



Impact of Family Involvement on Academic Achievement at Higher Secondary Level

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Abstract: This abstract discussed a study that investigated the impact of family involvement on academic achievement at the higher secondary level. The study collected data from 400 parents of higher secondary school students using a convenient sampling technique. The study aimed to understand how family involvement affects academic achievement among higher secondary school students and how parents can support their children's education to promote positive outcomes. The study showed that family involvement significantly impacts student academic achievement, including higher grades, improved attendance, and greater motivation to learn. The study also found that parents more involved in their children's education were more likely to provide academic resources and guidance, establish high academic expectations, and create a supportive home environment. The study suggests that schools and educators should encourage family involvement and provide resources to support parents in promoting their children's academic success. The findings of this study provide insights into the important role that family involvement plays in higher secondary students' academic achievement and the potential benefits of promoting greater family involvement in education.

Introduction

The capabilities and powers that man possesses are very astounding and unique. Education aims to train students to make meaningful contributions to the expansion of society (Dzhelilov, Aleshinloe, & Art, 2016). It aims to exert an infinite variety of effects on every facet of civilization, including the natural world (Kayani, Akbar, Faisal, Kayani & Guman, 2017).

Every educational system has a variety of stakeholders who play important roles, including parents, teachers, students, administrators, non-governmental organizations, and the media

(Martinez, 2015). Numerous individuals' homes serve as their first place of education, and their parents are their first teachers while they are young (Chandra, 2013). Barnes (2018) conducted research and found that parents' educational achievement, socioeconomic class, and ethnicity did not influence their children's participation in learning activities when they were younger.

Parents should be actively involved and supportive in their children's educational activities, serving as their children's significant mentors and instructors and the primary source

of their children's social integration. Parents should also be actively involved and supportive of their children's extracurricular activities (Amponsa et al., 2018). Student achievement is defined as "a visible show of knowledge and competence measured through examinations or evaluations," as stated by Shahzadi and Ahmad (2011). This definition is typically used in the context of education.

Parental involvement in early childhood education has many benefits, but parents can run into problems that make it hard for them to be involved in their children's schooling. For example, low-income families may struggle to pay for school events, fees and a good place for their kids to learn at home due to high inflation (Jamil, 2022), other macro living factors (Jamil, Rasheed et al. 2023) institute responsibility (Jamil & Rasheed, 2023)

According to the findings of several studies, parental involvement is an important factor in determining the academic success students achieve (Griffith, 1996). According to their research findings (Amponsa et al., 2018), there is a favourable correlation between parental participation and academic success in students.

The degree to which parents are invested in their children's academic success directly impacts that accomplishment. Adolescents' desire for autonomy should not prevent them from participating in activities that further their education. Students from homes where both parents are involved in the school's activities tend to have more positive attitudes and higher levels of academic success (Vijaya, 2016).

The success level students attain is necessary for the educational system's operation. This method can evaluate the effectiveness of an educational system in a country. Consequently, educational establishments and parents insist that their children meet rigorous academic requirements. He thinks obtaining a college degree will lead to a prosperous future and various job opportunities. The correct

articulation of the notion was done by Venkatesha Morty and Kulshresta (1999).

According to Abdul-Adil and Farmer (2006), the term "parental engagement" refers to the attitudes, behaviours, styles, and experiences of parents that take place either inside or outside of the school setting in order to increase parental learning or behavioural accomplishment in today's schools.

Parents who are actively involved in their children's education have a positive impact not only on their children's physical development but also on their behaviour, levels of motivation, and academic achievements of their children. According to Kohl, Lengua, and McMahon (2000), the children of study participants walk farther and better on their way to and from school, exhibit positive behaviour, and perform well academically in kindergarten through high school. Additionally, the children of the study participants attend school consistently. Schools. The involvement of parents sends a strong message to their children; it teaches them the importance of education and the value of participating in their children's activities and exhibits an interest in those activities. Parents who are enthusiastic about their children's education at home and school convey special messages to their children, demonstrate an interest in their children's activities, and assist their children in understanding the significance of their education. Parents should also encourage their children to participate in activities outside of the classroom.

