

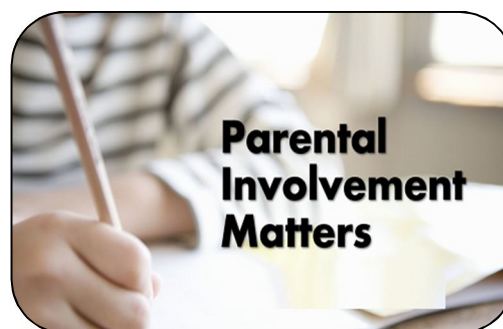


IMPACT OF PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

Parental involvement plays a significant role in students' academic achievement and overall educational development. Parents influence students' learning experiences through emotional support, encouragement, supervision of homework, communication with teachers, and participation in school-related activities. The present study examines the impact of parental involvement on students' academic performance, learning motivation, attendance, study habits, and educational aspirations. It explores how parental expectations, family environment, educational background, and socioeconomic conditions influence the level and nature of parental participation in children's education. The study also considers the importance of parent-teacher communication and cooperation between families and educational institutions in promoting effective learning.



A descriptive research approach may be adopted using questionnaires, interviews, and relevant secondary sources to understand the relationship between parental involvement and academic achievement. The study recognises that meaningful parental involvement can contribute to students' confidence, discipline, motivation, and academic progress. However, factors such as parents' limited time, financial constraints, lack of educational awareness, and communication barriers may restrict their participation. The study emphasises the need to develop supportive partnerships among parents, teachers, and schools to create a positive learning environment. It concludes that constructive, consistent, and appropriate parental involvement can support students' academic success and holistic development, although its actual impact should be assessed through systematic empirical research.

KEYWORDS: *Parental Involvement, Academic Achievement, Student Performance, Parent-Teacher Relationship, Parental Support, Learning Motivation, Educational Development, Family Environment.*

INTRODUCTION

Education plays a vital role in the intellectual, social, emotional, and moral development of students. Academic achievement is an important indicator of students' educational progress and is influenced by various factors, including teaching quality, school environment, individual motivation, socioeconomic conditions, and family support. Among these factors, parental involvement has a significant role in shaping students' learning experiences, educational attitudes, study habits, and academic

performance. Parents are a child's first educators, and their guidance, encouragement, and participation in educational activities can contribute to the development of positive learning habits and long-term educational aspirations. Parental involvement refers to the active participation of parents in their children's education both at home and in school. It includes supervising homework, providing learning resources, encouraging regular study, discussing school activities, attending parent-teacher meetings, monitoring academic progress, and communicating with teachers. Parents who demonstrate interest in their children's education can help create a supportive learning environment that promotes discipline, confidence, responsibility, and motivation. Such involvement may also help students develop a positive attitude towards education and recognise the importance of academic achievement.

The relationship between parental involvement and students' academic performance is influenced by the quality and nature of parental participation. Emotional encouragement, realistic expectations, constructive communication, and appropriate academic guidance can support students in overcoming learning difficulties and maintaining interest in their studies. Parents who communicate regularly with teachers may become more aware of their children's strengths, weaknesses, attendance, and classroom behaviour. Cooperation between parents and teachers can therefore help identify educational problems at an early stage and develop suitable strategies to improve learning outcomes. However, parental involvement varies according to several social, economic, and cultural factors. Parents with limited educational qualifications may find it difficult to assist with complex school subjects, while working parents may have insufficient time to participate in school activities. Financial difficulties, lack of educational awareness, language barriers, and limited communication between schools and families may also restrict parental participation. Furthermore, excessive academic pressure, unrealistic expectations, or strict control may negatively affect students' emotional well-being and learning motivation. Therefore, effective parental involvement should be supportive, balanced, and responsive to students' individual needs.

