

Review on Exploring Belongings of Parent Involvement on Student's Learning Performance

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Abstract

In general, parental involvement refers to the parents' participation in their children's education with the intention of enhancing both their social and intellectual wellbeing. These include a range of activities, involving helping with and keeping updates on homework at home, participating in school events and parent-teacher conferences, communicating with teachers, volunteering at the school, and working with the community. The study aim to explore a brief preview of parental involvement and the learning condition of their children. To draw a summary of specially selected studies on the parental involvement review of literature from Google Scholar and other databases are important sources as study methodology. So the desk review technique was employed for thematic interpretation of literature. Engagement from parents and student achievement are significantly correlated, according to research findings on the impact of parental involvement on children's academic performance. Students' performance tends to be influenced more when parents are actively involved. Parental involvement with a child's education begins in nursery early on and continues through primary, secondary, and higher education. Nevertheless, as children's grades increases, the possibility of parents staying active in their education subsequently decreases. According to the literature, the theoretical combination of parental involvement and students' academic success in countries that are developing has not received sufficient research attention. As a result, further research is required.

Key words: *Parental Involvement, Parenting, Learning Performance, Academic Achievement, Home based Involvement.*

Introduction

In the context of this study, holistic development refers to the balanced development and nurturing of a child's physical, intellectual, emotional, social, and spiritual aspects (Mumo et al., 2022). As social actors, parents play a vital role for assisting children develop their academic potential by providing them with encouragement. For them to influence their children for a better learning consequence, their active involvement in their children's education is essential. Academic achievement, social development, and a lifetime love of learning are all boosted when parents are involved in their children's education. Positive attitudes toward education are reinforced when parents actively participate in their children's education through activities like reading attentively to them, providing support with homework, and going to school functions. The entire development and intellectual development of children are greatly enhanced by this home-school collaboration (Epstein, 2011). Helping a student with homework,

creating a learning environment at home, interacting with schoolwork, and communicating with teachers and other school personnel are all examples of parental involvement (Anwar et al., 2022). Additionally, they promote a welcoming environment in their home, act as role models for and supporters for healthy relationships, and communicate lessons in empathetic thinking self-control, and social responsibilities. (Morris et al., 2021). Involvement of parents and children's learning performance are highlighted here in introduction portion.

Parental Involvement

Parental involvement may occur in many different forms, including helping with homework, attending parent-teacher conferences, participating in school functions, and promoting continuous study habits at home. These activities promote an encouraging educational atmosphere that inspires children and fosters in them the significance of education. In accordance with Epstein's framework for parental involvement, parents make contributions in six main areas: decision-making, parenting, communication, volunteering, at-home learning, and collaborating with the community (Epstein, 2001). The voluntary work parents do at home or at school to enhance their children's education is known as parent involvement. A key component of social development and intellectual accomplishment is parental involvement (Mautone et al., 2015; Yingqi, 2015) Engaged parents have demonstrated positives at their children's schools, such as better social behavior, social networking chances, assets, and academic achievement (Garbacz et al., 2015). Parental involvement indicates a situation in which parents actively participate in their children's education, involve themselves and the school and teachers in their children's learning process, and maintain toward their parental responsibilities by ensuring that the learner obtains the greatest. In order to establish a healthy relationship with their children and enable the process of motivating, guiding, leading, and inspiring to be true to themselves parents should not only be curious about their children's academic performance but also play an active role in communicating with them (Clinton & Hattie, 2013).

A variety of developmental activities accompany the transition to school, involving learning challenges, processes of decision-making, regulating peer socializing, and significant choices regarding careers (Brkovic, Kerestes, & Levpusek, 2014; Diogo, 2007; Ginevra, Nota, & Ferrari, 2015), and parents can serve as facilitators and caretakers throughout a successful transformation (Gordon & Cui, 2012). Academic performance and parental involvement in school life were often linked, particularly in the early school years. Parents understood that the higher the proportion of success, the more parents had been present and involved in school. Nonetheless, parents also believed that there was a substantial decrease in school involvement and examined some of the causes; parental involvement differed significantly.

