Parental Involvement and Its Contribution to Students' Academic Achievement
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Abstract

The primary objective of this study is to explore the role of parental support in enhancing students' overall academic achievement. Specifically, the study investigates parental support as an independent variable and student achievement as the dependent variable. The research adopts a quantitative approach, employing a questionnaire survey as the primary data collection method. The collected data have been analyzed using descriptive statistics to interpret the relationship between parental involvement and student performance. A total of 386 students were selected for the study using a stratified sampling method to ensure balanced representation from diverse groups. These students were from the secondary level of 20 different schools located in Makawanpur District, Bagmati Province, Nepal. The research utilized a cross-sectional survey design to collect data at a single point in time, capturing students' perceptions and experiences regarding parental involvement in their education. The findings of the study reveal that students whose parents, especially mothers and fathers, remain at home and actively support their learning and personal care tend to perform better academically. Regular assistance in completing homework, engagement in academic discussions, and emotional encouragement from parents are significant contributors to students' improved academic outcomes. The study concludes that consistent parental support, both emotional and academic, plays a crucial role in boosting students' achievement levels. These results highlight the importance of fostering strong home-school connections and encouraging parents to be actively involved in their children's education to ensure better academic performance and holistic development.

Keywords: determining aspects, parental support, students' achievement, students' factors, community factors

1. Introduction

Parental involvement has long been recognized as a fundamental factor in shaping students' academic success. Numerous studies affirm that when parents actively participate in their children's education, it fosters positive learning outcomes (Wilder, 2014). The home environment, communication with teachers, and engagement in school-related activities collectively contribute to the cognitive and emotional development of students (Sengonul, 2022). Research suggests that students whose parents show consistent academic support tend to have higher levels of motivation, self-esteem, and academic performance (Lawrence & Fakuade, 2021).

Moreover, parental involvement is especially significant during adolescence, a period marked by rapid developmental changes and academic challenges (Yulianti et al., 2022). According to Henderson and Mapp (2002), effective parental engagement, such as helping with homework, discussing school activities, and attending parent-teacher meetings, correlates with improved student achievement across all socio-economic backgrounds (Wolfendale & Bastiani, 2025).

Gender roles, parental education, and employment status also influence the degree of involvement and its outcomes (Berkowitz et al.,2021). A study by Wilder (2014) indicates that the quality of parental involvement is more predictive of student success than the quantity. Furthermore, recent evidence underscores the importance of creating culturally relevant strategies to engage parents from diverse backgrounds (Marlina et al., 2021; Affuso et al.,2023). This study aims to explore how parental involvement contributes to the academic achievement of students in the context of Nepal, with a focus on secondary-level education. This research is significant as it highlights the crucial role that parents play in shaping their children's academic success. By examining various forms of parental involvement—such as monitoring homework, attending school events, and maintaining communication with teachers—the study provides evidence-based insights that can guide educators, policymakers, and families in fostering supportive home environments. These findings can inform educational strategies aimed at enhancing student outcomes, particularly in contexts where parental engagement is limited or underutilized.

The study aims to examine the relationship between parental support and students' academic achievement. It employed a descriptive and analytical research design with a sample of 386 secondary-level students, selected through stratified sampling.

1.1 Literature Review

Parental involvement (PI) is widely recognized as a critical factor influencing students' educational trajectories. This review synthesizes current literature on the concept of PI, its significance, its relationship with students' academic achievement, and key aspects determining that achievement, drawing on five key citations per core section.

1.2 Parental Involvement

Parental involvement encompasses a multifaceted set of behaviors and attitudes exhibited by parents or primary caregivers towards their children's education, extending beyond mere presence at school events. Epstein (2018) conceptualizes PI through six

overlapping types: parenting (home environment conducive to learning), communicating (school-home exchanges), volunteering (at school), learning at home (helping with homework, educational activities), decision making (school governance), and collaborating with the community. This framework highlights the diverse ways parents engage. Hill and Tyson (2009) further refine this, emphasizing the distinction between *home-based involvement* (e.g., discussions about school, monitoring homework) and *school-based involvement* (e.g., attending events, volunteering). Critically, effective PI is characterized by its quality and consistency rather than sheer quantity. As Hoover-Dempsey and Sandler (2005) argue, involvement driven by parental role construction (beliefs about their responsibilities), perceived efficacy for helping the child succeed, and specific invitations from the child or school tends to be most impactful. Importantly, PI manifests differently across cultural and socioeconomic contexts; Fan and Chen (2001) note that while specific activities may vary (e.g., emphasis on direct homework help vs. instilling educational values), the underlying support for education remains a universal positive factor. Pomerantz et al. (2007) add nuance by highlighting that the *nature* of involvement matters greatly, distinguishing between autonomy-supportive practices that foster independence and controlling practices that can undermine motivation.