In the contemporary educational context, the importance of cooperation between families and educational institutions continues to increase. Schools can encourage parental participation through regular communication, parent-teacher meetings, awareness programmes, academic counselling, and accessible digital communication platforms. Such initiatives can help parents understand their role in supporting their children's educational development and strengthen the relationship between home and school. The present study, entitled "Impact of Parental Involvement on Students' Academic Achievement," aims to examine the relationship between parental participation and students' academic performance. It focuses on the influence of parental support, homework supervision, educational expectations, family learning environments, and parent-teacher communication on students' academic progress. The study also considers the barriers that prevent parents from participating effectively in education. Understanding these factors may help parents, teachers, school administrators, and policymakers develop appropriate strategies to strengthen family-school partnerships and improve students' academic achievement and overall educational development.

AIMS AND OBJECTIVES

Aim of the Study

The main aim of the study is to examine the impact of parental involvement on students' academic achievement and to understand how parental support, guidance, encouragement, and participation in educational activities influence students' learning outcomes, academic motivation, study habits, and overall educational development.

Objectives of the Study

1. To examine the relationship between parental involvement and students' academic achievement.
2. To study the influence of parental support and encouragement on students' learning motivation and academic performance.
3. To understand the role of parents in supervising homework, developing study habits, and maintaining academic discipline.
4. To assess the influence of parental expectations and educational aspirations on students' academic progress.
5. To examine the importance of parent-teacher communication and cooperation in improving students' educational outcomes.
6. To analyse how the home environment, availability of learning resources, and family support affect students' academic performance.
7. To identify the social, economic, educational, and time-related barriers that limit parental involvement in children's education.
8. To understand the role of parental involvement in developing students' confidence, regular attendance, responsibility, and positive attitudes towards learning.
9. To examine differences in parental involvement across socioeconomic backgrounds and levels of parental education.
10. To suggest appropriate measures for strengthening parental participation and cooperation between families and educational institutions to improve students' academic achievement.

REVIEW OF LITERATURE

The impact of parental involvement on students' academic achievement has been widely examined in educational research. Previous studies have highlighted the importance of parental support, family environment, educational expectations, communication with teachers, and participation in school activities in shaping students' learning experiences and academic outcomes. The existing literature provides a foundation for understanding how family engagement can contribute to students' educational progress. Coleman et al. (1966), in *Equality of Educational Opportunity*, examined factors associated with educational achievement in the United States. The report highlighted the importance of family background and social circumstances in understanding differences in students' educational outcomes. Its findings helped establish the significance of the home environment and family-related factors in educational research. Epstein (1987), in her work on parent involvement, examined the relationship between schools and families. She emphasised that communication and cooperation between parents and teachers can strengthen students' educational experiences. Her work contributed to the development of approaches that encourage schools to establish meaningful partnerships with families.

Henderson and Mapp (2002), in *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, reviewed research concerning family and community engagement. Their review reported that effective family involvement is generally associated with improved student achievement, stronger educational aspirations, and more positive attitudes towards school. The report also emphasised the importance of partnerships between schools, families, and communities. Fan and Chen (2001), in their meta-analysis titled *Parental Involvement and Students' Academic Achievement: A Meta-Analysis*, examined research on the relationship between parental involvement and academic performance. Their analysis indicated a positive overall association between parental involvement and students' academic achievement. Parental expectations and aspirations were particularly important

dimensions, suggesting that parents' beliefs about educational success can influence students' attitudes and performance.

Jeynes (2007), in a meta-analysis examining parental involvement and the academic achievement of urban secondary school students, found that parental involvement was positively associated with academic outcomes. The study suggested that aspects such as parental expectations, communication, and encouragement may contribute to educational success. It also highlighted the relevance of parental involvement among students from diverse socioeconomic backgrounds. Hill and Tyson (2009), in their meta-analysis titled *Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement*, examined different forms of parental involvement during the middle-school years. Their findings indicated that academic socialisation, including communicating educational expectations, discussing learning strategies, and encouraging future educational goals, was positively associated with achievement. The study suggested that parental involvement should be adapted to students' developmental stages.