However, out of all the parenting techniques, parental involvement in schooling is the most essential to future success and academic achievement (Wang et al., 2014; Wang & Sheikh-Khalil, 2014; Wilder, 2014). The six parental approach types that Epstein, as a researcher, has identified and designated a model are: decision-making, parenting, communication, volunteering, learning at home, and collaborating with the community (Epstein, 1987, 1995, 2001, and 2011). Additionally, Epstein's model highlights the wide variety of actions that parents have to perform to support the advancement of their kids and emphasizes the significance of parental involvement for a child's effective development (Peiffer, 2015). Parenting also depended on the

support that the school could offer the families, with the intention of enhancing parents' understanding of their children's development and academic performance (Costa & Faria, 2017). In addition to a student's academic success, parental participation has a beneficial effect on behavior enhancement. Parental participation also enhances students' abilities for self-regulation in their daily activities (Brody, Flor, and Gibson, 1999).

Parental involvement plays a vital role in shaping children's educational outcomes, particularly in developing countries like Nepal, where socio-economic and cultural factors significantly influence the learning environment. The importance of dynamic parental engagement in children's academic performance cannot be overstated, as it helps nurture holistic development and enhances children's cognitive, social, and emotional growth.

Student's Learning Performance

A student's academic achievement can be determined in a variety of ways. In order to secure normal grades, students have to demonstrate their knowledge through written and oral exams, presentations, homework, and participation in class discussions and activities. Teachers assess learners using letters or numbers, and they provide remarks to explain how well a student accomplished or support the grade that was assigned. The teacher may also provide suggestions and feedback to improve the writing in an assignment that is written. On specific levels, students are assessed based on how well they perform on age-appropriate standardized tests and a set of standards that each age group is expected to meet. Determining the variables influencing students' academic performance serves as essential for every stakeholder involved in the educational system.

The most significant influences on students' academic performance are their parents' involvement and their own studies on their own (Damayanthi, 2018). Consensus regarding the elements influencing students' academic achievement has not yet been reached, despite numerous attempts by researchers to conduct research into the determinants of student performance. The results of these studies are mixed (Athurupane, Nomura and Shojo, 2018). Many children struggle to learn efficiently because they are not encouraged from parents. The result of the studies indicated that the Parental involvement (parenting, communicating, learning at home, decision making) has an affirmative influence towards student performance (Ubale, Abdurrahman and Abdullah, 2015). Parents should be involved in their children's educational development since motivation is connected with human behavior and cognitive development and will ultimately make them greater contributors of society (Ubale et al., 2015). Additionally, Arulmoly and Elankumaran (2017) explored the strong association between parental involvement and children's academic and social performance.

Purpose of this study

- a) To explore a brief preview of parental involvement and the learning condition of their children.
- b) To draw a summary of specially selected studies on parental involvement and some concluding remarks for future research on parental involvement.

Methodology of Study

In order to begin this review and achieve its goal, Google Scholar and other online databases serve as vital sources for the searches, as is an annotated bibliography with a focus on involvement by parents. I looked for terms like "parental involvement," "parental engagement," and "parental involvement in children's education" while searching the literature. The reference lists of significant literature contain reviews of relevant studies (Murphy, 2012; Rothermel, 2015). For the inclusion of studies or publications for review, many of the studies on the topic do not follow clear or strict criteria. As a result, I have noticed a substantial increase in studies in the area that have been published in peer-reviewed journals during the past 10 years, and this information contributed to the review's methodology. This paper focuses on a thematic review that understands how parental involvement affects student learning outcomes by using only the peer-reviewed empirical research. Despite ongoing scholarly discussion on the relative standard of papers published in peer-reviewed research publications, peer review is still widely regarded in academia (Sampson, 2014; Sieber, 2006).

Results and Discussion

In this section, results and discussion from parental involvement literature have presented in major two different themes, (i) Parental Involvement and Student's Performance in Learning (ii) Parental Behavior and children's learning. Which are discuss here.