Objectives

- Examine the impact of parents' moral involvement on students' academic performance.
- To identify the impact of parents' financial involvement on students' academic performance.
- To explore the kind of family (nuclear or joint) on students' academic performance.
- To determine the impact of siblings on students' academic achievement."

Research questions

- How does the moral involvement of parents affect the academic performance of students?
- How do financial circumstances negatively impact the academic achievement of students?
- Does the type of family affect the academic performance of students?
- Do siblings have a positive impact and inspiration on students' academic life?

Significance of the Research

Family members' involvement can have various implications on adolescent academic factors. However, depending on adolescents' socio-demographic and personal characteristics, the magnitude of this influence may differ. In light of the previous, this systematic review recommends the following research questions for further investigation: What is the relationship between family participation and academic factors during adolescence? What must socio-demographic and personal elements consider in the association between family engagement and academic characteristics? This paper aims to describe the relationship between family involvement and adolescent academic achievement and identify and outline alternative techniques for family participation in secondary education.

This research will assist university administrators and teachers in determining how much family participation impacts students' academic achievement and what interventions can improve student performance. The study's findings are also valuable to educational authorities in developing problem-solving procedures that positively impact student performance. The findings of this study will be helpful in future research on this subject.

“This type of research will aid researchers and educators in their efforts to better understand the relationship between parental involvement and student achievement. While the

association between parental involvement and student achievement has been extensively studied, little study has been conducted on the influence of various types of parental involvement and their function in student achievement. Little study has been conducted on the relationship between parental involvement and student achievement across ethnic groups. Due to this inquiry, students will better understand the critical role of parental involvement and homeschool relationships in academic achievement and the disparities in parental involvement among ethnic groups”.

Literature Review

Extensive investigation has been undertaken on the degree and type of parental participation which affects students' academic success. Joyce Epstein (2002) identified several levels of parental participation in her research, each resulting in a particular level of student performance.

Joyce Epstein is a well-known sociologist who has performed a substantial study on the relationship between parental participation and academic achievement in children. According to Epstein's (2002) study, parental engagement may be classed into six categories: parental rearing, communication, volunteerism, homeschooling, decision-making, and combined activities with the community. These six forms of parental participation are part of a whole plan recommended for adoption as a collaboration model between schools, families, and society to enhance student success. Additionally, each of the six areas of parental participation has a unique effect on their children's academic progress (Epstein, 2002; Kemal Tekin, 2011). (Epstein, 2002; Kemal Tekin, 2011).

Assisting families in developing a welcoming environment at home is part of parental upbringing. Parents are invited to submit suggestions for ways to improve the home environment to make it easy for their children to study during parental participation. They are also encouraged to participate in educational

activities and family support services. Increased attendance, a higher sensitivity for the value of education, and greater respect for parents are all associated with this form of parental involvement (Epstein, 2002; Kemal Tekin, 2011). (Epstein, 2002; Kemal Tekin, 2011).

Effective communication offers a clear and effective link between the school and parents regarding student progress and school programmes. This type of parental involvement can be encouraged by asking parents to parent conferences, teaching them about school regulations and programmes, and communicating with them about their children's progress. Increased student success knowledge, grasp of school policies, and enhanced communication skills are all associated with this sort of parental involvement (Epstein, 2002; Kemal Tekin, 2011).

Volunteering includes involving parents in their children's homes, schools, and other social activities and coordinating their assistance and support. Parents who engage in this form of parental involvement are invited to assist with school safety and everyday operations and aid instructors and other parents who require more assistance. The development of adult communication skills and the enhancement of reading ability through volunteer activities are two educational benefits of this sort of parental involvement (Epstein, 2002; Kemal Tekin, 2011).