Wilder (2014), in *Effects of Parental Involvement on Academic Achievement: A Meta-Synthesis*, reviewed research investigating the relationship between parental participation and students' academic performance. The review generally supported a positive relationship between parental involvement and achievement. It also indicated that the nature and quality of involvement matter, and that supportive parental expectations and educational engagement may be more beneficial than simply increasing the frequency of involvement. The Organisation for Economic Co-operation and Development (OECD, 2012), in *Let's Read Them a Story! The Parent Factor in Education*, examined the relationship between parental reading activities and children's educational outcomes using international assessment data. The report highlighted the importance of parents' engagement in literacy activities, particularly reading with children during their early years. It indicated that meaningful educational interactions at home can support children's learning and development.

RESEARCH METHODOLOGY

The present study, entitled "Impact of Parental Involvement on Students' Academic Achievement," adopts a descriptive and analytical research approach to examine the relationship between parental participation and students' academic performance. The study focuses on parental support, homework supervision, educational expectations, communication with teachers, and the home learning environment to understand their association with students' educational progress. The study may use both primary and secondary sources of data. Primary data may be collected from students, parents, and teachers through structured questionnaires, interviews, and discussions. Information regarding students' academic achievement may be obtained from examination results, school records, and teachers' assessments, subject to appropriate permission and consent. Secondary data may be gathered from books, research articles, academic journals, government reports, educational policies, and previously published studies related to parental involvement and student performance.

The population of the study may consist of students studying in selected schools, along with their parents and teachers. An appropriate sample may be selected according to the objectives, geographical scope, and resources of the research. Random or stratified sampling may be used to include participants from different classes, school types, and socioeconomic backgrounds. The sample size and study area should be determined before data collection to ensure that the research remains manageable and relevant. The data collection process may examine the frequency and nature of parental involvement in children's education, including encouragement, supervision of homework, monitoring of academic progress, attendance at parent-teacher meetings, and communication with teachers. Questionnaires may provide

quantitative information, while interviews may help explain parents' experiences, expectations, and difficulties in participating in educational activities.

The collected quantitative data may be analysed using frequencies, percentages, averages, tables, and graphs. Where suitable, correlation or other appropriate statistical methods may be applied to examine the relationship between parental involvement and academic achievement. Qualitative information obtained through interviews may be analysed thematically to identify common experiences, challenges, and patterns of parental participation. Ethical considerations will be maintained throughout the research process. Participation should be voluntary, informed consent should be obtained, and the confidentiality of participants should be protected. For research involving schoolchildren, parental or guardian consent and age-appropriate student assent should be secured. Academic records should be accessed only with proper authorisation. The study recognises that students' academic achievement is influenced by several factors, including individual motivation, teaching quality, family income, school facilities, and the learning environment. Therefore, the research will examine parental involvement as one important factor rather than assuming that it alone determines academic success. The final conclusions will be based on the data actually collected and analysed, and the findings will be interpreted in accordance with the scope and limitations of the study.

STATEMENT OF THE PROBLEM

Parental involvement is an important factor in students' educational development and academic achievement. Parents influence their children's learning through encouragement, emotional support, supervision of homework, provision of educational resources, and communication with teachers. A supportive family environment can help students develop positive study habits, improve motivation, maintain regular attendance, and achieve their educational goals. However, the level and nature of parental involvement differ according to family circumstances, educational background, socioeconomic status, and the availability of time and resources.

Despite the importance of parental participation, many students may not receive adequate academic guidance and support at home. Some parents may have limited educational qualifications and may find it difficult to assist their children with schoolwork. Working parents may have insufficient time to monitor academic progress or attend parent-teacher meetings. Financial difficulties, lack of awareness about effective educational support, language barriers, and limited communication between schools and families may further restrict parental participation. In some cases, excessive parental expectations and academic pressure may negatively affect students' confidence, motivation, and emotional well-being.