1.3 Significance of Parental Involvement

The significance of PI extends far beyond anecdotal benefits, demonstrating robust associations with numerous positive educational outcomes. Meta-analytic evidence consistently shows a significant, though often modest, positive correlation between various forms of PI and students' academic achievement. Jeynes (2005) found this relationship held across race and socioeconomic status (SES), particularly for programs focused on shared reading or parental expectations. PI significantly influences non-cognitive factors crucial for school success. Hattie's (2009) synthesis of over 800 meta-analyses identified parental expectations and the home environment as among the top influences on student achievement. Parental involvement fosters higher levels of student motivation, engagement, self-regulation, and improved behavior in school (Pomerantz et al., 2007). Furthermore, strong PI acts as a protective factor. Wilder (2014), in a comprehensive review, concluded that PI is associated with lower dropout rates, reduced absenteeism, and increased enrollment in post-secondary education. It also contributes to better student attitudes towards school and homework, creating a more positive learning mindset. Crucially, effective PI bridges the gap between home and school cultures, fostering mutual understanding and collaboration that benefits the child (Epstein, 2018).

1.4 Students' Academic Achievement and Determining Aspects

Academic achievement refers to the measurable outcomes of student learning, typically assessed through grades, standardized test scores, graduation rates, and progression to higher education. However, it also encompasses the development of skills, knowledge, and competencies outlined in curricula. While PI is a significant contributor, achievement is determined by a complex interplay of factors:

Student Factors: Individual characteristics are paramount. Innate cognitive abilities and learning aptitudes form a baseline (though malleable). Crucially, student motivation, self-efficacy (belief in one's ability to succeed), self-regulation skills (managing time, effort, emotions), engagement in learning tasks, and attitudes towards school significantly influence how much and how well a student learns (Hoover-Dempsey & Sandler, 2005; Pomerantz et al., 2007).

Family Environment: Beyond specific PI activities, the broader family context is critical. Socioeconomic Status (SES) remains one of the strongest predictors of achievement, influencing access to resources, parental stress levels, and educational opportunities (Sirin, 2005). The quality of the home learning environment (availability of books, stimulating activities), parental educational levels and aspirations for the child, and overall family stability and support are fundamental determinants (Hill & Tyson, 2009; Fan & Chen, 2001).

School Factors: School quality, including teacher effectiveness and expectations, school resources and climate, curriculum rigor and relevance, and classroom management, directly impacts learning. The extent to which schools actively solicit and facilitate meaningful PI is also crucial (Epstein, 2018).

Peer Influence: Peers significantly shape attitudes towards learning, academic norms, and study habits, impacting motivation and achievement.

Community and Societal Factors: Access to community resources (libraries, tutoring), neighborhood safety, cultural values placed on education, and broader societal policies (funding, educational standards) set the stage for individual achievement.

Parental involvement is a complex, multidimensional construct encompassing a wide range of home- and school-based activities and attitudes that support a child's learning. Its significance is well-established through research, demonstrating positive associations with academic achievement, improved motivation, better behavior, and overall educational resilience. While PI is a powerful factor, students' academic achievement is ultimately determined by a dynamic interplay of individual student characteristics (motivation, self-efficacy), the family environment (SES, home learning resources, parental aspirations), school quality and practices (teacher effectiveness, school climate), peer influences, and broader community and societal contexts. Understanding these multifaceted determinants is crucial for designing effective interventions that leverage parental involvement within a holistic approach to enhancing student success. Future research should continue to explore the nuanced mechanisms linking specific types of PI to specific outcomes within diverse contexts and how schools can best partner with families across different backgrounds.

In their research, Sacker and his associates have offered a model. Two objectives have been set for the study. The experimental study demonstrates that a child's academic success and the development of their psychological integration are influenced by their family's socioeconomic situation. The class inequality model is shown in Fig-1.