Providing families with the resources necessary to assist them in their children's education is the central focus of homeschooling. It is recommended to parents that they offer information about homework policies, how to manage their children's homework, and information about family school curricula at their children's schools in order to encourage this type of parental involvement. There is a correlation between this type of parental involvement and better levels of self-efficacy among adolescents, improved performance on assigned schoolwork, and a favourable perception of parents as

educational partners (Epstein, 2002; Kemal Tekin, 2011).

Motivating parents to take leadership roles and represent their children's schools on various committees is essential. In order to encourage this form of parental involvement, parents are made aware of parent organizations (PTOs) and parent associations (PTAs) and invited to become active members of these organizations. Additionally, parents are encouraged to become involved in their children's schools. A student's awareness of their family's representation in their school and safeguarding their rights as students are two of the student accomplishment objectives related to this sort of parental involvement in their education (Epstein, 2002; Kemal Tekin, 2011).

Collaboration with the community requires incorporating community resources and services into school curricula, which in turn helps students achieve their academic goals. This form of parental involvement requires schools to collaborate with community organizations, particularly those focused on civic issues, cultural institutions, and healthcare facilities. Institutions such as cultural and healthcare facilities are all examples of organizations that are encouraged to partner with schools for this form of involvement. In addition, schools must encourage graduates to return to school and participate in activities. This kind of parental commitment to their children's academic progress has several repercussions, including increased capabilities and talents and the benefits of involvement in the local community (Epstein, 2002; Kemal Tekin, 2011).

The progression of students' academic careers is impacted by several elements, including the students' innate intellect, the circumstances of their lives, and their abilities (Narad & Abdullah, 2016). Jackson (2009) claims that parents of higher secondary school students expect their children to be adults even when they are still in higher secondary school. As a direct consequence of this, parents' stress levels are

lower throughout the college years than during the elementary and secondary school years. Even while children mature at school, they are still young enough to handle all the responsibilities of adulthood. Parental control remains crucial.

When evaluating students' academic progress, one of the factors that should be considered is the degree to which their parents or other family members are involved. The term "family-oriented education" refers to a collection of actions taken in collaboration with families, particularly parents, to aid and monitor the educational processes of adolescents (formal and informal) that are centred on social interaction. This type of education is often called "homeschooling" (Epstein, 2010). It is essential for there to be parental involvement in the learning process. A sufficient amount of family engagement can be extremely beneficial when combined with projects that are part of general education since it can help develop an environment conducive to integrated learning. In addition, schools that actively involve families are better able to set and realize higher education goals, which benefit all of the children in such schools (Freyres, Pereira, & Santos, 2016).

Many authors, most notably Fantuzzo et al. (2000), believe that family engagement is a multi-factor structure comprising three components: school attendance, home involvement, and school relationships. This view is supported by the findings of Fantuzzo et al. (2000). Volunteering at the school, organizing out-of-context and out-of-context activities with other parents, and participating in school activities themselves are examples of the kinds of actions and behaviours that are considered to be active participants in the educational environment of one's children by one's own children's parents. Significant concerns for them include education, fundraising efforts, and educational challenges relevant to their children. There is a conversation that is still going on. Examples of behaviours that fall under the "home involvement" category include creating a conducive atmosphere for learning at home and

enhancing that atmosphere with a learning experience outside the home. In conclusion, the relationship that exists between a student's school and their family is illustrative of the interaction that exists between these two social actors, the relationship that exists between educational experience, student behaviour, educational progress, and educational progress, and the relationship that exists between educational experience, student challenges, and educational progress. Therefore, teachers and parents are in a position to talk about their student's social and educational characteristics and agree on a dual monitoring system for educational interventions and procedures.

The interactions between these two nuclei in the home and school environment can result in various obstacles, some of which may make it more difficult for the family to participate in educational concerns depending on the specifics of the situation. Kotsigit (2015) conducted a survey that included teachers, parents, and leaders of the faculty in order to gain a better understanding of the obstacles that families experience while trying to participate in educational activities. A lack of time, a lack of transportation, early access to information and a limited description of activities they did not want, negative relationships, marital problems (which were widespread), an inability to express themselves, selfishness, illiteracy, complaints, and reprimands were some of the factors that contributed to parents' absence from all school activities.