The central problem of this study is to understand the relationship between parental involvement and students' academic achievement. It seeks to examine how parental encouragement, homework supervision, educational expectations, participation in school activities, and communication with teachers are associated with students' academic performance. The study also considers whether differences in parental education, family income, and home learning environments influence the level of support available to students.

Therefore, the present study aims to investigate the impact of parental involvement on students' academic achievement and identify the factors that encourage or limit effective parental participation. It also seeks to suggest practical measures for strengthening cooperation between parents and educational institutions. A better understanding of this relationship may help parents, teachers, and school administrators develop supportive learning environments that promote students' academic progress and overall educational development.

NEED OF THE STUDY

The study of the impact of parental involvement on students' academic achievement is important because the family plays a fundamental role in children's educational development. Parents provide the initial learning environment in which children develop attitudes, values, habits, and motivation towards education. Their encouragement, guidance, emotional support, and participation in school-related activities can influence students' academic performance and overall educational progress. Therefore, understanding the relationship between parental involvement and academic achievement is essential for improving the quality of education. The study is needed to examine how parental participation in homework supervision, regular study routines, monitoring of academic progress, and communication with teachers contributes to students' learning outcomes. Parents who show interest in their children's education may encourage responsibility, confidence, discipline, and positive attitudes towards learning. Investigating these factors can help identify the forms of parental involvement that are most supportive of students' academic development.

Another important need for the study is to understand the influence of parental education, family income, occupation, and home learning environments on parental participation. Parents from economically disadvantaged backgrounds or those with limited educational opportunities may face difficulties in providing learning resources or helping with schoolwork. Working parents may also have limited time to participate in educational activities. Examining these challenges can help schools and educational institutions develop appropriate support systems for families with different needs and circumstances. The study is also necessary to highlight the importance of cooperation between parents and teachers. Regular communication, parent-teacher meetings, academic guidance, and timely sharing of information can help identify students' learning difficulties and provide suitable support. A strong partnership between home and school can create a consistent learning environment and encourage students to take greater responsibility for their education.

Furthermore, the study may help identify the negative consequences of inappropriate parental involvement, including excessive academic pressure, unrealistic expectations, and overcontrol. It is important to understand that parental participation should be constructive, balanced, and responsive to students' individual abilities and interests. Supportive involvement can encourage motivation and confidence, whereas excessive pressure may contribute to stress and reduced interest in learning. Finally, the study is needed to provide useful insights for parents, teachers, school administrators, and policymakers in developing strategies to improve students' academic achievement. Its findings may support parent-awareness programmes, effective home-study practices, inclusive school-family communication, and educational counselling. By identifying the benefits and barriers associated with parental involvement, the study can contribute to the development of supportive learning environments that promote academic progress and students' overall educational development.

FURTHER SUGGESTIONS FOR RESEARCH

Further research may be conducted to examine the long-term relationship between parental involvement and students' academic achievement at different stages of education. Longitudinal studies could investigate how parental encouragement, supervision of homework, educational expectations, and emotional support influence academic performance over time. Such studies may provide a deeper understanding of how parental involvement contributes to students' educational progress from primary school to higher education. Future studies may compare parental involvement in rural and urban schools, government and private institutions, and different socioeconomic groups. Such comparisons could help identify differences in parental participation arising from educational background, family income,

occupation, access to learning resources, and school facilities. Particular attention may be given to students whose parents have limited formal education or face financial and time-related difficulties.