Parental Involvement and Student's Performance in Learning

The substantial influence that parental involvement in school has on student performance is highlighted by a variety of research on this topic. Several studies have shown that parental involvement has a positive association with students' academic achievement, social-emotional growth, and overall well-being. Lara and Saracost (2019) agreed that there are connections between homes and schools and that those connections play an essential role in a child's development. The majority of parents believed that the home environment would have a long-term effect on the educational experience and that their children could not be developed solely in the school setting. As a result, many of parents understand how essential it is for the children to receive an education that combines home and school. The results of studies on how parental participation affects children' academic achievement indicate a strong correlation between parental involvement and children's academic success (Yaseen, Zaman and Rasheed, 2017, Ambachew, Amare and Geleta, 2018, Simweleba & Serpell, 2020). However, parents' active involvement is more powerful with students' performance than the other factors.

Moreover, the existing researches have revealed the importance of parental involvement towards their children's performance. In accordance with Mutodi and Ngirande (2014), there is a positive correlation between performance and three parental participation constructs: parenting, parent-teacher communication, and home and family support. According to studies, the most important aspect influencing a learner's performance is their support system at home and in their family. Parents that actively participate in their children's education at home experience increases in their academic achievement. Student performance is found to be statistically significantly influenced by parental involvement, as stated by Akbar, Chisthi, and Younes (2017).

This study confirms the idea that there is a connection between children's academic success and parental participation.

Additionally, studies carried out by Hussain, Javaid, Parveen & Iqbal (2018) and Ambachew, Amare, & Geleta (2018) exposed that there is a strong positive and substantial relationship between parental involvement and academic performance of children. Similarly, studies carried out Akbar (2015); Topor et al., (2010) demonstrates that involvement from parents is a statistically significant factor in determining students' scores on tests. According to research conducted by Jaiswal and Choudhuri (2017), students' academic performance increases when parents participate in school events, actively participate in their children's educational activities, show feelings of affection for their children, are democratic and responsive, and keep positive expectations regarding education. Parka and Holloway (2017) found that school-based involvement by parents has a significant impact on children's academic progress. As children proceeded through the grades, the relationship between parental involvement and ability to read and compute grew stronger. Parents can also be encouraged to participate more in school-based activities by giving them information on how schools function, and how to support learning, and how to access educational resources (Park & Holloway, 2013).

Additionally, the research show that the creation of a learning environment where parents are acknowledged and embraced by teachers is the most significant predictor of parental involvement, especially for low socioeconomic families (Hoover-Dempsey, & Sandler, 1997; Park & Holloway, 2013; Baquedano-Lopez, Alexander, & Hernandez, 2013). There are many research studies that offer empirical evidence of the beneficial effects of parent involvement on school achievement, even in developing countries. Researchers Amponsah, Milledzi, Ampofo, and Gyambrah (2018) conducted a study in Ghana and found a strong positive correlation between students' academic achievement and parental involvement. According to their findings, academic performance becomes better when parents help their children with their homework, set reasonable yet high expectations for them, and provide an educational setting for at-home study times.

Parents should therefore take the lead in promoting their children's education simply because they are the basic instructors, the first people to socialize their children, and the ones who introduce them to the intellectual and social worlds. Therefore, parents should have high yet acceptable standards for their children's educational success in order to encourage them to do their best in school. As reported by Thomas et al. (2020), parental involvement has a positive impact on American students' academic achievement. Parental involvement helps parents understanding the goals and procedures, which in turn helps children organize their experiences, explain the importance of education, regulate their learning outcomes, and develop their sense of competence.

Parents can guarantee home supervision by creating and implementing rules and regulations concerning activities at home and at school, as well as by offering learning opportunities and a conducive environment. In order to help parents gain insight into their parenting abilities, schools need to support Parent-Teacher Association (PTA) meetings (Amponsah, Milledzi, Ampofo and Gyambrah, 2018). There is a high correlation between academic success and parental participation, according to another study conducted in Ethiopia by Ambachew, Amare, and Geleta (2018). Additionally, it is a powerful indicator of students' motivation for academic success. However, it

was noted that the majority of research in this field has only been done with elementary school pupils, indicating that there is not much information on the relation between parental involvement and children's performance in school (Simweleba & Serpell, 2020). In order to improve their children's academic performance, parents should invest their time, energy, and resources in their education. They need to take an active role in the education of their children. Increase the duration of time they spend with their children, pay attention to them, and follow up with them on completing homework, note books, and encouragement. They should also talk about school activities, academic achievement expectations, and the worth of getting good results (Assefa and Sintayehu, 2019; Grolnick, 2014).