Figure 1: *The class inequality model*
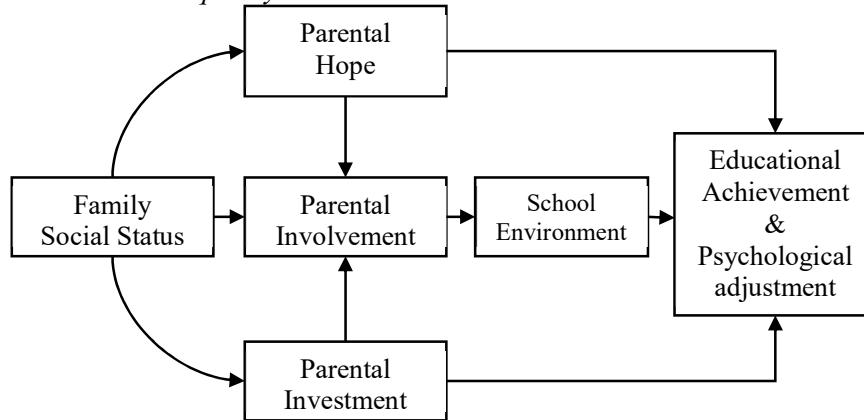
Social class profoundly shapes children's development by determining access to material resources, educational opportunities, and the nature of parental involvement (Goldstone et al.,2023). Parents' education, occupation, and economic status directly influence their capacity to provide both tangible support (like learning materials, enrichment activities, and stable housing) and intangible support (such as emotional encouragement, academic guidance, and time investment) crucial for learning (Reddy & Singh, 2021). Parental involvement itself, encompassing active school participation (e.g., attending events, communicating with teachers) and consistent home-based support (e.g., helping with homework, fostering educational values), is a critical mediator. Research consistently links higher levels of such involvement to improved academic achievement and better psychological adjustment in children. Active parental support fosters intrinsic motivation and resilience, while its absence can significantly hinder academic progress. Importantly, socioeconomic and cultural contexts fundamentally shape *how* families engage with their children's education, making parental support a complex, multidimensional concept influenced by available resources, cultural norms, and parental knowledge.

Social mobility, defined as movement between social strata over time or across generations, is intrinsically linked to education, occupation, and family socioeconomic background. It manifests as horizontal mobility (movement within the same social stratum, e.g., changing jobs with similar status) or vertical mobility (upward or downward shifts in social standing, such as moving from a working-class to a professional occupation). An individual's trajectory often reflects a combination of their own educational attainment, career progression, and the socioeconomic status inherited from their parents. The study of social mobility has been central to sociology, with classical theorists like Marx and Weber, and modern researchers examining how patterns of mobility impact class structures, social cohesion, and group formation. A key insight is that while social opportunities (like educational access) enable mobility, inherited class origins continue to exert a significant influence on life chances (Crossman, 2019). Thus, the cycle connecting social class, parental investment, child development, educational outcomes, and eventual adult socioeconomic status is deeply interwoven with the dynamics of social mobility.

1.5 Conceptual Frame

Within this study, it is anticipated that parents' sustained engagement with educational institutions—manifested through active communication, participation in school activities, and collaborative relationships with teachers—coupled with consistent supportive behaviors towards their children's learning at home, will exert a significant positive influence on children's academic success. This expectation is grounded in established theoretical models of parental involvement. Specifically, Epstein's Theory of Overlapping Spheres and Six Types of Parental Involvement (Epstein, 2018) posits that meaningful partnerships between families, schools, and communities create environments conducive to student achievement. Additionally, Hoover-Dempsey and Sandler's Model of the Parental Involvement Process (Hoover-Dempsey & Sandler, 2005) provides a conceptual mechanism, suggesting that parental involvement impacts academic outcomes through its influence on student motivation, self-efficacy, and engagement in learning.

To operationalize this anticipated relationship, the research model incorporates two key constructs derived from these theories. The Primary Independent Variable, *Parental Knowledge and Attitude*, refers to parents' understanding of their child's educational needs, curriculum, and school expectations, along with their beliefs, values, and overall disposition toward the importance of education (Hoover-Dempsey & Sandler, 2005; Pomerantz et al., 2007). The Secondary Independent Variable/Mediating Construct, *Parental Support*, represents the tangible actions through which parental knowledge and attitudes are translated into practice. This support is conceptualized in three dimensions: *Educational Support* (providing learning resources and assisting with homework) (Hill & Tyson, 2009); *School-Based Involvement* (participating in school events and maintaining teacher communication) (Epstein, 2018); and *Emotional and Motivational Support* (encouragement and expressing high aspirations) (Pomerantz et al., 2007; Wilder, 2014). The theoretical model predicts that Parental Knowledge and Attitude will positively influence Parental Support, which in turn will directly impact the child's *Academic Success*—measured by academic indicators such as grades, test scores, and demonstrated competencies. Thus, Parental Support functions as the behavioral conduit linking parental dispositions to student achievement.

