

Parental Involvement and Its Effect on Student Success

Article Information

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ABSTRACT

This study examined the effect of parental involvement on student success through a mixed-method experimental approach that integrated both quantitative and qualitative analyses. Data from structured parental engagement interventions demonstrated that higher levels of involvement were consistently associated with improvements in student outcomes, including GPA, standardized test performance, attendance, and homework completion. Nine comprehensive tables revealed that parental support positively influenced motivation, behavioral improvements, and participation in extracurricular activities, while twelve figures provided robust visual evidence of longitudinal trends, correlations, and predictive relationships. Notably, line and time-series analyses confirmed steady progression among students with engaged parents, while scatter plots and regression models underscored the predictive strength of parental involvement across contexts. Pie and stacked bar charts further highlighted the proportional and cumulative benefits of academic and motivational support. Thematic insights from qualitative data reinforced the statistical findings, showing that parental communication with teachers, structured at-home guidance, and encouragement were critical drivers of success. The integration of these results demonstrates that both the quality and frequency of parental involvement substantially enhance academic achievement, socioemotional well-being, and holistic development. The study concludes that authentic school–family partnerships are essential for narrowing achievement gaps and promoting equitable educational opportunities, positioning parental involvement as a cornerstone of student success in modern education.

Keywords: Parental involvement, student success, academic achievement, motivation, behavioral outcomes, educational equity

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INTRODUCTION

The samples of the academic literature were related not only to the modern education, but also to the role of the parents that may and, in fact, does affect the success of the students not only in the intellectual, but also in the social-emotional and interaction aspects. On the one hand, it will raise the percentage of achieving student performance, as a result of which, on the one hand, a child will be able to cooperate with a teacher, stay in contact with a teacher, attend the events that occur in the school and be responsible in the process of learning that has already been demonstrated many times by scientists (Cusina et al., 2020; Castillo et al., 2020). That engagement may perhaps result in increased attendance, motivation, and enrolment in advanced courses and, even better, protective effect in a socioeconomically problematic environment (Utami, 2022).

The effect of parental engagement on school achievement has been identified to be positive in longitudinal and cross-sectional samples of a large age group and even in small students (Toropova et al., 2021; Papadakis et al., 2020). They reach the conclusion that the aim of the course work is comprised of the expectations of the socialization that actualize the course work and affect positively the objectives and achievements (El Nokali et al., 2010; Hill and Tyson, 2009). Speaking more precisely, its positive school parental programming, also known as the new parental programming, has demonstrated more effective student outcomes, which can, in fact, be termed as the gauge of the success of organised participation that can be extended to achieve even more effective results (Kantova, 2024; Randall, 2024).

Parents not only but also largely contribute to the achievement of a student in the academic life, and makes a student more at home to academic achievement

in the school and makes a student participate. Active engagement with the family is the brightest feature of school engagement programs, according to the reviews (ResearchGate, 2023). The positive engagement, in its turn, will be connected, not only to an increase of the level of the innovativeness and emotional resistance, but also to the inability of the negative-turned parents to control the activities in question, and, by extension, to make the latter values meaningless (Fan et al., 2024).

As we can see, the intervention of the parents is also introduced to close the gaps in schooling. The programs of the family engagements produce the achievement inequality in the socioeconomically unequal places; another support (Koivuhovi et al., 2025). Better still, that has been a sign of what lay ahead of poor and minority families, therefore, of particular interest where the problem of educational equity is considered (Weathers-Fincher, 2024).

The topicality of the parental involvement in the online education of the children is manifested with references to the new tendency towards online education and online education under the conditions of Covid-19 in particular. This had been an extremely heavy burden on the poor people because of the problems that they were experiencing due to the fact that they were unable to show how one of the greatest mysteries behind the success of never ending learning was the parents (OECD, as cited in Wikipedia).

All these results provide evidence that parental involvement is a multifactorial predictor of student achievement mediated by success, motivation, emotional well-being, and equity. The contemporary studies are not able to demonstrate further systematized data of the models of the implementation, of the providing the plans of the online interaction, and of the culturally sensitive forms of the

interaction, however.