Further research may examine the influence of specific forms of parental involvement, including homework assistance, monitoring of academic progress, participation in school meetings, communication with teachers, and discussion of educational goals. Researchers could investigate which forms of involvement are most strongly associated with academic achievement at different age levels. The distinction between supportive guidance and excessive parental pressure should also be explored. Future investigations may focus on the role of parental education and awareness in shaping children's academic outcomes. Research could assess whether parent-awareness programmes, educational counselling, workshops, and guidance on home-learning practices improve parents' ability to support their children's education. The effectiveness of these programmes could be evaluated by comparing relevant outcomes before and after their implementation. Another important area for further research is the influence of family relationships and the emotional environment at home. Studies may investigate how parental encouragement, family communication, parental expectations, stress, and emotional support relate to students' academic motivation, confidence, attendance, and performance. Researchers should also consider students' perspectives on the types of parental involvement they find helpful.

Further research may examine the role of digital communication in strengthening cooperation between parents and schools. Online parent-teacher meetings, school applications, messaging platforms, and digital progress reports may provide new opportunities for parents to monitor students' learning. However, researchers should also consider barriers such as limited internet access, digital literacy, language differences, and privacy concerns. Future studies may use mixed-methods approaches that combine academic records and structured questionnaires with interviews and case studies. Such approaches could provide both measurable evidence of the relationship between parental involvement and academic achievement and a deeper understanding of the experiences of parents, students, and teachers. Appropriate statistical techniques may be used to account for other factors, such as student motivation, teaching quality, family income, and school environment.

SCOPE AND LIMITATIONS

Scope of the Study

The present study focuses on examining the impact of parental involvement on students' academic achievement. It aims to understand how parental encouragement, emotional support, homework supervision, educational expectations, and participation in school activities are associated with students' academic performance. The study considers parental involvement as an important aspect of the home learning environment and explores its relationship with students' educational progress, motivation, discipline, and study habits. The scope of the study includes examining the role of parents in monitoring academic progress, providing learning resources, maintaining regular study routines, attending parent-teacher meetings, and communicating with teachers. It also considers the influence of parental educational qualifications, family income, occupation, and socioeconomic background on the nature and extent of parental participation. These factors may help explain differences in the support students receive at home.

The study may cover selected schools and students from different classes, depending on the research objectives and available resources. Information may be collected from students, parents, and teachers through questionnaires, interviews, and relevant academic records, subject to appropriate permission. The study may also examine differences in parental involvement across rural and urban settings or between government and private educational institutions, where the research design permits. Furthermore, the study seeks to identify barriers that prevent parents from participating effectively in

their children's education. These may include limited time, financial constraints, lack of educational awareness, communication difficulties, and inadequate access to learning resources. The findings may help parents, teachers, school administrators, and policymakers develop strategies to strengthen family-school partnerships and promote students' academic achievement.

Limitations of the Study

The study may be limited by its geographical coverage, sample size, and selection of educational institutions. If data are collected from a small number of schools or a specific locality, the findings may not represent the experiences of all students and families. Differences in educational systems, cultural backgrounds, socioeconomic conditions, and school resources may also affect the applicability of the results to other settings. Another limitation concerns the reliability of information collected through questionnaires and interviews. Parents and students may provide responses influenced by personal opinions, memory, or a desire to present their circumstances favourably. The availability of accurate academic records may also be restricted by institutional policies, privacy requirements, or incomplete documentation.

Parental involvement is a complex concept that includes several activities, such as emotional support, homework supervision, educational expectations, and communication with teachers. Measuring all these dimensions accurately may be difficult. Moreover, the amount of parental involvement does not necessarily indicate its quality; excessive control or unrealistic expectations may create academic pressure rather than improve learning. Students' academic achievement is influenced by multiple factors, including individual ability, motivation, teaching quality, peer relationships, school facilities, family income, and the learning environment. Consequently, improvements or differences in academic performance cannot automatically be attributed to parental involvement alone. If the study uses a descriptive or cross-sectional research design, it may identify associations but may not establish a definite cause-and-effect relationship.