According to another study, the degree of involvement by parents was centered on four key areas: the home learning environment, social interaction with the children, communication with the child, and encouragement of the child's achievement. As a result, parents recognize the value of creating a suitable learning environment for their children and take steps to provide it, such as setting up a study space and instructional resources, talking to the child, checking about their activities, and listening to their concerns. Thus, we can conclude as there is affirmative relationship between parental involvement and students' performance (Ahmad et al., 2017). Research carried out by White (2017) indicated that, there are benefits of parental involvement that can positively stimulus student performance. Mahuro and Hungi (2016) support communication with the school and parenting, two of the six forms of parental participation mentioned in the Epstein parental involvement model. They come to the conclusion that these sorts of involvement have given their children an advantage in terms of academic success.

However, the results of some earlier research on the connection between student performance and involvement of parents have been conflicting and insufficient. Many studies have demonstrated that parental involvement in their children's academic education tends to decrease as they become older, and that it also varies as they progress through school. (Costa and Faria, 2017; Wijsman et al., 2018). However, there was a distinct correlation between father-child bonds and both favorable and substandard educational results. Holmes and Huston, (2010), even if the predicted connections varies based on the particular results. Children's negative attitudes toward school were significantly and uniquely determined by fathers' involvement in school, but not at home (Fatherhood Institute, 2010; Flouri, 2006). Although the associations were not as strong as predicted, both home-based and school-based educational involvement had a positive relationship with academic self-concept and school achievement but adversely correlated with school challenges (Hoover-Dempsey & Sandler, 2005; Walker et al., 2009). In US, parental educational involvement was related to fewer school problems, greater knowledgeable/school status, and higher school achievement. In the Taiwan, parental involvement was inversely related to children's school problems, but not knowledgeable/school status or school achievement (Newland and Chen, 2013). Hill and Tyson's analysis (2009) also found that school-based involvement was consistently related to children's school achievement, while home-based involvement was not.

Although it has been discovered that parental participation is linked with greater academic achievement, it is still uncertain how exactly parental involvement influences the academic achievement of a student (Collins, Juma & Murundu, 2019). In terms of parental involvement, many parents struggle to support their children's

education due to the financial constraints of today's families (Burns, 2010). Because of the contradictory findings of research on this relationship, it can be concluded that there is uncertainty about the relationship between parental involvement and students' academic success (Sulaimani & Henning, 2020). It makes it difficult to draw any generalizations from the involvement of parents construct's inconsistent findings. According to different studies, student academic achievement and parental involvement are strongly associated (Barnard, 2004; Singh et al., 1995) and others reported that there is no measurable to negative effect of parental involvement on student academic achievement (Tokac & Kacayoruk, 2012).

Furthermore, Lam and Ducreux (2013) did not identify any meaningful correlation between academic achievement and parental support, supervision, and pressure. Various aspects of parental involvement that have an impact on school achievement have not yet been examined simultaneously. A knowledge gap exists regarding the relationship between student achievement and parental involvement (Juma, Muramdu, Colins, 2019). Therefore, more study is required to examine the connection between student achievement and involvement from parents (Juma, Muramdu, Colins, 2019; Sulaimani & Henning, 2020). Although there's a decreasing trend in parental involvement towards student performance as children upgrade to high school (Wijsman et al., 2018), the inconsistent findings of research on this association continue to place question on it. Research is thus necessary to investigate further (Sulaimani & Henning, 2020). Parental participation significantly enhances children's academic performance, according to multiple studies. Learning outcomes can be improved by active participation, which includes helping with homework, creating an encouraging home environment, and interacting with schools. Studies indicate that when parents and teachers work together, children are more motivated, do better academically, and grow completely.