Class inequality model and motivation theory have been explained and analyzed on the basis of which the researcher has drawn a picture of the perception model.

Figure 2: *Perception Model*
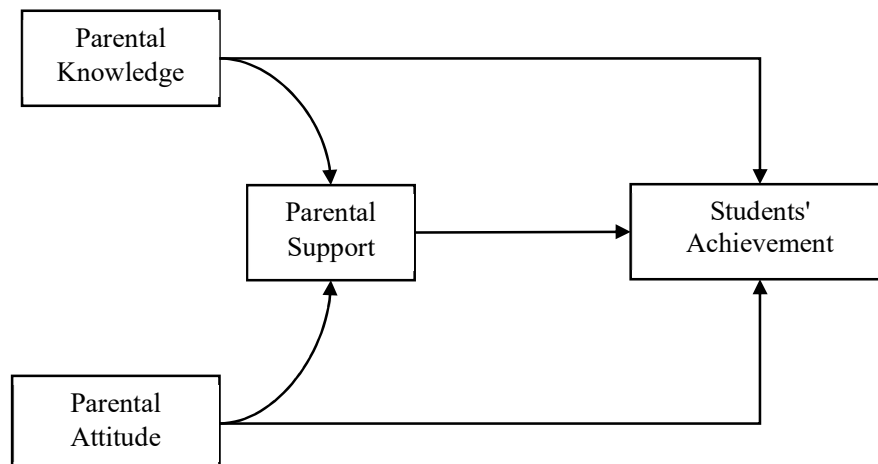
Fan (2001) demonstrated that parents' educational aspiration for their children proved to be strongly related to students' academic growth. Research studies have found that parental educational level has a significant impact on child's learning, (Khan & Malik, 1999). Similarly, Schneider and Lee (1990) linked the academic success of the East Asian students to the values and aspirations they share with their parents, and also to the home learning activities in which their parents involve with them. In fact, all parents have desired to do something better for their children according to their available resources. But the extent and effectiveness of parental support depends on a variety of reasons, such as, ethnicity, family income, and home environment and their awareness about the importance of education

2. Methodology

The main objective of the study is to examine the significant relationship between parental support and students' academic achievement. A descriptive and analytical research design was employed to achieve this purpose. The population of the study consisted of secondary-level students and their parents. A total of 386 students were selected as the sample using a stratified sampling technique. The study was conducted in 20 secondary schools located in Makawanpur District, Bagmati Province, Nepal. Data were collected through a cross-sectional survey method. Questionnaires were administered to both students and parents to gather information related to parental support and its social aspects. Additionally, an aptitude test developed by the researcher was used to assess students' academic achievement in five core subjects: English, Mathematics, Nepali, Science, and Social Studies. The collected data were analyzed using both descriptive and inferential statistical methods.

In this study, information related to parents' social aspect collected using questionnaires with students and parents. In order to test the achievement, the students were involved in aptitude test prepared by the researcher on 5 main subjects; English, Math, Nepali, Science and Social study.

3. Result

This analysis makes use of one dataset. This section provides a descriptive analysis of the link between students' educational achievement and parents' support. The respondents' subjective test results and family history are combined into a single dataset in the SPSS-22 program. The class exam scores are also determined based on the students' overall subjective grades, which range from D+ to A+.