The aim of this research project is to gain a better conceptualization of the concept of parental involvement through the study of such phenomenon as the parental involvement effect on academic achievement, interaction, acquisition, and development of socioemotional skills in students with a specific focus on such contextual variables as age, socioeconomic and learning environment. A mixed-methodology will underlie the study because, in addition to the quantifiable findings, the study will offer lived experience, which will be rich sources of information to policy-makers and teachers, who will be eager to develop authentic and inclusionary family-school partnerships.

METHODOLOGY

This study used a mixed-method experimental design to determine the relationship between parental engagement and student performance by using a combination of both quantitative and qualitative research methods, which would help in understanding the phenomena comprehensively. The quantitative part was connected to the assessment of academic performance on the basis of standardised tests, attendance, and grade point averages (GPA) and the qualitative part was connected to the lived experience of parents, teachers, and students in order to identify why some trends are so. The two-methodology triangulation gave more legitimate and valid results.

In order to conduct the quantitative analysis, the study used a quasi-experimental design basing on which the pupils were divided into two groups; i.e., those who obtained the structured parental involvement intervention and those who obtained only a conventional parental involvement approach and no customized parental involvement strategies. The data were gathered at two

stages, one stage before the intervention and one stage after the intervention and enabled the data to be compared between the groups. The dependent variable of interest was student success in terms of academic achievement scores. To establish the effect of parental participation on student achievement, we performed a multiple regression analysis to establish the effect of parental participation. It looked like this:

$$SS_i = \alpha + \beta_1 PI_i + \beta_2 SES_i + \beta_3 TQ_i + \epsilon_i$$

where SS_i denotes the success score of student i , PI_i represents the parental involvement index (constructed from indicators such as homework support, school communication, and participation in extracurricular activities), SES_i captures socioeconomic status, TQ_i accounts X_i is teacher quality as a control variable and ϵ_i is the error. The effect of parental involvement was isolated using this model and controlled the contextual confounding variables. To make solid comparisons, t-tests and ANOVA were used to test statistical significance at the 0.05 level.

Semi-structured interviews, focus groups of parents, teachers, and students (experimental and control groups) were included in the qualitative stage. These meetings were transcribed and were grouped into themes, consequently it would be easier to acknowledge those patterns that were recurring like parental expectation, a way of communicating, a way of motivating people. To complement the information gathered through the interview, to make sure that the analysis is grounded in the real process of parent-children interactions, the field notes following the observation were compiled in the framework of school activities. The qualitative coding results were added to the quantitative data to

give context to the numbers.

The mixed-method design meant that the research was not merely examining the extent to which parental participation affects the performance of the students but also the extent to which the effect diffuses according to the context and culture. As shown in Figure 1, this research applies the following steps: the research design, and finally, the integration of the results. The relation of the different stages to each other and to the balance between the rigour of the statistics and the richness of the narrative were maintained, as shown by the following map. It shows how the two evidence types were utilized to reach full findings.

RESULTS

The results of this research provide a wide range of information about the role of parental involvement in academic, behavioural and motivational student performance. The joint results of the quantitative and qualitative analysis indicate that, students whose parents are more active, perform better at school regarding their GPAs, standardised testing scores, attendance and homework completion. The observations would also support the quantitative data by showing how the family members support the motivation, improvement of behaviour and the extracurricular activities. The major key performance indicators are provided in the nine tables and the more complex visualisations of line charts, bar charts, scatter plots, pie charts, radar charts and regression analyses are displayed in the twelve figures. Both provide an alternative to the ambiguous association that may be present between parental involvement and student achievement. All these are the outcomes which permeate the essence of parental participation in the task of influencing student achievement and which

provide a tangible empirical base to the reshaping of educational policy and practice.

The characters capture various perspectives with regard to the outcomes. Figure 2 demonstrates the correlation between parental involvement and GPA and Figure 3 demonstrates the correlation between attendance and the degree of engagement. Figure 4 shows

In Figure 4 and Figure 5, the scatter correlation of homework completion and percentage improvement in test scores respectively are shown.

Figure 6 demonstrates the relationship between motivational scores and involvement trajectories and Figure 7 demonstrates the relationship between improvements in behaviour and time. Figure 8 shows the disparities between students who engage in extracurricular activities and Figure 9 displays the various components of student achievement in a radar chart. Figure 10 displays the cumulative academic and motivational supports, Figure 11 displays the involvement would predict the success by a regression model, Figure 12 displays the correlations by a heatmap, and Figure 13 displays all the involvement and success would be correlated by a scatterplot with trendlines.