Parental Behavior and children's learning

The methods and techniques of parenting have changed over time. The three parenting styles—permissive, authoritarian, and authoritative—are employed to assess academic achievement in western literature (Masud et al., 2015; Checa et al., 2019). Study from Iran shows support for the authoritarian parenting style similar to other Islamic countries (Rahimpour et al., 2015). In Western and European countries, the authoritative parenting style is the most common and successful approach used to determine pupils' academic achievement, but Asian countries demonstrate better academic performance consequences for this type of parenting (Masud et al., 2015). However, the father's active parenting style makes a significant impact in assisting their children get better grades in school. Therefore, in Asian cultures, a father's involvement plays an essential role for determining their children's academic success (Masud et al., 2015). Numerous research studies have examined the association between student academic achievement and parenting style (Kosterelioglu, 2018).

Indeed, parental behaviors (warmth, acceptance, support, involvement) as well as parent-child relationship (openness, closeness, warmth) have been publicized as powerful tools to promote a positive socio-emotional, behavioral, and learning development (Garthe, Sullivan, & Kliewer, 2015; Ginevra et al., 2015). Jhang and Lee (2018) studied the role of parental involvement in the academic achievement trajectories of elementary school children with Southeast Asian and Taiwanese mothers. Their findings arrange in a line with Coleman's (1988) social capital theory, which categorizes parental involvement as home-based or school-based. Chee and

Ullah (2020) proceed on to clarify that school-based involvement requires intergenerational relationships closure and involvement in curriculum and co-curriculum activities, whereas home-based involvement includes parent-to-child communication, setting parental expectations, and family culture and rules. Parenting practices have been reported to improve student achievement by the majority of researchers.

Parents, schools, and children all benefit from parental involvement, as demonstrated by Tan et al. (2020). According to their findings, children whose parents participate in educational activities have a supportive and competitive connection that strengthens relationships and encourages learners to be responsible, plan into the future, and exhibit control over oneself. Strong parental participation, as noted by Sengonul (2022), is crucial for academic success and improvement, possibly decreasing the academic performance gap between children from high- and low-income families. Anguiano et al. (2020) observed that even though effective parental involvement is essential in learning, it is far from a reality in most private schools. In the study by Mukami et al. (2022), the high coefficient of determination indicated that parental involvement has a significant impact on students' impressions of a parent's involvement in their cognitive development demonstrates that students appreciate this involvement in their lives. This study emphasized the significance is for parents to encourage and support parental involvement in the educational endeavors of their children.

Lerdponkulrat et al. (2012) found that children performed better when they believed that their parents were in power. The best indicator of academic achievement is an authoritative parenting style, according to Mahasneh (2014), who also found positive associations between parenting styles and academic success for both authoritarian and permissive parenting styles. According to Alicia (2018) and Orhan-Ozen (2017) child care style has a positive effect on student performance. Jeynes (2010) indicated that parenting style is a crucial component of parental involvement since it contributes to the child's joyful home life. The relationship between the home and the school is important because it has the authority to redefine and enhance the idea of parental involvement (Seginer and Mahajna, 2018).

Based on their parenting approach regarding academic achievement, Xu, Dai, Liu, and Deng (2018) explored how children with ages of almost teens assessed parental psychological control and autonomy. A study conducted by Rabgay (2015), as well as revealed that variations in approaches to parenting led to variations in students' academic achievement. Out of the three parenting styles permissive, authoritarian, and authoritative. It was discovered that students with authoritative parents perform better academically than those whose parents have authoritarian and permissive parenting style. Similarly, parents' styles have a significant effect on how well children do in school, as demonstrated by Uma and Manikandan (2014). As a result, parents must possess the necessary information and abilities to better guide their children's successful development, particularly in the area of academia. Antony-Newman (2019) recognized that school factors greatly influence parental involvement in students' learning. A school's size, climate, existing regulations and practices, teachers' attitudes and behaviors, and whether it is a public or private institution are all important factors (Epstein, 2011; Coleman and Hoffer, 1987). Jabar et al. (2022) discovered a noteworthy disparity in the degree of parental involvement in the

education of their children, with parents being much more involved at private schools, where highly educated individuals prefer to enroll their children.

