive attitude towards learning.(books, newspaper). Therefore, fostering strong parental involvement is essential for supporting a child's development and helping them reach their full potential. Parents playing an active role in their children's education has many benefits. Children spend more time at home than in school, and home feels more comfortable and personal. This allows for closer relationships. Therefore, it's important for parents and teachers to communicate and work together for the academic, personal, and social growth of children. (Ercan Kocayoruk, 2016). Parental involvement is both a personal responsibility for families and a social necessity. It is widely recognized that strong cooperation between families and schools is essential for achieving the high educational standards expected by society. (Maria Castro, Eva Exposito-Casas, Esther Lopez-Martin, Luis Lizasoain, Enrique Navarro-Asencio and Jose Luis Gaviria, 2015).

Students' academic achievement is significantly affected by their parents' involvement in their educational experience. No matter what education their parents have, their support helps students build confidence in school and in life. (Junaid Aman, Muhammad Babar Akram, Siti Masudah, Muhammad Saud and Yasir Nawaz Manj, 2019). Parents' involvement is very important for a child's education. During secondary school, this support is especially needed because children require guidance for their future. Unfortunately, when some parents don't get involved in their children's education, the children often lose interest and do not do well. (Asif Jamil, Malik Amer Atta, Jalil-ur-Rehman Baloch, Ehsanullah Danish, Muhammad Younis and Saiqa Siddiq, 2011). Parental involvement in children's education, whether by helping with homework at home or supporting them in school, is very effective for improving academic performance (Topor, Keane, Shelton and Calkins, 2010). A study by Wilder (2014) also found a positive connection between parental involvement and academic success, no matter how involvement is defined. The strongest link was when parents had clear expectations for their children's academic achievements. Parental involvement is very important for a child's growth, learning, and success in school and life. When parents are actively involved in their children's education, those children usually do better in studies and behave well. This involvement includes the support, methods, and actions that parents take to help their children develop socially and academically. (Nagendra Singh Tiwari, Dr. Sunil Kumar Tiwari, 2020).

Studies show mixed results about how parental involvement affects students' academic performance. Some research found a positive impact (Barnard, 2004; Christenson et al., 1992; Singh et al., 1995), while others reported little to no effect or even negative outcomes (Keith et al., 1986; TokacandKacayoruk, 2012). These differences show that the effects of parental involvement can vary. When parents are too controlling or demanding instead of supportive, it can lower a child's confidence and motivation with

homework, making them feel anxious or depressed (Kenney-Benson and Pomerantz, 2005).

Research shows that parental involvement in education has varying effects on students' academic performance. While some studies highlight its positive impact—such as improved grades, better school attendance, and a more positive attitude towards learning (Barnard, 2004; Christenson et al., 1992; Singh et al., 1995; Adeniyi et al., 2024) others suggest limited or even negative outcomes (Keith et al., 1986; Tokacand Kacayoruk, 2012).

The differences in outcomes may stem from the nature of parental involvement. For example, overly controlling or demanding behaviours from parents can undermine a child's confidence and motivation, leading to increased anxiety and depression (Kenney-Benson and Pomerantz, 2005). In contrast, when parents adopt a supportive and engaged approach, it not only boosts students' academic success but also helps teachers understand a child's individual needs, enabling more tailored and effective teaching strategies. (Liu et al., 2020).

The Influence of Parenting Styles on Academic Achievement Among Secondary School Students: -

Parenting style refers to the combination of behaviours, attitudes, and the emotional environment parents create while raising their children (Shut et al., 2011; Darling and Steinberg, 1993). Baumrind (1978) categorized parenting into three primary styles: authoritative, authoritarian, and permissive.

According To. (Maccoby and Martin, 1983; Baumrind, 1991), Kaisa Aunola, Hae Kan Stattin and Jari Erik Nurmi (2023), four types of parenting styles Authoritative, Authoritarian, Permissive, and Neglectful parenting styles:

Authoritative parents are both highly demanding and responsive. They exhibit control without being overly restrictive and maintain a child-centred approach. This style is marked by high parental involvement, active participation in the child's life (Grolnick and Ryan, 1989; Paulson, 1994), open communication (Maccoby and Martin, 1983), trust in the child (Pulkkinen, 1982), and acceptance. Additionally, they encourage psychological autonomy (Ginsburg and Bronstein, 1993) while maintaining firm behavioural and monitoring control, such as knowing the child's whereabouts, companions, and activities (McCord, 1979; Steinberg et al., 1989; Barber, 1996).