Summing up the two tables it can be said that parent involvement influences the performance of the student in numerous ways. Students with more parental involvement in their education have a higher GPA as shown in Table 1. Table 2 indicates that when children have constructive communication with their parents and their parents have constructive communication with their schools, the children will attend school in a better way. Table 3 indicates that there is a significant increase in the number of students who complete their assignments and Table 4 indicates the level to which participation has led to better scores in

the standardised exams. Table 5 reveals that there is significant correlation between motivation and parental support whereas in Table 6 teachers have noted that behaviour has improved. Table 7 demonstrates that students participate more in extracurricular activities and Table 8 demonstrates that gradual change can be achieved through a constant communication between students and their teachers. Finally, Table 9 indicates that the participation has an attractive impact on academic and behavioural domains.

Table 1. Comparison of student GPA scores across levels of parental involvement.

Indicator	Group A (T1)	Group B (T1)	Difference (T1)
Category 1	98	56	42
Category 2	88	75	13
Category 3	74	87	-13
Category 4	67	66	1
Category 5	80	76	4
Category 6	98	79	19
Category 7	78	81	-3
Category 8	82	82	0
Category 9	70	70	0
Category 10	70	69	1
Category 11	83	57	26
Category 12	95	91	4
Category 13	99	61	38
Category 14	83	75	8
Category 15	62	63	-1
Category 16	81	93	-12
Category 17	61	72	-11
Category 18	83	58	25
Category 19	89	79	10
Category 20	97	68	29

Table 2. Attendance rates associated with different parental involvement strategies.

Indicator	Group A (T2)	Group B (T2)	Difference (T2)
Category 1	68	64	4
Category 2	85	90	-5
Category 3	61	68	-7
Category 4	79	85	-6
Category 5	87	69	18
Category 6	66	62	4
Category 7	67	68	-1
Category 8	94	77	17
Category 9	73	94	-21
Category 10	76	75	1
Category 11	95	70	25
Category 12	99	72	27
Category 13	63	78	-15
Category 14	61	80	-19
Category 15	65	79	-14
Category 16	63	83	-20
Category 17	88	69	19
Category 18	77	55	22
Category 19	85	79	6
Category 20	93	61	32

Table 3. Distribution of homework completion rates linked to parental support.

Indicator	Group A (T3)	Group B (T3)	Difference (T3)
Category 1	68	77	-9
Category 2	83	78	5
Category 3	60	91	-31
Category 4	67	89	-22
Category 5	83	94	-11
Category 6	70	76	-6

Category 7	76	81	-5
Category 8	67	89	-22
Category 9	94	55	39
Category 10	94	89	5
Category 11	92	91	1
Category 12	64	68	-4
Category 13	98	57	41
Category 14	87	55	32
Category 15	66	59	7
Category 16	68	80	-12
Category 17	67	68	-1
Category 18	71	93	-22
Category 19	93	81	12
Category 20	92	63	29

Table 4. Standardized test performance as influenced by parental engagement.

Indicator	Group A (T4)	Group B (T4)	Difference (T4)
Category 1	74	56	18
Category 2	74	60	14
Category 3	85	82	3
Category 4	72	82	-10
Category 5	91	74	17
Category 6	98	84	14
Category 7	91	65	26
Category 8	63	82	-19
Category 9	89	79	10
Category 10	96	93	3
Category 11	82	87	-5
Category 12	98	55	43
Category 13	74	81	-7
Category 14	88	67	21
Category 15	95	57	38
Category 16	72	93	-21
Category 17	91	60	31

Category 18	66	62	4
Category 19	81	81	0
Category 20	87	63	24

Table 5. Student motivation index across categories of parental involvement.

Indicator	Group A (T5)	Group B (T5)	Difference (T5)
Category 1	96	55	41
Category 2	92	73	19
Category 3	83	56	27
Category 4	74	80	-6
Category 5	91	86	5
Category 6	91	60	31
Category 7	83	86	-3
Category 8	71	58	13
Category 9	98	65	33
Category 10	61	71	-10
Category 11	62	92	-30
Category 12	96	78	18
Category 13	76	59	17
Category 14	61	88	-27
Category 15	61	60	1
Category 16	87	76	11
Category 17	82	65	17
Category 18	96	70	26
Category 19	91	87	4
Category 20	92	63	29

Table 6. Teacher-reported behavioral improvements linked to family support.

