

# Parental Involvement in Student Achievement and Success

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## Abstract

This paper seeks to understand the role of parental involvement in student achievement and success. Parents who take an active role in their children's education can help to create a positive learning environment that encourages academic growth and development. By providing support, guidance, and encouragement, parents can help their children to succeed academically, socially, and emotionally. Parental involvement can take many forms, including participating in school events, communicating with teachers, monitoring their child's progress, and providing support for learning at home. Parents are broadly acknowledged to be essential partners in the college process of their children, with parental involvement being linked to positive impact on academic achievement. **Methods and Materials:** a structured questionnaire was used for collecting the primary data. The study was conducted at Wangoi Higher Secondary School (Co-ed), Imphal West District, Manipur. A total of 100 secondary school students of 12<sup>th</sup> grade, were selected. **Results:** The result showed that the majority of the secondary school student's parents were highly involved in their child's academics. **Conclusion:** Parental participation is a key factor in promoting student performance and success. Through active training, support, encouragement and guidance for children, parents can help their children develop powerful academic and viable skills that benefit them throughout their lifetime.

**Keywords:** academic achievement, parental involvement, parental education, students

## 1. INTRODUCTION

The role and success of parental participation in student performance and success has long been recognized as an important factor in promoting positive educational outcomes for children. Many studies have shown that parents play an active role in child formation tend to have higher academic outcomes, better visitor rates and better learning motivations. Parents' participation takes many forms, including communication with teachers, expecting high expectations for academic achievement, supporting home learning and supporting children's needs and rights. Effective strategies for parental involvement are determined by research, and these strategies help parents become more committed to the formation of their children and better support their learning and development.

Parents who play an active role in their children's education can help create a positive learning environment that promotes academic growth and development. By providing support, guidance and encouragement, parents can help their children succeed academically, socially and emotionally. Parents' participation can take many forms, including attending school events, communicating with teachers, monitoring children's progress, and supporting their learning from home. The benefits of parental participation in the promotion of services and student success are well established, but some parents are

based on obstacles to their child's training. These disorders include a lack of knowledge about how to be involved, language and cultural disabilities, labor and family duties.

Parental participation plays an important role in adapting students and adapting academic achievement. Children who love their parents and family and caregivers tend to succeed not only in school but also in life. In fact, although income or social status is not the most accurate predictor of student school performance in school, it is the extent to which families can promote learning, express high expectations for their children's future careers, and create a home environment that involves training their children at school and at home.

In this context, this study examines how parental involvement contributes to student performance and success. Understanding the key role of parental participation in promoting student, educator, political decisions and parental performance and success can create a supportive and integrative learning environment that promotes growth and development of all children.

The importance of parental participation in child formation is well documented worldwide [1]. Parent participation refers to parents who use resources to support the support they need for their child's academic outcomes. These definitions demonstrate the diverse nature of parental participation, indicating that this concept has interrupted various school activities and parental practices in home school [2]. Although parental participation varies, researchers unanimously agree that children involved when schools, families and parishioners work together are likely to perform better performance levels for school leavers and positive children's positive behaviors [3]. Communication with a child's teacher allows parents to recognize their child's academic development and potential challenges [4]. Additionally, parents can work with educators to support their children's learning and overcome obstacles [5].

## **2. Review of Literature**

Parent participation in child education is the subject of comprehensive research, with many research documenting positive effects on academic outcomes and socioemotional development. A study by [6] examines the long-term effects of parental participation in child's education. Parent participation, including communication with teachers, support for homework, and participation in school activities, is positively associated with positive outcomes in children. The results highlight the importance of promoting partnerships between parents and educators to support children's learning and development. It is concluded that parental participation is not only advantageous for children's immediate academic success, but also contributes to long-term socio-emotional wellbeing.