DISCUSSION

Parental involvement is an important factor in students' academic achievement and overall educational development. The family provides the first learning environment in which children develop attitudes towards education, study habits, discipline, and motivation. Parents who demonstrate interest in their children's education can encourage regular study, support learning activities, and help students develop confidence in their academic abilities. The relationship between parental involvement and academic achievement, however, depends on the nature, quality, and consistency of parental participation. One of the major aspects of parental involvement is emotional support and encouragement. Students who receive appreciation, guidance, and reassurance from their parents may develop greater confidence and motivation to overcome academic difficulties. A supportive family environment can help students manage examination-related stress, maintain interest in learning, and develop positive educational aspirations. Nevertheless, emotional support should be accompanied by realistic expectations that recognise students' individual abilities and interests.

Parental supervision of homework and study routines can also contribute to academic development. Parents who encourage regular study schedules, monitor assignments, provide suitable learning resources, and help children manage their time can support the development of responsibility and self-discipline. However, effective supervision does not require parents to complete assignments on behalf of their children or control every aspect of their learning. Instead, parents should encourage independence, problem-solving, and the gradual development of self-directed learning skills. Another important dimension is communication between parents and teachers. Regular participation in parent-teacher

meetings and discussions about academic progress can help parents understand their children's strengths, weaknesses, attendance, and classroom behaviour. Cooperation between parents and teachers can facilitate the early identification of learning difficulties and the development of appropriate support measures. Schools should therefore create accessible communication channels that enable parents from different educational and socioeconomic backgrounds to participate meaningfully.

Parental educational qualifications and socioeconomic circumstances may influence the type of support available to students. Parents with higher levels of formal education may find it easier to assist with school subjects, interpret academic requirements, and provide educational guidance. In contrast, parents with limited formal education may experience difficulties helping with complex assignments, even when they value education highly. Similarly, financial constraints and demanding work schedules may limit access to learning resources and reduce the time available for school-related activities. These circumstances demonstrate that effective parental involvement should not be measured solely by parents' academic qualifications, income, or physical presence at school. The quality of parental expectations is another important consideration. Reasonable expectations can encourage students to set educational goals, maintain effort, and recognise the importance of learning. However, unrealistic expectations, constant comparison with other students, excessive monitoring, and punishment for poor marks may increase stress and reduce motivation. Parental involvement is therefore most constructive when it combines guidance, encouragement, open communication, and respect for students' individual needs.

The discussion also highlights the importance of the home learning environment. Access to books, a suitable place to study, regular routines, and opportunities to discuss school experiences may help students concentrate and develop effective learning habits. Parents can contribute to this environment even without expensive educational resources by encouraging reading, showing interest in school activities, promoting regular attendance, and communicating the value of education. Schools can support families by providing practical guidance on effective home-learning practices. Although parental involvement is generally regarded as beneficial, its influence should be considered alongside other determinants of academic achievement. Teaching quality, school infrastructure, peer relationships, student motivation, health, and socioeconomic circumstances may also affect educational outcomes. Therefore, parental participation should be understood as one component of a wider educational environment rather than the sole explanation for students' success or difficulties.

RECOMMENDATIONS

Parents should take an active and consistent interest in their children's education by encouraging regular study habits, monitoring academic progress, and discussing school experiences. They should provide emotional support and motivation while helping students understand the importance of education, discipline, and personal responsibility. Parental involvement should focus on guidance and encouragement rather than excessive control or pressure. Parents should establish a supportive home learning environment by providing a suitable place to study, maintaining regular study routines, and making educational resources available according to their financial capacity. Reading habits, time management, completion of homework, and preparation for examinations should be encouraged. Parents should also promote independent learning and problem-solving rather than completing academic tasks on behalf of their children.