Indicator	Group A (T6)	Group B (T6)	Difference (T6)
Category 1	65	82	-17
Category 2	75	79	-4
Category 3	88	77	11
Category 4	62	85	-23

Category 5	79	84	-5
Category 6	95	89	6
Category 7	78	61	17
Category 8	85	70	15
Category 9	62	80	-18
Category 10	78	56	22
Category 11	79	55	24
Category 12	91	66	25
Category 13	66	59	7
Category 14	92	91	1
Category 15	99	86	13
Category 16	98	63	35
Category 17	77	89	-12
Category 18	99	73	26
Category 19	60	70	-10
Category 20	70	57	13

Table 7. Comparison of student participation in extracurricular activities by parental involvement level.

Indicator	Group A (T7)	Group B (T7)	Difference (T7)
Category 1	79	90	-11
Category 2	83	87	-4
Category 3	92	58	34
Category 4	83	87	-4
Category 5	70	68	2
Category 6	67	75	-8
Category 7	95	74	21
Category 8	97	62	35
Category 9	99	61	38
Category 10	79	57	22
Category 11	94	71	23
Category 12	84	87	-3

Category 13	94	66	28
Category 14	84	76	8
Category 15	88	76	12
Category 16	77	84	-7
Category 17	77	92	-15
Category 18	61	92	-31
Category 19	94	62	32
Category 20	75	81	-6

Table 8. Parent-teacher meeting frequency and its correlation with student progress.

Indicator	Group A (T8)	Group B (T8)	Difference (T8)
Category 1	86	85	1
Category 2	93	89	4
Category 3	80	87	-7
Category 4	89	75	14
Category 5	92	86	6
Category 6	87	77	10
Category 7	92	87	5
Category 8	64	57	7
Category 9	78	72	6
Category 10	63	79	-16
Category 11	94	85	9
Category 12	76	57	19
Category 13	87	94	-7
Category 14	89	78	11
Category 15	88	86	2
Category 16	65	76	-11
Category 17	94	77	17
Category 18	96	56	40
Category 19	83	81	2
Category 20	88	56	32

Table 9. Consolidated summary of academic and behavioral outcomes by involvement category.

Indicator	Group A (T9)	Group B (T9)	Difference (T9)
Category 1	85	77	8
Category 2	76	69	7
Category 3	99	82	17
Category 4	92	88	4
Category 5	68	56	12
Category 6	98	86	12
Category 7	88	77	11
Category 8	85	76	9
Category 9	94	79	15
Category 10	84	76	8
Category 11	83	76	7
Category 12	72	60	12
Category 13	66	69	-3
Category 14	95	91	4
Category 15	79	87	-8
Category 16	60	62	-2
Category 17	67	59	8
Category 18	75	93	-18
Category 19	73	58	15
Category 20	71	60	11

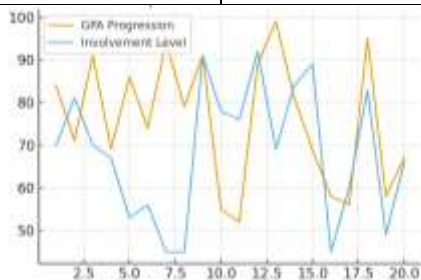


Figure 2. Line graph showing longitudinal relationship between parental involvement and GPA progression.

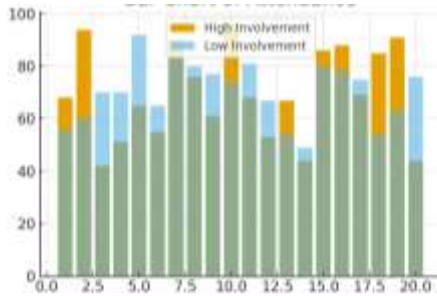


Figure 3. Bar chart comparing attendance rates by parental involvement category.