A study by [7] examined the relationship between parental participation and learners' academic achievements in middle schools in Ehlanzeni District, Mpumalanga, South Africa and concluded that the degree of parental participation in selected schools remained insufficient. The affected parents were unable to play an active role in training their children due to distance themselves from school issues. A study conducted by [8] showed that parental participation in children's academic achievement was positively correlated. The result also showed that parents' participation differed depending on the family's socioeconomic status. Socioeconomic status is a measure of the social and economic status of a family or person based on factors such as income, education, or work.

### 3. Materials and Methods

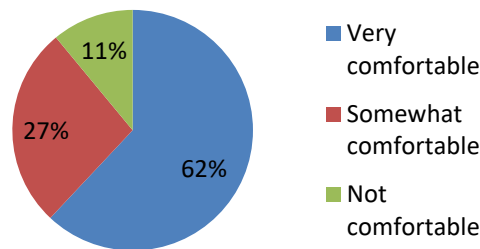
- Objective  
The objective is to study “Parental Involvement in Student Achievement and Success”
- Tool used: A structured questionnaire
- Sample size: 100

### 4. Data Analysis & Interpretation

#### Section 1: Communication with Parents

**Table 1: How comfortable are you discussing your academic challenges with your parents?**

How comfortable are you discussing your academic challenges with your parents?	No. of respondents [N=100]	Percentage (0%)
Very comfortable	62	62.00
Somewhat comfortable	27	27.00
Not comfortable	11	11.00
Total	100	100.00

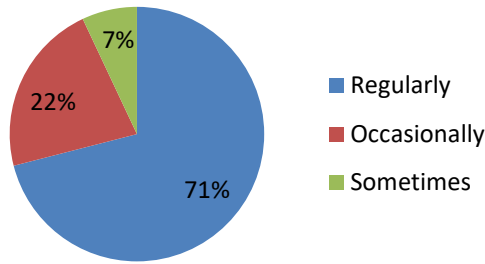


**Fig. 1**

Fig. 1 shows that 62% of the respondents feels very comfortable in discussing academic challenges with parents. 27% of the respondents feel somewhat comfortable in discussing of academic challenges with parents and 11% of them do not feel comfortable in discussing academic challenges with parents.

**Table 2: Do your parents communicate with your teachers to stay updated on your academic progress?**

Do your parents communicate with your teachers to stay updated on your academic progress?	No. of respondents [N=100]	Percentage (0%)
Regularly	71	71.00
Occasionally	22	22.00
Sometimes	7	7.00
Total	100	100.00

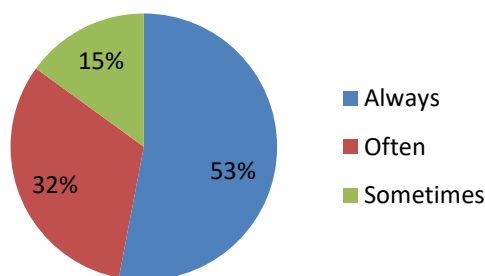


**Fig.2**

From Fig. 2 it is seen that 71% of the respondents say that parents regularly communicate with teachers to stay updated on academic progress. 22% of the respondents say that parents occasionally communicate with teachers to stay updated on academic progress and 7% of the respondents say that parents sometimes communicate with teachers to stay updated on academic progress.

**Table 3: When you need help with school work do your parents offer assistance?**

When you need help with college work do your parents offer assistance?	No. of respondents [N=100]	Percentage (0%)
Always	53	53.00
Often	32	32.00
Sometimes	15	15.00
Total	100	100.00



**Fig. 3**

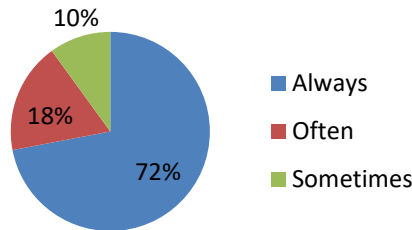
From Fig. 3 it is seen that 53% of the respondents say that parents always offer assistance with school work. 32% of the respondents say that parents often offer assistance with school work and 15% of them say that parents sometime offer assistance with school work.