Authoritarian parents, in contrast, are highly demanding but lack responsiveness. This style is characterized by strict control, limited trust, and minimal engagement with the child. Authoritarian parents discourage open communication and adopt an adult-centred approach to parenting (Pulkkinen, 1982; Maccoby and Martin, 1983). They often rely on high levels of psychological control, which adolescents may perceive as devaluing, overly critical, and controlling (Baumrind, 1971; Barber, 1996).



Permissive parents show a high level of responsiveness but have low expectations for discipline and control. They are warm, accepting, and child-centred (Maccoby and Martin, 1983; Baumrind, 1989) but show little control or demand for mature behaviour. Instead, permissive parents allow their children significant autonomy and independence without imposing behavioural expectations or limits (Baumrind, 1991).

Neglectful parents exhibit low levels of both responsiveness and expectations. This parenting style involves minimal supervision, lack of involvement, and failure to support or guide the child's self-regulation (Maccoby and Martin, 1983). Neglectful parents are often uninvolved and disengaged in their child's life, showing neither control nor emotional warmth (Maccoby and Martin, 1983; Baumrind, 1991).

The selection of appropriate parenting styles is crucial for raising children, especially during adolescence. This stage is a critical period for fostering healthy development and minimizing risks to an individual's future well-being, both physically and mentally (Steinberg, 2002; Steinberg and Morris, 2001).

In the 1960s, Diana Baumrind conducted a study on parenting styles, identifying three distinct types: authoritarian, permissive, and authoritative. Among these, authoritative parenting, marked by a combination of high warmth, supportiveness, and strong control with expectations for maturity, was found to be the most effective. Baumrind's research concluded that this style was associated with the best academic outcomes for children.

In 2004, Musitu and Garcia conducted a study to explore the relationship between parenting styles and academic achievement among Spanish adolescents. Their findings revealed that adolescents raised with authoritative parenting tended to achieve higher academic success, whereas those with authoritarian parenting showed lower academic performance.

In the study "Analysis of the Impact of Parenting Styles on Children" (2024), Xinmin Weng highlights how different parenting styles significantly influence children's behaviour, emotional intelligence, and academic performance. Authoritarian parenting, characterized by strict rules and constant control, may result in children developing slower responses and achieving only moderate academic performance over time. Additionally, the lack of emotional support often associated with this style increases the likelihood of children experiencing depression. In contrast, authoritative parenting fosters a positive environment for a child's growth and future success. By listening to their children and offering appropriate guidance in both academic and personal contexts, authoritative parents often enable their children to perform well academically and develop a well-rounded character.

neglectful parenting, marked by a lack of care or attention, can have serious negative effects on a child's physical and mental health. Children raised in such environments may display unusual or disruptive behaviours in an effort to gain attention. This lack of support and structure often leads to poor academic performance and emotional



difficulties. permissive parenting, which involves excessive pampering and an absence of boundaries, can hinder a child's sense of responsibility. These children may become self-centred, struggle to distinguish right from wrong, and expect others to take accountability for their actions. Such traits can create significant challenges in their academic and personal lives. According to this study authoritative parenting printing style is best painting style.

Many studies suggest that the authoritative parenting style is the most effective for supporting children's growth, Academic achievement and development. Researchers like Yeni Rachmawati (2021), Arjun Prasad Tiwari (2022), and Mujidin and Ariesta Muthmainnah (2022) explained that authoritative parents' guide their children with cooperation and assertiveness. They encourage children to express their opinions, respect their views, and develop independence and good decision-making skills.

The Relationship between Parental Involvement and Academic Achievement of Secondary School Students: -

Parents are often seen as the first and most important teachers, as they have a significant influence on their children's learning and overall development, both at home and in school (Werang et al., 2017; Werang et al., 2019; Khasanahand Fauziah, 2020; Zulparis et al., 2021).

They play a key role in developing important skills, such as language proficiency and other abilities needed for academic success. With growing focus on parental involvement, their role extends beyond schools and into creating a supportive home environment for learning (Werang et al., 2017, 2019). Chung et al. (2020) found that parental involvement, including supervision, plays a significant role in influencing students' academic performance.