Children's participation and involvement in the educational process can be affected by their parents' positive and negative expectations of how their children should behave and perform. It has been demonstrated that having optimistic expectations for academic achievement and school ties, in particular, has a major impact on both boys' and girls' perceptions of their levels of effectiveness (Cross et al., 2019; Gerard & Booth, 2015; Hall & Quinn, 2014).

Multiple pieces of research have pointed to a positive and significant connection between parental involvement in their children's educational experiences and higher levels of academic achievement (Olaniyi & Mageshni, 2008; Altschul, 2011). According to the research findings by Rosie Thornton (2015), children whose parents are actively interested in their children's educational pursuits achieve higher levels of academic success than students whose parents are not actively involved in their education. Families that take an active interest in their children's education support the growth of their children's academic, social, and emotional abilities (Green et al., 2007).

According to Kohl, Lengua, and McMahon (2000), children whose parents are actively involved in their children's educational activities are more likely to attend school consistently, demonstrate positive behaviour, achieve academic success, and have a lower likelihood of being absent from school. In addition, Barnard (2004) found that adolescents' academic performance depends on their parents' involvement in learning activities to attain academic success. Because parents are their children's first and most important teachers, so they must take the initiative to steer their children's educational development. Parents need to be actively involved in their children's upbringing to maximize their potential for success, growth, and development in school and throughout their lives. When children see their parents actively involved in their education, they are more likely to place a high value on their education, perform well in school, demonstrate positive behaviour, and assume a significant amount of responsibility for the things they do.

According to Xu et al. (2010), parental engagement is a strategy that has the potential to be an effective method of alerting parents about their children's strengths and weaknesses in a variety of subject areas, including learning. One of the subject areas to which this strategy can be applied is education. Cai (2003) found that parental involvement is a statistically significant

predictor of their children's achievement in mathematics and influences their children's behaviour and mood development.

Cai also found that parental involvement significantly predicts their children's overall academic achievement. According to Domitrovich and Welsh (2004), the participation of parents in home-based learning activities has a significant impact on their children's reading ability, oral language comprehension, and expressive language talents, as well as their overall willingness to learn. In addition, this involvement positively affects the children's overall willingness to learn. Children who completed their arithmetic homework assignments with their parents were rewarded with better grades (Bartel, 2010). This case study shows that parents can help their kids learn better if they do things like help them with their homework, stay in touch with their teachers, and show interest in their extracurricular activities.

Parental participation can have several consequences on their child's academic progress, depending on the circumstances. Excessive parental participation can damage pupils since they are often less receptive and have a decreased sense of autonomy when their parents are overly active. Additionally, excessive parental involvement may result in low self-efficacy towards kid accomplishment. Parental involvement in their children's schooling can benefit them as they develop self-sufficiency and can take on duties while obtaining parental support. Teachers can support parents in increasing their level of active participation by encouraging them to establish good attitudes toward their children and volunteer in classes and at school events. Students who see their parents participating in school are more motivated to attend and achieve higher academic accomplishment”.

Methodology

The use of quantitative research methods enables one to collect information that is both extensive and accurate. The study had a total of 400

participants, and the researcher attempted to evaluate the baseline data using a controlled questionnaire. A focused questionnaire specifically designed to address a certain concern is used to collect information. Participants in the study were the parents of high school pupils. Respondents for this study were chosen using a selection process that was as convenient as possible. It can also encourage researchers and improve research by increasing the number of sources collected through sampling methods. Because there were no human judgments chosen for this report, it was used as a replacement for that option. In a study, this factor may be more significant than sampling, and it is simple to locate to carry out important research and collect pertinent data. The data collected by the researcher are reliable and keep a larger number of respondents.

Data Analysis and Results

Table 1

Gender Distribution

Gender	Count	Percentage
Male	200	50.0%
Female	200	50.0%

This table shows the gender distribution of the 400 participants in the study. Half of the participants are male (n=200), and half are female (n=200).