## Section 2: Academic Support at Home

**Table 4: Do your parents provide the necessary resources (e.g., books, internet, study materials) to support your learning at home?**

Do your parents provide the necessary	No. of respondents	Percentage (0%)
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resources (e.g., books, internet, study materials) to support your learning at home?	[N=100]	
Always	72	72.00
Often	18	18.00
Sometimes	10	10.00
Total	100	100.00

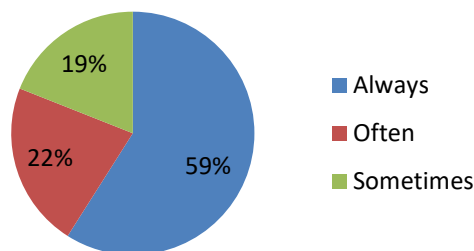


**Fig. 4**

From Fig. 4 it is seen that 72% of the respondents say that parents always provide the necessary resources (e.g., books, internet, study materials) to support learning at home. 18% of the respondents say that often parents provide the necessary resources (e.g., books, internet, study materials) to support learning at home and 10% of them say that sometimes parents do provide the necessary resources (e.g., books, internet, study materials) to support learning at home.

**Table 5: Do your parents regularly check your homework?**

Do your parents regularly check your homework?	No. of respondents [N=100]	Percentage (0%)
Always	59	59.00
Often	22	22.00
Sometimes	19	19.00
Total	100	100.00



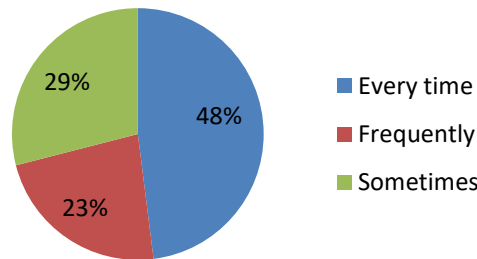
**Fig.5**

From Fig. 5 it is seen that 59% of the respondents say that parents always check homework. 22% of the respondents that parents often check homework and 11% of them say that parents sometimes check homework.

**Section 3: Involvement in School Activities**

**Table 6: How often do your parents attend school-related events (e.g., parent-teacher meetings, sports)?**

How often do your parents attend school-related events (e.g., parent-teacher meetings, sports)?	No. of respondents [N=100]	Percentage (0%)
Every time	48	48.00
Frequently	23	23.00
Sometimes	29	29.00
Total	100	100.00

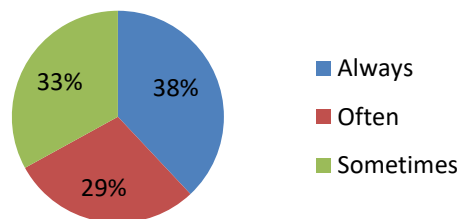


**Fig. 6**

From Fig. 6 it is seen that 48% of the respondents say every time parents attend college-related events (e.g., parent-teacher meetings, sports). 23% of the respondents say parents frequently attend college-related events (e.g., parent-teacher meetings, sports) and 29% of them say parents sometime attend college-related events (e.g., parent-teacher meetings, sports).

**Table 7: Do your parents encourage you to participate in extracurricular activities (e.g., clubs, sports, arts)?**

Do your parents encourage you to participate in extracurricular activities (e.g., clubs, sports, arts)?	No. of respondents [N=100]	Percentage (0%)
Always	38	38.00
Often	29	29.00
Sometimes	33	33.00
Total	100	100.00



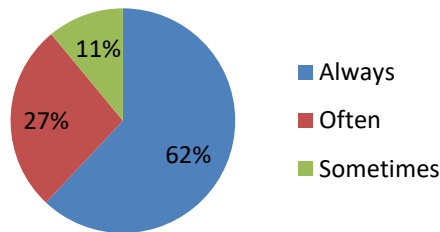
**Fig. 7**

From Fig. 7 it is seen that 38% of the respondents say parent always encourage us to participate in extracurricular activities (e.g., clubs, sports, arts). 29% of the respondents say parent often encourage us to participate in extracurricular activities (e.g., clubs, sports, arts) and 33% of them in say parent sometime encourage us to participate in extracurricular activities (e.g., clubs, sports, arts).