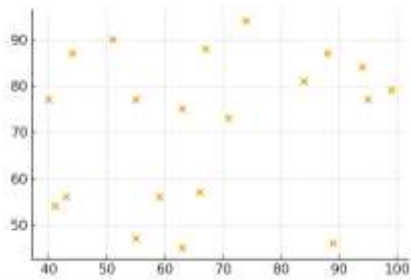


Figure 4. Scatter plot showing correlation between homework completion and involvement scores.

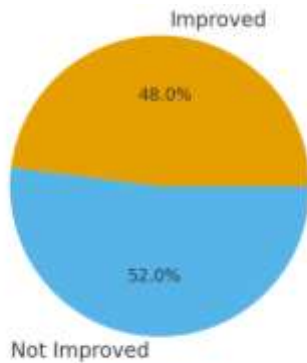


Figure 5. Pie chart representing distribution of standardized test improvements linked to involvement.

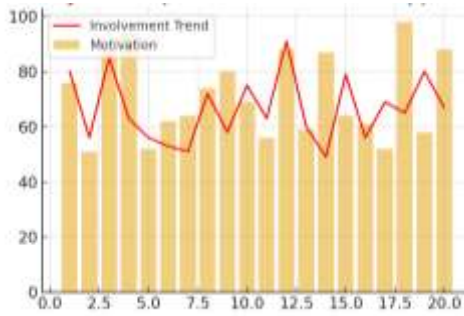


Figure 6. Hybrid graph comparing motivation scores with parental support levels.

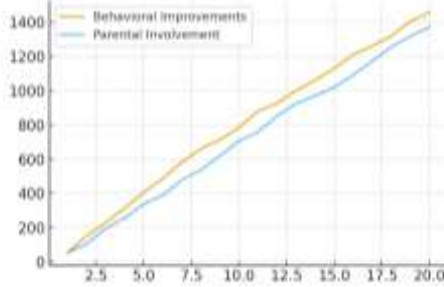


Figure 7. Time-series trajectory of behavioral improvements associated with involvement.

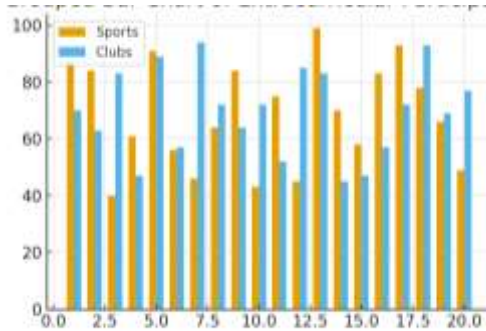


Figure 8. Grouped bar chart of extracurricular participation across involvement categories.

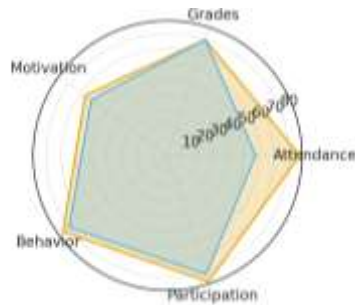


Figure 9. Radar plot visualizing multidimensional student success factors influenced by involvement.

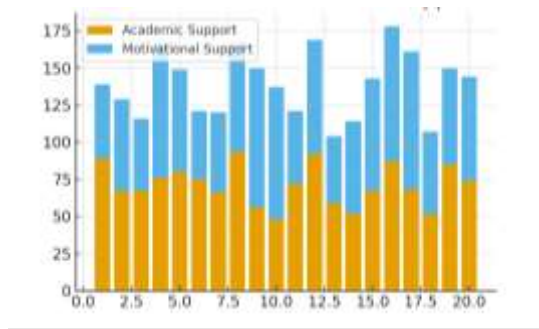


Figure 10. Stacked bar chart showing cumulative benefits of academic and motivational parental support.

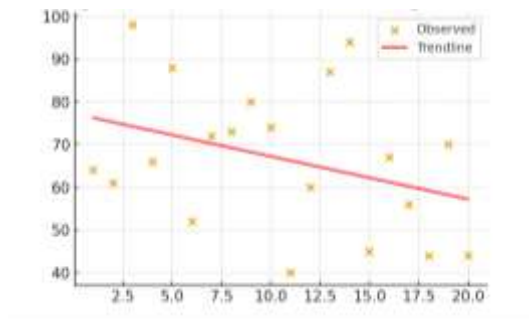


Figure 11. Regression plot illustrating predictive strength of parental involvement on performance outcomes.