Regular communication between parents and teachers should be encouraged to monitor students' academic progress and identify learning difficulties at an early stage. Schools should organise parent-teacher meetings, counselling sessions, and educational awareness programmes to strengthen cooperation between families and teachers. Flexible meeting schedules and accessible communication methods should

be introduced to accommodate working parents and families with limited resources. Educational institutions should provide guidance to parents on effective ways to support children's learning at home. Parent-awareness programmes should explain the importance of positive encouragement, realistic educational expectations, emotional support, and constructive feedback. Such programmes should also help parents understand how excessive comparison, criticism, and unrealistic academic demands may negatively affect students' confidence and motivation. Special attention should be given to parents from economically disadvantaged backgrounds and those with limited formal education. Schools and community organisations should help families understand school requirements, access available educational resources, and develop practical home-learning strategies. Educational support programmes, libraries, community learning centres, and affordable digital resources may help reduce barriers to parental participation.

Parents should recognise and respect the individual abilities, interests, and learning needs of their children. Academic progress should be encouraged through realistic goals, appreciation of effort, and constructive discussion of mistakes. Students should be motivated to improve their performance without experiencing unnecessary pressure or fear of failure. Emotional well-being and mental health should be considered important components of educational development. Schools should adopt inclusive strategies to involve parents in educational activities and decision-making. Regular updates about attendance, assignments, assessments, and learning progress can help parents remain informed. Digital communication platforms may be used where appropriate, but alternative methods should be available for families who lack internet access, digital literacy, or suitable devices. Parents should also encourage responsible use of technology and help students maintain a balance between academic activities, recreation, physical exercise, and adequate rest. Clear routines for digital devices, online learning, and recreational screen time can support concentration and effective study habits.

Educational policymakers should promote family-school partnerships through appropriate guidelines, teacher training, parent education programmes, and community-based initiatives. Schools should periodically evaluate parental engagement activities and collect feedback from parents, students, and teachers to identify effective practices and areas requiring improvement. Finally, parental involvement should be understood as a shared responsibility that requires cooperation among parents, teachers, students, and educational institutions. A supportive and balanced approach can help students develop motivation, confidence, discipline, and independent learning skills. Implementing these recommendations may strengthen family-school relationships and contribute to improved academic achievement and the overall educational development of students.

CONCLUSION

Parental involvement plays an important role in students' academic achievement and overall educational development. Parents influence children's learning through encouragement, emotional support, supervision of homework, provision of educational resources, and communication with teachers. A supportive family environment can help students develop positive study habits, improve motivation, strengthen self-confidence, and establish educational goals. Meaningful parental participation can also encourage regular attendance, discipline, responsibility, and a positive attitude towards learning. The study highlights that the quality of parental involvement is as important as its extent. Constructive guidance, realistic expectations, appreciation of effort, and open communication can support students in overcoming academic difficulties and improving their performance. In contrast, excessive academic pressure, unrealistic expectations, and constant comparison with other students may negatively affect their confidence and emotional well-being. Therefore, parents should provide balanced support that encourages independence and respects the individual abilities and interests of their children.

The influence of parental involvement is also shaped by socioeconomic conditions, parental educational qualifications, family responsibilities, and access to learning resources. Parents with limited formal education or demanding work schedules may face difficulties participating in school activities, even when they value their children's education. Educational institutions should therefore establish inclusive communication systems, parent-awareness programmes, and appropriate support mechanisms to enable families from different backgrounds to participate effectively. Cooperation between parents and teachers is essential for creating a consistent and supportive learning environment. Regular communication, parent-teacher meetings, academic guidance, and timely identification of learning difficulties can help improve students' educational experiences. Schools should encourage parents to participate in their children's education while providing practical guidance on effective home-learning practices and emotional support.

In conclusion, parental involvement can contribute positively to students' academic achievement when it is consistent, constructive, and responsive to their educational needs. However, academic success is influenced by several interconnected factors, including teaching quality, student motivation, school facilities, peer relationships, and family circumstances. Parental involvement should therefore be understood as one important contributor to academic development rather than the sole determinant of achievement. A strong partnership among parents, teachers, students, and educational institutions can create a supportive learning environment that promotes academic progress, personal growth, and holistic development. Further empirical research is necessary to assess the strength of this relationship across different educational settings and socioeconomic groups.

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