**Section 4: Emotional Support and Motivation**

**Table 8: Do your parents reward/praise you for good performance in school?**

Do your parents reward/praise you for good performance in school?	No. of respondents [N=100]	Percentage (0%)
Always	62	62.00
Often	27	27.00
Sometimes	11	11.00
Total	100	100.00



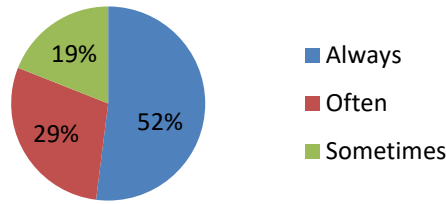
**Fig. 8**

From Fig. 8 it is seen that 62% of the respondents say that for good performance in school parents always reward/praise us. 27% of the respondents say that for good performance in school parents always reward/praise us and 11% of them say that for good performance in school parents sometime reward/praise us.

**Section 5: Future Planning and Career Guidance**

**Table 9: Do your parents help you make decisions about course selections/academic path?**

Do your parents help you make decisions about course selections/academic path?	No. of respondents [N=100]	Percentage (0%)
Always	52	52.00
Often	29	29.00
Sometimes	19	19.00
Total	100	100.00

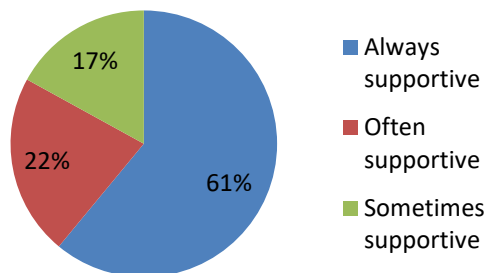


**Fig. 9**

From Fig. 9 it is seen that 52% of the respondents say that parents always help in making decisions about course selections/academic path. 29% of the respondents say that parents often help in making decisions about course selections/academic path and 19% of them say that parents sometimes help you make decisions about course selections/academic path.

**Table 10: How supportive are your parents of your career aspirations/school plans?**

How supportive are your parents of your career aspirations/school plans?	No. of respondents [N=100]	Percentage (0%)
Always supportive	61	61.00
Often supportive	22	22.00
Sometimes supportive	17	17.00
Total	100	100.00



**Fig. 10**

From Fig. 10 it is seen that 61% of the respondents say that parents are always supportive in career aspirations/school plans. 22% of the respondents say that parents are often supportive in career aspirations/school plans and 17% of them say that parents are sometime supportive in career aspirations/school plans.

### 5. Findings

Majority of the respondents (62%) feels very comfortable in discussing academic challenges with parents. 71% of the respondents say that parents regularly communicate with teachers to stay updated on academic progress. 53% of the respondents say that parents always offer assistance with school work. 72% of the respondents say that parents always provide the necessary resources (e.g., books, internet, study materials) to support learning at home. 59% of the respondents say that parents always check



homework. 48% of the respondents say every time parents attend college-related events (e.g., parent-teacher meetings, sports). 38% of the respondents say parents always encourage us to participate in extracurricular activities (e.g., clubs, sports, arts). 62% of the respondents say that for good performance in school parents always reward/praise us. 52% of the respondents say that parents always help in making decisions about course selections/academic path. 61% of the respondents say that parents are always supportive in career aspirations/school plans.

## 6. Conclusion:

It is concluded that parental participation is a key factor in promoting student performance and success. Parents can help their children develop powerful academic and viable skills that benefit them throughout their lifetime. For example communicating regularly with teachers, setting high expectations, creating a positive home environment, and supporting learning at home, parents can create a supportive and inclusive learning environment that fosters academic growth and success. By regularly communicating with teachers, setting high expectations, creating a positive home environment, and supporting learning at home, parents can create supportive and integrated learning environments that promote academic growth and success.

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