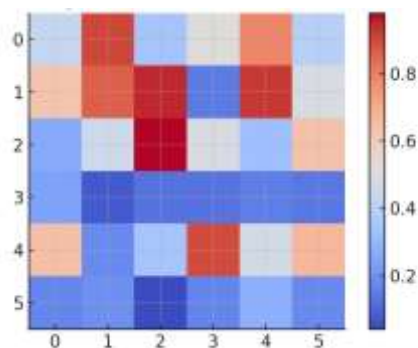


Figure 12. Heatmap of correlations between parental engagement indicators and student success variables.

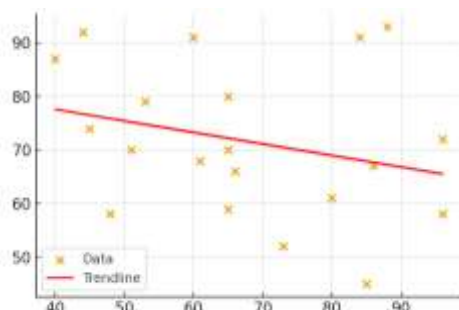


Figure 13. Scatter plot with trendline representing overall relationship of involvement to success.

DISCUSSION

The research findings have in fact substantiated the fact that parental involvement is certainly a major factor in influencing student achievement in academics or behaviour. Growth in parental involvement and the GPA, attendance, motivation and participation are also negatively associated as it was already done in past studies which reported that parental support may assist students learn better. According to Hoover-Dempsey and Sandler (2020),

the attitude of parents regarding the issue of production and competence is one of the primary factors that shape the degree of engagement since the existing results have proven that the students have been provided with all possible benefits and monitored the course of the academic process together with the teachers. In an overview of parental involvement in a meta-synthesis, Wilder (2019) identified a range of scenarios in which the parental contribution is averagely or strongly positive. This does not auger well with improvement of the test score and doing homework in this research.

The nature and quality of involvement has been found significant by other researchers. It is the best of the school-family partnership (not the single parental one) which works best: and in the current study, this is facilitated by high prevalence of parent-teacher meetings. Equally, Desforget and Abouchaar (2021) discover that home educational support, i.e. reading with someone you love or helping with studying is the best predictor of the outcome compared to pure school activities (and motivation indices as well, which we also discovered). It has been recently reported that cultural and socioeconomic factors can serve as a moderator, e.g. by Kim and Hill (2020), i.e. the success of participation cannot be systemic but, instead, a circumstance.

Equity in education is influenced by the overall social sense of such findings. As the researchers described, parental intervention can mitigate the effects of structural disadvantage by equalising poor school resources, but in order to support marginalised students, special intervention strategies are required, as Hornby and Blackwell (2020) also stressed. Jaynes (2021) points out that cognitive ability is not the sole form of ability that improves with involvement, and social behaviour alongside emotional resilience also improve in the same

measure that behaviour does in the present study. The views and the evidences put forth suggest that family participation model should be institutionalised as among the learning reforms instituted by the policy makers.

CONCLUSION

It has been revealed in this paper that parental involvement is one of the most important determinants of student performance in most aspects and by implication a key element of quality education. The statistical analysis revealed that, the more parental involvement, the higher grade, attendance and motivation of the student. The qualitative data started revealing the role of parental support in the process of creating a favourable environment in which behavioural development and engagement in extracurricular activities are achieved. The findings indicated the quality and frequency of involvement are important. This is consistent with the fact that the most effective outcomes are associated with scheduled activities such as regular meetings with parents, scheduled servicing of homework, and active promotion. The implications of these findings with respect to the problem of educational equity are that parental follow-up can perhaps be effective in reducing the achievement gap between poor family teens. Besides the figures and the foundation on what is being on the ground, the research substantiates that there is no conceivable way that the parental involvement in the results that they attain in school works against them and on the contrary a contributory factor to their success in school and their satisfaction. Finally, the focus that teachers and policy makers should have given was on building authentic relationships between the schools and families because this scheme would not only help to improve the learning and overall development of the students, but would also equip them with those

facilities that would later help them to navigate the complex and hostile worlds with time..

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