

A Review on Parental Involvement as Well as its Impact on Academic Achievement

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Abstract:

With an emphasis on secondary (middle or high school) education, this study examines the evidence on parental participation (PI) and academic success. The correlations between specific PI factors and academic performance are shown first, followed by multivariate analyses of the literature's overarching concept. Student success has been linked to the following aspects of parental influence (PI): (a) parents' and children's ability to talk openly about school and homework, (b) parents' great expectations & aspirations for their children's academic success, & (c) parents' use of an authoritative parenting style. We conclude by discussing our findings in the context of the paucity of experimental research or the divergent views on the value of education held by children and their parents.

Keywords: parental involvement, academic achievement, Several PI, multiple variables.

1. INTRODUCTION

Finding points of leverage for improving children's academic achievement requires an understanding of how and how to what degree parental engagement (PI) affects student attainment. This information might be used to improve parenting strategies and parent-school collaboration initiatives. Such studies might, for instance, aid in the creation of treatments that aim to increase parental participation in those settings in which it has been demonstrated to have the strongest impact. We scoured the research for clues regarding which forms of PI are most likely to be useful in this attempt. The literature on PI is "knotty," meaning it is difficult to follow and may even seem contradictory at times. By analyzing the existing evidence on the connection between PI & academic success in middle and high school, this study hopes to untangle the mess. (Park & Holloway, 2017) Many in the education industry have looked to parental engagement (PI) as a silver bullet because of how intuitively attractive the notion is. Parents' involvement in their children's schooling was emphasized in several studies released in the 1980s and 1990s. There in the middle of the 1990s, PI received widespread backing from the media, lawmakers, and school officials. The United States has elevated parental participation in their children's education to the level of a national priority since the passage of Goal 2000: Educate Americans Act or even the renewal of the Primary & Secondary Education Act (ESEA). To compete for government funding, schools have been urged to rethink and revamp their parent engagement strategies. For instance, schools and families must share the responsibility for students' education to receive Title I funds.

Despite widespread agreement among educators, academics, and parents that students would benefit from more PI in the classroom, there is much ambiguity about what PI is and how it should be defined, as well as what PI policies and programs should accomplish. Assumptions regarding PI tend to be higher than the actual level of knowledge. Unfortunately, preliminary research indicating the significance of PI is considered conclusive, regardless of the ambiguity of the findings, and is used to bolster the argument that practically all forms of PI are significant. For too long, say Sui-Chu & Willms, PI was already thought of in just one dimension. (Park & Holloway, 2017)

Previous survey research on A Review of Parental Involvement and Its Effect on Student Achievement has been analyzed in this paper. Few publications spanning the years 2010-2022 have been selected for this purpose.

2. PARENTAL ENGAGEMENT

The connection between involved parents and academic achievement has long been the subject of study. There is a positive correlation between parental participation and academic success, as revealed by a large number of high-quality meta-analyses. However, there are no consensus across empirical studies as to which forms of parental participation are most strongly associated with higher academic performance. Discordant results from several investigations have led to this haze of uncertainty. Some studies have shown a favorable association between parental engagement and student success, while others have found no correlation at all. Few studies are analysed and reviewed for the same.

Valerie J. Shute, Eric G. Hansen et.al. (2011). This study provides a systematic literature review on the topic of parental engagement (PI) and student success in secondary education (middle and high school). First, the findings show how each of the PI factors was correlated with academic performance, and then they go on to more comprehensive studies of the broad concept as stated in the literature.

Paul G. Fehrmann et.al. (2016). This report argues that there is an urgent need to investigate the factors that might be changed to improve student performance in American classrooms. A significant factor in a child's success in school is having supportive

parents. The amount of time students spend on schoolwork and in passive media consumption (like watching TV) matters. The parental effort has the capacity to influence such child-free time. The current research, conducted with the use of extensive High School or Beyond data collection, investigates the causal impacts of parental participation on academic performance. It also looks at how much time people spend watching TV and doing schoolwork after becoming involved and how it affects their scores. It has been shown that parental participation has a significant, beneficial, and immediate influence on academic performance. Another good outcome of parental participation is more time spent on homework, which in turn improves academic performance.

Sandeep Kumar Jaiswal et.al. (2017). According to the research presented in this article, parents' engagement in their children's schooling significantly affects their children's well-being and academic performance. This study provides a literature review on the connection between parenting practices such as parenting style, parental expectations, and parental home and school participation activities and kids' academic achievement, with an emphasis on elementary and middle school students. Academics have utilized the JSTOR database and Google Scholar to undertake a thorough analysis of the aforementioned connection. Analyses of empirical studies show that varied conceptions of parental participation are crucial in a number of settings. However, some research shows that parental participation decreases over the secondary school years. The research also shows that an authoritative parenting style is connected favorably with academic achievement throughout all school levels.