Table 1: Cross Tabulation between Students' Parents (Father) Support and Their Achievement

Support by Father	Less than D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+	Total
Yes (N)	45	105	60	24	12	8	1	255
Yes (%)	11.66	27.20	15.54	6.22	3.11	2.07	0.26	66.06
No (N)	30	54	25	11	6	5	0	131
No (%)	7.77	13.99	6.48	2.85	1.55	1.30	0.00	33.94

Total (N)	75	159	85	35	18	13	1	386
Total (%)	19.43	41.19	22.02	9.07	4.66	3.37	0.26	100.00

Source: Researcher Data collection 2021

*** Pearson Chi-Square X² P-value = .000 ≤ 0.05 between support by Father and Students' Achievement**

The data in the table presents a cross-tabulation between students' academic achievement and the support they received from their fathers. Out of a total of 386 students, 255 (66.06%) reported receiving support from their fathers, while 131 (33.94%) did not. Among the students who received support, the majority fell within the D+ to C (27.20%) and C to C+ (15.54%) achievement categories, with a smaller proportion advancing to higher performance levels such as C+ to B (6.22%), B to B+ (3.11%), and B+ to A (2.07%). Only 0.26% of these students achieved the top category of A to A+.

In contrast, among students who did not receive fatherly support, most were also concentrated in the lower achievement bands, particularly D+ to C (13.99%) and C to C+ (6.48%), with much fewer progressing to C+ to B (2.85%), B to B+ (1.55%), or B+ to A (1.30%). Notably, none of the students in this group reached the highest achievement level (A to A+).

The comparison highlights that student with fatherly support had a greater presence in each academic level, especially in the middle and higher achievement categories. The support seems to correlate with better academic outcomes, suggesting that paternal involvement positively influenced students' educational performance.

Table 2: Cross Tabulation between Students' Parents (Mother) Support and Their Achievement

Support by Mother	Less than D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+	Total
Yes (N)	56	107	63	26	13	9	1	275
Yes (%)	14.51	27.72	16.32	6.73	3.37	2.33	0.26	71.20
No (N)	19	52	22	9	5	4	0	111
No (%)	4.92	13.47	5.70	2.33	1.30	1.04	0.00	28.80
Total (N)	75	159	85	35	18	13	1	386
Total (%)	19.43	41.19	22.02	9.07	4.66	3.37	0.26	100.00

Source: *Researcher Data collection 2021*

*** Pearson Chi-Square X² P-value = .000 ≤ 0.05 between support by mother and students' Achievement**

The table presents a cross-tabulation of students' academic achievement based on whether they received support from their mothers. Out of 386 students, 275 (71.20%) reported receiving support from their mothers, while 111 (28.80%) did not. Among those with maternal support, a significant number of students were in the D+ to C (27.72%) and C to C+ (16.32%)

categories, while a notable portion also reached higher performance levels such as C+ to B (6.73%), B to B+ (3.37%), and B+ to A (2.33%). One student (0.26%) in this group reached the highest achievement category of A to A+.

Among the 111 students who did not receive support from their mothers, the majority were clustered in the lower categories: D+ to C (13.47%) and C to C+ (5.70%). A smaller portion progressed to C+ to B (2.33%), B to B+ (1.30%), and B+ to A (1.04%), and none reached the A to A+ level.

This distribution shows that students who received support from their mothers were more likely to perform better academically, with higher proportions achieving in the middle to top performance bands. In contrast, those without maternal support were more concentrated in the lower achievement levels and were less represented in higher academic categories. The analysis suggests that maternal support plays a significant role in promoting students' academic success.

4. Conclusion

This research article provides compelling evidence of a strong positive relationship between consistent parental support—both paternal and maternal—and enhanced academic achievement among students. The findings clearly indicate that students who receive continuous support from both parents demonstrate significantly better academic performance across a wide range of indicators, including overall grades, test scores, and course completion rates. This academic advantage is not limited to specific subjects but reflects a broader pattern of success and mastery of learning objectives. Students situated in the middle to higher achievement categories particularly benefit from such support. Parental involvement in these cases acts as a critical enhancer, helping students consolidate their understanding, face academic challenges confidently, and consistently perform at the upper limits of their potential. Parental support, therefore, serves both as a stabilizing influence and a motivator, allowing students to overcome obstacles and maintain high academic standards. In stark contrast, students who lack consistent support from either parent are predominantly found in lower achievement bands. These students face greater difficulty in progressing and often struggle to meet even basic academic benchmarks. The absence of a supportive environment appears to hinder their upward academic mobility significantly. The most striking outcome is that only those students who received support from both parents reached the highest level of academic performance (A to A+). This emphasizes that achieving top academic excellence is closely linked to active engagement from both father and mother. Thus, the research concludes that robust dual-parental involvement is not just advantageous but essential for realizing the full academic potential of students.

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