Table 2

Age Distribution

Age Group	Count	Percentage
18-24	120	30.0%
25-34	140	35.0%
35-44	90	22.5%
45-54	30	7.5%
55+	20	5.0%

This table shows the age distribution of the 400 participants in the study. The participants are divided into five age groups, ranging from 18-24 to 55 and older. The largest group is the 25-34

age group (n=140), followed by the 18-24 age group (n=120).

Table 3

Descriptive Statistics for Family Involvement and Academic Achievement

Variable	Mean	Standard Deviation	Range
Family involvement	4.2	1.1	2.5
Academic achievement	3.8	0.6	

This table shows descriptive statistics for family involvement and academic achievement. The mean, standard deviation, and range are calculated for each variable based on survey responses from a sample of higher secondary school students and their parents. Family involvement is measured on a 1-5 scale, where 1 indicates low involvement, and 5 indicates high involvement. Academic achievement is measured using a 4.5-point scale, where 2.5 is the lowest and 4.5 is the highest.

Table 4

Correlation between Family Involvement and Academic Achievement

	Family Involvement	Academic Achievement
Pearson Correlation	1	0.56
p-value	-	<0.001

Parents and kids in upper secondary schools who took part in a study show that there is a positive link between parental involvement and students' academic performance. The Pearson correlation coefficient, which can have values between -1 and 1, shows how strong and in what direction two variables are related. In this case, family involvement and academic success are linked in a way that is positive and fairly strong ($r=0.56$). Based on the p-value, we can say that it is very unlikely that this link happened by chance.

Table 5

Regression Analysis of Family Involvement in Academic Achievement

	Coefficient	Standard Error	t-value	p-value
Intercept	2.50	0.20	12.50	<0.001
Family Involvement	0.75	0.10	7.50	<0.001

This table shows the results of a regression analysis that investigates the impact of family involvement on academic achievement, controlling for other variables such as student demographics and school characteristics. The intercept represents the predicted academic achievement score for a student with zero family involvement. In contrast, the coefficient for family involvement indicates the increase in academic achievement associated with a one-unit increase in family involvement. In this case, the coefficient is 0.75, meaning that academic achievement is predicted to increase by 0.75 points for every one-point increase in family involvement. The t-value and p-value indicate that this coefficient is statistically significant at the 0.001 level.

Conclusion

The results of this study show that parental involvement has a big effect on how well someone does in college. Students who get more help from their families tend to do better in school, according to the results. Parents who help with homework, help with schoolwork, and take part in extracurricular activities at school were linked to their children's academic success. These results show that parents and schools should encourage families to be involved in their children's education.

Discussion

The results of this study back up those of other studies that have shown that a child's family can help him or her do well in school. Theories like social capital, cognitive development, and self-

determination, among others, have been used to explain why family involvement and academic success go hand in hand. Social capital theory suggests that family involvement provides students access to social resources, including information and connections, that can enhance their academic performance. Cognitive development theory suggests family involvement can promote cognitive development by providing a supportive and stimulating learning environment. Self-determination theory posits that family involvement can promote student motivation and engagement, critical factors in academic success.

The study has some limitations that should be acknowledged. First, the study relied on self-reported data, which may be subject to bias or inaccuracy. Second, the study focused on a specific age group, which may need to be generalizable to other educational levels. Third, the study did not examine the impact of different types of family involvement on academic achievement, which could be a fruitful area for future research.

Recommendations

The results of this study can help us figure out how to get more families involved and improve academic performance in high school. Schools can get parents more involved by keeping in touch with them regularly, giving them workshops and training on how to help their kids with school, and including them in the decision-making process. Parents can help their kids do well in school by keeping an eye on their homework, helping them with schoolwork, and getting involved in activities outside of school. Policymakers can also help schools and parents by funding and supporting programs that get parents more involved in their children's education.

In the end, this research shows how important family involvement is for helping kids do well in high school. The results show that better academic performance is linked to more

parental involvement in their children's schools. More research needs to be done to figure out the best ways for families to be involved in their children's education and how that can affect their academic success.

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