In the Nepali context, the role of parents is particularly crucial because many children come from households with limited access to educational resources. Parents who prioritize their children's education, even in resource-constrained environments, can create a significant difference. For example, encouraging reading at home, providing a discreet space for study, and discussing school activities can enhance a child's academic performance. Nepal's socio-economic landscape poses several challenges to effective parental involvement. Poverty remains a critical barrier, as many parents struggle to meet basic needs and may not have the time or energy to focus on their children's education. According to a 2020 report by UNICEF, approximately 25% of Nepal's population lives below the poverty line, which directly impacts children's learning environments (UNICEF, 2020). Additionally, low parental literacy rates, particularly in rural areas, hinder the ability of parents to assist their children academically. As per Nepal's Census 2021, the overall literacy rate is about 68%, with significant gender disparities. In many households, fathers may prioritize earning a livelihood, while mothers, who are often less literate, may lack confidence in engaging with teachers or guiding their children.

Despite these challenges, initiatives such as the School Sector Development Plan (SSDP) and community school programs have encouraged greater parental involvement in education. Parent-Teacher Associations (PTAs) in public schools have also helped bridge the gap between families and educational institutions. NGOs like Room to Read and Educate the Children Nepal work to empower parents by providing training and resources that enable them to support their children's education. For example, literacy campaigns and workshops for parents in rural areas have proven effective in enhancing parental engagement. To further improve learning outcomes in Nepal, it is essential to address systemic barriers such as poverty and illiteracy. Schools should also foster an inclusive environment that actively involves parents through regular communication and community-based programs. By empowering parents with the knowledge and tools to support their children, Nepal can support its education system and ensure better academic performance for all students.

Research shows that children's learning results are significantly impacted by parental conduct, such as regular involvement, nurturing attitudes, and effective communication. Academic achievement is fostered by supportive behaviors such as establishing organized routines, fostering curiosity, and setting high but attainable targets. On the other hand, undesirable behaviors like unwarranted criticism or disrespect may hinder motivation and performance. Positive parental behaviors have been demonstrated to improve children's cognitive development, self-discipline, and tolerance. This highlights the crucial role parents play in influencing their academic achievements and overall performance. In conclusion, the literature underscores the vital role of parental involvement in students' holistic development, particularly in Basic schools. However, it also climaxes the challenges and variations in parental involvement across different contexts, underscoring the need for further research in specific settings. Indeed, an empirical basis for examining the relationship between learners and parental involvement is provided by this rigorous analysis of the research; overall progress in Nepal may be assessed.

Conclusion

Involving parents in their children's education with the aim of enhancing their social and academic wellbeing is known as parental involvement. Education has the ability to change the lives of individuals. Children's performance can improve when parents are involved in their process of learning. Children perform higher when their parents are more involved with them. One of the primary areas of study in the fields of education and development has been parenting, and many thoughts have been offered in regarding the social and personal characteristics of parents that better support the growth and development of their children.

Six dimensions of parental involvement have been determined in the literature: parenting, helping children learn at home, and communicating with the school, volunteering at the school, performing a role in school decision-making, and working with the community. The ways in which parents nurture their children are known as parenting styles. The goal of parents is for their children to develop into socially responsible citizens. Different styles of parenting are adopted in order to determine the most effective way to do this. The research has identified three aspects of parenting styles: authoritative, authoritarian, and permissive. These three dimensions have been extensively described in the literature. Research indicates that children academic success is influenced by both parental involvement and behavior. Similarly, it significantly foresees students' motivation for academic success. Parents must take the initiative to support their children's education since they are their first teachers, socialization facilitators, and first-hand exposures to the intellectual and social world.

Children's academic progress is significantly influenced by parental involvement, particularly in Nepal, where socioeconomic and cultural constraints are prominent. The learning outcomes of children can be improved by promoting active parental involvement through awareness-raising, education, and supportive structures. Nepal may unlock the potential of its children to attain educational excellence through reducing obstacles and promoting collaboration between families and schools. Children are more likely to continue performing well at their educational achievement if their parents encourage them by participating in their learning. The influence of parental involvement and parenting style on student achievement has been studied in a number of countries. However, the literature indicates that the theoretical intersection of parental involvement and parenting style with regard to students' academic achievement in developing countries got relatively little attention. It is believed that one of the most important factors for creating a country's human capital is the performance of students. Consequently, additional investigations must be done, especially in developing countries.

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