Parental involvement and the school environment together have a direct and significant impact on a child's academic success. Collaboration between parents and schools creates a positive learning atmosphere, which improves students' motivation and academic performance (Basilius Redan Werang, Anak Agung Gede Agung, Riane Johnly Pio, Edmond Leonard Jim, Sandra IngriedAsaloei, DjeinnieImbang, Seli Marlina Radja Leba, and Desca Angelia Basati, 2024).

Parental involvement has consistently shown a positive impact on children's academic success (Flores de Apodaca et al., 2015). A healthy learning environment is essential for supporting students' cognitive, social, and emotional development. This issue is important not only for local education policies but also for global efforts to improve education equality (Lee and Jayakumar, 2021).

Several studies have examined the link between parental involvement and academic achievement among secondary school students. Researchers found that parents' education levels and active participation are major predictors of student success (Boonk et al.,



2018). Parental support has been shown to positively influence academic performance (Fernández Alonso et al., 2017) and also Anthony, Kazaara, Kazaara, et al., (2023) found that active parental involvement in education positively influenced student academic achievement in secondary school students.

Many studies strongly suggest that when parents actively engage in their children's education, it improves academic performance, motivation, and overall growth. Parental involvement can include activities like monitoring progress, providing a supportive home environment, and participating in school events and students perform better academically when parents are involved in their learning. This is especially evident when parents set high expectations and participate in school-related activities (Jeynes, 2005). Active involvement helps enhance students' motivation and fosters a positive attitude towards learning, leading to better academic results (Desforges and Abouchaar, 2003). Parental expectations play a key role in academic success. When parents set realistic and achievable goals, children are motivated to perform better (Epstein, 2001). A positive home environment that includes emotional support, access to learning resources, and encouragement is essential in helping students succeed (Hill and Tyson, 2009).

On the basis of the above studies, it can be said that parental involvement plays a vital role in the academic success of secondary school students. Active engagement—such as monitoring progress, setting high expectations, and providing a supportive home environment—enhances students' performance, motivation, and overall growth. Collaborating with schools further strengthens this impact, fostering a positive learning atmosphere. Parents' education levels and realistic expectations are key predictors of student achievement, highlighting the importance of their active participation in shaping academic outcomes.

The Relationship Between Socio-economic Status and Academic Achievement of Secondary School Students: -

Socio-economic status (SES) is a complex concept encompassing various factors, including education level, income, financial stability, occupation, living conditions, available resources, and opportunities within society. The American Psychological Association (APA) defines SES as not only an individual's income but also their educational attainment, occupational status, and perception of their social class and position. Similarly, the American Chemical Society highlights the multifaceted nature of SES and its broader societal implications.

Several studies have explored the relationship between socio-economic status and academic performance. Memon, Joubish, and Khurram (2010) investigated how SES impacts children's educational outcomes at the secondary level. Their findings revealed that families with higher SES are better positioned to prepare their children for academic success due to access to essential resources, educational tools, and learning opportunities.



at home. Moreover, such families often possess better knowledge regarding their children's health and development, enabling them to support academic progress effectively. Consequently, the socio-economic background of parents plays a critical role in shaping a child's educational achievements and ability to navigate life challenges. Bora and Ahmed (2018) also identified a positive relationship between a family's socio-economic status and students' academic success. They classified SES into three categories: high, middle, and low. High SES includes wealthy individuals and aristocrats, middle SES comprises educated professionals, and low SES consists mainly of unskilled workers. Families with higher SES typically ensure better academic outcomes for their children through improved access to quality resources and opportunities. In contrast, families with lower SES often struggle to provide similar support due to financial and social constraints. Tanberkan et al. (2020) examined how socio-economic status and school type influence academic performance. Their study compared test scores in language, mathematics, and science among students from public and private schools, considering SES. The findings indicated that students from higher SES backgrounds in private schools performed significantly better than their counterparts from lower SES families. This suggests that both socio-economic status and the type of school play a significant role in determining educational outcomes. Zhang, Hu, and Hu (2023) further highlighted how SES affects parental expectations and children's cognitive development. Parents with higher SES are more likely to invest in their children's education and cultural activities, fostering better academic performance and aspirations. Conversely, lower-income families often face difficulties in supporting their children's education, leading to limited academic achievement and reduced expectations. Despite the influence of SES on academic outcomes, active parental involvement and access to quality school resources can mitigate these disparities. Muni, Faiz, Jamal, Daud, and Iqbal (2023) emphasized that while students from higher SES backgrounds generally perform better, targeted efforts to enhance parental engagement and resource availability can help bridge the achievement gap.