3. IMPACT ON ACADEMIC ACHIEVEMENT:

The few studies which highlighted the impact of parental involvement on the academic achievement of their children are arranged in the chronological order.

Anna Niia (2015) This research from Swedish schools demonstrates that students, educators, and parents all see their children's involvement in school differently in connection to their children's academic success. Teachers associate student engagement more closely with activity and academic success, whereas students associate it primarily with social contact and not academic accomplishment. Despite these disparities, there are many social activities on which instructors and students may agree. Parental participation in schools is positively correlated with student engagement in learning and adversely correlated with student accomplishment. This is probably due to the fact that teachers are more likely to contact the families of low-performing pupils than those of high-achieving ones.

Sira Park et.al (2016) Policymakers see parental engagement (PI) as essential to school reform initiatives, however, research on PI's impact on student outcomes is mixed. We used information from the Kindergarten Cohort of such Longitudinal Early Childhood Study to analyze the results of three types of PI in classroom settings: PI for the benefit of one's child (private-good PI), PI to better school as a whole (public-good PI), and PI through social networks of students and teachers. According to hierarchical linear modeling studies, all three forms of PI were related to increases in mathematical success at the student level, but only private-good PI was connected with increases in reading achievement. PI for the public good and parent-to-parent networking improved student performance in the classroom.

Ng Wee Kuan et.al (2017) According to the data supplied in this article, Evidence from the past suggests that student achievement improves when parents are actively engaged in their children's schooling (Hoover-Dempsey & Sandler, 1997). The focus of this research is on how parental involvement affects kids' academic success. The research used a statistically valid quantitative survey method. There were 150 families represented, all of whom had children enrolled in third grade at a primary school in Johor Bahru. We utilized Pearson's r correlation to look at how much help kids get from their parents and how it affects how well they do in school.

4. RESEARCH GAP:

To understand how parents may encourage accomplishment motivation in their children, it is not enough to know how parental engagement affects just one component of children's drive to succeed. To that end, this study aims to present a holistic perspective by analyzing the correlations between teenage math and English self-efficacy, engagement, and intrinsic drive, as well as eight other dimensions of parental participation. Five motivational outcomes (including students' perceptions of their own abilities in math and English, as well as their level of engagement and intrinsic motivation) are of interest, and we explore the many ways in which parents may be active in their children's schooling. We studied eight facets of parental involvement, as suggested by advocates for a more nuanced understanding of the term: parental ambitions for students' higher education; parental involvement in educational functions; parental family rules reflecting related to people supervision; parental advising; parental participation in extracurricular activities; parental information exchange with school about students' school problems; & school-parent relationships. Disentangling parent-school interactions concerning children's school issues from those about innocuous school-related concerns helped us better understand the unanticipated unfavorable associations identified between school-parent communication & kid academic progress. To follow the advice of the research community, we also analyzed the relative importance of conversations started by the school and those started by the parents concerning unimportant aspects of the students' school lives. Furthermore, we aimed to explore the under-researched aspects of parental involvement, such as parental advising that captures parent-student communication and parental participation in extracurricular activities, both of which we believe contribute to the development of parent-child relationships through which student cognitive and academic outcomes can be affected (Fan & Williams, 2010)

5. CONCLUSION:

Academic achievement is a substantial predictor of parental involvement in their adult children's schooling, albeit this influence may be less than first thought. Some of the most commonly cited correlations between parents' authoritative (as opposed to authoritarian) parenting style and their children's academic success are as follows: (a) parents talking to their kids about what they learned in school, (b) parents setting high standards for their kids' school performance, and (c) parents taking on an authoritarian (as opposed to dictatorial) stance. Researchers have determined that PI factors have a little influence on children' academic accomplishments because correlational studies cannot show causation, and because of the results of twin & adoption studies. Others have agreed that parental effect is limited, but argued that peer pressure is just as insignificant. It seems that a child's academic performance may be affected by both parental and peer pressure. Although parents can only exert so much control over their children's interactions with their peers, there is still room for them to use their direct influence for positive outcomes, including improved academic performance. Use these results to inform policies, practices, and interventions that aim to lessen the impact of parents on their children's school performance.

6. FUTURE SCOPE:

Engaging parents is a vast subject. Parental participation may come in a wide variety of ways. Consistency across the many measures of parental participation should be the focus of future studies. It will be important for researchers in the future to settle on only four or five phrases to describe the many facets of parental participation. Researchers, administrators, teachers, and parents might all be on the same page if there were just four or five agreed-upon aspects of parental engagement. Researchers might study the many facets of parental participation to find out which ones have an impact on academic success and which ones do not. Researchers that come after them will have a better idea of whether or not the research they build on are measuring the same ideas as the ones that came before them, and will be better equipped to either confirm or refute the findings of those studies. When there is consistency, parents, educators, and policymakers can all learn more about the value of parental participation and what they can do to boost it.

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