Based on the above studies, it is clear that socio-economic status plays a significant role in shaping academic outcomes. Families with high socio-economic status (SES) provide significant advantages for their children, including access to quality education, resources, and enriched learning opportunities, which foster cognitive development and higher academic aspirations. Middle-SES families, often comprising educated professionals, have moderate access to resources and can generally support their children's educational needs, though not to the extent of high-SES families. In contrast, low-SES families face financial and social constraints, limiting their ability to provide similar support, which often results in lower academic achievement. However, increased parental involvement and better access to resources can help reduce these disparities.

The Relationship Between Parental Involvement, Socio-economic Status and Academic Achievement of Secondary School Students: -

Parental involvement and socio-economic status (SES) are significant factors influencing secondary school students' academic achievement, with research consistently demonstrating a strong relationship between these factors and students' success. Socio-economic status, often measured through family income and parents' education levels, plays a pivotal role in shaping the relationship between parental involvement and students' academic success (Turhan Sen Gonil, 2022). While parental involvement is consistently associated with improved academic outcomes, the type of involvement is crucial. Studies have shown that parents' educational expectations and aspirations have the most significant positive impact on children's academic achievement. These expectations not only predict higher success but also motivate parents to engage actively in their children's education (Yamamoto and Holloway, 2010).

Parental beliefs and attitudes have been found to predict academic success more effectively than behavioural forms of involvement. Parents with high educational aspirations for their children create a supportive environment, enhancing motivation and engagement in education (Yamamoto and Holloway, 2010). Furthermore, research by Lee and Bowen (2006) indicates that parents' higher educational aspirations consistently correlate with higher academic success in children, irrespective of socioeconomic status or social class. This finding highlights that children from all backgrounds benefit when their parents maintain high expectations for academic performance.

The connection between socioeconomic status and academic performance has been extensively researched, frequently demonstrating a strong positive association between the two factors.

Lei Wang et al. (2020) found that both family SES and parental academic involvement positively influence children's academic performance. However, families with lower SES often report reduced parental involvement, partly due to resource constraints such as limited time and finances (Guo et al., 2018; Wang, Deng, and Yang, 2016). Despite these challenges, some parents from low SES backgrounds actively engage in their children's education, though the factors driving this engagement remain underexplored (Yamamoto, Li, and Liu, 2016).

Parental involvement acts as a critical mediator linking low SES with lower academic achievement. Adolescents' perceptions of social mobility can mitigate the negative effects of low SES on academic success. For example, subjective social mobility can enhance the positive impact of parental home-based involvement on students' academic outcomes (Yi Ren et al., 2021). Research by Maseko and Melgar (2023) highlights that low SES is often associated with reduced parental involvement, which negatively affects learners' academic performance and, in turn, the overall performance of schools. Similarly, Barg



(2019) emphasizes that resource limitations in low SES families contribute to lower levels of academic involvement, reflecting the structural barriers these families face.

On the basis of the above studies, it can be said that parental involvement and socioeconomic status are deeply interconnected in shaping academic outcomes. While high SES often facilitates greater parental engagement, fostering positive educational expectations across all SES levels is crucial to improving student success. Addressing resource disparities and supporting parental involvement are essential to overcoming the challenges faced by low SES families.

Conclusion: -

The studies reviewed above underscore the critical roles of parental involvement and socioeconomic status (SES) in determining the academic success of secondary school students. Active parental involvement—such as providing emotional support, setting clear academic expectations, and creating a positive home learning environment—has a consistently positive impact on students' academic performance, motivation, and overall development. The authoritative parenting style, characterized by high responsiveness and appropriate control, emerges as the most effective in promoting academic achievement and fostering well-rounded growth. Socioeconomic status significantly influences the resources and opportunities available to students, with high-SES families often providing enriched learning environments that lead to better academic outcomes. Conversely, students from low-SES backgrounds face challenges such as limited access to resources and reduced parental involvement, which can hinder their academic progress. However, active and supportive parental engagement can mitigate many SES-related disadvantages, helping bridge the achievement gap.

The interplay between parental involvement and SES highlights the need for collaborative efforts between families, schools, and policymakers. Encouraging parental involvement across all SES levels, addressing resource disparities, and fostering partnerships between parents and educators are essential for ensuring equitable academic success. By addressing these factors, stakeholders can create an environment where all students, regardless of their socioeconomic background, have the opportunity to excel academically and achieve their full potential.

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